Spotlight on Language Teaching: Digital Feedback in Research and Practice

Conference Guide

June 29-30, 2023

Organized by Jun.-Prof. Dr. Jennifer Schluer & TESOL Team of Chemnitz University of Technology

DigiFeed

tesol@phil.tu-chemnitz.de

https://www.tu-chemnitz.de/phil/english/sections/tesol/digifeed2023.php

Lecture Hall Orangerie, Reichenhainer Str. 90, and online

TESOL TUC

UNIVERSITY OF TECHNOLOGY
IN THE EUROPEAN CAPITAL OF CULTURE
CHEMNITZ

Stiftung Innovation in der Hochschullehre

DGFF

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Contents of the Conference Guide

Conference theme

The focus of the conference is on technology-enhanced feedback processes, which have become increasingly important in recent years due to the proliferation of online teaching and the heightened relevance of digitalization in many areas of life.

In 2022, we therefore began to organize an international and interdisciplinary conference, and released the Call for Abstracts in January 2023. Many scholars and practitioners responded to this Call so that we were able to compile a thematically varied program, providing insights into research and teaching practices around the globe.

For reasons of transparency, the Call for Abstracts is printed below, and the review criteria are set out in the section "Review criteria for submitted abstracts", followed by the complete list of all presenters and the abstracts that were accepted by the review committee.

Call for Abstracts

Call for Papers!	Abstract Submission Deadline:	**March 15, 2023**
	Notification of Acceptance:	**April 20, 2023**
	Conference Date:	**June 29-30, 2023**

We invite you to submit paper proposals to be presented at the **First International "Spotlight on Language Teaching" Conference** hosted by the TESOL section at Chemnitz University of Technology, Germany. The conference will take place as **a hybrid event from June 29 – 30, 2023, in Chemnitz and online.**

We welcome presentations that deal with current approaches to language teaching and showcase the use of digital feedback methods in online teaching, face-to-face teaching and hybrid or blended learning settings. Presentations about feedback implementations in other disciplines are welcome as well, as they might lead to valuable interdisciplinary dialogues.

The conference aims to attract contributions from academics at different stages of seniority (at postdoctoral, doctoral and MA level). It also welcomes contributions from teachers at schools, in higher education and at language institutes.

Digital feedback comprises a wide range of possibilities, such as feedback in text editors, cloud documents, forums, wikis, chats and other social media, surveys, polls, mails, automated writing evaluation, multimodal feedback in video conferences as well as recorded audio, video and screencast feedback (Schluer, 2022).

There will be different **thematic sections**, including, but not limited to:

- technology-mediated feedback in different modalities
- technology-generated (automated) feedback
- digital feedback literacy development among pre- and in-service teachers
- learner engagement through participatory, interactional feedback approaches

The conference also serves as a dissemination event of the project "Pedagogical guidance for the use of digital feedback: Digital Feedback Map (DFM)", funded by the *Stiftung Innovation in der Hochschullehre* (09/2022-08/2023).

Reference:
Schluer, J. (2022). *Digital feedback methods.* Narr Studienbücher. Narr Francke Attempto.

Conference venue

This is a hybrid conference, which means that participation is possible on-site and online.

On-site participation

New Lecture Hall "Orangerie", Reichenhainer Str. 90, 09126 Chemnitz

From Chemnitz Hauptbahnhof (Central train station), you could take tram 3 in the direction of "Technopark" (or trams C13, C14, C15) and get off at the stop "TU Campus". To your right side, you will see our lecture hall Orangerie (see photo). After you have entered the building, please turn right to our conference office (Room N001).

Source: Jakob Müller, Press Office TU Chemnitz
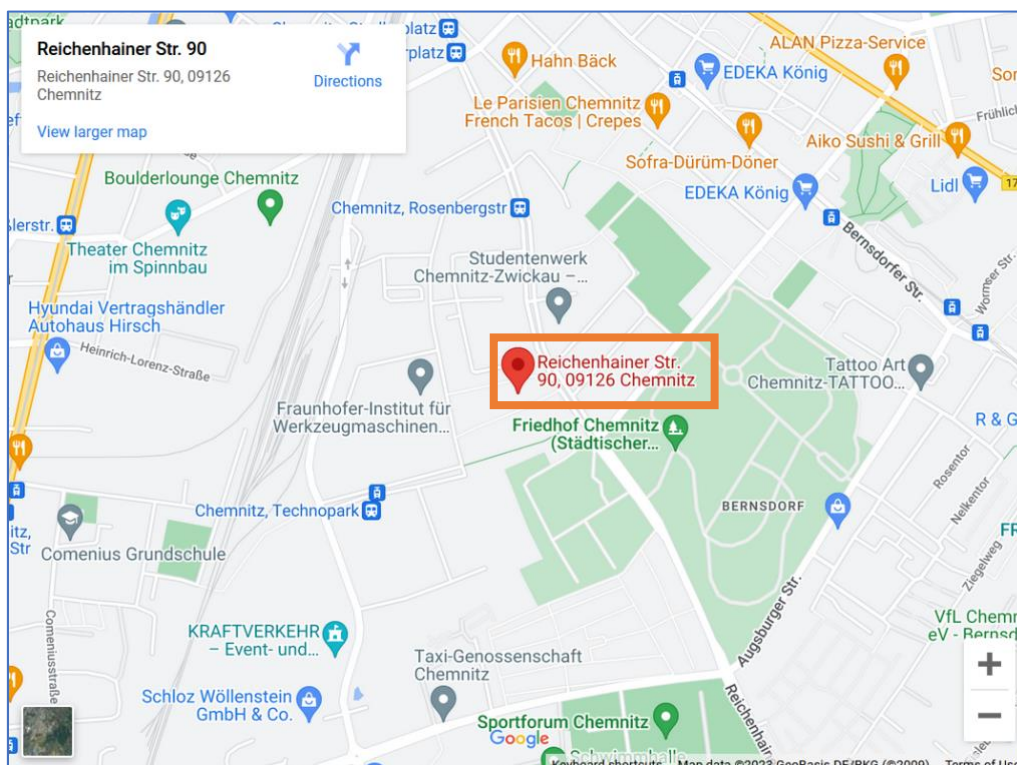
Conference office, poster exhibitions, and snacks:

Room N001 (ground floor, to the right of the main entrance)

Presentation room:

N113 (first floor; you can take the staircase or elevator to reach it)

Facilities

You can find lavatories on every floor. Most of them are on the right-hand side of the ground floor.

Food and beverages during the conference breaks

In the morning and afternoon breaks, you will be served some food and beverages at our conference venue (room N001). Should you have any allergies, please mention them in the registration form.

Conference dinner

The conference dinner will take place on June 29, 2023, from 18:30 onwards in the **Turmbrauhaus Chemnitz** (Neumarkt 2, 09111 Chemnitz). You can choose a menu directly at the restaurant. You will need to pay your food and drinks yourself, as the dinner is not included in the conference fee. You can select from a variety of traditional and affordable meals (see https://turmbrauhaus.de/gasthaus/ as well as special seasonal offers on-site).

Online participation via internet browser

Recommended browsers: Google Chrome, Firefox

The hybrid conference is held in the BigBlueButton (BBB) webroom, hosted by TU Chemnitz:

https://webroom.hrz.tu-chemnitz.de/gl/jen-sbb-nub-8dd

Participants will obtain the required access code after successful registration (https://tinyurl.com/RegistrationDF23).

Participation via phone:

Should you encounter problems while logging in via the internet browser, you can dial +49 371 531 92303 and enter the conference pin 69815#. You can unmute yourself by pressing the number 0.

Conference program

The conference will give insight into a variety of digital feedback methods and how they can be used in teaching.

Please check out the conference website for regular updates regarding the conference and the conference program: https://www.tu-chemnitz.de/phil/english/sections/tesol/digifeed2023.php.

All times are given in Central European Summer Time (CEST, Berlin time zone).

