

Strategies for Effective Feedback

With small changes to your teaching, you can take advantage of the benefits that multilingual students bring to your class. Nearly half of Mason students are multilingual, and they have different levels of fluency. However, the strategies below are designed to help you support both multilingual and other students.

FAQ: How can I provide more useful feedback on multilingual/international students' writing?¹

It can be difficult to provide feedback on writing that has many grammar, organizational, and content errors. However, research also indicates that feedback emphasizing grammar errors can be overwhelming for the student and time-consuming for the instructor (Hartshon et al, 2010; Bitchener, 2008). Here are some strategies you could use to provide effective feedback in an efficient manner.²

Do Less	Before giving feedback, decide the most important skills/knowledge you would like to evaluate in your students' work. These can be the focus of your feedback to all your students.
Praise in Detail	Besides pointing out what your students need to improve, tell them what you see them doing well. This can be not only encouraging but insightful in showing them what they need to continue doing.
Look Past Accuracy	Pointing out every single grammar mistake is overwhelming and discouraging for a student and time-consuming for you. Indeed, a student might not learn a lot from this approach; therefore, consider pointing out only 1-2 <i>repeated issues</i> in your student's work.
Require Revision	Feedback is more effective if students have a chance to apply it. As you write comments, think about any opportunities you could give your students to apply your feedback.
Be Regular and Be Frequent	Effective feedback is regular and allows students enough time to apply it. Consider your turn-around time for grading so that students have adequate time to revise.

¹ This question is part of a collection of questions shared by Mason faculty and compiled by K.Skipper. For more information, visit stearns.gmu.edu and read the "Helping Multilingual Students Succeed" handout.



² Hartshon, K.J., Evans, N.W., Merrill, P.F., Sudweeks, R.R., Strong-Krause, D. , Anderson, N.J. (2010). Effects of Dynamic Written Corrective Feedback on ESL Writing Accuracy. *TESOL Quarterly*, 44, 84-109.

Strategies for Effective Feedback

With small changes to your teaching, you can take advantage of the benefits that multilingual students bring to your class. Nearly half of Mason students are multilingual, and they have different levels of fluency. However, the strategies below are designed to help you support both multilingual and other students.

Acknowledgements: The strategies in this handout are drawn from the “Dynamic Written Corrective Feedback | Training Materials” handout developed by EAP 507/121 instructors Anna Habib (English Department), Laurie Miller (INTO Mason), and Justin Voigt.

Other Recommendations and Teaching Resources

 <p>Apply Today</p>	<p>Doetsch-Kidder, S., Miller, L., Weinstein, A. (2018). “Structuring reading/writing assignments to improve critical thinking skills” [PowerPoint]. <i>Innovations in teaching and learning</i>, (10). Retrieved from https://doi.org/10.13021/G8itlcp.10.2018.2153</p> <p>GMU Writing Across the Curriculum (n.d.) “Discussing prompts.” [PDF File]. Retrieved from https://wac.gmu.edu/wp-content/uploads/Sample-Activities-1_Part2.pdf</p> <p>GMU Writing Across the Curriculum (n.d.) “Low-stakes writing.” [PDF File]. Retrieved from https://wac.gmu.edu/wp-content/uploads/Low-Stakes-Writing-1.pdf</p> <p>GMU Writing Across the Curriculum (n.d.) “From writing intensive to writing integrated” [PDF File]. Retrieved from https://wac.gmu.edu/wp-content/uploads/Integrating-Writing.pdf</p> <p>GMU Writing Across the Curriculum. “Dealing with student error” [PDF File]. Retrieved from https://wac.gmu.edu/wp-content/uploads/Dealing-with-Student-Error-1.pdf</p> <p>Stearns Center for Teaching and Learning, GMU. (n.d). “Reframing Students’ Roles in Collaborative Learning”. Retrieved from https://stearnscenter.gmu.edu/knowledge-center/student-engagement-classroom-managment/collaborative-learning/</p> <p>Stearns Center for Teaching and Learning, GMU. (n.d). “Grading: providing effective feedback to students”. Retrieved from https://stearnscenter.gmu.edu/knowledge-center/course-and-curriculum-redesign/grading/</p>
 <p>Listen Today</p>	<p>Stearns Center for Teaching and Learning, GMU. “Collaborative learning” Retrieved from https://stearnscenter.gmu.edu/knowledge-center/student-engagement-classroom-managment/collaborative-learning/</p> <p>Perez, A. & Stachowiak, B. (2016, September 22). “Bridging the culture gap.” <i>Teaching in Higher Ed Podcast</i>. Retrieved from https://teachinginhighered.com/podcast/bridging-culture-gap/</p> <p>Haras, C. & Stachowiak, B. (2018, June 28). “Reflecting on our teaching.” <i>Teaching in Higher Ed Podcast</i>. Podcast retrieved from https://teachinginhighered.com/podcast/reflecting-on-our-teaching/</p> <p>Teaching in higher ed. (n.d). Cultural competence. Retrieved from https://teachinginhighered.com/podcast-category/cultural-competence/</p>

