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MIDTESOL 2017: Selected Talks from the University of Kansas

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Editor's Note

This issue of *ILI* is the first to be published through Open Journal Systems (OJS), a software management system for academic journals. *ILI* editors worked closely with Marianne Reed, Digital Media Coordinator at KU Libraries, and her team to move the journal to OJS and create a digital presence for *ILI*. With this move, the current issue along with all back issues of *ILI* can be accessed at *journals.ku.edu/ili*.[1]

This issue is also important in another way. It is the first issue to publish talks given by Applied English Center faculty at the regional conference, MIDTESOL.[2] Since these articles emerged from conference talks, the tone of each varies. To reflect more of a spoken linguistic register, the text in this issue includes wording typically associated with conference-style speech such as the use of the first person pronouns to refer to the author(s). The result is a unique issue that captures variations in the presentation styles of ESL professionals delivering innovative, exploratory, and candid talks about topics relevant to ESL practitioners in the middle of the US.

In their highly innovative article, *Improving Student Outcomes: A Framework for Effective Oral Feedback*, Clark and Buchheit develop their ideas on providing oral feedback to students through VoiceThread. Their student-centered 5R+ framework consists of *responding*, *reviewing*, *refining*, *rating*, and *reflecting*. This framework was used in a Speaking/Listening/Grammar course but is also applicable to Reading/Writing/Grammar courses.

Alegre and Kapusta-Pofahl's article, *How to Co-Teach Like Dance Partners*, is an exploration of co-teaching that was inspired by a course they developed, *Connecting with Your Community*. This course began as an idea that came from their work as cross-cultural advisors wanting international students to interact more on campus and in the local community. Their decision to teach the course together led to insights into the nature of co-teaching as well as practical tips.

Pollock's candid write-up of her presentation, *Using Cultural Capital in the ESL Classroom: One Teacher's Journey* reveals how many ESL instructors see a problem, get suggestions from a colleague, and begin a journey into a new area of research to look for answers. In the article, Pollock discusses what she found in the literature, how she interpreted it, and how she applied the new understandings to her classroom with success.

Finally, I would like to conclude this Note by acknowledging the significant contribution that Melissa Stamer Peterson, *ILI*'s Senior Editor, made to this issue. As is the case with every issue she works on, each article in this issue is better because of her contribution. I would also like to acknowledge *ILI*'s Senior Design Editor, Elizabeth Gould, who gave *ILI* its new professional look to go with the move to OJS. Lastly, I would like to acknowledge Marianne Reed for her uncanny ability to offer her assistance in precisely the right doses. I would like to thank her for facilitating the move to OJS and for her interest, enthusiasm, and patience.

Marcellino Berardo
Summer 2018

[1] Scholarly work by Applied English Center faculty can now also be found in KU ScholarWorks, a digital repository of work by University of Kansas faculty, staff, and administration.
[2] See Vol 2, No. 2 (2013) and Vol. 3, No. 2 (2014) for issues on TESOL International Association Convention.

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Improving Student Outcomes: A Framework for Effective Oral Feedback

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Keywords: *Oral feedback, asynchronous feedback, VoiceThread, content-based feedback, MIDTESOL*

Abstract. "Feedback is one of the most powerful influences on learning and achievement, but this impact can be either positive or negative" (Hattie & Timperley, 2007, p. 81). However, finding time and developing an approach for structured and quality feedback often proves problematic. Providing feedback may seem valueless if students do not interact with it, thus we developed the 5R+ feedback method as a solution using VoiceThread as the platform.

Introduction

"Learning isn't about consuming content. Learning is about applying content, repeatedly practicing, and receiving feedback from an expert. In other words, practice + feedback = learning" (Haines, 2016, para. 3). Learning is a continual process for teachers and students alike. With this attitude in mind, the authors have ventured down a road to discovery of what best practice truly entails for spoken English tasks and feedback. This journey led to a proposal and presentation at MIDTESOL. The MIDTESOL presentation had two foci: using research to improve teacher oral feedback, and using a feedback method to more deeply involve students in the learning process. Their interest in oral feedback piqued when they both taught a low-intermediate Level 2 Listening, Speaking, and Grammar (LSG2) course in Spring 2017.[1] Buchheit's initial interest in feedback was stimulated by her VoiceThread Certified Educator capstone project. VoiceThread is a "multimodal asynchronous computer-mediated" communication tool that can be used in various ways. VoiceThread itself is a platform for students to either respond to a prompt or create their own content within a communicative framework, easily lending itself to teacher and peer feedback (Dugartsyrenova & Sardegna, 2017, p. 61). VoiceThread's training emphasizes the need for and value of quality feedback. Comparing the way that her students were using VoiceThread (VT) and the way that VoiceThread was suggesting feedback be used, Buchheit came to three conclusions:

- Although the students were completing their assignments on VoiceThread, their involvement was cursory.

[1] Low-intermediate Level 2 roughly corresponds to level B1 in the Common European Framework of Reference for Languages (CEFR B1).

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- Students were reluctant to return to VT to listen to her feedback, which seemed a waste of VoiceThread's potential, as well as a waste of any teacher's effort to give meaningful feedback.
- When she heard herself introduce her own feedback by describing one student's 3-sentence summary as "pretty good," she realized that she needed to make changes not just in student engagement, but also in her own.

Teachers do not work in a vacuum at the Applied English Center (AEC). Clark, a colleague at the AEC and coordinator of the LSG2 course, joined Buchheit in exploring existing research to gain more insight from published literature on feedback and to make their feedback more robust. It is from here that the process of developing a solution to fix a problem and practice reflective feedback turned into an ongoing action research project.

Although the authors' focus was on the giving of oral feedback on VoiceThread; they were not using oral corrective feedback (Brown, 2016; Lyster, Saito, & Sato, 2013; Yang, 2016) or corrective feedback" (Lyster & Ranta, 1997) as it has been traditionally defined in research. (See Appendix H for targeted criteria.[2]) The authors' goal was to measure the ability to meet the contextualized Student Learning Outcomes (SLOs) versus providing remediation on incidental language mistakes; the goal was to comment on content. Corrective feedback, such as: "recast, explicit correction, elicitation, clarification request, metalinguistic cue, and repetition, as well as target linguistic foci (lexical, phonological, and grammatical errors)" (Brown, 2016, p. 436) was not the target of this action research.

The authors use VoiceThread as a medium for providing feedback on content, with reference to problematic linguistic errors, only if said salient errors impede communication about the content. It is also important to note that VoiceThread is asynchronous online communication, which differs significantly from classroom feedback as provided in other research contexts (Brown, 2016; Lyster & Ranta, 1997). Asynchronous communication has, by definition, a time gap between response and feedback. These distinctions are critical because the feedback that the authors strive for is tied to clearly defined learning outcomes; it does not focus on incidental grammar errors or mispronunciations. That said, our VoiceThread feedback may indeed target specific linguistic foci, but only when those foci are the defined learning outcomes.

Problems

Identifying the Problem

As is common with most action research, the problems surfaced naturally within an assignment. This assignment highlighted four unique problems with feedback for both student and teacher.

First, the listening and speaking assignment that triggered their interest was a new addition to listening logs: an oral summary. The intention of this addition was to add listening comprehension to the traditional note-taking aspect of listening logs. It proved quite challenging for students who struggle with identifying main ideas and differentiating between main and supporting ideas. With this challenge, came another challenge for the teacher—to provide more feedback on the task.

Problem two was an overall lack of engagement with the task from the students. Students had a "one-and-done" attitude toward their oral assignments, which demonstrated their under-engagement with the task. One reason for this was a lack of clear direction. "Absent a learning target, students will believe that the goal is to complete the activity. When students believe that *finishing* rather than *learning* is the

[2] Appendices were handouts given to attendees of MIDTESOL 2017 with the exception of Appendix F and Appendix G.

goal of their effort, acting on feedback about [specific learning targets] may be regarded as more work, not an opportunity for learning (Chappuis, 2012, p. 37). It was also unclear whether students were using the feedback given on the oral summaries as they continued making similar mistakes for each listening log. Additionally, VoiceThread does not provide a way to monitor students' observational participation. It is possible that students were listening to teacher feedback, but were continuing to struggle with the task; therefore, finding a better way of tracking student engagement with feedback seemed necessary. Nonetheless, there was no clear mechanism to ensure that students were engaging with feedback.

