




Do you hear what I hear?

Finding the Sound of Success in our Written
Feedback

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Goals for our session...


1. **Articulate** a rhetorical purpose for our feedback
2. **Define terms** for analyzing the nature of our written feedback
3. **Illustrate a tool** for analyzing written feedback
4. Consider how a **rhetorical and linguistic analysis of feedback** can support improved **pedagogy**

Part 1: The Purpose of Feedback


What's the purpose of our written feedback? Why do we give it and what do we hope to achieve? (And how would our students answer that question?)


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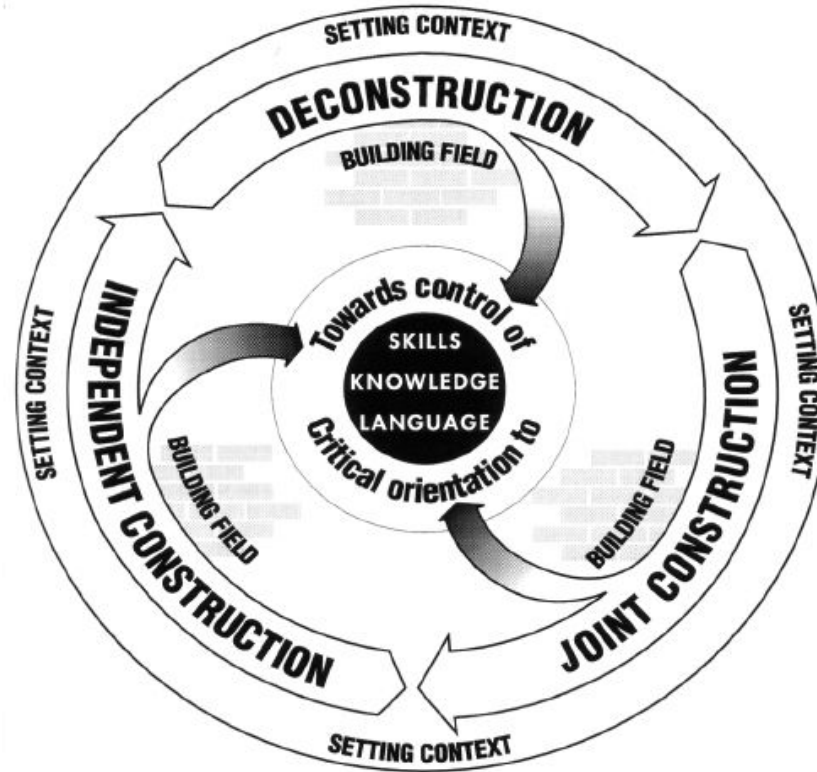
Brannon and Knoblauch: “The teacher's principal concern in asking and cooperatively answering these questions is to **make the writer think about what has been said**, not to tell the writer what to do. **The point is to return control of choice-making as soon as possible to the writer, while also creating a motive for making changes.**”





Straub: “Comments that are shaped into a real conversation blur the lines between writing and reading, and **allow teachers to actively model and encourage acts of making meaning. They create a shared responsibility for writing and revision and enable a real discussion, a two-way conversation,** to take place between reader and writer, teacher and student.”





The Teaching Learning Cycle (Sydney School), from Humphrey, S., & Macnaught, L. (2011).



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Myhill and Newman (2016): “Our own argument is that learners’ capacity to **think metalinguistically about writing** and to **enact that thinking in the composing of text** is enabled through **high-quality classroom talk.**”





My feedback goals → speak with a voice that...

1. Creates space for metatalk about writing and language,
2. Develops awareness of how writing choices negotiate identities, engage readers, and create meaning,

And

3. Helps the student solve writing problems in the paper...
- 



Discuss: Do students share our views of feedback?

Research Questions

1. What are the rhetorical/linguistic patterns apparent in my own feedback? What does my voice sound like?
2. Do these patterns support my feedback goals?
3. How can I improve my feedback and/or use my analysis to improve pedagogy?

