

Comparing and Contrasting Feedback Preferences of Students and Professors in L2 Classrooms

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Introduction

- Feedback is a universally important aspect of education
- Various methods of feedback
- Do professors and students share feedback preferences?



Review of Literature

- The Interaction Hypothesis (Long, 2006)
- Research covering feedback (Bitchener, 2008; Sheen, 2007).

Review of Literature

- Little research covering student and instructor preferences
- Disconnects between teachers and learners
(Amrhein & Nassaji, 2010)

Review of Literature

- listening to learner voices (Bao, 2023).



Rationale

Feedback is a necessary aspect of the learning process, analyzing the relationship between teacher and student feedback preference will aid in bridging the gap between perception and reality of instructional practices in the classroom.



Research Questions

- What type of feedback is preferred by students studying second languages at different mastery levels?



- Is there a correlation or disconnect between professor and student preference?



Methods

Participants:

- 77 UWL Students
- 6 UWL Professors
- All language courses (Spanish, French etc.)
- All levels (100-400)

Data Collection:

- Form 1: Student Preference
- Form 2: Professor Preference
- Google form

Analysis

Quantitative data was analyzed through descriptive statistics

Qualitative data was analyzed by identifying common themes in students' and teachers' responses

Results

Student Preferences

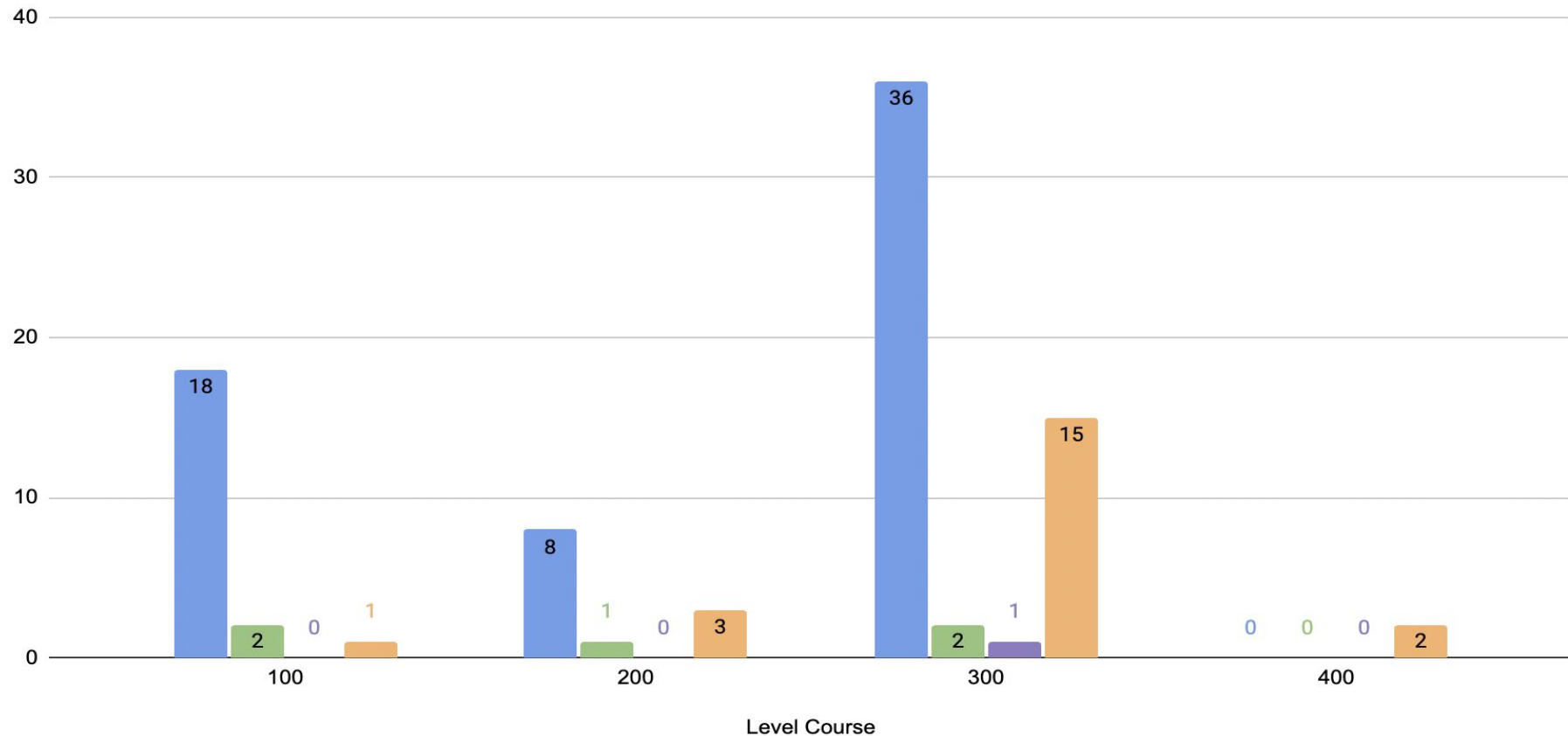
- 57.1% prefer oral feedback and 39% prefer written
- 67.5% primarily receive oral feedback