As of May 15, 2023, the program is as follows:

Thursday, June 29, 2023

09:30-10:00	Registration (Room N001) and settling in (Room N113) *(Note: Registration will also be open until the afternoon)*
10:00-10:20	**Conference Opening Day 1**
10:20-10:30	Short break
10:30-12:00	**Presentation section 1:** **Audio-Visual and Multimodal Feedback**
10:30-11:00	Using Screen Capture Technology to Provide Constructive Feedback in the EFL Classroom *Detlef Eichner*
11:00-11:30	Synchronous Presentation Skills: The Effect of Video-based Self and Peer Assessment on Metacognition *Sumeyya Sarikaya*
11:30-12:00	Frequenzen von mündlichen Fehlern und (nicht-) korrektivem Feedback in Videokonferenzen: Ergebnisse aus einer Videointeraktionsanalyse zwischen angehenden DaF-Lehrkräften in Wien und internationalen DaF-Studierenden in Tokio und São Paulo *Julia Lankl*
12:00-13:00	**Teaching Ideas** **Pitch Presentations of Teaching Ideas & Discussion Forum** Using Digital Feedback Portfolios for Developing English Language Students' Written Communication Skills *Ola Shakhshir* Feedback Provision/Observation within Tandem Language Learning *Amanda Yi Chng* Using Flip for Digital Out-of-Class Feedback Which Fosters Communication *Polina Gantman* Dialogue on Instagram Story *Ezgi Bekci*

	Voiceover Feedback on TikTok *Erhan Altay*
13:00-14:00	**Poster Exhibition**/Lunch break *(Note: The poster exhibition will be shown in room N001 and will be available until Friday evening. A digital presentation wall will be accessible for the online audience, also after the end of the conference.)*
14:00-15:30	**Presentation Section 2:** **Automated Feedback/Automatic Corrections**
14:00-14:30	Learner Engagement with Technology-Generated Automated Feedback *Ralf Gießler*
14:30-15:00	Considerations on the Design of Affectively Positive Automated Corrective Feedback in Mobile Language Learning Applications *Jennifer Wengler*
15:00-15:30	The Place of Feedback in Teaching Foreign Languages via Translingualism *Nataliia Saienko & Ganna Sozykina*
15:30-15:45	Short break
15:45-17:15	**Presentation Section 3:** **Open AI, iCALL & Robot-Assisted Language Learning**
15:45-16:15	Exploring Teachers' Perceptions of Using OpenAI for ESL Writing Feedback: A Mixed-Methods Study *Kemal Gönen*
16:15-16:45	Analyzing the Nature of Personalized Feedback in Intelligent Computer Assisted Language Learning Applications *Bushra Ahmad & Mohammad Rizwan Khan*
16:45-17:15	Effects of Using Feedback Modes by Teaching-Assistant Humanoid Robot on Improving English Language of ADHD Students *Mina Raeisi Nafchi*
17:15-17:30	Announcements
17:30-18:30	**Change of Location**: Tour to the City Center of Chemnitz
from 18:30	**Conference Dinner** at Turm-Brauhaus, Neumarkt 2, 09111 Chemnitz *(not included in conference fee)*

Friday, June 30, 2023

09:30-10:00	Registration (Room N001) and settling in (Room N113)
10:00-10:20	**Conference Opening Day 2**
10:20-10:50	**Presentation of Results from the DFM Project**

	Pedagogical Guidance for the Use of Digital Feedback: The Digital Feedback Map (DFM) *Jennifer Schluer*
10:50-11:00	Short break

11:00-12:30	**Presentation Section 4:**
	Digital Feedback Literacy: Teacher and Student Perspectives

11:00-11:30	Need-based Feedback? – The Role of Students in (Digital) Feedback Processes *Annika Brück-Hübner*
11:30-12:00	Using Various Digital Literacy Methods to Assist First-Year University Students' Academic Writing? *Verbra Pfeiffer*
12:00-12:30	Online-mediated Teacher-Student Feedback Literacies Development: Inquiries into a Language-focused Approach with its Affordances and Limitations *Olivia Rütti-Joy*

12:30-13:45	**Pitch Presentations & Discussion Forum (cont.)**/ Lunch break

13:45-15:15	**Presentation Section 5:**
	Feedback Design/Teaching Reports

13:45-14:15	Digital Dialogues – Interactive and Individualized Feedback in the Online Language Classroom *Katja Anderson & Natasha Anderson*
14:15-14:45	On the Use of Criteria-based Peer Feedback in Online Preparation Courses for the Digital TestDaF – Assumptions, Implementation, and Experiences *Ines Paland-Riedmüller & Simone Weidinger*
14:45-15:15	The Effect of Feedback Activities in a Curriculum Planning Course on Preservice Teachers' Self-Efficacy in Implementing Digital Feedback Methods in ELT Classrooms *Yarong Liu*

15:15-15:30	Short break

15:30-16:30	**Presentation Section 6:**
	Interdisciplinary Insights

15:30-16:00	Perceptions of Pre-Service Biology Teachers on the Function, Form, and Design of (Digital) Feedback in Science Classrooms – A Qualitative Interview Study *Monique Meier, Katharina Schellknecht & Marit Kastaun*
16:00-16:30	Feedback zu Lernzeit und ablenkungsfreie Lernumgebung *Manuel Schmitz, Markus Suren, Jenny Rettstatt, Daniel Brand, Katharina Jahn, Günter Daniel Rey & Marco Ragni*

16:30-17:30	Final Discussion and Conference Closing

Registration

Please complete the **registration form** at **https://tinyurl.com/RegistrationDF23** before June 15, 2023.

There will only be a minimal conference fee to cover the (partial) costs for food and beverages during the conference breaks (in the morning and afternoon) as well as the additional costs for student assistants needed for conducting the conference in hybrid format (maintenance of webroom etc.).

The fees will be reduced for doctoral students (proof needed) as well as for those who register early. **No fees** will be charged for (Master) students and occasional online listeners. However, a registration via the online form (**https://tinyurl.com/RegistrationDF23**) is mandatory for everyone.

	Early registration: May 2023		Late registration: June 2023	
	Attendance in Chemnitz	*Online Attendance*	*Attendance in Chemnitz*	*Online Attendance*
Regular fee (participants from TU Chemnitz or other institutions; exceptions: PhD students or single-day attendance)	50	40	70	60
Reduced fee: PhD students or Single-day attendance (please send the proof of your PhD status to the conference mail)	35	30	45	40

When registering for the conference, please enter your address for the invoice. Afterwards, we will send you an invoice with payment details if you belong to a paying group.

Unfortunately, a direct payment via the conference website is not possible since the fee for using and maintaining such a payment system would have increased the costs for registration tremendously.

The conference is meant to be open to participants independent of their socio-economic situation. For a limited number of participants, we can cover the costs. Therefore, should you have trouble in paying a fee, please send an email to tesol@phil.tu-chemnitz.de so that we can check whether we can exempt you from the payment.

Information about hotels in Chemnitz

We have made special arrangements with three hotels in Chemnitz. Please see the conference website for detailed information, including the booking code:

https://www.tu-chemnitz.de/phil/english/sections/tesol/digifeed2023.php

- Hotel an der Oper Chemnitz, Straße der Nationen 56, 09111 Chemnitz
- Biendo Hotel Chemnitz, Straße der Nationen 12, 09111 Chemnitz
- Seaside Residenz Hotel, Bernsdorfer Straße 2, 09126 Chemnitz

Information about presentations

In the hybrid conference setting, presentations will be held **on-site** (face-to-face in the lecture hall Orangerie, Reichenhainer Str. 90, Room N113) and **online** (https://webroom.hrz.tu-chemnitz.de/gl/jen-sbb-nub-8dd).

Length of presentations

The **maximum length** of a **regular presentation** (mainly research projects & reports about teaching practice) is **15 minutes**, followed by 5 minutes of discussion as well as 5 minutes for speaker change.

By contrast, the **short pitch presentations** by advanced **Master students and early PhD students** will be held in a special (pre-)lunch session on June 29, 2023. They will present their teaching ideas, teaching practices or research project ideas. The time limits are as follows:

- **Master students:** **5-minute pitch presentation**
- **Early PhD students:** **10-minute pitch presentation**

Further details about the requirements are explained below in the section "Pitch presentations".

Language of presentations

The conference languages are **English and German**.

Due to the international nature of the conference, we would kindly ask you to prepare your **presentation slides in English**, even if the talk is given in German.

