

Teacher feedback in SBA: A motivating force

The introduction of SBA provides an ideal opportunity for teachers to enhance the feedback they provide for students. According to the Assessment Reform Group (2002), motivation to learn embraces components of motivation such as 'effort', 'goal orientation', 'locus of control', 'self efficacy', 'sense of self as learner', 'self esteem', 'self-regulation' and 'interest'. In addition to these components, the contextual factors (Cook-Cottone, 2004, Jalongo, 2007, Schunk, 2000) and cultural beliefs (Biggs, 1992, Rueda and Chen, 2005, Salili, 2001) held by teachers and students are also believed to be influential in affecting students' motivation to learn.

This seminar reports on the results of a longitudinal case study exploring the relationship between teacher feedback and student motivation in a secondary school in Hong Kong. The study also explores the contextual factors as well as the cultural beliefs teachers and students have that may affect the level of motivation. Drawing on the detailed analysis of feedback-giving episodes, interviews conducted with teachers and students, teachers' reflections and questionnaires, the study reveals some of the aspects of quality feedback that make it motivating to students. The seminar will also provide teachers with suggestions as to how they can maximize their capacity to deliver feedback that motivates students and helps them understand more about the role teachers and students play to make teacher feedback motivating.

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Some extracts from students:

1. Questioning/ advising/ describing/evaluating

Evaluating... it's more... practical, as (I) want to know what my mark will be if (I) go for the public exam.

Evaluating...比較...實際啲咁嘛...即系想知如果出去考試個 D 會點樣呀嘛,即系個分數。

I know I'm not... I don't want to know how bad I am. So maybe I can improve by giving me some advice, then I know what my weaknesses are.

知道自己都唔系...唔想知道自己有幾衰啦已經,反而比意見我可能會有進步呀,會知道自己唔好 D 乜野

Questions can be added and if teacher talks so long and if we don't understand some of the words, it would become very boring and we would not bother saying anything. Then only the teacher talks. It seems that we are not participating.

可以插問題既,同埋如果佢講咁大段,我地又係唔明架嘛係咪先如果有的字,咁咪變到好悶咁囉,又無心機講野,得佢講咁樣,無乜參與咁囉。

Saying how to do it. For example, she may tell how to prepare beforehand, to suggest some ways. It may be better.

掂做呀咁樣囉,比如事前點樣準備點樣準備呀,提供 D 方法呀咁樣會好 D。

2. Content of feedback

Student: I'd like her to talk about my grammar.
我想佢話我 D grammar。

Interviewer: Why?
哦,點解呢?

Student: It's because my grammar is really bad.
因為其實我 D grammar 真係好差架。

I want more (comments on) gestures because I always unconsciously move too much, so (comments on) gestures are better.

我覺得動作多啲啲因為成日自己唔自覺咁樣係咁郁咁嘛,所以變咗動作好啲。

Mark is important; generally, whether it is good or bad depends on the marks awarded.
分數重要咁嘛!整體啲嚟講即係好定差係睇分數,係囉!

3. Teachers' use of language/ choice of words

This is an English (activity). Using English is better, I think.
咁呢個係英文,梗係用英文好的啦我覺得。

Because the questions were too difficult. We didn't understand, so we didn't answer.

因為佢問得 D 野太深,我地唔明佢問乜,所以我地都無答佢。

And she could speak slowly because I thought that she speaks too fast.

同埋佢可以講慢的啦,因為我覺得講得太快啦。

I think that it is better (for the teacher) to use Chinese more. Because if she uses English and we don't understand it, it is still useless. It is better if she uses Chinese. Then we can at least make improvements.

我覺得用中文好的囉,因為如果佢講英文我地都聽唔明既話,佢講完之後都係無用,不如佢用中文講仲好啦,咁我地仲可以改善下。

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