

SLC PEER TRAINING ON GIVING FEEDBACK TO POST- SECONDARY EAL WRITERS

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OCTOBER 2ND, 2018 @ LIB 7200

QUESTIONS TO ADDRESS

- Do EAL writers really differ from non-EAL writers in terms of writing needs?
- What are the practical consultation EAL tutoring strategies while maintaining the boundary of the SLC's service guidelines?

DEFINING EAL & COMMON ISSUES

- At SLC, EAL = gaining fluency in spoken and written academic English in addition to being fluent in at least one other language (multilingual)
 - Peer tutors: struggles of offering appropriate feedback
 - Direct versus indirect?
 - Higher order concerns versus lower order concerns?
 - EAL writers: struggles of being self-initiated
 - Low confidence & cultural issue

GIVING FEEDBACK TO POST-SECONDARY EAL WRITERS

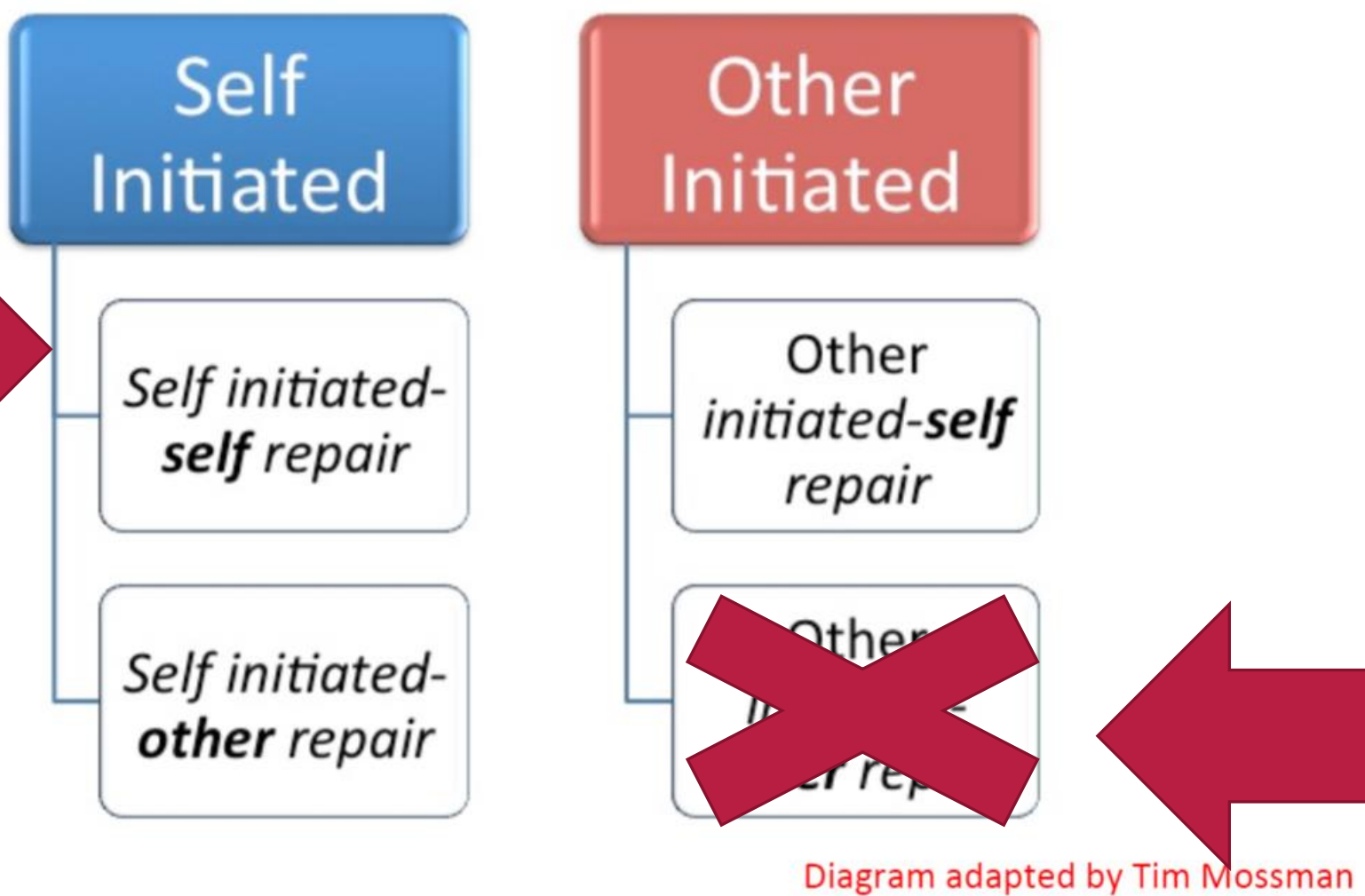
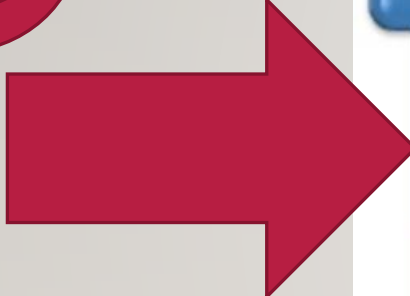