AntConc 3.5.8 (Windows) 2019

File Global Settings Tool Preferences Help

Concordance Concordance Plot File View Clusters/N-Grams Collocates Word List Keyword List

Corpus Files
Data 6.txt

Word Types: 1340 Word Tokens: 11644 Search Hits: 0

Rank	Freq	Word	Lemma	Word Form(s)
1	578	the		
2	535	you		
3	380	to		
4	321	a		
5	262	this		
6	205	is		
7	191	of		
8	187	i		
9	169	that		
10	152	and		
11	145	in		
12	134	here		
13	124	for		

Search Term Words Case Regex

Hit Location Search Only 0

Lemma List Loaded
Word List Loaded

Total No. 1
Files Processed

Sort by Invert Order
Sort by Freq

Clone Results

The AntConc Tool

Data Set	Texts	Comments	Com/ Text	Words TOK	TYPE	Words/ TXT	Words/ com
6	28	473	16.9	11644	1340	415.9	24.6
Total	197	1569	7.96	42766	2833	217.1	27.3

AntConc 3.5.8 (Windows) 2019

File Global Settings Tool Preferences Help

Concordance Concordance Plot File View Clusters/N-Grams Collocates Word List Keyword List

Corpus Files
Data 6.txt

Concordance Hits 96

Hit	KWIC	File
1	like you to focus on giving your reader a clear sense of the timin	Data 6.txt
2	but this segment is showing the reader a clear sense of the timel	Data 6.txt
3	ve a short definition to give the reader a clue of what a Discours	Data 6.txt
4	fully for comma splices! Tell the readers a little bit about Inkhear	Data 6.txt
5	that. How so? Can you tell your readers a little more about this k	Data 6.txt
6	past to present can cause your reader a lot of confusion! Can yo	Data 6.txt
7	o provide more detail! Give the reader a sentence of two of back	Data 6.txt
8	bottom line, do you want to tell readers about yourself as a read	Data 6.txt
9	graph. It might help prepare the reader and make more sense ou	Data 6.txt
10	e thesis is being developed...and readers are not prepared for the	Data 6.txt
11	e passive here is difficult for the reader. Ask me about this in clas	Data 6.txt
12	f your story clearly so that your reader can follow. Cebueno? Cla	Data 6.txt
13	iscourse is first. Then I think the reader can go with the rest of th	Data 6.txt
14	paragraph in mind so that your readers can stay on track. What	Data 6.txt

Search Term Words Case Regex
 Advanced Search Window Size 50

Start Stop Sort Show Every Nth Row 1

Kwic Sort
 Level 1 1R Level 2 2R Level 3 3R Clone Results

Total No.
1

Files Processed

Using AntConc's Concordance Function

AntConc 3.5.8 (Windows) 2019

File Global Settings Tool Preferences Help

Concordance Concordance Plot File View Clusters/N-Grams Collocates Word List Keyword List

Corpus Files
Data 6.txt

Total No. of Cluster Types 14 **Total No. of Cluster Tokens** 62

Rank	Freq	Range	Cluster
1	34	1	make sure
2	9	1	make sense
3	4	1	make the
4	2	1	make a
5	2	1	make it
6	2	1	make this
7	2	1	make you
8	1	1	make generalizations
9	1	1	make money
10	1	1	make more
11	1	1	make separate
12	1	1	make those
13	1	1	make two

Words Case Regex N-Grams **Cluster Size**
 make Min. 2 Max. 2

Sort by Invert Order **Search Term Position**
 Sort by Freq On Left On Right **Min. Freq.** 1 **Min. Range** 1

Total No.
1

Files Processed
[Progress Bar]

AntConc' Collocation Function/N-Grams



How might this lexical data
help you?





What can we look for in the text, beyond
word counts? What do you see?

How would you begin to make sense of the data?



Deconstruction comments:

But I want to point out that there is a logical shift from sentence 1 to sentence 2. ***You say at first you like to read, so your reader is expecting you to develop that idea in some way, explaining perhaps why you liked to read or what you liked to read. But instead you immediately point out a book you did not like -- and this seems to be an unexpected contrast from the first sentence.*** Do you see why this could be a problem?

Negotiation: Clarify, Expand, Reorder, Revisit

Hmm... **I am wondering if you might re-think your thesis and introduction. Could you say something about the two key influences that have caused you to strive for academic and athletic success--- your father and the sports books you have read?** If you set us up for those two concepts at the beginning, I think the reader might be better prepared for the content of the essay.