Face-to-face presentations (regular presentations)

To ensure a smooth transition between speakers, please **upload your presentations (PDF)** onto the submission site before **June 20, 2023**:

mytuc.org/zddh

To ensure a proper formatting, please upload your slides as one PDF file. In addition, you may upload your presentation in the original file format (e.g. PowerPoint). Label your file as follows:

Presenter(s)'LastName_Presentation_Date (e.g. "Schluer_Presentation_20230514")

Online presentations (regular presentations)

Online presenters can hold a **live presentation** online, but as a back-up, we strongly advise them to screen-**record their presentation in advance** and to upload it onto the submission site at least two weeks before the conference, i.e. until **June 14, 2023**:

mytuc.org/zddh

Label the file as follows:

Presenter(s)'LastName_Recorded-PPT_Date (e.g. "Schluer_Recorded-PPT_20230516")

In addition, please upload your **presentation slides as one PDF file** onto the same folder. Label it as:

Presenter(s)'LastName_Presentation_Date (e.g. "Schluer_Presentation_20230514")

Webroom test

If you want to test the functionality of the webroom, you'll have the chance to do so on the following day:

June 14, 2023, at 10:30 or 13:30 (CEST).

The webroom is the same as for the conference: https://webroom.hrz.tu-chemnitz.de/gl/jen-sbb-nub-8dd

You will receive the required access code upon successful registration (https://tinyurl.com/RegistrationDF23; for details see above).

Pitch presentations by advanced Master students and early PhD students

During your assigned presentation time (June 29, 2023, in the pre-lunch session), you will deliver a **short pitch presentation** about your teaching idea, teaching practice or research project idea.

During your presentation, you will talk about the materials (e.g., presentation slides, poster, sample tasks, lesson plans, course units, audio recording, video, hyperlinks to the application that you have used or to further resources) that you have uploaded onto a **Digital Presentation Wall**:

https://padlet.com/JSchluer/DigitalPresentationWall2023

In that Padlet, every presenter will have a specific column for the upload of their materials. The deadline for the **upload** of the materials onto the Digital Presentation Wall is **June 14, 2023**.

Since this **Digital Presentation Wall** will still be accessible after your presentation, you can engage in follow-up discussion with further conference participants during the ensuing lunch break and beyond. Do not forget to give your contact details in your column of the Digital Presentation Wall.

Photographs and screenshots

We will take some photos and screenshots during the conference for documentation purposes and later news releases. By participating online or on-site, you give your consent to this. If you have any questions or queries, please let us know via email until June 30th, 2023, the latest.

Conference publication

As announced in the Call for Abstracts, presenters (and a limited number of additional conference participants) will have the chance to submit papers for the conference publications. At present, we plan to have an edited volume and/ or a special issue in a journal. **No fees** will be charged for the publication.

Authors can choose one of the following three **publication types**:

(1) Full-length empirical papers reporting about a **research project** (max. 7,000 words incl. references)
(2) Reports about own **teaching practice** (max. 4,000 words incl. references)
(3) Descriptions of **teaching ideas** or units (max. 2,000 words plus appendix, e.g. handout with tasks, lesson plans)

For all publication types, the required citation style is the most current version of APA Style (American Psychological Association), see https://apastyle.apa.org/.

We recommend using American English spelling, e.g. "behavior" instead of "behaviour". If you prefer British English spelling, make sure to be consistent throughout your paper.

Submissions are possible in English or in German.

The **templates** and style guides for the three different publication types (research project, teaching report, teaching idea) will be made available via the conference website in June: https://www.tu-chemnitz.de/phil/english/sections/tesol/digifeed2023.php

We encourage you to start with the writing early to ensure a smooth review and publication process.

Submission deadline of full paper: **mid-October 2023**

Peer review results to arrive by: **December 2023**

Submission deadline of revised draft: **mid-February 2024**

Further communication: **March 2024**

Submission to publisher: **April 2024**

The anticipated publication year is 2024.

Presentations and presenters

All presenters submitted an abstract in response to our publicly announced Call for Contributions. A review committee consisting of four academics in the field of digital feedback assessed all abstracts by answering the below-mentioned review questions. After all reviews were obtained, we classified the review results and sent a summary of the feedback comments and suggestions to the contributors. The contributors had the chance to incorporate the reviewers' feedback in a revised version of their abstract. We received all revised abstracts by the beginning of May, 2023.

They are shown in the program below in the chronological order of their presentation times.

Review criteria for submitted abstracts

Every abstract was reviewed by two independent scholars who ranked each submission according to their overall relevance and assessed it along the following review questions and criteria:

- **Are the abstract contents relevant to the conference theme? Overall score:**
    - (1) = low compatibility with conference theme
    - (2) = intermediate compatibility with conference theme
    - (3) = high compatibility with conference theme
- Is the presentation topic important? Will it be interesting for the other conference participants/ the audience?
- **For empirical papers:**
    - o Is the research gap & research goal clearly stated?
    - o Is there a reference to previous literature?
    - o Are the method, data collection and analytical procedures appropriate to the research goal? Have they been described in a transparent manner?
    - o Is it original/ innovative work? Does it present new data?
    - o Is the analysis completed, or will it be completed before the conference?
    - o Are there any results already and are they discussed against the previous literature?
    - o Are the results relevant for teaching? Do they state what future work could be done (based on the findings)?
- **For teaching reports and teaching ideas:**
    - o Is it new/ innovative?
    - o Would it be interesting for other teachers?
- Is the abstract clearly written and well organized?
- **Further remarks, open questions and suggestions**
    - o e.g. abstract too long, wrong citation style, anything special about the topic?
    - o Open questions that arose from the abstract

The abstracts that fulfilled the review criteria with a score of (3) given by both reviewers were accepted. Abstracts which received a lower score but appeared promising and innovative had to be revised in order to be accepted. Abstracts that did not fulfill the criteria at all were rejected.

Audio-Visual and Multimodal Feedback

29.06.23, 10:30-11:00

Using Screen Capture Technology to Provide Constructive Feedback in the EFL Classroom

Detlef Eichner

Feedback is of outmost importance when it comes to productive, effective, and self-regulated learning. Constructive feedback fosters students' engagement in the learning process and improves their performance both inside and outside the classroom (e.g. Schluer, 2022; Nyiramana, 2017; Al-Bashir, Kabir, & Rahman, 2016). Therefore, students should acquire and practice various feedback skills already during their studies at university.

In the seminar "Using screen capture technology to provide constructive feedback in the EFL classroom," which I led last semester, future teachers learned to give multimodal feedback by simultaneously recording their screen and voice while correcting and commenting on a student's written work (cf. Bush, 2020, p. 1). The focus was on continuously linking theoretical knowledge with practical issues of classroom teaching.

To work with authentic texts, students were given the opportunity to apply their newly acquired knowledge to written assignments produced by students of the English advanced course of Jacob-Grimm-Schule Kassel. Afterwards, both groups met for a valuable exchange of opinions and a lively discussion about their experiences with the new screen capture feedback method.

Overall, it can be stated that the inclusion of screen capture feedback in teaching should be considered meaningful and beneficial. The responses to the questionnaires that the students of Jacob-Grimm-Schule had received prior to the final conversation support this statement.

In my presentation I will focus on three major issues:

1. The seminar's syllabus
2. Screen capture feedback videos produced by students
3. Exchange of thoughts and opinions

Keywords:

Screen Capture Feedback in the EFL classroom, Collaboration with school, Experience report

References:

Al-Bashir, M., Kabir, R., & Rahman, I. (2016). The value and effectiveness of feedback in improving students' learning and professionalizing teaching in higher education. *Journal of Education and Practice, 7(16)*. https://files.eric.ed.gov/fulltext/EJ1105282.pdf

Bush, J. C. (2020). Using screencasting to give feedback for academic writing. *Innovation in Language Learning and Teaching*. https://doi.org/10.1080/17501229.2020.1840571

Nyiramana, C. (2017). Constructive Feedback to Students: A Tool to Enhance Educational Quality. *Zeitschrift für Internationale Bildungsforschung und Entwicklungspädagogik, 40(2)*, 18-26. https://www.pedocs.de/volltexte/2019/16962/pdf/ZEP_2_2017_Nyiramana_Constructive_Feedback_to_Students.pdf

Schluer, Jennifer. (2022). *Digital Feedback Methods*. Tübingen: Narr Francke Atempto Verlag GmbH & Co. KG.