Problem three was the quality of teacher feedback: the realization that the onus did not lie solely on the students. Students deserved clearer, more targeted feedback. The students could not be expected to improve without understanding how to improve; without it, feedback was at best impeded.

Finally, students are themselves a valuable learning resource. They were neither learning from nor teaching each other. Students, no matter their language ability, are able to provide feedback to their peers with proper scaffolding and instruction on feedback. Empowering students "with regular opportunities to give and receive peer feedback enriches their learning in powerful ways" (Sackstein, 2017, p.4)", ways that we were not utilizing. It was at this point that the authors realized that all four problems fell into two distinct groups: how to improve teacher feedback and how to improve student engagement.

Improving Teacher Feedback.

Providing feedback to students, corrective or otherwise, is a necessary part of teaching. According to Hattie and Timperley (2007), "feedback is one of the most powerful influences on learning and achievement, but this impact can be either positive or negative" (p. 81). However, providing feedback is a time-consuming activity, so it is imperative that the feedback be clear and effective in order to ensure that the impact be positive.

Yet, the authors found that when they listened to their own feedback to students, the feedback varied from long explanations, short judgements ("nice work"), or something in between. Identifying ineffective feedback led to more questions about the best way to provide quality feedback. After consulting existing literature, one particular reading was influential in establishing a framework for giving feedback—Hattie and Timperley's (2007), article on the power of feedback. It was this article that helped support what the authors had already discovered—trite comments were ineffective. While it is obvious that vague feedback is unhelpful, Hattie and Timperley (2007) posit four categories of feedback (see Figure 1 below). For a full handout of this figure, see Appendix A.

Feedback on Task	Feedback about Processing of Task	Feedback about Self Regulation	Feedback about Self
• Comment on whether the response to the task is correct or not. • "The goal of the assignment was to record a three-sentence summary. I heard one."	• Comment on deeper learning processes--critical thinking instead of discrete tangible items. • "Your presentation topic is on jazz. Have you thought about the origins of jazz?"	• Comment on their ability to self assess • "You said that you want to work on your fluency for your next presentation. Reflect on your success."	• Comment to student only • "Great effort!" • "You're such a good learner." • "Nice job!"

Figure 1. The Focus of Feedback: Four levels. Clark, E. & Buchheit, C. (2017).Adapted from Hattie, J. & Timperley, H. (2007). The Power of Feedback. *Review of Educational Research.* 77 (1). pp., 81-112.

To summarize these four levels: the first three types of feedback are "aimed to move students from task to processing and then from processing to regulation [which are] most effective" (Hattie & Timperley, 2007, p. 91). The first category is feedback on the task itself—how well the students performed on the task. The second focuses on how the students processed the task—how well they thought critically about the task and addressed gaps in learning or room for growth in this area. The third type is feedback about a student's goal or plan. Here the teacher simply addresses whether the students have accomplished what they wanted to accomplish. The last type of feedback is simple praise although feedback about self is ineffective for bolstering learning for several reasons. It typically fails to address the SLO tasks, to improve student involvement with those tasks, and to inspire the setting of challenging goals. Finally, this type of feedback is usually disregarded or discouraging as it could encourage comparison to peers (Hattie & Timperley, pp. 96-97).

A better understanding of what makes feedback ineffective led the authors to reflect further about their own feedback, endeavoring to limit feedback about self and make all feedback specific. This discovery validates more than simply divorcing feedback from a grade; it exposes the importance of divorcing performance from self and self-worth. This discovery was further supported by O'Connor (2011, pp. 108-109), who argues for the practice of separating grades from feedback. Using O'Connor's (2011) idea of separating grades from feedback, Buchheit developed a method (5R+) for delineating a systematic process for students and teachers to follow in order to address the problem by making feedback more effective.

Discovering a solution

Solution: Development of the 5R+

The 5R+ is a multi-tiered feedback method created to engage students more deeply with their own learning, particularly with oral assignments. The following is an overview of the development of 5R+ as well as a description of each step in detail.

The Approach to 5R+ Feedback

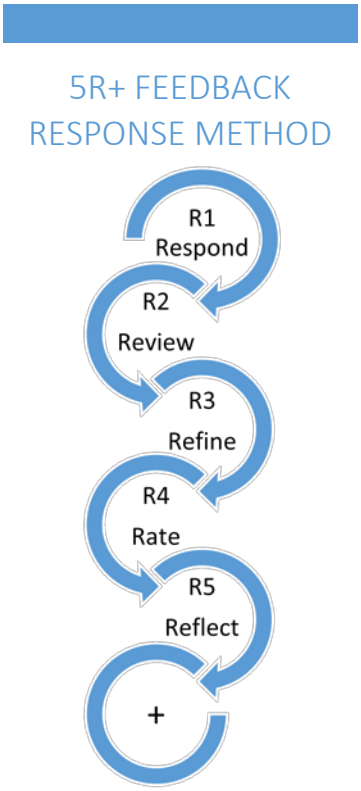

Figure 2. The 5R+ Feedback Response Method.

The authors have been developing this method as an approach for setting up a spoken summary task. They use it to support several curricular objectives in their speaking, listening, and grammar (LSG) classes, particularly with listening log assignments. With listening logs, students watch videos, take notes and record a short summary of the video on VoiceThread, addressing several course objectives simultaneously. At Level 2, even the most proficient student continues to struggle with identifying main ideas and details. Thus, the primary purpose of 5R+ is to engage students more deeply in meeting those objectives. In fact, because this is its primary purpose, this method is not limited to a speaking/listening curriculum.

Moreover, this method is useful even if it is not used in its entirety. For example, in an LSG2 course, a VT assignment would typically start with a prompt, followed by a student response (R1), a teacher response (R4) and score (posted in Blackboard, but not included in feedback). After teaching students how to give feedback (see Appendix D), a teacher might add in peer-to-peer feedback (R2). The final steps added are student response to peer feedback with revision (R3), and student reflection on teacher feedback (R5), ending with the teacher responding to a student's reflection on how the student will improve on future tasks. Each step is flexible, depending on the purpose of the activity. For example, for some classes peer response might ask students to review their own response and analyze one or more particular facets of the response (whether for an LSG class or Reading/Writing/Grammar (RWG) class (T. Hirata-Edds, personal communication, October 2017). An adaptation of 5R+ is now being used in the Level 2 Grammar Support class, where the focus is on six verb tenses. Here students respond (R1), and review in R2; however, in R2 they listen to their own recording, write down all their verbs, and analyze the accuracy of forms and tenses, instead of giving peer-to-peer feedback. The remainder of the steps stay the same. Students might do the same in a RWG class, by uploading their written assignments to VT, if oral feedback is the teacher's choice, or by employing 5R+ with written feedback about targeted content. Either way, in both these situations, students are required to think more critically about their use of English, engage more deeply with their course objectives, and communicate their own learning.

A More In-Depth Look at Each Step

It is important to note that just providing feedback at the end of a completed task is insufficient for aligning the learning process to assessment. Before approaching the 5R+ system, teachers must consider what conditions are needed to set up the task in preparation for providing feedback. According to Chappuis (2012), three conditions must be met before feedback is given. First, students need to understand what they will learn. Second, learning activities and learning outcomes must align, and students must understand the relationship between the two. Third, assignments and assessments must be designed so that the results of both reveal to students what progress they have or have not attained regarding SLOs (p. 37).

R1: Respond.

A teacher assigns a task and the students respond accordingly to accomplish the task. This is step one. Yet, before the task even begins, an overall goal of the assignment, instructions, and scoring needs to

be clear; these can be included in the VoiceThread as well as the associated rubrics. This is especially critical when using a multi-step feedback method. "Essential to feedback is goal-setting, making criteria and rubrics clear and understood and evaluating where a student is in relation to these" (Lenihan, 2015, para 2). Thus, it is important for teachers to remember that students need clear goals and explicit rubrics in order to understand, before starting assessments, what objectives students are expected to demonstrate.