Convention Comments:

This sentence needs two commas. Using the information we discussed on sentence structure, see if you can figure out where they would go. Then you can work on this throughout the paper.

Summative Comments:

Right now, I have a couple of concerns about the paper. First, it seems that the focus shifts. You begin by talking about French, but the rest of the paper is about reading. I thought (based on the first paragraph) that the paper would be about your love for French. But it really isn't -- it's about struggling to enjoy reading.

The ending of the paper seems a bit abrupt: you need something that is going to clearly show the readers that you have made the point and are ending the paper.

Finally, there are some details that are missing -- I've tried to point these out throughout the paper.

Interaction Comments

Could you move the definition of primary Discourse up a little, and then put this sentence? I think that might help -- and it would tie to the next sentence, which is also about reading. Right now, there's a sentence about reading, a quote from Gee, and then another sentence about reading -- a bit jumpy. **Does that make sense?**

Metadiscursive Markers: Stance, Engagement, and Textual Support

I almost feel as though **I** am reading two papers: one about how **your** Dad has pushed **you**, and one about how books have pushed **you**.

Hmm... **I am wondering if** **you** **might** re-think **your** thesis and introduction.

Could **you** say something about the two key influences that have caused **you** to strive for academic and athletic success--- **your** father and the sports books **you** have read? If **you** set **us** up for those two concepts at the beginning, **I** think the reader **might** be better prepared for the content of the essay.

Negotiation (Expand, Clarify, Arrange):	334 (70.6%)
Conventions:	143 (30%)
Convention + Deconstruction:	33 (6.9%)
Deconstructing Text:	71 (15%)
Interactions (Relationships):	47 (9.9%)
Summary:	33 (6.9%)

Results: Comment-Type Preferences in my Responses

Power/Authority Markers

Boosters (!): 40

Boosters (lexical): 39

Directives: 181

Negotiation/Equality Markers

Non-modal hedges: 154


Might/could/can: 166

Questions: 393 total questions, 77
coded as suggestions


Suggestions: 134 (77 in question form)


Metadiscursive Trends in My Feedback

1. Do the language choices I am making align with my stated goals for feedback?
2. If so, are my language choices in feedback effective? How can I assess my goals (beyond looking at final drafts of student papers)?
3. How can I use my feedback data to promote “feedback literacy,” particularly in the IRW corequisite?
4. How can I ensure my feedback aligns with grading principles in the class (which should, after all, align with course and feedback goals...)




Do the language choices I am making support my stated goals for feedback?

1. Create space for metatalk about writing and language: NEG and INT
 2. Develop awareness of how writing choices negotiate identities, engage readers, and create meaning: DEC
 3. Help the student solve writing problems in the paper: ALL
- 



Are my language choices in feedback effective? How can I assess that?

- Student writing about their own writing (reflection, writer's memos)
 - Student comments in peer feedback
 - Student responses to my feedback (dialogue)
 - Changes to student texts (with reflection notes)
- 

How can I use my feedback data to promote “feedback literacy,” particularly in the IRW corequisite?


- ❑ Teach students to **read** feedback strategically
 - ❑ Purpose
 - ❑ What do you read first?
- ❑ Have students evaluate and respond to feedback in groups
- ❑ Connect feedback to reflection...

- ★ They **appreciate** feedback (purpose, source, and long-term value of revisiting)
- ★ They participate in **making judgments** via peer review and self-evaluation
- ★ They **manage affect** (keep calm, take proactive stances, and develop habits of improvement)
- ★ They **take action** (responding to feedback, inferring broader implications of feedback, and developing strategies for acting on feedback).


Features of Feedback Literacy, Carless and Boud (2018)


How can I ensure my feedback aligns with grading principles in the class (which should, after all, align with course and feedback goals...)