Biographical Information:

- Referendariat (Teacher Training): 01.05.2005 - 30.04.2007: Goethe-Gymnasium Kassel
- Degree: 2nd state exam for teaching in secondary level I and II; Overall grade: 1.2 (graduated with honors)
- Appointment / Promotion:
    - StR z.A.: 11.06.2007
    - StR: 02.11.2008
    - OstR: 01.10.2011
- Since August 2019: Oberstudienrat im Hochschuldienst an der Universität Kassel: IfAA – Fremdsprachenlehr- und –lernforschung und Interkulturelle Kommunikation

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29.06.2023, 11:00-11:30

Synchronous Presentation Skills: The Effect of Video-based Self and Peer Assessment on Metacognition

Sumeyya Sarikaya

Oral Presentations are an important skill for learners at tertiary level not only for academic competency, but also effective performance in working environments after graduation (Dunbar, Brooks, & Kubicka-Miller, 2006; Fallows & Steven, 2000; Smith & Sodano, 2011, as cited in Van Ginkel, 2015, p. 63). Thus, the assessment of presentation skills is of great significance to develop learners' awareness of their skills. However, there is a lack of research on the assessment of oral presentation skills due to the ephemeral characteristics of speech (Admiraal et al., 2022, p. 184; Grez, L. et.al., 2012, p.129, Topping, 1998, p. 260). Moreover, the existing few studies investigate the effectiveness of assessment on the learning outcome (Van Ginkel, 2015). The results of these studies are contradictory (De Grez, 2009, p.123). Thus, I am aiming to change the direction of the research focus to metacognitive awareness. One of the foremost reasons is that research on metacognition brings the multiple layers of assessment in a task to the fore. It is process oriented, aiming to explore learners' reflective skills - before, during and after the task (Schraw and Dennison, 1994). As oral presentation skills do not only involve knowledge as in testing grammar or vocabulary, I argue that its measurement should focus on the multiple layers of processes in the task. I will conduct the study at a university in Turkey. The main research instrument is Metacognitive Awareness Inventory by Schraw and Dennison (1994). Post-survey interviews will follow to collect more in-depth responses about learners' experience.

Keywords:

Oral presentations online, peer and self-assessment, metacognition

References:

Admiraal, W., Day, I.N.Z & Saab N. (2022). Online peer feedback on video presentations: type of feedback and improvement of presentation skills, *Assessment & Evaluation in Higher Education*, *47*(2), 183-197. https://doi.org/10.1080/02602938.2021.1904826

De Grez, L. (2009). *Optimizing the instructional environment to learn presentation skills* (Doctoral dissertation, Universiteit Gent). https://biblio.ugent.be/publication/7051516

Gregory S. and Sperling D. N. (1994). Assessing Metacognitive Awareness, *Contemporary Educational Psychology*, *19*(4), 460 - 475. https://doi.org/10.1006/ceps.1994.1033

Grez, L., Valcke, M., & Roozen, I. (2012). How effective are self- and peer assessment of oral presentation skills compared with teachers' assessments? *Active Learning in Higher Education,13*(2), 129–142. https://doi.org/10.1177/1469787412441284

Schraw, G., & Dennison, R. S. (1994). Assessing Metacognitive Awareness. *Contemporary Educational Psychology*, *19* (4), 460-475. https://doi.org/10.1006/ceps.1994.1033

Topping, K. (1998). Peer Assessment between Students in Colleges and universities. *Review of Educational Research, 68*(3), 249–276. https://doi.org/10.2307/1170598

Van Ginkel, S., Gulikers, J., Biemans, H. J. A., & Mulder, M. (2015). Towards a set of design principles for developing oral presentation competence: A synthesis of research in higher education. *Educational Research Review*, *14*, 62–80. https://doi.org/10.1016/j.edurev.2015.02.002

Biographical Information:

Sumeyya Sarikaya is a DELTA-qualified English instructor at higher institution level. She has worked with learners of various linguistic and cultural backgrounds for about seven years in several countries and virtually. She is currently pursuing a doctoral research project at TU Chemnitz under the supervision of Jun.-Prof. Dr. Jennifer Schluer. Her research project is Synchronous and Asynchronous Presentation Skills: The effect of Video-based Self and Peer Assessment on Metacognition.

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Frequenzen von mündlichen Fehlern und (nicht-) korrektivem Feedback in Videokonferenzen: Ergebnisse aus einer Videointeraktionsanalyse zwischen angehenden DaF-Lehrkräften in Wien und internationalen DaF-Studierenden in Tokio und São Paulo

Julia Lankl

In der kognitivistischen Forschung zu korrektivem Feedback (CF) sind Frequenzanalysen zu mündlichen Fehlern und korrektiven Feedbacks zwischen L2-SprecherInnen und Interlokutoren bisher mit nur wenigen Distributions- und Korrelationsstudien in Präsenz-Sprachlernkontexten vertreten (z.B. Blex, 2001; Brown, 2016; Havranek, 2002; Ellis et al., 2001; Lochtman, 2002; Lyster, 1998; Mackey et al., 2000; Milla & García Mayo, 2021; Mori, 2002; Morris, 2002). Auch in der Videokonferenzforschung (oral SCMC) gelten sie als unterrepräsentiert (z.B. Akiyama, 2017; Debras et al., 2015; Freschi & Cavalari, 2020; Guichon et al., 2012; Hoshii & Schumacher, 2012; Saito & Akiyama, 2017), weshalb dieser Beitrag mündliche Fehler- und Feedbackfrequenzen und ihre Wechselbeziehungen in zwei Videokonferenzformaten (studio-based und desktop videoconferencing) beobachtet. Die Videokonferenzaufzeichnungen stammen aus einem hochschulischen Kooperationsprojekt zwischen angehenden DaF-Lehrkräften in Österreich und DaF-Studierenden in Japan bzw. Brasilien. Eine deskriptive Videointeraktionsanalyse fokussiert auf die SprecherInnenwechsel und via Event-Sampling auf die Verteilung mündlicher Fehler (DaF-Studierende) sowie darauffolgender Feedbackhandlungen (DaF-Lehrkräfte). Der konventionelle Feedback-Begriff wird erweitert und nicht nur korrektives Feedback (CF), sondern auch nicht-korrektives Feedback (NCF) in Form von Hörersignalen als mögliche Interlokutorenreaktionen auf fehlerhafte L2-Äußerungen berücksichtigt. Während für den mündlichen Fehlerbereich (Blex, 2001; Kleppin, 1997) und CF-Bereich (Lyster & Ranta, 1997) deduktive Klassifikationen vorliegen, entwickelt die Studie induktiv aus dem Datenmaterial ein Kodierschema für Hörersignale (NCF). Die DaF-Lehrkräfte reagieren in beiden Videokonferenzformaten erwartungsgemäß kaum mit CF und verwenden fast nur Reformulierungen, insbesondere Recasts. Die allermeisten Reaktionen sind nicht-korrektiv. Gesprächsüberlappende, Zuhören signalisierende Hörersignale überwiegen gegenüber expressiven NCFs und die Partikel /Mhm/, /Hm/ und /Okay/ dominieren. Single Errors treten zahlreicher als Multiple Errors auf. Grammatische Fehler sind am häufigsten und erscheinen vielfach zusammen mit anderen grammatischen Fehlern in Redebeiträgen. Der CF-Fokus hingegen tendiert zu den selteneren lexikalischen Fehlern. Abseits der Recast-Präferenz zeigen sich keine individuellen Korrekturroutinen, wohingegen signifikante NCF-Routinen bei allen Interlokutoren beobachtbar sind. In Studio-based Videoconferencing lokalisiert die Studie anders als in Desktop Videoconferencing verstärkt Feedbackhandlungen, die von zwei Interlokutoren in einem Interaktionsraum sequenziell ausgeführt werden.

