



Writing feedback and EAP students' task management before, during, and after the Covid-19 pandemic: a preview

*Anne Stander, Sara Amani



Outline

- Context & Purpose
- Highlights of the Literature
- Gap
- Methodology
- Limitations

Context: The online continuous formative written feedback system

2019						2020				
Preparatory Project Preliminary deadlines without penalty						Research Project Proposal		Research Project First Draft (assessed)		Final
Sep 4		Sep 18		Oct 9	Oct 30	Jan 13		Feb 27		April 1
2020 Research Project Proposal						2021 Research Project				
1st	2nd	3rd	4th	5th	Final	1st		2nd	First draft	Final
Sep 16	Sep 30	Oct 21	Oct 28	Nov 4	Nov 18	Jan 27		Feb 3	Feb 24	March 31
2021 Research Project Proposal						2022 Research Project				
1st	2nd	3rd	4th	5th	Final	1st	2nd	3rd	First draft	Final
Sep 24	Oct 1	Oct 15	Oct 22	Oct 29	Nov 19	Feb 2	Feb 11	Feb 18	Feb 25	April 1
2022 Research Project Proposal						2023 Research Project				
1st	2nd	3rd	4th	Final	1st	2nd	First draft	Final		
Sep 23	Sep 30	Oct 14	Oct 28	Nov 19	January 27		Feb 10	Feb 24	March 31	

Figure A: Writing Assessment Schedule: Continuity & Change



Purpose

1. What are students' general patterns of time and task dedication to writing leading up to preliminary and final deadlines?
2. How did students' time and task dedication differ (if they did) during and after the pandemic?
3. What influence did tutor feedback have on students' task management before, during and after the pandemic?



Highlights of the Literature

1. Tutors' role in fostering TMS
2. EAP students' task management strategies
3. EAP student writing and tutor feedback during Covid
4. EAP writing task management & keystroke studies



1. Tutors' role in fostering task management (1)

- Definition in EAP research writing (Leki & Carson, 1994)
 - Research skills - library, source evaluation
 - Source Management - reading, summarizing, avoiding plagiarism
 - Text development - planning, drafting, revising
- Supporting students' self-efficacy (Wilby, 2022)
 - Self-regulatory learning = ability to manage one's own academic process: actions, thoughts, moods



1. Tutors' role in fostering task management (2)

- Scaffolding the learning process (Starfield, 2019)
 - Comments become less “direct,” more “indirect”;
less “directive,” more “referential”
 - Expressive comments (praise, criticism, opinions) most helpful
- **Feedforward** (Han & Hyland, 2019)
 - Continuous formative feedback cycle (WCF + conferences)
produces self-evaluative learners



1. Tutors' role in fostering task management (3)

- Cultivating feedback literacy (Winstone et al., 2017)
 - Students improve ability to understand & implement FB
 - Develop academic judgement; convert lessons to feedforward
- Affective support (Grannell, 2023)
 - Students find most helpful “praise,” and “encouragement about performance”



2. EAP students' task management strategies

- Mastery vs. performance goal orientation (Wilby 2022)
 - Mastery = commitment to skill development and the learning process to achieve mastery
 - Goal = highest grade for least effort
- Example: Successful strategies (Ravari & Tan, 2019)
 - 50 graduate English majors, Iran
 1. Self-directing process
 2. Building skills independently of their advisor
 3. Developing a productive dynamic with their advisor



3. EAP student writing and tutor feedback during Covid

Most studies = writing teachers' experience (Hanan et al., 2022)

(Xu, 2021)

Teachers:

- extended instructional space through longer tutorials
- digital written feedback

Students:

- responded positively to online delivery
- embraced feedback into self-regulation strategies
- prized ability to review digital feedback
- receptivity depended on individual characteristics



4. EAP writing task management & keystroke studies

- Focus on stages of writing: planning, composing, revising
- Often focus on pauses

(Khuder & Harwood, 2019)

Found 2 task management styles:

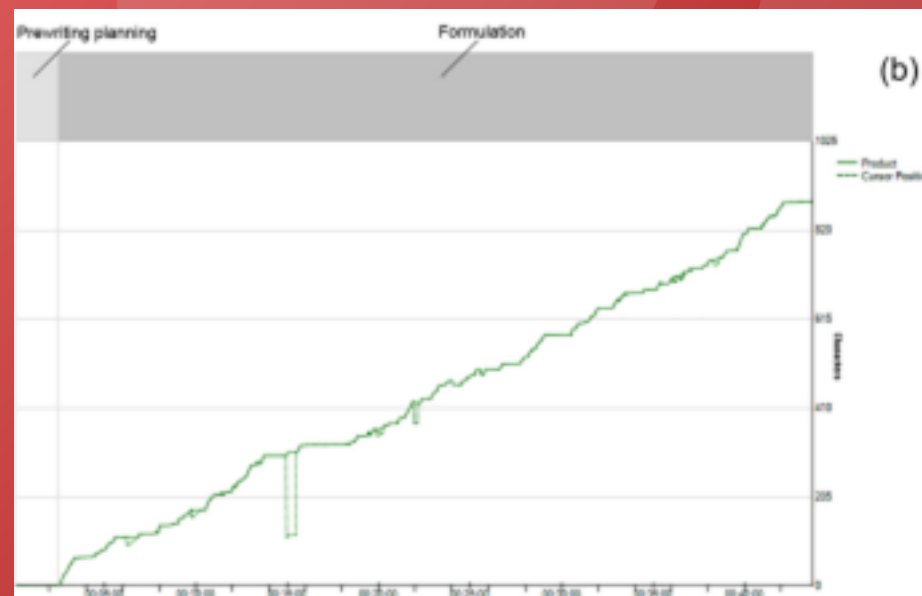
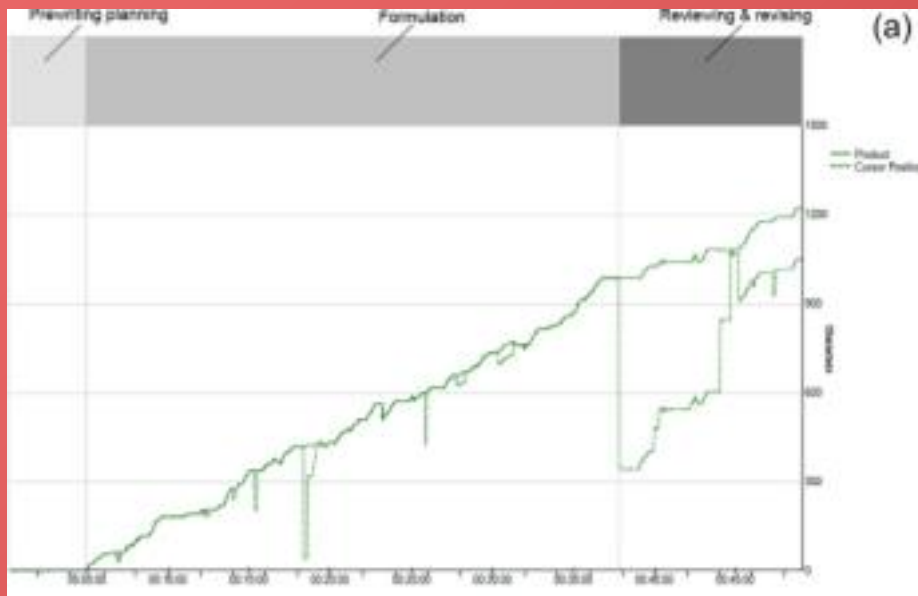
- A: self-regulated learning = planning, revising, reader awareness
- B: Get it done

(Xu & Xia, 2021)

- Undergraduates, a single writing session (unpressured)
- Looked for time distribution between planning, formulating and revising



Figure B: Keystroke studies: writing stages



Note. From “Scaffolding process knowledge in L2 writing development: insights from computer keystroke log and process graph,” by C. Xu & J. Xia, 2021, *Computer Assisted Language Learning*, 34(4) 583-608. Copyright 2021 by Informa UK Limited.



Gap

- Long-term writing process of undergrads
- Continuous formative feedback of undergrads
- Changes in feedback practices o/t moving to online
- Changes in students compositional process before, during, after the pandemic
- Use of “text artifacts” (Grannell, 2023)
- Keystroke studies beyond single writing session