R2: Review.

In order to perform this step, students need access to other students' recordings. This is easy to navigate using VoiceThread. This step asks students to think critically about their assignment and to analyze a peer's oral report. To improve student understanding of this step, Clark created an informational worksheet to teach students how to give positive feedback (see Appendix D). This step is part of the assignment. Students are required to review one classmate's response, but they can listen to and learn from any of their classmates' responses and/or reviews.

O'Connor (2011) argues that peer and self-assessments in formative activities allow students to practice the skills of self-assessment and to deepen their understanding of the conditions of quality (p. 127). Clark also developed a rubric (see Appendix E) to help teach LSG2 students how to give and benefit from feedback. The authors refer to research, as well as their own experience, which demonstrates that, "[s]tudents can learn how to monitor their own progress and how to communicate that progress to others" (O'Connor, 2011, p. 126).

R3: Refine.

While the authors believe this step is critical, this step could be skipped due to time constraints. It allows students to improve their initial recording based on various factors such as: a) exposure to classmates' responses, b) a classmate's feedback, or c) new understanding of the assignment or content. Students are told not to delete their first recording, but instead to re-record. This allows the student to demonstrate developing skills. "Whether students engage in error correction strategies following error detection depends on their motivation to continue to pursue the goal or to reduce the gap between current knowledge and the goal" (Hattie & Timperley, 2007, p. 93). Over time, the authors have found that students welcome this step as soon as they realize that it allows them to improve their work without any grading penalty.

R4: Rate.

After creating a VoiceThread, complete with instructions and rubric, this is the first interaction that the teacher has with the students' work. Oral feedback in this step focuses on the student's response, addresses the rubric components, and gives more targeted suggestions on what to improve versus the correct answers. While the grade would be completed at this point, the grade is not included in the feedback; in fact, ideally, students do not see their grades until after the feedback has been given (O'Connor, 2011).

Hattie and Timperley (2007) have much to say about effective feedback relevant to R4, teacher feedback (see Appendix B). Teacher feedback needs to be clear, purposeful, and meaningful. It needs to be compatible with students' prior knowledge and to provide logical comments. In addition, it needs to be clearly directed to the task and not to the self (p. 104). Using cues in feedback is most effective when it assists students in rejecting erroneous hypotheses and provides direction for information searches or task strategies (p. 93).

R5: Reflect.

This step has two purposes: a) It asks students to recognize strengths and weaknesses and to set goals for what to improve and b) It ensures that students listen to the teacher's feedback. Formally

including a step for reflection, which is widely supported by research, reinforces its value to student achievement. Stiggins & Chappius (2008) argue that "profound" improvement is possible, particularly for lower proficiency learners, when assessment is clearly delineated, with clear goals, learning targets, measures for tracking, and opportunity for reflection (p. 44).

Plus (+).

The plus (+) in 5R+ should be short and supportive. Whether on VoiceThread or in the classroom, the teacher simply acknowledges the student's reflection. However to be most effective and useful the teacher should record the students' goals as a reference point for student-teacher communication, as well as for tracking progress during future assignments. "It turns out that it isn't the giving of feedback that causes learning gains, it is the acting on feedback that determines how much students learn" (Chappuis, 2012, p. 36). Thus, this final half step simply offers students support to take positive action to improve their learning.

Impact of 5R+

A Curricular Reflection

From a curricular standpoint, the authors have found that what started in spring 2017 using VoiceThread continues to develop, creating a *community of discourse*. This includes teaching students the discourse of feedback, as well as how to give feedback using scaffolding. Knowing how to give feedback is not simply intuitive; it must be taught. This training also promotes teaching students principles, which we have learned from research (Hattie & Timperley, 2007; Wiggins, 2012), namely that feedback should be specific, not focusing solely on praise or providing value judgements. The goal is to teach the students to take ownership of their learning by providing the language needed to give helpful feedback to their peers and the tools needed to understand feedback from others. Regarding curriculum, materials continue to be created (both for language and structural organization) to teach students how to give feedback, how to track their progress toward course goals, as well as how to incorporate feedback into assessment tasks. In order to build this into the curriculum, some of our current materials need to be improved, specifically worksheets on how to give feedback and how to use feedback to set goals. Some class activities will also need development to better support those materials.

Because Hattie & Timperley's (2007) research is overwhelmingly persuasive for the need for quality feedback to deepen student engagement and outcomes, the next step will be to tie 5R+ to students' active engagement in setting goals related to student learning outcomes and to communicating their progress toward those goals. Stacy Hagen, a guest speaker at MIDTESOL 2017, demonstrated a grammar chart that she uses with her students; it has inspired a similar chart for 5R+ purposes (See Appendices F & G) which corresponds directly with the assigned rubric for the notes and summary listening log assignment (see Appendix H).

As evidenced anecdotally from our own use of peer feedback with the oral summaries, students were able to continue to provide rich feedback to their peers, albeit with reminders about the structure of how to do so (see Appendix D). One way to encourage peer feedback is to create an environment that automatically includes peer feedback. Liu & Carless (2006) suggest that if peer feedback is a standard part of the course and the students are involved in the process of providing feedback, students' ability to provide quality feedback is increased (p. 288). Additionally, particularly for a low-intermediate (B1) listening, speaking, and grammar course, it is important to consider the learners' preferences for feedback (Yang, 2016). This could be a short conversation to explain the type of feedback that the students can expect on the assignment; a pronunciation quiz would warrant targeted pronunciation feedback, while other errors may be ignored.

As the course continues to evolve, incorporating the 5R+ into the assessment cycle for teachers will, of course, require more adaptations, a further reminder that action research is a learning process for teachers, too.

Instructors' Reflections

The authors were particularly struck at how adept the students were at giving correct and beneficial feedback to each other. They found that their feedback often corresponded with what feedback they too might provide a student. Perhaps most importantly, the opportunity to add in an ongoing 'process' approach to spoken English, provides the students with opportunity to revise their language and content, chronicling their progress and creating autonomy, while providing the teacher with a 'portfolio' of language with which to demonstrate achievement and proficiency. Additionally, separating grades from feedback in an online format allows the teacher to hold online office hours, providing support for students, without using valuable class time. As a teacher, any kind of timesaving method which also involves quality student-teacher time will always be worth the effort. The emphasis really lies in the quality of the amount of targeted, thoughtful feedback that can be given on VoiceThread versus a simple, impromptu recast or brief explanation in the classroom, which highlights perhaps the most important strength of using VoiceThread for feedback.

At this point, the 5R+ shows promise. The authors found that the students who were exposed to 5R+ returned to this system of responding to classmates and the teacher in a new course with a new instructor. After being introduced to the basic 5R concept, when students completed VoiceThreads during a subsequent class, they used VoiceThread for response (R1 & R4, with inconsistent R2) and with no prompting, they returned to complete R5. That seems to bode well for improving student engagement, and perhaps indicates that those students found value in it. In addition, most of the students in a grammar support course used all five steps reliably, with R2 involving a self-review not a peer review. As the authors have become more familiar and comfortable with 5R+, and as they continue to learn how to finesse it to best suit SLOs, student needs, and varying content, they surmise that applying the method on VT will take less time and allow for more focus on refining instructional feedback.

Overall, the goal as seen by both authors is to improve students' ownership of their learning process. They believe that an emphasis on formative content-based feedback will lead students (and teachers) to a clearer understanding about goal-setting. Learning goals must be set to be reached, that grades as validation are not the same as learning, that learning truly is a process of improvement, and, perhaps most importantly, that active engagement in becoming skillful is the goal of learning. The 5R+ has aided the authors and arguably the students in practicing autonomy, though there is still much work to be done.