For more information, visit stearns.gmu.edu

Strategies for Effective Feedback

With small changes to your teaching, you can take advantage of the benefits that multilingual students bring to your class. Nearly half of Mason students are multilingual, and they have different levels of fluency. However, the strategies below are designed to help you support both multilingual and other students.



Read Today

Writing Across the Curriculum. Retrieved from <https://wac.gmu.edu/learning-modules-resources/>

Writing Across the Curriculum, GMU. "From writing intensive to writing integrated." (n.d). Retrieved from <https://wac.gmu.edu/wp-content/uploads/Integrating-Writing.pdf>

Online Writing Lab, Purdue University:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

Stearns Center for Teaching and Learning (n.d). "Developing critical thinkers.". Retrieved from <https://stearnscenter.gmu.edu/knowledge-center/course-and-curriculum-redesign/developing-critical-thinkers/>

Stearns Center for Teaching and Learning, GMU. (n.d.) "Using writing to learn in your classes". Retrieved from <https://stearnscenter.gmu.edu/knowledge-center/student-engagement-classroom-management/writing-and-research/>

The Writing Center, GMU. "Writing center quick guides." Retrieved from <https://writingcenter.gmu.edu/writing-resources/wc-quick-guides>

Zawacki, T. (n.d). "Managing the paper load and responding effectively to student writing" [PDF File]. Retrieved from <http://stearnscenter.gmu.edu/wp-content/uploads/Managing-the-Paper-Load-and-Responding-Effectively-to-Student-Writing.pdf>

Suggestions for Further Reading

Biber, D. & Gray, B. (2010). "Challenging stereotypes about academic writing: Complexity, elaboration, explicitness." *Journal of English for Academic Purposes*, 9, 2-20.

Bitchener, B. & Knoch, U. (2008). The value of written corrective feedback for migrant and international students. *Language Teaching Research* 12(3), 409 – 431.

Hartshon, K.J., Evans, N.W., Merrill, P.F., Sudweeks, R.R., Strong-Krause, D. , Anderson, N.J. (2010). Effects of Dynamic Written Corrective Feedback on ESL Writing Accuracy. *TESOL Quarterly*, 44, 84-109.

Jamieson, S. (2013). Reading and engaging sources: What students' use of sources reveals about advance reading skills. *Across the Disciplines*, 10(4). Retrieved from <https://wac.colostate.edu/docs/atd/reading/jamieson.pdf>

For more information, visit stearns.gmu.edu

Strategies for Effective Feedback

With small changes to your teaching, you can take advantage of the benefits that multilingual students bring to your class. Nearly half of Mason students are multilingual, and they have different levels of fluency. However, the strategies below are designed to help you support both multilingual and other students.

Lockhart, T. & Soliday, M. (2016). The critical place of reading in writing transfer (and beyond): A report of student experiences. *Pedagogy* 16 (1), 23-37.

Harris, J. (2006) Forwarding. Rewriting: How to do things with texts (pp.34-53). Logan: Utah State University Press.

Got other strategies? Send them to stearns@gmu.edu

For more information, visit stearns.gmu.edu