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Biographische Informationen:

Nach meinem Bachelor (Lehramt Grundschule) habe ich im März 2023 den Master für Deutsch als Fremd- und Zweitsprache an der Universität Wien erfolgreich abgeschlossen. Hier galt vor allem die Interaktionsforschung (insbesondere: Fehler- und Feedbackforschung) als mein ausgeprägter Forschungsschwerpunkt. Seit 2016 unterrichte ich als Deutsch- bzw. DaF/DaZ-Lehrerin in verschiedenen Schulformen in Wien und war 2018–2020 im internationalen Bildungskontext als DaF-Koordinatorin und Lehrende an der Deutschen Schule Bratislava tätig. Aktuell bereite ich gerade meine Promotion im Bereich Interaktionsforschung (DaF/DaZ) vor, welche ich gerne im Rahmen eines Cotutelle de thèse-Verfahrens zwischen der Universität Wien (Österreich) und Universität Kassel (Deutschland) durchführen möchte.

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Using Digital Feedback Portfolios for Developing English Language Students' Written Communication Skills

Ola Shakhshir

The purpose of this study is to analyze the use of digital feedback portfolios in developing English as a Foreign Language (EFL) learners' written communication skills. Students in Palestine face difficulties learning EFL and have poor communication skills, leading to mistakes and misunderstandings. Generally, this research work intends to investigate the effectiveness of e-portfolios in developing EFL written communication skills and bridge the gap. A recent study that aimed to investigate EFL college students' perceptions of constructing writing e-portfolios showed that most students benefited from the experience of e-portfolio creation and evaluation; however, one of the research limitations lies in the small number of participants, so larger sample sizes are needed for further investigation (Cheng, 2022, p.19). Another recent study (Bouzeghaia, 2020) aimed to enhance students' essay writing through the implementation of e-portfolios. Only nine students participated and received the treatment. This small number of participants was a challenge to the researcher, who recommended doing more research on a larger sample. Specifically, this study aims to investigate whether and in how far feedback e-portfolios have the potential to improve EFL learners' writing skills in higher education institutions in Palestine as it hasn't been investigated yet. It also aims to investigate integrating e-learning, more specifically, the formative feedback in enhancing students' writing using the e-portfolios. Furthermore, it aims to shed light on e-portfolios as a learning tool to enhance students' progress and investigate the barriers that students face while using e-portfolios to overcome them.

Keywords:

Feedback, Portfolio, Digital Learning

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Ola Shakhshir is a PhD student at Technische Universität Chemnitz. She got her MA degree on English and American from Technische Universität Chemnitz in 2020. She has interests in innovation in education and 21st century pedagogies implemented in teaching and learning English that enhance students' skills. Her experience includes teaching students of different ages in private institutions in Germany. Her doctoral thesis is titled *"Using Digital Feedback Portfolios for Developing English Language Students' Written Communication Skills"*. In this research work, she will investigate the effect of this new method of assessment on developing students' performances.

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Feedback Provision/Observation within Tandem Language Learning

Amanda Yi Chng

With the advent of the internet, virtual language learning has become accessible to students across the globe. One approach out of a multitude of online options is Tandem learning. While this form ensures learner's autonomy, participant's reciprocity, and an equally allotted time for language exchange (Brammerts, 2003), there are several other factors involved in the execution of a fruitful Tandem session. These include elements such as the presence of multimodality (Guichon & Cohen, 2016; Freschi & Cavalari, 2020), a/synchronous chat (Perveen, 2016), and feedback exchange (Sato & Lyster, 2012; La Russa & Nuzzo, 2021). Studies have highlighted the benefits of peer corrective feedback, both in written and verbal practice (Tian & Wang, 2010; Sato & Lyster, 2012; La Russa & Nuzzo, 2021). Stemming out of this body of literature is the urgent need for learners to be trained on how to provide feedback. There are several aspects that explain learner's inhibition during feedback provision; two of which is the desire to 'save face' for the self and the partner, as well as an unfamiliarity with how or when corrective feedback should be given (Xu et al., p.337-340). In order to mitigate this issue, I have designed a learning activity for Tandem sessions. This task can also be included in conventional language learning classrooms. The observation of feedback between students is an important component to feedback training. This may promote metalinguistic discussions and generate cross-linguistic awareness — skills valuable for any language learner. The presentation will provide a background of Tandem learning, an overview of elements central to the Tandem concept, as well as an explanation of a teaching idea.

Keywords:

Tandem Learning, Feedback Provision/Observation, Multimodal Feedback

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Biographical Information:

This Singaporean author is passionate about education, languages, and food. After graduating in 2012 with a focus in theatre pedagogy at Griffith University, she has been using the art form as a medium for language teaching. She first came to Chemnitz in 2017 and spent two years at a non-profit organization working with children and women in asylum. Afterwards, she taught for 2 years in a school for students with dyslexia. She is currently pursuing her final year at TU Chemnitz under the Faculty of Humanities.

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Using Flip for Digital Out-of-Class Feedback Which Fosters Communication

Polina Gantman

It is not a secret that we live in the era of computer and internet technologies. Therefore, feedback has also become digitalised. There are many options to give feedback face-to-face, online, synchronously, asynchronously, in class, and out of class in written or oral form. However, the Flip platform (https://info.flip.com/en-us.html) works with multimodal feedback (Kress, 2004) which might provide a solid opportunity for students not only for feedback itself but also for communication in English. Moreover, with its help, students can learn to support their peers with balanced and empathic criticism as well as praise. Thus, I have devised a chain of activities which can be used in a modern classroom. Students can explore a new tool, i.e. Flip, and a new method of giving feedback, feedback sandwich (LeBaron & Jernick, 2000, p. 14). They can communicate even outside the classroom via videos and written comments. Peer feedback (Schluer, 2022, p. 63) gives an opportunity for a teacher to distance themselves from the role of the lecturer and become more of a facilitator, and the role play provides similar opportunities which make students more independent. The situation when students are taking responsibility for their own studies can also be considered as one of the crucial affordances of my tasks. They also have some limitations: for example, since there is no written part, it might not be enough for reflection on accuracy and some students might be shy to record themselves. However, I believe that there are ways to overcome most of the issues. Of course, as an experienced ESL teacher, I can say with confidence that there are no activities that work 100% well in 100% of the classrooms, but one can at least hope for 80% in this case.

Keywords:

flip, digital feedback, communication

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Biographical Information:

I have been teaching ESL for about 14 years so far. I have CELTA, CPE, YL, Teaching IELTS, BE and other international certificates. My Specialist Degree (5 years) was in Linguistics and Translation. I have taught courses for all levels of students and almost all ages, but prefer to teach Job Interview, BE and English for Special Purposes to adults. I enjoy designing my own activities, I am an author of multiple courses as well as two on an online MOOC platform.

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29.06.2023, 12:00-13:00

Dialogue on Instagram Story

Ezgi Bekci

The social media use in language learning has become increasingly popular due to its potential to increase learners' motivation and engagement in English classroom activities (Ali et. al., 2020). The present study focuses on the use of Instagram as a tool to enhance learners' vocabulary in a collaborative peer work environment as well as using social media for educational purposes. During the activity, students work in pairs to create avatars using online tools and write a small dialogue for their avatars. The pairs post their avatars and dialogues on Instagram story and use the direct message function to provide feedback. This activity aligns with key theoretical and methodological principles, such as MALL principles (Stockwell & Hubbard, 2013), cognitive load theory (Fageeh, 2013), constructivism (Sherif, 2015), learner-centered approach, collaborative learning (Ali et. al., 2020) and authenticity. By using avatars and creating small dialogues on Instagram story, learners are encouraged to use the vocabulary of the session and engage in peer-feedback through the direct message function of Instagram. Additionally, learners can develop their formative assessment skills by providing feedback, which will make them active learners. Moreover, teachers can use this activity to evaluate students' use of vocabulary and provide feedback accordingly. Overall, this study contributes to the ongoing discussion of the potential of social media in language learning.

Keywords:
EFL/ESL, MALL, Instagram, Peer-feedback.

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Biographical Information:

My name is Ezgi Irem Bekci, and I was born in Tokat, Turkey in 1997. I hold a Bachelor's degree in English Language and Literature from Ege University, Izmir, Turkey. Currently, I am pursuing a Master's degree in English and American Studies at Chemnitz University of Technology, Germany, with a focus on TESOL. My interest in digital technologies was sparked while working as a social media content moderator at an international company. I have noticed the crucial role that social media and digital technologies play in daily life. Thus, I combined my experience in this field with my field of study and, currently, I research digital learning.