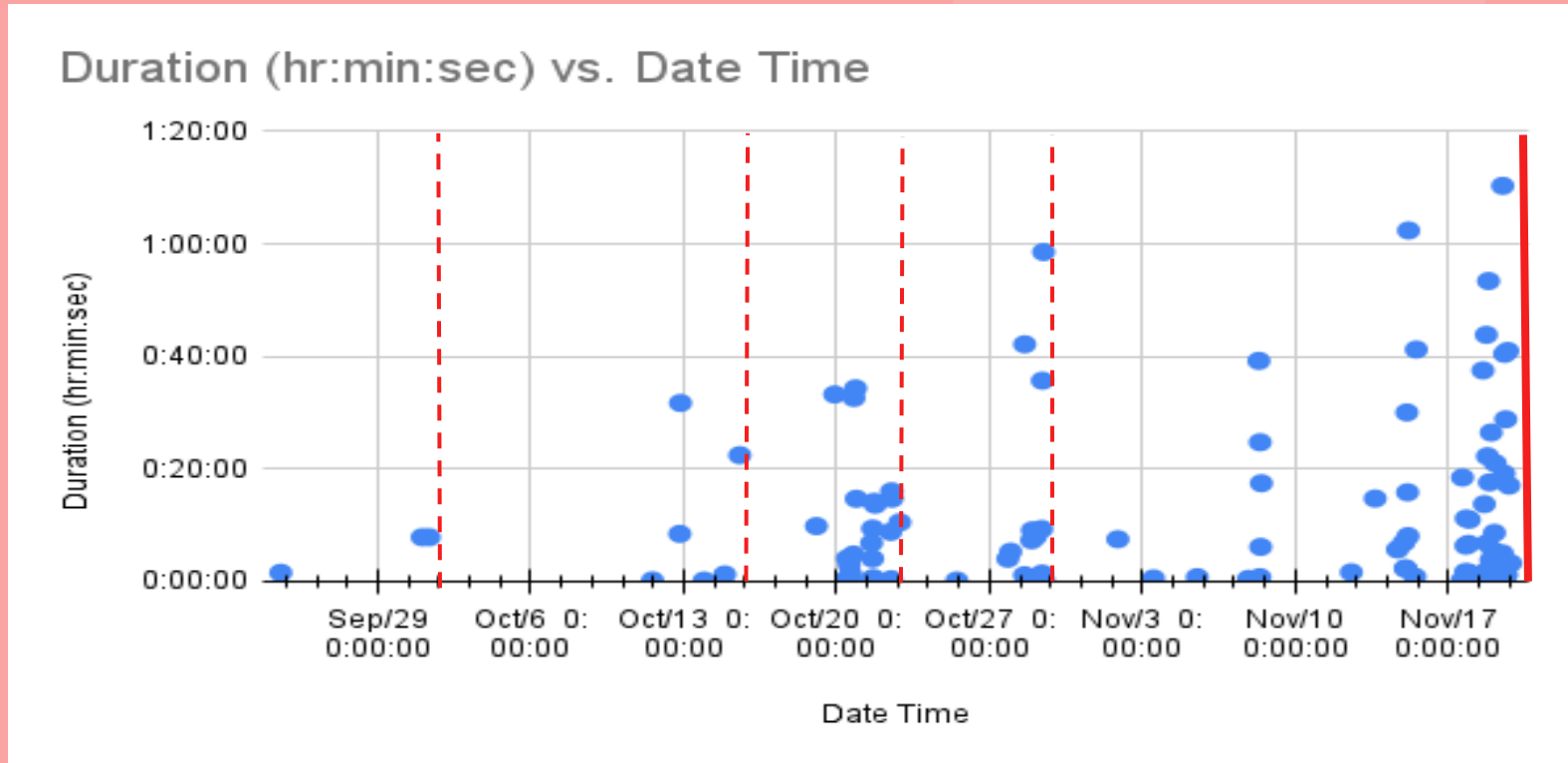


Quantitative Dataset

- ~5 tutors to be recruited
- 2-3 students of each tutor per year 2019-2020, 2020-2021, 2021-2022, and 2022-2023
- Collect writing session reports, anonymize
- Graph writing production, aggregate



Figure C: Quantitative Data Preview





Qualitative Data:

- Feedback comments related to task/time management: encouragement, deadline reminding
- All comments will be labelled; no direct quotes.
- Frequently appearing comments may be paraphrased.



Qualitative Data:

Good job getting this paragraph drafted!
Please see my suggestions for organization and cohesion, and let's discuss the paragraph during Tuesday's tutorial.

Hi Zhanur, how can I help you get started on your outline?



Limitations

A: Of generalizability

- Homogeneity of participants
- Sample size may not reveal enough commonalities in composition patterns and response to feedback

B: Other factors: composition/feedback dynamic

- Tutorial dates and dialog, classroom activities, peer support
- Note taking/drafting outside the “working document”

C: Data analysis

- No direct findings on revisions or writing stages
- No connection with grades



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Reference List

Email:
Anne.Stander@nu.edu.kz



Scan me!