Caveats

Providing oral feedback is one vehicle for teachers to give comprehensible input to their students, with the hope of improved learning, motivation, and autonomy. The 5R+ or even more simply listening, understanding, and responding to teacher oral feedback is a valuable tool for connecting with students for the purpose of bolstering learning. Yet with every system, there are caveats. The first is time. Some teachers may find that setting up the 5R+ requires more time than they have available or they may not have time to revisit a VoiceThread more than once for assessment purposes. Using 5R+ will require pre-planning on the teacher's part. Moreover, each assignment's due dates must be determined within a longer time frame to allow for multiple due dates in order to give students time for feedback (see Appendices I & J). This planning follows Gonzalez & Moore's (2017) assertion that "effective instructor feedback should explicitly state expectations for improvement and adhere to agreed upon timelines (i.e., when feedback will be sent to student) between the students and the instructor" (p. 3). The solution to this might be simply to adjust to the number of 'Rs' needed given contextual constraints or to set up a 'rhythm' for VoiceThread assignments such as "[e]very Monday you record, every Tuesday you give feedback, you revise until Friday when you teacher will grade your assignment." Another point to consider is that teachers will need continual reflection for efficacy and then self-training as necessary on

giving feedback. They may find it helpful to peer train, giving each other feedback, although this is not necessary. Additionally, students must be taught how to give feedback including the language of how to do so politely, meaningfully, and comprehensibly. This practice is best served by starting at the beginning of the term and repeating the process often enough for students to automatize this step. The teacher may also want to remind students to ask questions of their peer if they are unclear about the peer's feedback. If the peer feedback is not understood, then it is null. Finally, students need training about the reflective process--how to use it to set and track progress toward their own personal achievement goals.

Conclusion

Feedback is an essential learning component desired by both students and teachers (Lyster et al., 2013), and it is critical that teachers' feedback be clear, purposeful, meaningful, and compatible with students' prior knowledge (Hattie & Timperley, 2007). Yet, it is possible that other instructors may find themselves in a similar position that the authors did—where the use of vague or unclear feedback language was present, though not pervasive. Using the 5R+ or a variation thereof, the authors discovered that empowering students to digest, internalize, analyze, and reciprocate feedback can be one of the most powerful forces for continued growth and learning, promoting learner autonomy. Those steps are part of the complex connection between learning and feedback. Feedback, it seems, is a process in which there is always room for development and improvement. Learning how to apply feedback as a teaching tool will require measured and continued feedback for teachers, with the benefits far outweighing any caveats involved.

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Appendix A

The Focus of Feedback: Four Levels*

Guidelines for use: Use this chart to inform the type of feedback that you give students about the process of the assignment. You should also listen to your own comments to gauge a rough ratio of whether you are giving useful feedback (Feedback on task, processing of task or self-regulation) versus less effective feedback about self.

Feedback on Task	Feedback about Processing of Task	Feedback about Self Regulation	Feedback about Self
• Comment on whether the response to the task is correct or not. • "The goal of the assignment was to record a three-sentence summary. I heard one."	• Comment on deeper learning processes--critical thinking instead of discrete tangible items. • "Your presentation topic is on jazz. Have you thought about the origins of jazz?"	• Comment on their ability to self assess • "You said that you want to work on your fluency for your next presentation. Reflect on your success."	• Comment to student only • "Great effort!" • "You're such a good learner." • "Nice job!"

Clark, E. & Buchheit, C. (2017). Adapted from Hattie, J. & Timperly, H. (2007). The Power of Feedback. *Review of Educational Research.* 77 (1). pp., 81-112.

Appendix B

RULES OF EFFECTIVE FEEDBACK

DO

- Address student performance about the task.*
- Motivate the student to process the task, their performance, and your feedback in order to self-regulate.*
- Consider giving cues vs. corrected answers.
- Adjust your tone when giving critical feedback.
- Make comments private when giving critical feedback.
- Vary your feedback. Each comment should be specific to student and task.

DON'T

- Solely give praise. *Nice work* or *good job* are vague and unclear.*
- Give feedback weeks later. (DO listen and comment quickly.)
- Include a grade with your feedback. (DO keep these separate.) **
- Rely solely on peer feedback for accurate error correction.
- Give critical feedback only. (DO focus on 1-2 positives.)
- Don't speak for extended amounts of time. (BE concise.)

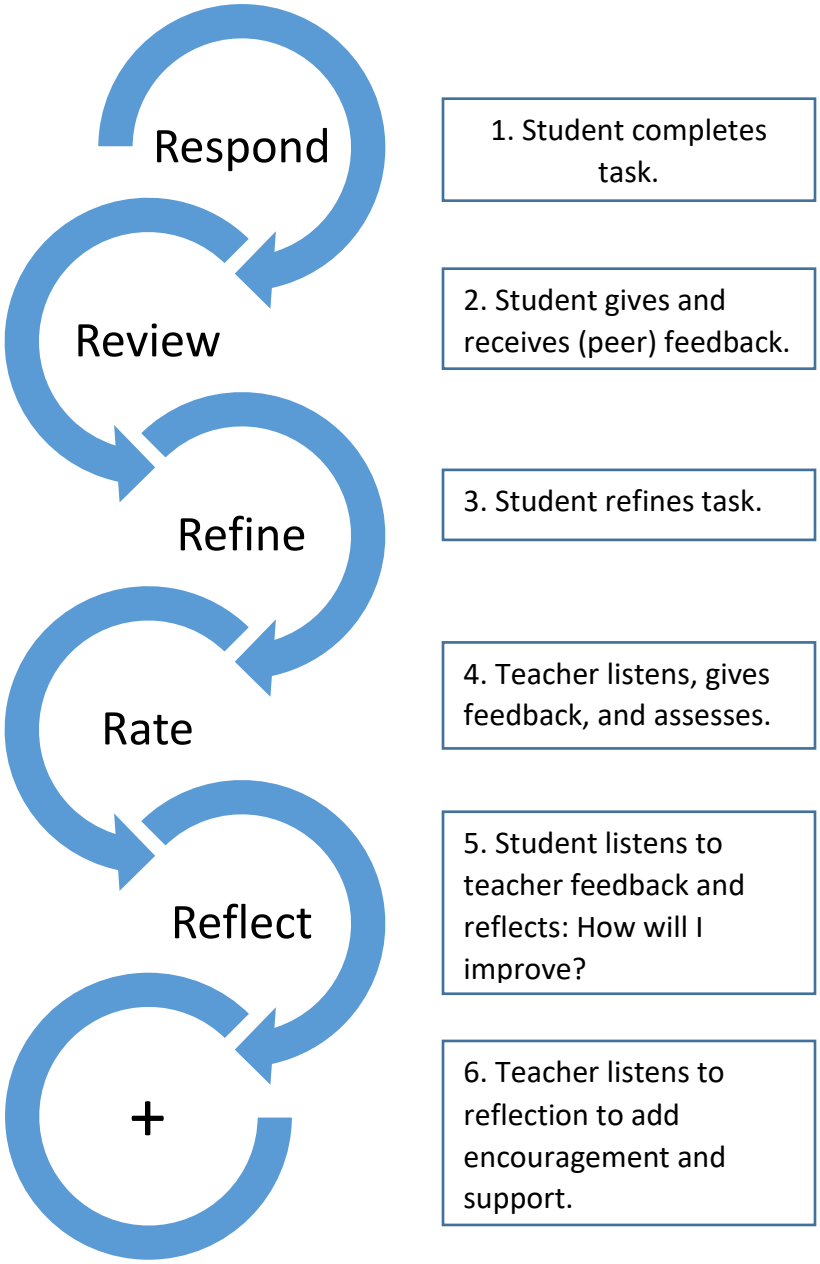
Clark, E. & Buchheit, C. (2017). Rules of Effective Feedback. Unpublished material. The University of Kansas.

*Adapted from Hattie, J. & Timperly, H. (2007). The Power of Feedback. *Review of Educational Research*. 77 (1). pp., 81-112.

**Adapted from O'Connor, K. 2011. A Repair Kit for Grading: 15 Fixes for Broken Grades. Pearson ATI: Boston.

Appendix C

5R+ Feedback Method



Buchheit, C. (2017). 5R+ Feedback Method. Unpublished material. The University of Kansas.

