

## **Dissemination article**

In Hong Kong's English classrooms, a significant portion of teachers' time is dedicated to responding to student writing. Despite this, there is a tendency to focus primarily on correcting language errors, leaving teachers underprepared to leverage feedback as a tool for enhancing students' writing abilities. This gap persists even though recent research in second language writing offers a wealth of actionable feedback advice that has yet to make a substantial impact on classroom feedback practices.

The project, "The Development of Feedback Literacy for Writing Teachers in the Secondary English Classroom," funded by the Standing Committee on Language Education and Research, addresses this issue head-on. Comprising two pivotal studies, the project commenced with a survey assessing writing teacher feedback literacy among second language educators. Following the survey, a series of case studies were conducted across various secondary schools where educators formed professional learning communities in pursuit of bolstering their feedback literacy with guidance from the research team. The practical application of feedback literacy by these English teachers stands to significantly influence language education in Hong Kong, with implications for similar educational contexts.

Implications for English writing teachers:

- Embrace diverse feedback techniques in writing classrooms: Vary feedback techniques according to student needs and classroom context.
- Involve students in the feedback process: Encourage active processing and application of feedback through activities that center on student learning (goal-



setting, peer assessment, and self-evaluation).

- Align feedback-related beliefs with practices: Reflect on personal feedback beliefs and practices to enhance feedback strategies.
- Develop feedback literacy: Engage in professional learning communities to improve the ability to provide and use feedback effectively.
- Address students' psychological and affective dimensions: Create a supportive environment to manage student motivation and emotions related to feedback.

Implications for teacher education programs:

- Promote feedback literacy development: Encourage teachers to participate in ongoing professional development to refine their feedback skills.
- Facilitate the formation of professional learning communities: Support collaborative environments where teachers can develop and share common visions about feedback as well as feedback strategies.
- Encourage exploration of feedback practices: Motivate teachers to try alternative/innovative feedback methods and document their impact on student learning.
- Increase awareness of the emotional aspects of feedback: Train teachers to recognize and address the motivational and emotional impacts of feedback on students.

The dissemination of the project's findings has been extensive, reaching a global audience through peer-reviewed journal articles and prestigious international conferences.

Notable publications include an article in *Assessing Writing* by Lee, Karaca, and Inan (2023),



which presents the development and validation of a scale for L2 writing teacher feedback literacy (<https://doi.org/10.1016/j.asw.2023.100743>), and an article by Lee and Mao in the *Journal of Second Language Writing* (2024), surveying the knowledge, values, and abilities of second language teachers in this domain. In addition, an article written in Chinese is currently undergoing a thorough review process, which is to ensure the dissemination of our research findings to a national audience that complements international outreach. Concurrently, we are preparing an additional manuscript as an invited contribution to a special issue of a prestigious journal.

The project's influence extends beyond academia, with key presentations delivered by Icy Lee at the Global English Education China Assembly and the Ontario Annual Conference in 2023, where she shared insights on teacher feedback competencies and the future of feedback in L2 writing. Additionally, Lee and Mao's participation in the Hong Kong Second Language Acquisition Research Forum highlighted the survey findings and their implications for writing teacher feedback literacy. These contributions have not only enriched scholarly dialogue but have also provided practical frameworks for educators to enhance their feedback practices in L2 writing classrooms.

Finally, a dedicated webpage (<https://feedbackliteracy.wixsite.com/home>) has been designed to serve as a central hub for this research project. This online resource offers a wealth of information and practical tools aimed at enhancing feedback practices. The site features detailed insights into the project's deliverables and provides a suite of valuable classroom materials, including lesson demonstrations, peer evaluation templates, self-assessment checklists, and comprehensive evaluation guidelines. These resources are crafted



to inspire educators and facilitate the adoption of effective feedback mechanisms in educational settings.

## Peer Evaluation Form

Peer Evaluation Form					
Group: _____		Group members: _____		Writing sample: _____	
<b>How well has your classmate written his / her short story?</b>					
<b>Contents and Organisation</b>	😊😊😊😊	😊😊😊	😊😊	😊	😞
1. Write a <u>good title</u> for the story					
2. Makes <u>changes</u> to the original characters / settings					
3. Include the elements of <u>plot development</u> (Exposition, conflict, rising action, climax, falling actions, resolution)					
4. <u>Re-write the ending</u> creatively					
5. Include <u>moral messages</u> at the end					
<b>Language</b>	😊😊😊😊	😊😊😊	😊😊	😊	😞
6. Use <u>past tenses</u> appropriately (simple past tense, past continuous tense, past perfect etc.)					
7. Include <u>dialogues</u> in the correct forms					
8. Use different <u>reporting verbs</u> to convey the feelings of the speakers.					
9. List one thing that the writer <u>has done very well</u> / One thing that <u>you like about the writing</u>					
10. List one thing that the writer <u>needs to improve</u>					

## Student Self-evaluation Checklist

### Self-evaluation checklist

Read your writing again and check the boxes with (✓) where appropriate.

After checking my fracture fairy tale, have I...?

Contents and Organization	😊	😞
1. written a good title for the story		
2. made changes to the original characters / settings		
3. included the elements of plot development (exposition, conflict, rising action, climax, falling actions, resolution)		
4. re-written the ending creatively		
5. included moral messages at the end		

Language	😊	😞
6. used past tenses appropriately (simple past tense, past continuous tense, past perfect etc.)		
7. included dialogues in the correct forms		
8. used different reporting verbs to convey the feelings of the speakers.		

Any areas you want to improve particularly? Questions for teacher?

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## Evaluation Guide

<b>Content (內容)</b>	😊	😊😊	😊😊😊	Reasons why?
1. He/She has made a nice title (故事名).				
<b>Organisation (組織)</b>				
2. He/She has followed the plot development (情節發展). (setting/problem/resolution)				
<b>Language and Accuracy (語文)</b>				
3. He/She can use simple past tenses (過去式) correctly.				
4. He/She has used dialogues (對話) in the story.				
<b>Other Comments (其他評語):</b>				
Signature: _____ Date: _____				



### Reasons... Why?

Title: Not about the story  
Plot Development: not clear  
Past Tenses: not used  
Dialogues: not used

Title: Easy to Understand  
Plot Development: Clear  
Past Tenses: Sometimes not consistent (有時不一致)  
Dialogues: Easy to Understand

Title: Interesting! Creative!  
Plot Development: Very Clear  
Past Tenses: Mostly Correct!  
Dialogues: Interesting! tell us about the characters

### 1. A good story title (故事名)

- Short – easy to remember, more powerful
- Interesting/ Special/ Creative/ Attractive
- Tells the story – Plot? Characters? Main messages?

### 2. Plot Development (情節發展)

Opening/Setting (who? where?), Problem (困難), Resolution (解決)

### 3. Past Tenses (過去式)

規則動詞 V+ed / 不規則動詞 e.g. run>>> ran

### 4. Use of Dialogues (對話)

Interesting/ tells us about the characters' personalities (角色性格)

### 5. Any other comments (其他評語)