1. Does the paper have a thesis which addresses literacy/language?
(Summative)
2. Is the paper developed as a narrative with at least 750 words?
(Negotiation and Deconstruction)
3. Does the paper provide adequate details to support the thesis, including framing (references to 2 readings)? (Negotiation)
4. Does the paper show evidence of careful editing for grammar, mechanics, and formatting? (Conventions)




Ultimately, in my feedback I want students to hear a voice that believes in success-- the success of the paper at hand, but more importantly, their success as writers, readers, and thinkers in the academy.





Thank you!
Any questions?
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Do You Hear What I Hear? Finding the Sound of Success in our Written Feedback

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SECTION 1: The Purpose of Written Feedback

What's the purpose of our written feedback? Why do we give it and what do we hope to achieve? (And how would our students answer that question?)

Notes:

Framework and Purpose for My Feedback

“Our own argument is that learners’ capacity to **think metalinguistically about writing** and to **enact that thinking in the composing of text** is enabled through **high-quality classroom talk**” (Myhill and Newman 2016, p.178).

The goal of feedback for me, then, is three-fold:

1. Create “dialogic space” for metatalk about writing and language
2. Develop awareness of how writing choices negotiate identities, engage readers, and create meaning
3. Help the student solve writing problems in the paper.

DISCUSS: If my purpose for giving feedback and my students’ understanding of my purpose are not the same, what may happen?

Part 2: Analyzing Feedback (Spring 2019 study)

Research questions:

1. What are the rhetorical/linguistic patterns apparent in my own feedback?
2. Do these patterns support my feedback goals?
3. How can I improve my feedback and/or use my analysis to improve pedagogy?

Analysis Tools: AntConc (<https://www.laurenceanthony.net/software/antconc/>)

MS-word

What do you see in these comments? How would you **characterize** my **feedback voice**?

The paragraph on books is important, but right now it feels more like a detour than a clear step forward in the essay. Every paragraph up until this point has focused on your dad, but he's not mentioned in the paragraph on books.

I almost feel as though I am reading two papers: one about how your Dad has pushed you, and one about how books have pushed you.

Hmm... I am wondering if you might re-think your thesis and introduction. Could you say something about the two key influences that have caused you to strive for academic and athletic success--- your father and the sports books you have read? If you set us up for those two concepts at the beginning, I think the reader might be better prepared for the content of the essay.

Does that make sense?

I really like the way you are putting this together, Pname.

I am wondering if you can separate this sentence into smaller sentences with different punctuation. Right now, you've got 5 different conjunctions in this one sentence -- and I think you could make it more effective by dividing it up.

I am also wondering if this really long paragraph could be divided into two paragraphs to help the reader move through the essay more easily.

PName,

Of course when you revise you will add a title and follow the document guidelines. We will discuss that in class.

But I want to point out that there is a logical shift from sentence 1 to sentence 2. You say at first you like to read, so your reader is expecting you to develop that idea in some way, explaining perhaps why you liked to read or what you liked to read. But instead you immediately point out a book you did not like -- and this seems to be an unexpected contrast from the first sentence. Do you see why this could be a problem?

I know what you're getting at here, but I think this could be misread rather easily. Your readers might think that a primary Discourse is the place we acquire reading, given the set-up of the sentence.

Could you move the definition of primary Discourse up a little, and then put this sentence? I think that might help -- and it would tie to the next sentence, which is also about reading. Right now, there's a sentence about reading, a quote from Gee, and then another sentence about reading -- a bit jumpy. Does that make sense?

This sentence needs two commas. Using the information we discussed on sentence structure, see if you can figure out where they would go. Then you can work on this throughout the paper.

Coding the Comments

Deconstruction comments focus on deconstructing the developing text in terms of content, organization, or sentence-level grammar.

Convention comments focus on mechanics (punctuation, spelling, capitalization), formatting, or citation conventions. Conventions here focus on that which is primarily written, as opposed to linguistic choices that would alter meaning even in spoken texts.

Negotiation (Discussion) comments encourage the writer to develop the text via clarification, re-organization, and expansion – areas we would generally consider part of sentence or paragraph level revisions.

Summative comments address the text as a whole.

Interactive comments negotiate the relationship between teacher/student.

Other Points of Analysis: Metadiscursive Elements

Textual: elements that help students understand my feedback, including code-glosses, endophoric references, and frame-markers. See Hyland (2008); Adel (2018); and Rodway (2018).