Appendix D

How to give Feedback to a Peer

1. **Greeting & Plan:** Hi, name! Say YOUR name. I listened to your recording and I would like to give you some feedback.

2. **Praise:** Give your peer a compliment on what they did well. Be specific and be honest!
    a. You had a very nice introduction sentence.
    b. I could hear the citation for this video.
    c. You introduced the topic and main ideas and this was clear.
    d. You spoke slowly and clearly. It was easy to understand you!

3. **Constructive Feedback:** Give your peer some ideas on what they can improve for their next recording.

    a. You might speak more loudly. I couldn't hear you very well.
    b. Next time, you should say the topic of the video at the beginning of your summary.
    c. For your next recording, please use word stress on important words. I didn't understand your topic.

Things to Avoid:

- Good job, Clark! (Very polite, but not helpful to improve)
- I liked your recording. (Very polite, but not helpful to improve)
- You are my friend, so this is great. (Nice, but not helpful)
- This was terrible. I can't understand you at all! (Very disrespectful)

Let's practice! Go to the Introductions VoiceThread and listen to 2 of your classmates' recordings. Practice giving them feedback.

Example:

Hi, Clark. My name is Jane. It is nice to meet you. I listened to your recording and I would like to give you some feedback. Your introduction was clear. I now know that you like to travel and read books for fun. But, your last two sentences were hard to hear because your volume was too low. Next time, remember to speak clearly and loudly for your entire recording. Nice to meet you!

Source: Clark, E. (2017). How to Give Feedback to a Peer. Unpublished material. The University of Kansas.

Appendix E

Feedback Rubric

Peer Feedback Rubric—Presentation 1 (Video about Transportation)

	Yes (1)	No (0)	Comments
• Student gave feedback to 2 classmates' videos.			
• Student's feedback was clear and easy to understand.			
• Student gave constructive feedback on what their peer did well.			
• Student gave feedback on what their peer could improve.			
• Student gave specific feedback, not "good job" or "next time be better"			

Total:_____/5 points

Source: Clark, E. (2017). Peer Feedback Rubric. Unpublished material. The University of Kansas.

Appendix F

Comprehension Tracker

COMPREHENSION Skills	Assignment 1 _____												
Summary													
1. Citation includes speaker's name, video source, video title.	4												
2. Stated topic	4												
3. Clear statement of main ideas	2												
4. Important details; no small ones.	2												
5. Appropriate length	3												
6. Completed VT R-steps (Y/N)	Y												
Date and Personal Goals for Comprehension:													
1) mm/yy Ex. Understand main ideas and details. Less time.													
2)													
3)													
4)													
5)													
6)													
7)													
8)													
9)													
10)													
11)													
12)													

Source: Buchheit, C. (2017). Comprehension Tracker. Unpublished material. The University of Kansas.

Appendix G: Notetaking Tracker

NOTE-TAKING Skills	Assignment 1 _____											
Content												
Clear understanding of material												
Clear idea relationship: MI-->imp details, imp details--> sm details												
Formatting												
Outline format w/ indentations												
Key words without unnecessary words												
Abbreviations & Symbols Abbrvs & symbls												

Date and Personal Goals for Note-taking:
1)
2)
3)
4)
5)
6)
7)
8)
9)
10)
11)
12)

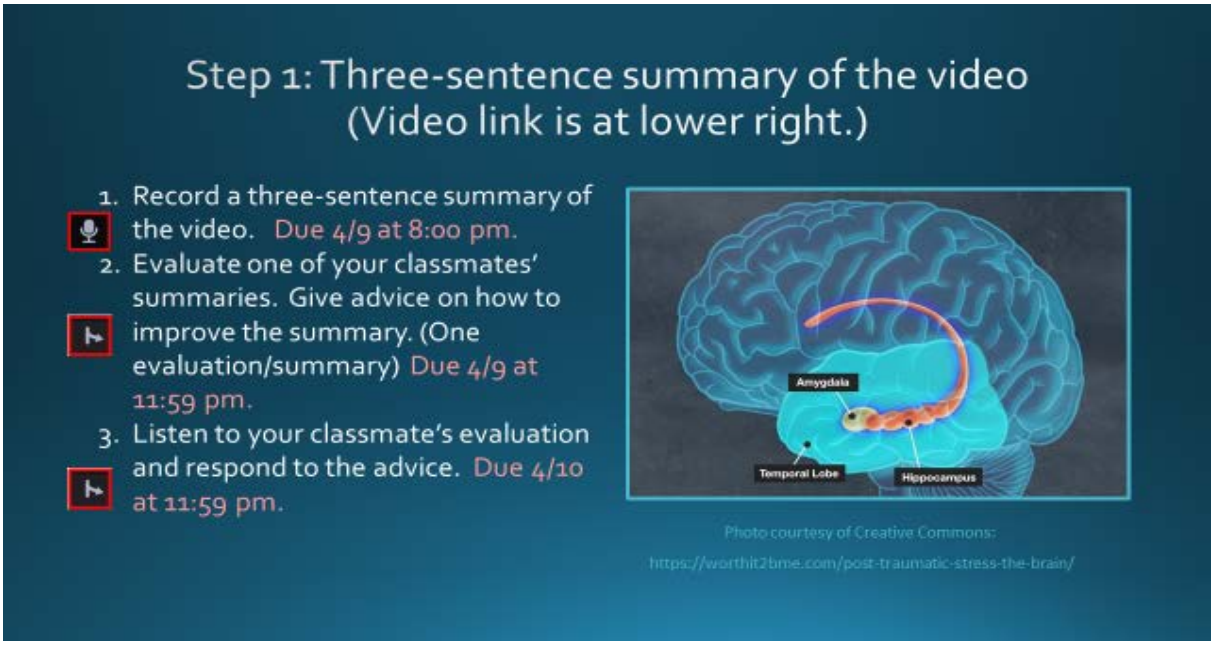
Source: Buchheit, C. (2017). Notetaking Tracker. Unpublished material. The University of Kansas.