Student Experiences

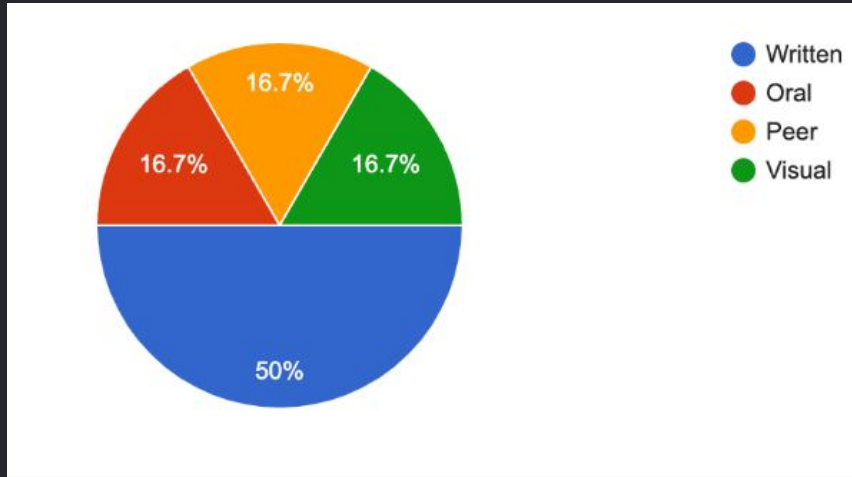
- 55.8% felt that peer feedback is ineffective
- 67.5% reported that the target language (L2) is used most often
 - Compared to 32.5% of L1
- 24.7% reported written feedback as being used most frequently

Preferred Method of Feedback

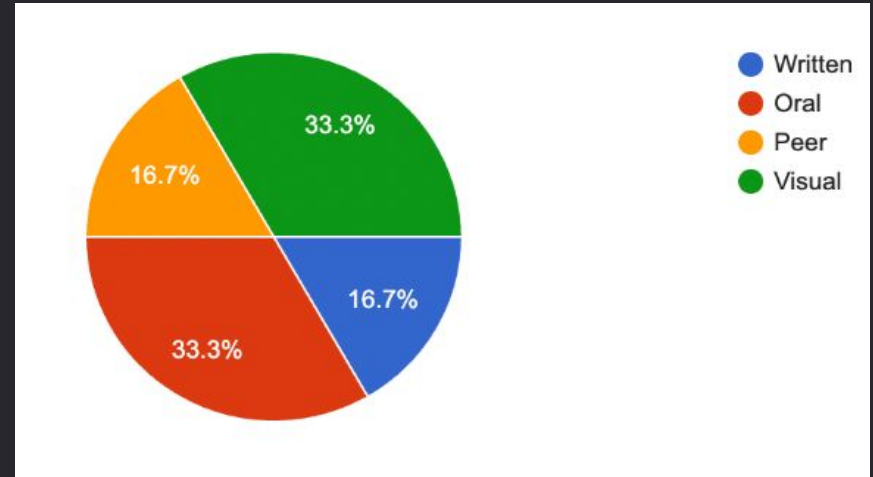
Oral Peer Visual Written



Professor assumption of most positively perceived form of feedback



Professor assumption of most negatively perceived form of feedback



Discussion, Conclusion, & Implications

- Oral feedback is most preferred among both UWL students and professors
- A noticeable disconnect was indicated by the professor's misunderstandings of student preferences

Discussion, Conclusion, & Implications

- The Interaction Hypothesis
- UWL professors can modify and plan their feedback methods

Comments or questions?



We'd love to hear from you!

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