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Voiceover Feedback on TikTok

Erhan Altay

In today's digital era, technology has revolutionized education and has provided new opportunities for learners to enhance their language learning experience. Learning a language does not have to be boring, and with the advancements in technology, the possibilities for interactive and engaging activities are limitless. The use of video applications has made video editing more accessible and user-friendly, allowing learners to create their own content with ease. One such popular platform is TikTok, which provides users with a vast array of tools to create content and share it with others.

Moreover, video editing possibilities can be used for feedback purposes. For instance, learners can leave an audio comment by using the voice-over function of TikTok. In a general overview of this teaching idea, learners should produce a video on TikTok, for instance it can be a recorded slideshow presentation. Afterwards, learners will give digital audio feedback to each other. In this way, learners will be able to provide digital audio feedback to each other easily. Moreover, the integration of social media has the possibility to enhance student interaction and learning beyond the classroom.

Overall, incorporating digital platforms like TikTok into language learning activities can help learners to stay engaged and motivated while developing essential language skills. This approach provides a fun and interactive way to learn a language while also building technical skills that can be beneficial in the future.

Keywords:

TikTok, speaking skills, content creation, video editing

References:

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My name is Erhan Altay, I was born in Turkey and received my Bachelor's degree in English Language and Literature from Ege University in Izmir. Currently, I am pursuing a Master's degree in the field of English and American Studies at TU Chemnitz in Germany. I am in my third semester. My interest lies in digitalized language education, and I am passionate about exploring new ways to make language learning more engaging and effective through the use of technology.

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Learner Engagement with Technology-Generated Automated Feedback

Ralf Gießler

Automated writing evaluation (AWE) tools such as Grammarly can be defined as assistive technologies that provide feedback during the writing and editing process. The immediacy of AWE feedback is a major advantage of digitally provided forms of feedback that distinguishes it from teacher-generated feedback. Even though research about AWE use in EFL contexts is thriving (Hockly, 2019), there is a need for studies that explore learners' engagement with technology-generated feedback (Zhang & Hyland, 2018; Koltovskaia, 2020). The current paper aims at contributing to a better understanding of how students engage with AWE feedback.

This paper reports on a pilot study with 20 upper secondary students who use ProWritingAid (PWA) during an essay composition task. PWA provides writers with immediate feedback on grammar, spelling mistakes and writing style. Students' cognitive engagement with PWA's suggestions is captured with the help of a change tracker sheet. Here students note down which changes they make and why they rejected suggestions. The comments (n=108) made by the students on the change tracker sheet are coded inductively. In sum, there is almost a balance between the rejection and acceptance of suggestions. Learners seem to be more cautious and reflective when it comes to feedback uptake than expected – a finding, which has implications for integrating technology generated feedback into language classrooms.

Keywords:

Computer generated automated feedback, engagement

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Biographical Information:

Ralf Gießler is a senior lecturer and post-doctoral researcher for Teaching English as a Foreign Language. His current research interests lie in digital feedback in EFL writing assessment and the professional development of future teachers of English.

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Considerations on the Design of Affectively Positive Automated Corrective Feedback in Mobile Language Learning Applications

Jennifer Wengler

Automated corrective feedback is applied in a variety of learning settings. It is frequently used in applications designed to improve written text (Shadiev & Feng, 2023). Spelling and grammar corrections are common in this context (ibid). Mobile language learning applications also provide such feedback.

However, learners' reactions to this kind of feedback are largely unexplored. It appears that automated corrective feedback can elicit emotions such as anger, anxiety or frustration (Zaini, 2018). There is also evidence that learners perceive corrective feedback in mobile language learning apps negatively in comparison to feedback in traditional classroom settings (Usta, 2017). This seems little surprising given the rather limited quality of feedback in popular mobile language learning applications, whose effectiveness can also be questioned (Heil et al., 2016).

In turn, corrective feedback in face-to-face teaching is an emotion-triggering factor (Wengler in press). Up to a third of the most intensely experienced emotions during oral corrective feedback are negative (ibid). Intrapersonal and extrapersonal factors influence learners' experience of corrective feedback. In addition, learners have specific preferences with regard to corrective measures in the classroom (ibid).

Some of the findings gained in face-to-face classroom settings can be transferred to mobile language learning applications with the aim of promoting positive emotional experiences in the course of automated corrective feedback and meeting learners' preferences.

The presentation will therefore highlight empirical findings and apply the results to the design of mobile language learning applications. Furthermore, it will be discussed to what extent mobile language learning apps might have an advantage over face-to-face teaching in terms of emotionally beneficial corrective feedback.

Keywords:

automated corrective feedback, emotion, learners' preferences, mobile language learning applications

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29.06.2023, 15:00-15:30

The Place of Feedback in Teaching Foreign Languages via Translingualism

Nataliia Saienko & Ganna Sozykina

Relatively recently the so-called translingual approach to teaching foreign languages, which is aimed at developing the skills of quick, smooth and efficient switching from one language code to another (Chen, 2017), began to evolve in modern linguodidactics.

Translanguaging is a language practice that allows language learners to use all their linguistic skills, experience, and competences acquired in the L1. The term is meant to describe the practice that involves a deliberate alternation between the language of input and output (Lewis et al., 2012). Translanguaging strategies can be employed in all kinds of activities that include not only speaking but listening, reading, or writing (Proshina, 2017).

Researchers emphasize the need to study the strategies that people use in translingual communication situations (Butzkamm & Caldwell, 2009). We implemented one of such strategies using the methods of parallel and audiovisual translation. Students received a bilingual script, as well as video and audio recordings of new words and texts in two languages. The vocabulary of the texts and the texts themselves were placed on the screen in parallel with their translation. The material was listened to simultaneously with the visual support, was repeated in pauses after the speaker, and was then trained while completing creative and problem tasks.

While repeating words and phrases the students got immediate feedback listening to the recorded speaker's correct pronunciation. Such audio feedback could help learners improve their pronunciation skills. While completing creative and problem tasks the feedback was concentrated on content that allowed the students to be more enthusiastic in communication without focusing on making grammar or pronunciation mistakes.

Keywords:

feedback in teaching foreign languages, translanguaging, parallel translation

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Exploring Teachers' Perceptions of Using OpenAI for ESL Writing Feedback: A Mixed-Methods Study

Kemal Gönen

In the context of student learning, feedback plays an essential role and the utilization of Artificial Intelligence (AI) powered tools has further enabled teachers to generate various feedback types, which can enhance student learning. However, despite the widespread adoption of digital technologies in education, prior studies on educational feedback have mainly concentrated on the theoretical underpinnings of feedback practices, with limited attention paid to AI-based technologies (Wongvorachan et al., 2022).

This study explores the feasibility and effectiveness of utilizing OpenAI technology to enhance the writing skills of ESL learners, through investigating the perceptions of teachers regarding the use of OpenAI for providing feedback to ESL students' writings. Both quantitative and qualitative data were collected from ESL teachers with experience in using OpenAI for feedback.

Quantitative data were collected through a survey that aimed to examine the frequency of use of OpenAI, the perceived effectiveness of OpenAI, and the overall attitude towards using OpenAI for feedback. Qualitative data were collected through semi-structured online interviews that aimed to provide a deeper understanding of teachers' perceptions of using OpenAI for feedback.

The findings indicate that the use of OpenAI for feedback is seen as a valuable tool for enhancing the writing skills of ESL students. The technology is praised for its ability to identify and correct grammatical errors, provide helpful suggestions for sentence structure, and offer more accurate vocabulary choices. However, the study also highlights some concerns regarding the reliability of the technology and the need for additional human intervention. The study concludes that the use of OpenAI for feedback is promising and has great potential in improving the writing skills of ESL students, but further research is needed to fully understand its effectiveness and limitations.