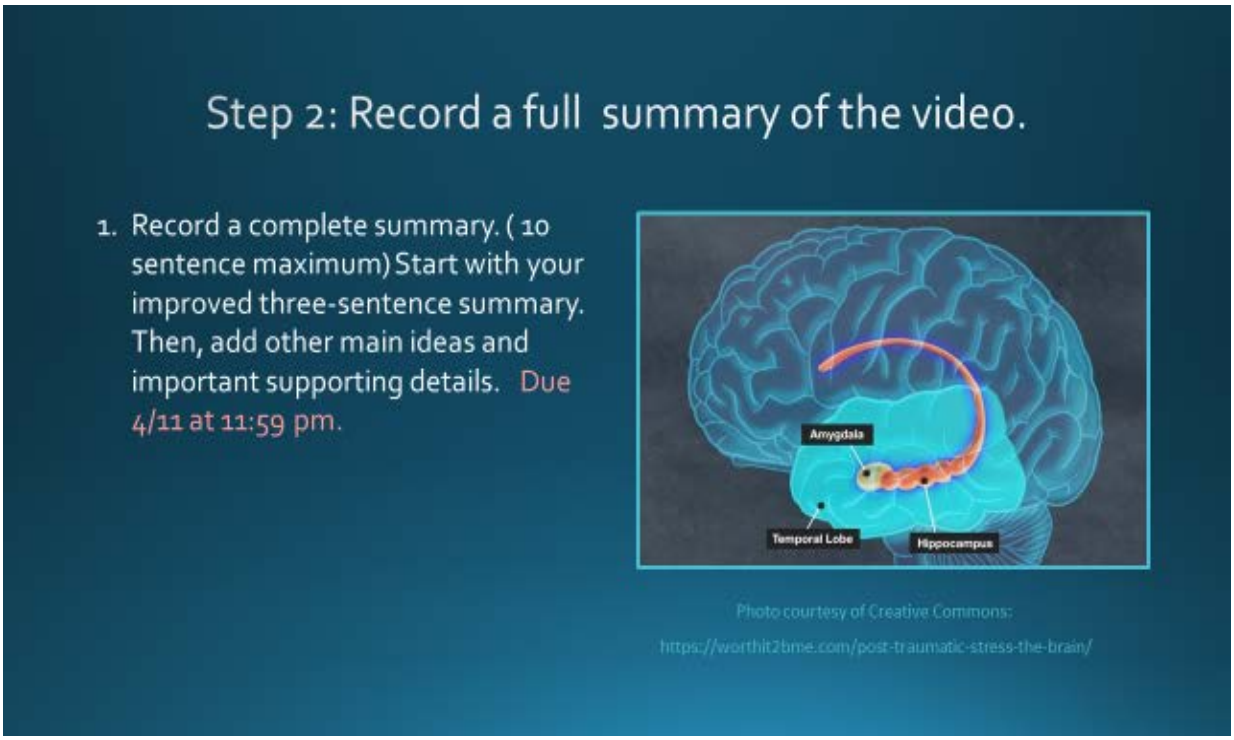
Appendix H: Listening Log Rubric

Listening Log Rubric **Name: _____ Date: _____ LL# 5 Total Score:_____/20**					
	0-- **Incomplete**	1-**Beginning**	2-**Basic**	**3-Proficient**	4—**Excellent**
Notes — Notes demonstrate understanding of main ideas and important details. — Notes have organization using indenting and outlining structure. — Notes show clear use of abbreviations, symbols, & keywords. — Organized using the t-chart provided.					
Oral Summary Grading Criteria					
Topic & Source — Where is this video from? — What is the video talking about?					
Main Ideas — What is the video saying about the topic?					
Supporting Information — What is the most important information from the video?					
Organization/Comprehensibility — Is your speaking organized? — Is it easy to understand content using summary?					

Source: Clark, E. (2017). Updated Listening Log Rubric.. Unpublished material. The University of Kansas.

Appendix I: VoiceThread Example using 5R+: BEFORE

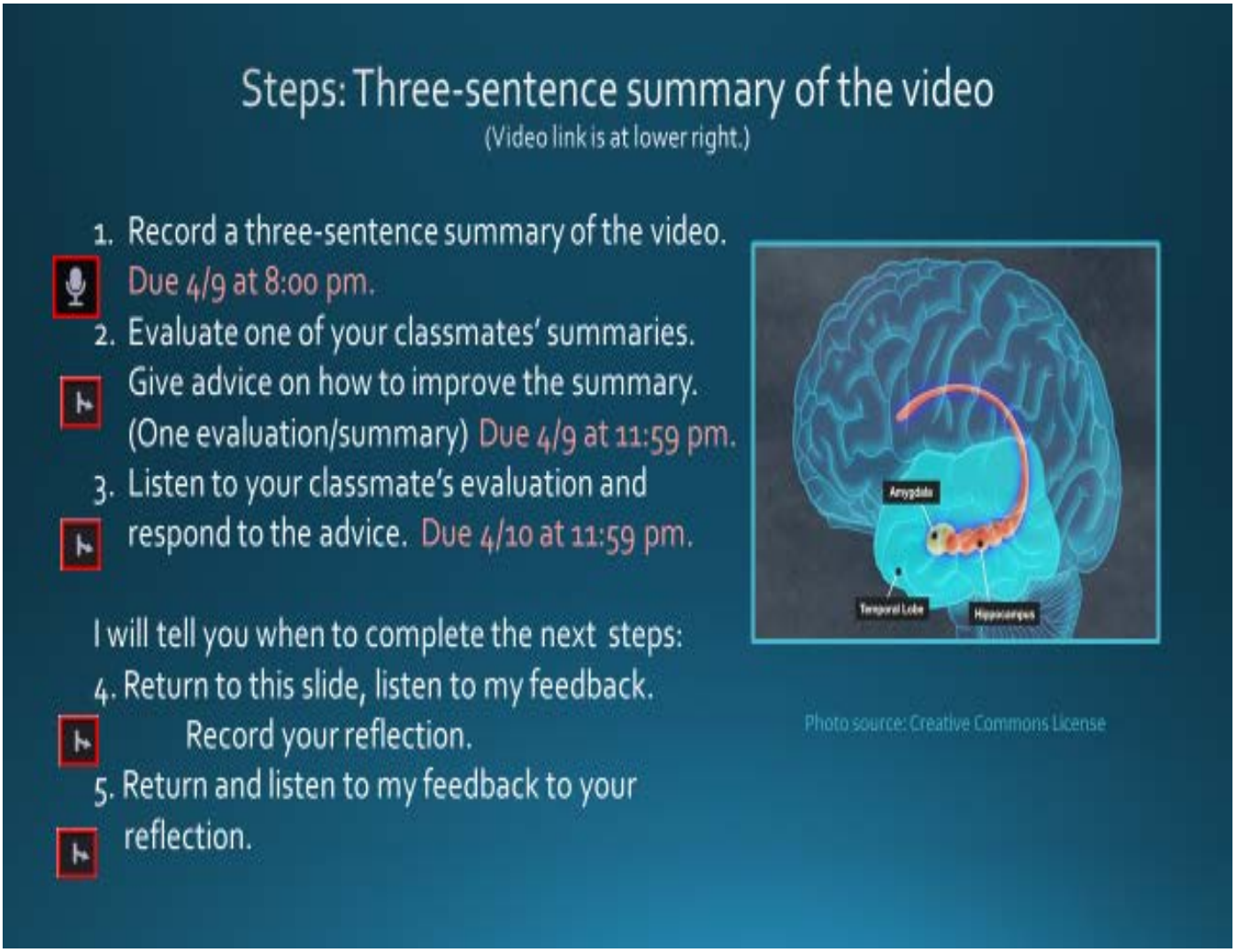




Source: Buchheit, C. (2017). 5R+ Feedback Method. Unpublished material. The University of Kansas.

Appendix J

Revised VoiceThread



Source: Buchheit, C. (2017). 5R+ Feedback Method. Unpublished material. The University of Kansas.

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How to Co-Teach Like Dance Partners

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Keywords: *Co-teaching, collaboration, Intensive English Program (IEP), cross-cultural communication, MIDTESOL*

Abstract. This article gives a brief overview of an Intensive English Program (IEP) elective class called "Connecting with Your Community," which the authors developed together as way to teach new international students the basics of interacting with American college students, finding organizations and activities to join on an American university campus, and locating opportunities to get involved in the local city community. As the authors developed the course curriculum, they decided that co-teaching the class would offer the students more one-on-one attention as well has provide more authentic opportunities for discussion about American culture. Co-teaching, at first glance, can seem like a simple strategy; however, there are actually many factors to consider when entering a co-teaching relationship. Both instructors must be aware of the potential benefits and pitfalls of assuming equal responsibility over a group of students and be committed to the success of the course. It is imperative that instructors have a positive working relationship, establish their roles and responsibilities, arrange for co-planning time, and maintain the support of the administration (Friend 2008). This article offers tips about how to effectively and gracefully navigate any challenges that could arise while co-teaching in order to give everyone—both instructors and students—a positive and rewarding experience.

Co-Teaching in a University Intensive English Program (IEP)

In 2015, when we developed the cross-cultural advising elective class "Connecting with Your Community," it was a collaborative experience among the members of the advising team. We wanted to create a unique class that would introduce new Applied English Center (AEC) students to the wide array of resources and opportunities on the University of Kansas (KU) campus and within the city of Lawrence and help them to immerse themselves in American college life. We created assignments to foster interaction—interview assignments with native speakers, mandatory attendance at a club meeting or campus event, and field trips to do volunteer work were among the components of this class. Once we had established the goals and learning outcomes of the class, we had to decide how to teach the class. Should only one advisor serve as the instructor? Should two advisors alternate as instructors, each picking up where the other left off? Should we divide the semester into distinct modules, with each module taught

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by a different advisor? Finally, after discussing the pros and cons of various course structures and factoring in other considerations, such as instructor availability and our desire to build genuine relationships with the students, we decided to have two advisors co-teach the entire semester.