Stance markers: make my presence as author visible in the text. These include self-mentions, boosters (markers of confidence or authority), hedges (markers of hesitation, uncertainty), use of modal verbs, and conversational fillers.

Engagement markers: direct address, 2nd person pronouns addressing the reader, directives (both declarative and imperative in form), questions, and asides.

Section III: Results (A picture of my feedback)

Negotiation (Expand, Clarify, Arrange):	334 (70.6%)
Conventions:	143 (30%)
Convention + Deconstruction:	33 (6.9%)
Deconstructing Text:	71 (15%)
Interactions (Relationships):	47 (9.9%)
Summary:	33 (6.9%)

What surprises you? Do you think your feedback would look the same?

Metadiscursive Markers

Power/Authority Markers	Negotiation/Equality Markers
Boosters (!): 40	Non-modal hedges: 154
Boosters (lexical): 39	Might/could/can: 166
Directives: 181 (Both imperatives and strong modals such as “must,” “have to,” or “(will) need to.”)	Questions: 415 marks, 22 at the beginning of a comment 393 total questions, 77 coded as suggestions
	Suggestions: 134 (77 in question form)

Turn markers/Fillers: Ok, hmm, so:	32
Endophoric references:	37
Comments with frame markers:	15
Direct address:	7
Process Markers: right now	23
Student questions/comments:	26

Part IV: What’s Next? Putting this Information to Work

1. Do the language choices I am making align with my stated goals for feedback?
2. If so, are my language choices in feedback effective? How can I assess my goals (beyond looking at final drafts of student papers?)
3. How can I use my feedback data to promote “feedback literacy,” particularly in the IRW corequisite?
4. How can I ensure my feedback aligns with grading principles in the class (which should, after all, align with course and feedback goals...)

Ultimately, I want students to hear a voice that believes in success-- the success of the paper at hand, but more importantly, their success as writers, readers, and thinkers in the academy.

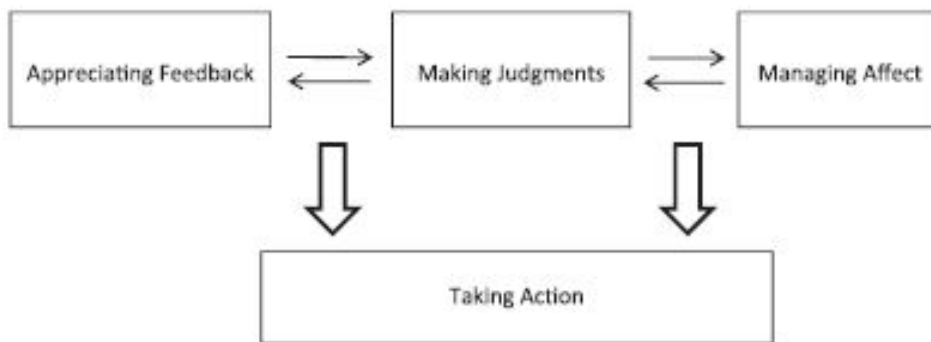


Figure 1. Features of student feedback literacy.

Appreciating feedback

Feedback literate students:

- (1) understand and appreciate the role of feedback in improving work and the active learner role in these processes;
- (2) recognise that feedback information comes in different forms and from different sources;
- (3) use technology to access, store and revisit feedback.

Making judgments

Feedback literate students:

- (1) develop capacities to make sound academic judgments about their own work and the work of others;
- (2) participate productively in peer feedback processes;
- (3) refine self-evaluative capacities over time in order to make more robust judgments.

Managing affect

Feedback literate students:

- (1) maintain emotional equilibrium and avoid defensiveness when receiving critical feedback;
- (2) are proactive in eliciting suggestions from peers or teachers and continuing dialogue with them as needed;
- (3) develop habits of striving for continuous improvement on the basis of internal and external feedback.

Taking action

Feedback literate students:

- (1) are aware of the imperative to take action in response to feedback information;
- (2) draw inferences from a range of feedback experiences for the purpose of continuous improvement;
- (3) develop a repertoire of strategies for acting on feedback.

Recommended Reading

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