Keywords:

OpenAI, ChatGBT, Writing feedback

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Analyzing the Nature of Personalized Feedback in Intelligent Computer Assisted Language Learning Applications

Bushra Ahmad & Mohammad Rizwan Khan

The introduction of Artificial Intelligence (AI) in education has paved the way for mass individualization in teaching and learning (Luckin et al., 2016). Applications of AI in language teaching and learning powered by machine learning and Natural Language Processing (NLP) techniques fall under Intelligent Computer Assisted Language Learning (ICALL), a sub-field of Computer Assisted Language Learning (CALL). One of the primary affordances and claims of ICALL systems is personalization, resulting in customized learning pathways for individual learners. In the language learning context, despite the advantages of personalized comprehensive feedback (Nagata, 1993; Weigle, 2013) such as an increased sense of agency and meaningful support in the language learning process, providing such feedback has posed a challenge for instructors in terms of practicability. However, the increasing use of technology in language learning has led to growing interest in the use of AI to provide personalized feedback (Meurers, 2019). Literature on ICALL and automated assessment envisions very promising applications of Natural Language Processing (NLP) in language assessment, particularly for writing skills (Nagata, 1993; Dodigovic, 2003; Weigle, 2013; Li et al., 2015). This paper seeks to ascertain if the feedback offered to learners in digital AI-powered language learning environments moves beyond traditional feedback and can be considered 'intelligent' (Nagata, 1993) and personalized. To this end, the researchers present a preliminary analysis of the nature and components of the feedback offered by systems such as Automated Writing Evaluation Systems, mobile applications for language learning, Intelligent Language Tutoring Systems, and generative conversational AI in light of the theoretical tenets of feedback in SLA (Nagata, 1993; Dodigovic, 2007; Xi, 2010; Li et al., 2015) to produce descriptive results. The findings will help map the current status of feedback in ICALL systems. Future studies can compare the outcomes of such feedback with traditional forms of feedback in SLA by engaging language learners.

Keywords:

Intelligent Computer Assisted Language Learning, Personalized Digital Feedback, Intelligent Feedback

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Effects of Using Feedback Modes by Teaching-Assistant Humanoid Robot on Improving English Language of ADHD Students

Mina Raeisi Nafchi

As there is a fast-paced development in the field of digitalization, identifying opportunities for digital teaching and learning in English language education is critical (Schluer, 2022). Also, there is an increasing number of children diagnosed with attention deficit hyperactivity disorder (ADHD) (Davidovitch et al., 2017). If this issue does not get solved at an early age, poor interpersonal and familial connections at home and school will emerge which directly affect their scores (Τσακου & Drigas, 2022).

The purpose of this interdisciplinary research is to examine the effects of using feedback modes by a teaching-assistant humanoid robot in the classroom on improving the English language knowledge of ADHD students and improving their concentration rate.

This research will be conducted based on a quantitative approach with a between-group quasi-experimental design with a pre-posttest design. The control group will hold English classes like before, with the presence of a shadow teacher. The experimental group will learn with the help of a humanoid robot based on feedback modes (adaptive, screencast, audio, recorded audio, and video feedback), story-telling, and the Fast Forward Game, a gamified online module to learn English (US Department of Education (ED), 2013) suitable for those who have trouble in focusing, concentrating, and memorizing. Then, to measure the effectiveness of the treatment, a posttest will be conducted, and the scores will be compared with the pretest scores.

Using a humanoid robot as a teaching assistant will help both parents and teachers deal with ADHD students and also provide a framework to teach English tailored to both non-ADHD and ADHD students' needs. Furthermore, strategies for teaching a language in this project would be used as a model to teach other languages.

Keywords:

TESOL, Robot-assisted language learning, ADHD students, Story-telling, Fast Forward Game

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Need-based feedback? – The Role of Students in (Digital) Feedback Processes

Annika Brück-Hübner

Feedback processes are central to learning. Many studies demonstrate the positive impact of feedback on learning, performance, and also learner motivation (Bauer & Knauf, 2018; Boud, 2000; Hattie, 2009, pp. 173-178; Jurs & Spehte, 2021). Furthermore, feedback is seen as a central factor in fostering student autonomy and self-directed learning. (Nicol & Macfarlane-Dick, 2006, p. 199; Nicol, 2013, p. 34). However, not every feedback process is equally beneficial. Even if all criteria of 'good' feedback are met by lecturers, this does not automatically lead to successful feedback (see, e.g., Brück-Hübner, 2023). Based on a constructivistic view of learning, it can be assumed that feedback is only successful if the student not only understands and comprehends it (reconstruction) but is also willing and able to transfer it to future situations and to change his/her learning behavior ((de-)construction).

Starting from this thesis and based on the findings of a student survey from 2021 as well as further theoretical considerations, the talk will discuss the question of what role students (should) take in (digital) feedback processes. A special focus will be on an investigation of the connection between participation and the positive or negative perception of digital feedback processes by students.

Keywords:

Feedback, higher education, digitalization, participation, constructivism

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Using Various Digital Literacy Methods to Assist First-Year University Students' Academic Writing?

Verbra Pfeiffer

Ever since the COVID-19 pandemic hit the world in 2020, higher educational institutions are taking advantage of the advances in digital technology to engage their students with various teaching and learning modes (Tang & Chaw, 2016). This paper looks at teaching practices used at a university in South Africa where the focus was on using various digital methods to assist the students in improving their academic writing. Academic writing in its own right is a complex and daunting task for most first-year students (Pfeiffer, 2019). Learning to write academic texts becomes even more challenging when students have to use a new hardware university program introduced in 2022. On the university's new website, students had to engage in teaching and learning, as well as submit their assessment and exams. As a team of lecturers, we used various digital literacy methods to assist our students in their academic writing. As academics we made use of feedforward letters, podcasts, vodcasts, livestreaming sessions, e-tutors, digital writing centre, and feedback letters. The aim of this paper is to look at whether there was any improvement in the students writing over the year of using these various digital literacy methods. The findings suggest that despite the use of various digital literacy methods and assessments the pass rate had improved compared to the previous academic year (2021), however, the writing of students had not improved that much even though extensive feedback to their submitted assignments were given. A suggestion would be that working with students in smaller groups might assist them in their academic writing.

Keywords:

academic writing, digital literacy, feedback

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Online-mediated Teacher-Student Feedback Literacies Development: Inquiries into a Language-focused Approach with its Affordances and Limitations

Olivia Rütti-Joy

The concept of teacher-student feedback literacies is based on the belief that teaching and learning are inseparably intertwined (Tai et al., 2021). In the context of foreign language (L2) teacher education, accordingly, pre-service teachers need to develop both their student feedback literacy *and* their teacher feedback literacy – i.e., their teacher-student feedback literacies – in preparation for their future profession. In addition, one of the dimensions of L2 Teacher Language Competence encompasses the ability to engage in effective and comprehensible feedback conversations in the target language (Elder & Kim, 2014; Kuster et al., 2014), both in the analogue and virtual realm. As dialogic feedback conversations are a valuable source of (comprehensible) input (Wulf, 2001), acquiring the linguistic means to engage in effective analogue and digital L2 feedback is particularly relevant for L2 teachers. This paper describes a quasi-experimental intervention study that examined the digital implementation of an analytic language for specific purposes (LSP) assessment rubric to foster 48 pre-service teachers' digital oral L2 feedback skills. Over the course of one academic year, the experimental group employed the LSP rubric and the control group their own criteria to regularly provide digital peer feedback on each other's video-recorded microteachings. The study participants' oral feedback competences were assessed through a near-authentic, competence-oriented and online-mediated pre-post performance test that was specifically designed for this purpose. The results provide insights into the affordances and limitations of online-mediated rubric peer feedback with reference to oral teacher-student feedback literacies development and highlight possible future trajectories for research and practice.

Keywords:

Online-mediated dialogic peer feedback, teacher-student feedback literacies, teacher language competence, online-mediated performance assessment

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Digital Dialogues – Interactive and Individualized Feedback in the Online Language Classroom

Katja Anderson & Natasha Anderson

Learning and teaching about foreign languages and cultures can be greatly enhanced and expanded through the implementation of multimodal digital feedback to interact with and to support students from around the globe. Based on personal teaching experiences in both face-to-face and online classrooms, the presenters share a variety of feedback methods and tools applicable to undergraduate and graduate learners in English, French, and German language courses. As part of a task-based curriculum, students navigate the universe of the 21st century, acquire digital literacy skills, and develop transnational insights. With the help of rubrics and guiding questions, students explore new cultural perspectives and discover diverse communities beyond the traditional classroom setting.