The term *co-teaching* refers to a model of instruction in which two instructors with a reciprocal relationship share the responsibility for a group of students. The instruction takes place in a single, shared classroom and both instructors have equal ownership over the course content and work together to maximize learning (Friend, 2014). While this seems like a relatively simple concept, it can actually be quite tricky to implement, especially considering that most instructors are used to having a certain level of autonomy to set the rules, lesson plans, and pacing in their own classroom (Walter-Thomas, 1996). After reviewing the literature on successful co-teaching strategies, we also recognized that this model of teaching is rarely, if ever, implemented in higher education. It is typically seen as a popular option in a K-12 setting for classrooms of younger learners which often include ELL or special education students (Friend 2008). Despite the rarity in IEPs or higher education programs, we believed that co-teaching our elective class had many potential benefits for both the students and our own professional growth as instructors.

Benefits of Co-Teaching for Students and Instructors

We found that the students benefited in many ways from the co-teaching model. One benefit was that we were able to give the students more individualized attention. This was important in a class like our elective where the students had intermediate to advanced levels of English proficiency. While the more advanced students caught on quickly, some of the less proficient students needed more scaffolding, which one instructor could help provide when we broke into small groups for activities. Reported in Friend and Reising (1993), the students "perceive[d] that someone is always available to assist them" (p. 6).

Additionally, having two instructors in the class allowed us to be more creative in delivering the lessons. Students could listen to us perform model dialogues, and we could use role-play activities to teach new vocabulary and conversational English. The different perspectives which we offered on American culture and campus life also spurred thoughtful questions and spontaneous discussions between the instructors and students. There were many authentic speaking and listening opportunities that just are not possible with only one instructor in the classroom.

Co-teaching provided many benefits for us as instructors as well. In addition to having more freedom to be creative with our lessons and being able to spend more time getting to know the students through small-group activities and individual conversations, we had the weekly opportunity to observe and be observed by another "expert." As instructors, we do not always have many opportunities to watch lessons taught by our colleagues. We typically have our classes observed once during the semester generally by a person who is evaluating us and offering summative assessment rather than offering collaborative support. However, co-teaching actually gave us the chance to observe each other frequently and much more informally. It was valuable to see how another instructor explained a topic and interacted with the students and it led to reflection on one's own teaching style. This experience contributed to the feeling a sense of "professional renewal" (Friend and Reising, 1993).

Additionally, co-teaching helped reduce the feeling of professional isolation. According to several studies on voluntary co-teaching partnerships, many co-teachers have reported increased levels of motivation and professional growth (Dove, 2010). We found this to be true through our own experience as well. Often times, instructors are so busy during the semester that there is not as much time to interact with our colleagues as we would like. It was energizing to have this shared experience with a colleague who was equally dedicated to a successful outcome.

Finally, one very significant benefit of co-teaching was being able to share the workload. Our class had a considerable number of logistics to handle due to the nature of the curriculum. There was significant time devoted to arranging guest speakers and communicating with outside offices, such as the University's Spencer Art Museum tour guides, the Center for Community Outreach, and various local businesses, such as the Merc, a local co-op, and the Social Service League Thrift Store. We were able to divide and share this work as well as the materials preparation and the grading responsibilities. It likely would not have been possible to develop such a unique curriculum without a co-teacher with whom to share the workload.

Tips for Creating a Positive Co-Teaching Relationship

When embarking upon a co-teaching relationship, a few factors should be considered. Like any relationship, compatibility will affect how smoothly the co-teaching partnership will go. In an ideal situation, co-teachers can have a discussion before the partnership begins to discern compatibility and discuss potential issues before they arise. It is recommended to discuss background experience, classroom expectations, and workload preferences. In addition, a co-teaching team should consist of voluntary participants. Additional time and effort may be required to coordinate and implement lessons together, and it could be difficult to establish a positive working relationship with a colleague who is in the co-teaching relationship involuntarily.

Even if the co-teaching relationship is not entirely voluntary, there are ways that you can foster a respectful working relationship and avoid conflicts from arising. Discussing the questions from Figure 1 as a way determine compatibility pre-assignment and recognizing differences openly, in a non-judgmental way, helps to turn the assignment into a fruitful professional relationship rather than points of frustration.

	Discussion Questions for Potential Co-Teachers
1.	What are your basic classroom rules? What are the consequences?
2.	What instructional methods do you like to use?
3.	What kind of technology do you like to use in your class?
4.	Describe your typical tests and quizzes. What other projects or assignments do you give?
5.	How do you handle student absences or late work?
6.	How do you handle communication with students outside of class?
7.	What is your lesson-planning style? What kind of materials do you make?
8.	What is your biggest goal for this class?
9.	How do you hope we can accomplish the goals as a team?
10.	What are your biggest concerns about co-teaching?

Figure 1. Example Discussion Questions. Adapted from Walther-Thomas, 1996

Once a co-teaching partnership is established, it is important it to consider how to make the experience as productive and meaningful as possible. What makes a successful co-teaching partnership? Here are a few tips based on our experience that we believe can help co-teachers gracefully and smoothly execute lessons, making it seem effortless to students and observers.

- **Tip #1: Feel the rhythm of the class.** – Each class is different and you have to adjust your co-teaching methods to the needs and personalities of the class. These are four co-teaching models that worked in our elective course. Before the assignment, both teachers should know and discuss these models and decide together which approach they will use (Friend, 2014).
    - **Station Teaching**: Each teacher leads a small group of students and a third group works independently. The students rotate from group to group so each teacher eventually interacts with all the students.
    - **Parallel Teaching**: Each teacher leads half the class, teaching the same content. We used this model frequently in our class to go over homework or engage in discussion over new material.
    - **Teaming**: This requires teachers to have a very fluid, comfortable relationship. It involves teachers both leading the class interchangeably.
- **Tip #2**: **Do not step on each other's toes.** Share the power; take turns leading, and know when to step back. The contributions of both professionals need to be equally valued and respected. To help facilitate this, co-teachers can discuss the questions from Figure 2 periodically over the course of the teaching assignment.

	Co-Teaching Checklist As Co-Teacher's, we….
YES/ NO	1. each lead whole-group instruction.
YES/ NO	2. share instructional talk time approximately equally.
YES/ NO	3.share classroom management and discipline responsibilities.
YES/ NO	4. clearly communicate to students that we are a teacher partnership.
YES/ NO	5. use the language of "we," "us" and "our," and list our names together on the schedule, website, and syllabus.
YES/NO	6. share responsibility for the students' academic progress and success
	Add additional items for your own situation….

Figure 2. Co-Teaching Checklist. Adapted from Friend, 2014

- **Tip #3**: **Prepare, practice, and know your part.** Be sure to share the workload equally. When this works, the more trust each teacher has that the other will be prepared, the more risk you can take in lesson planning, leading to innovation.
    - Establish instructional priorities, class expectations and teacher roles;
    - Divide responsibilities evenly;
    - Show commitment to the team with punctuality and preparedness.

- **Tip #4: Communicate.** Lesson planning together is ideal, but teaching and other responsibilities may make it difficult. It is nonetheless important to find a way to plan together, and to make time for post-lesson reflection. This is something for administrators to consider when implementing co-teaching. Various collaborative technology options do exist, however, to facilitate planning coordination, such as Google Docs, Evernote, and Slack.

Concluding Thoughts

Co-teaching can bring many benefits to university IEP. It fosters professional community and creativity and offers novel experiences to students. While there were challenges initially, as in any partnership, to learn how we worked best as a team, it soon became easy to divide tasks and build from each other's strengths. As a student wrote in the *Connecting with Your Community* elective course, "there was a harmonic connection between [the teachers]." Our co-teaching experience was unique and engaging for the students and also for us as instructors. It was an opportunity for growth and reflection, and we would recommend the experience to our colleagues.