Diagram adapted by Tim Mossman

What writing issues do multilingual EAL writers really struggle with?

SLC RESEARCH IN 2017

- **Purpose:**

- a. Obtain the post-secondary writers' writing issues from the post-consultation data.
- b. Assist the SLC to develop consultation strategies specifically for EAL writers and peer tutor training.
- c. Clarify the common misconceptions about post-secondary EAL writers and their challenges

- **Data Sources:**

- a. WCO data in 2017.

MAJOR FINDINGS (SIMPLIFIED)

- No matter whether a student is EAL or not, he/she will have HOC/LOC.
 - ⇒ EAL students are *slightly* more likely to have troubles with sentence structure than non-EAL students.
 - ⇒ Non-EAL writers are more likely to have issues with writing the introduction.
- For EAL concerns, EAL students are more likely to struggle with agreement, articles, sentence logic and word usage.
- **Providing indirect corrective feedback (other-initiated, self-repair) may improve writing.**

CORRECTIVE FEEDBACK RESEARCH

- Debate between indirect feedback and direct feedback

⇒ Depends on learners' language proficiency

- **Direct feedback** benefits novice EAL writers.
 - Reading aloud may not work (processing demands; conflicts; pronunciation...etc)
- **Indirect feedback** benefits moderate-to-expert EAL writers.
 - Reading aloud may work for expert EAL writers (apply already-known rules to writing)

Source: Elola, I., & Oskoz, A. (2016). Supporting second language writing using multimodal feedback. *Foreign Language Annals*, 49(1), 58-74.

CORRECTIVE FEEDBACK RESEARCH

- Types of corrective feedback in second language acquisition (SLA)
 1. Explicit Correction (Direct Feedback)
 2. **Recasts (let learners pick up the correct form)**
 3. **Clarification Requests / Elicitation**
 4. **Metalinguistic Feedback (Indirect/Direct Feedback, depending on context)**
 5. **Repetition**

<https://www.youtube.com/watch?v=mNgoEcykg-M>

Source: Ellis, R. (2008). A typology of written corrective feedback types. *ELT journal*, 63(2), 97-107.

PAIR LEARNING ACTIVITY

Instructions:

- (1) I will assign you with an identity (Partner A & Partner B).
- (2) One of you will be a struggling Business student with reasonable English language proficiency.
- (3) The other one will be the peer educator.
- (4) From the worksheet, I'd like you to use as many types of 'indirect feedback' as possible and try to get your partner to correct the sentences themselves.

[Handout Practice Material I]



QUESTIONS FROM NUTS & BOLTS

- Prepositions & Collocation & Idiomatic expressions
 - **Worked with s.b.** versus **worked by s.b.**
 - **Intervene with** versus **intervene on**
- Working with multilingual EAL writers

FINAL REMARKS

- All writers are the same.
 - Feedback strategies/tutoring strategies for all.
- Become supportive and understanding
 - Boosting the EAL writers' confidence
 - Addressing their merits instead of focusing on shortcomings

QUESTIONS?

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