This presentation will demonstrate how to build positive and respectful relationships with students from the beginning of the semester to connect to their personal experiences with education, languages, and cultures in synchronous virtual sessions and asynchronous multimedia discussion forums. The presenters explain how to structure student learning with reliable checklists, prepare personalized audio recordings to model pronunciation, and share examples of dialogic feedback that highlight students' strengths as well as identify opportunities for future growth. Furthermore, the audience will explore examples of formative and summative assessment for heterogenous groups by means of differentiated and personalized learning opportunities that meet the needs of auditory, visual, and kinesthetic learners. The presenters accentuate teaching and feedback strategies to foster self-efficacy and to help students become independent learners.

Keywords:

multimodal digital feedback, differentiated and personalized learning, diverse learners

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On the Use of Criteria-based Peer Feedback in Online Preparation Courses for the Digital TestDaF – Assumptions, Implementation, and Experiences

Ines Paland-Riedmüller & Simone Weidinger

The TestDaF, a standardised language proficiency test that is officially recognised for language admission to HE in Germany, focuses on tasks that elicit competencies for participation in the academic discourse in Germany (cf. Kecker & Eckes, 2022).

The TestDaF-Institut itself recommends that any preparation courses should focus not only on familiarization with the test and test taking skills but also on learning for real life contexts in HE in Germany (cf. Zimmermann et al., 2023). The three principles of such a learning-oriented approach to assessment are: Assessment tasks as learning tasks, student involvement, e.g. as peer- or self-evaluators, and feedback as feedforward (Carless, 2007, p. 60).

In our presentation, we discuss the use of reflection tasks for awareness raising of the underlying real-life contexts of the test and criteria-based peer feedback used to help students to develop a better understanding of the criteria against which successful communication is measured. By negotiating criteria for each task type, assessing their peers' texts against these criteria and suggesting improvements as well as receiving feedback on their own performance, students can reflect on existing skills and explore options for future performance.

We briefly outline the overall concept of an online preparation course of Deutsch-Uni Online and then focus on peer feedback in this course: how learners are familiarised with giving and receiving feedback within the digital tool and the rubrics they are asked to apply in their feedback. Selected examples illustrate the practical implementation of this type of digital peer-feedback and how the online-tutor accompanies the process.

Keywords:

learner engagement through participatory, interactional feedback approaches; language assessment literacy; learning-oriented approach on assessment, peer-feedback

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The Effect of Feedback Activities in a Curriculum Planning Course on Pre-Service Teachers' Self-Efficacy in Implementing Digital Feedback Methods in ELT Classrooms

Yarong Liu

In the feedback discipline, attention has been paid to digital literacy, feedback literacy, and digital feedback (DF) methods. In terms of how to incorporate DF methods into lesson plans for English language teaching (ELT), it is underdeveloped. Teacher training programs for that specific purpose can hardly be found in the literature. Given that DF methods are advantageous for multifaceted reasons (see also Schluer, 2022), it would be salient to understand how preservice teachers (Pts) perceive their capability to apply them when designing ELT lessons. However, because guidance for training Pts to apply DF methods in ELT classrooms is still in its infant stage, research on Pts' self-efficacy in that regard is rare. Bearing this gap in mind, the research aims to examine in how far a curriculum planning course that stresses the application of DF methods can improve Pts' self-efficacy. Specifically, the research analyzes qualitative data with a focus on two sources of preservice teachers' self-efficacy: vicarious experiences and mastery experiences (Bandura, 1997, as cited in Martins et al., 2015, p. 264). In that, a stepwise approach is adopted, examining the modeling effects of feedback activities in the course on Pts' feedback literacy and then comparing the assessment of Pts' term papers with their own perceptions of their performance. The data are obtained during and after the course, including students' contributions in class and their term papers, as well as interviews. Based on the findings, the research intends to provide suggestions for guiding Pts in growing self-efficacy.

Keywords:

Preservice teachers' self-efficacy, feedback activities, curriculum design, digital feedback methods

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Perceptions of Pre-Service Biology Teachers on the Function, Form, and Design of (Digital) Feedback in Science Classrooms – A Qualitative Interview Study

Monique Meier, Katharina Schellknecht & Marit Kastaun

Digital technologies lead to complementary design scenarios of feedback. Teaching and research on this are particularly informed by psychological pedagogy (e.g., Narciss et al., 2021). This intervention study aims to enhance the professional knowledge of pre-service biology teachers on the development of digital feedback conducive to learning (following Degeling, 2019; Narciss, 2013) for experimental teaching. An exploratory research design investigates perceptions on the function, form, and design of (digital) feedback in didactic teaching-learning scenarios (for experimentation) in the context of a teaching-learning laboratory seminar (e.g., Weusmann et al., 2020). The laboratory seminar was conducted in summer 2021 with advanced biology teacher students (*N*=23) at the University of Kassel. A qualitative pre-post interview study was conducted with 12 students (age: *M*=24.75, *SD*=3.08; female=50%). By means of semi-standardized guided interviews, perceptions of (digital) feedback in experimental teaching settings were collected and qualitatively analyzed (Mayring, 2022; Gläser & Laudel, 2013).

Student teachers described, among other things, digital feedback scenarios at the learning process level in which the teacher provides feedback in a teaching-learning situation and/or on a work product using digital technologies (*technology-mediated feedback*). In addition, they dealt to a lesser extent with system-generated feedback in the context of experimental biology teaching, ranging from query tools to intelligent feedback (*technology-generated feedback*). There is a close connection between the digital feedback scenarios and the ideas about analog feedback. The predominant feedback direction described is from the teacher to the learner. The implementation of feedback focuses on appreciative, communicative feedback with reflective intent. This (analog) conception is clearly supported by the explicit comparison with the digital design of feedback. The latter is described as less personal and less individual due to the lack of an interaction process. In the pre-post comparison, a changed to expanded understanding of feedback becomes clear.

Keywords:

feedback perception, feedback competence, TPACK, digital technologies, experimentation

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Feedback zu Lernzeit und ablenkungsfreie Lernumgebung

Manuel Schmitz, Markus Suren, Jenny Rettstatt, Daniel Brand,
Katharina Jahn, Günter Daniel Rey & Marco Ragni

Selbstreguliertes Lernen stellt eine große Herausforderung für Studierende dar. Wesentliche Bestandteile dessen sind metakognitive Strategien (z.B. Zielsetzung), Zeitmanagement und die Vermeidung von Ablenkungsfaktoren (z.B. durch Handys). Eine Unterstützung kann eine Intervention zum Zeitmanagement sein, das Blockieren von ablenkenden Apps und Websites (z.B. WhatsApp oder Facebook) durch die App *Freedom* und ein vielfältig einsetzbarer Organizer in Form der App *Super Productivity*.

Das hier vorliegende Projekt stellt diese und weitere Interventionen in Beziehung zu interindividuellen Unterschieden (u.a. Big Five, Need of Cognition & Self Efficacy) und soll deren kombinierten Einfluss auf den Lernerfolg untersuchen.

Die vorläufigen Ergebnisse einer Studie, welche im ersten Schritt die interindividuellen Unterschiede der Studierenden anhand einer Testbatterie erfasst hat, werden auf der Konferenz präsentiert. In einem zweiten Schritt sollen den Studierenden verschiedene Lernhilfen über drei Monate hinweg zur Verfügung stehen. Der Lernerfolg wird mittels in die Lehrveranstaltung integrierter Tests sowie der Abschlussprüfung festgestellt. Das Ziel dieser Studie ist die Entwicklung eines Modells zur Leistungsvorhersage. Damit sollen Ähnlichkeitsstrukturen in den Nutzerprofilen in Zusammenhang mit den angewendeten Interventionen sowie dem Lernerfolg gefunden werden, um folglich den Einfluss einer Lernhilfe auf die Leistung eines Nutzers vorhersagen zu können. Darauf aufbauend wird die Implementierung eines Empfehlungssystems diskutiert, das diejenigen Lernhilfen auswählt, mit denen anhand der Modellvorhersage die beste Leistung erzielt werden kann. So kann individuell zugeschnittene Unterstützung angeboten werden, die den Lernerfolg verbessern soll. Stellen z.B. die Umstellungen im ersten Semester oder zusätzliche zeitliche Herausforderungen eine besondere Anforderung an das individuelle Zeitmanagement dar, kann hier verstärkt unterstützt werden.

Stichwörter:

Metakognition, Motivation, Smart Personal Assistant, Time Management, Distraction Blocking

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Spotlight on Language Teaching: Digital Feedback in Research and Practice

June 29-30, 2023

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