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Issues in Language Instruction
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Using Cultural Capital in the ESL Classroom: One Teacher's Journey

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Keywords: *Cultural capital, soft skills, metacognitive skills, professional development, MIDTESOL*

Abstract. Bourdieu's concept of cultural capital can help ESL instructors develop professionally and can lead to other related concepts that can address behavioral issues in the classroom and facilitate instruction. To illustrate my professional journey, I begin by focusing on a simple definition of cultural capital and consider how it relates to other areas such as soft skills and metacognitive skills. The educational experiences with respect to cultural capital and other skills that many of our international students have can vastly differ from what is found in American classrooms. This is especially true of students who have been taught in a culture where they memorize facts, do not ask questions or argue their point of view, and have not been involved in any creative process related to learning. Therefore, it is important to explicitly teach these skills. I conclude by sharing some examples of how I addressed and taught cultural capital in the classroom and give ideas of how to create one's own mini-lessons.

Introduction

A couple of years ago when I was having some behavioral problems in my classes, I voiced my frustration to a colleague saying, "In addition to the course material, I need to teach my students how to learn. Sometimes I even need to teach them how to behave in the classroom!" To which she questioned, "You mean, you need to teach them *cultural capital*?" This was the first time I heard the expression, so I immediately searched for the term and found a simple definition. This started my journey into this complex topic of cultural capital. For my purposes, I just wanted to understand what it was, if my students needed it, if it can be taught, and if so, how could I teach it? As I started reading and learning about cultural capital, I started implementing cultural lessons in my own classrooms with positive results.

What is Cultural Capital?

A simple definition of cultural capital is that it is a collection of knowledge, skills, education, and mannerisms that people acquire from their family's attitudes, social standing and educational background (Bourdieu, 1991, pg. 14). Cultural capital involves a deeper set of rules and attitudes towards knowledge and this deeper cultural knowledge constitutes part of each student's past learning experience, which is brought into the classroom to the student's advantage or disadvantage.

Using this understanding of cultural capital, I started to think about it as it relates to what students have experienced in *their* country and in *their* homes, and how they bring these experiences into the US

educational context. These attitudes, habits, and skills reflect the culture students come from as well as their family background. Many of our students come from vastly different classroom settings. They might be coming from classrooms where they are one in a class of 30 or 40 students or where they have never engaged with other students and maybe not even with their teacher. Alternatively, they may come from an all-girls or all-boys classroom. Another difference is that they may have never worked in collaborative groups or engaged in problem solving with other students. Therefore, as experienced ESL instructors know, our international students can have very different sets of classroom rules and experiences and even expectations of how they are supposed to behave.

Another difference related to cultural capital is how students learn. They might come from a culture where they memorize facts, where creativity or critical thinking are not as important, and/or where beliefs and norms are vastly different from our Western beliefs and values. Therefore, the cultural capital they are bringing into my classroom is vastly different from the capital I'm using, and expecting to be used in my class, which becomes a problem. We are dealing in different currency. All successful ESL instructors learn to teach in this environment and the concept of cultural capital, in particular, has helped me.

Soft Skills and Metacognitive Skills

As I continued to consider the profound effects of cultural capital in the classroom, my search led me to other areas such as soft skills and metacognitive skills. Soft skills refers to people skills and are very desirable in the business world today (Cimatti, 2016). Some examples of soft skills I consider important to education would be establishing mutual eye contact, knowing how to work together, being a team builder, communicating with others, and acknowledging and appreciating the knowledge of the other and not thinking that one has all the answers. I immediately saw that these were skills my students needed. Last year, at the MIDTESOL conference in 2016, I attended a workshop where the presenter talked about the need to teach her students how to disagree, how to interrupt a conversation, and how to hold the floor (Codney, 2016). Codney called these cultural norms. I see these cultural norms as falling under soft skills, which I interpret as part of cultural capital.

Another area that overlapped with what I was studying was metacognitive skills. According to Sun (2013), "[i]t is generally recognized that learners use meta-cognitive strategies to monitor, evaluate, regulate or manage his or her [sic] learning" (p. 2005). Metacognitive skills, then, refer to how to learn, how to go about performing tasks, and how to collaborate with partners in a meaningful way. These skills are important to teaching reading and writing, for example, where we often ask the students to proofread each other's papers. I soon realized a number of my students had no idea how to do this, so I had to teach them step-by-step. To teach these metacognitive skills, I used a video (tamuwritingcenter, 2010) that showed two girls proofreading each other's papers. This video is useful because it gives examples of what both effective and ineffective proofreading is. After discussing the examples and suggestions from the video, my students had a much better understanding of how to proofread their paper as well as how to work with a partner. I choose to think of this as a cultural difference and that in their past experiences they may have never learned how to do this kind of academic activity. Therefore, instead of thinking negatively, that my students *didn't know* how to proofread, I started to think that they simply had never been taught how to do so. This was a matter of cultural capital; proofreading was not part of their home country's education system or it was at least not explicitly taught. This new understanding started to change the way I approached my students. This, in turn, started to change the way I taught. I no longer thought of my students as being *clueless*, but instead started thinking that they just did not know a particular Western educational practice. I started to consider that that skill was just not part of my students' cultural capital.

Applying Cultural Capital in my Classroom

Displays of Affection

In one class, I was having a specific behavior problem. My students were having a hard time concentrating on the lesson because they were very enamored by each other. They pretty much ignored my advice to "keep your hands to yourselves." This was not just a couple of students; several hands were around the backs of other students' chairs, hands on other students' seats, or even on another person's lap. Then I remembered that when my own sons were playing in their high school band, the teacher would say, "NO PDA," which stands for no public display of affection. So I searched the Internet and came up with several pictures. I showed them the pictures and said, "Students here in the USA know that public displays of affection are not permitted in schools." I did not elaborate; I just showed them the signs. To my surprise, that behavior stopped being a major problem. This did not happen overnight, but soon it was not an issue anymore.

Some cultural capital lessons, like this example, were short and to the point, thus I call them mini-lessons. If the lesson involved watching and discussing a video, it might take a few more minutes of class time. My goal was to develop a few lessons that could be used every semester, but as noted in the example above, the lessons may need to be specific for a particular group of students and to address a specific problem. So, this is an ongoing project.

Learning Can Be Fun

At some point during the semester, I showed my class a video (Edutopia, 2015) of American classrooms where students are free to sit and study in different spaces. I gave them a worksheet to follow and asked them to write a reaction. This was quite revealing. That semester I had students from several different nationalities. Some of my students felt that the students in the video were not serious about learning; they were just having fun. This was another revelation. Some of my students thought that having fun and learning did not go together, but the majority saw that learning was actually happening in this fun, collaborative environment. Here are some of their reactions:

A student from China:

> "I think that schools should not limit the way that children study. I was always told you cannot, not and not."

Another student from China:

> "If we talk, we will be punished like standing in the corner, or being cussed at by our teacher. We need to stare at the teacher and listen to what she says, receiving knowledge from the teacher."

A student from Japan:

> "In my country all students just look at the teacher talking and taking notes. Nobody asks a question or discusses in class. However, in the US students talk to the teacher and other students - they learn by themselves. This is so amazing!"

A student from the United Arab Emirates:

> "If you learn to study with a group that makes me collect a lot of information from the group. So I like this because it encourages me to do a lot of activities without feeling bored."

These student comments revealed a difference between academic values in the US and their home countries. The students were beginning to add to their cultural capital by acknowledging or accepting the

new educational behavior they were being exposed to. After we watched the video and talked about our reactions and the cultural differences, I said, "The students you will be in class with here at the university are like these students. They have worked with other students since kindergarten. This is the school experience that they are coming from." At this point, I saw some jaws drop, their eyes opened wider, and I even heard little sighs as they realized that, yes, there is more to learning language than grammar, reading, and writing.

Final Thoughts

Cultural capital and associated concepts such as soft skills and metacognitive skills have informed the way I approach my students, and they have made me realize the need to be more explicit about teaching certain unspoken American classroom rules, attitudes, and behavior. In doing so, I have been able to address some behavior problems in my class, but more importantly, it has enriched my students' experience and hopefully better prepared them for their academic courses and for the global job market. As my colleague who introduced me to this topic of cultural capital said at that time, "Their parents did not send them to America just to learn English or accounting. They sent them to America to gain cultural capital."

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