

RGC Ref. No.: UGC/FDS14/H02/21 <hr/> (please insert ref. above)

**RESEARCH GRANTS COUNCIL
COMPETITIVE RESEARCH FUNDING SCHEMES FOR
THE LOCAL SELF-FINANCING DEGREE SECTOR**

FACULTY DEVELOPMENT SCHEME (FDS)

Completion Report
(for completed projects only)

Submission Deadlines:

1. Auditor's report with unspent balance, if any: within **six** months of the approved project completion date.
2. Completion report: within **12** months of the approved project completion date.

Part A: The Project and Investigator(s)

1. Project Title

Exploring teacher-supported peer feedback: Developing student feedback literacy and writing quality

2. Investigator(s) and Academic Department(s) / Unit(s) Involved

Research Team	Name / Post	Unit / Department / Institution
Principal Investigator	Dr Ma Jingjing/Associate Professor	Department of English/ The Hang Seng University of Hong Kong
Co-Investigator(s)	N/A	N/A
Others		

3. Project Duration

	Original	Revised	Date of RGC / Institution Approval (must be quoted)
Project Start Date	1, Aug., 2022	1, June, 2022	11, April, 2022 (RGC)
Project Completion Date	31, Jan., 2024	31, May, 2024	7, August, 2023 (HSUHK)
Duration (in month)	18 months	24 months	7, August, 2023 (HSUHK)
Deadline for Submission of Completion Report	31, Jan., 2025	31, May, 2025	7, August, 2023 (HSUHK)

- 4.4 Please attach photo(s) of acknowledgement of RGC-funded facilities / equipment.
N/A

Part B: The Final Report

5. Project Objectives

5.1 Objectives as per original application

1. identify forms of teacher support for peer feedback in the context of tertiary L2 academic writing;
2. investigate the impact of current teacher-supported peer feedback practices on student feedback literacy and writing quality;
3. provide exemplary case studies of teacher-supported peer feedback practices in academic writing as identified in the project (if any);
4. explore the longer-term impact of dialogue-mediated teacher-supported peer feedback on student feedback literacy and writing quality over one academic year;
5. provide pedagogical implications for enhancing student feedback literacy and writing quality through dialogue-mediated teacher-supported peer feedback;
6. develop a theoretical model of factors affecting student feedback literacy in the implementation of dialogue-mediated teacher-supported peer feedback.

5.2 Revised objectives

Date of approval from the RGC: N/A

Reasons for the change:

- 1.
- 2.
3.

5.3 Realisation of the objectives

(Maximum 1 page; please state how and to what extent the project objectives have been achieved; give reasons for under-achievements and outline attempts to overcome problems, if any)

All the project objectives have been successfully achieved. Please see the details below:

1. identify forms of teacher support for peer feedback in the context of tertiary L2 academic writing:

Teachers who utilized peer feedback in their academic writing classrooms were identified and invited to participate in the research project. Classroom observation, teacher interviews and document analysis were conducted to identify various forms of teacher support for peer feedback before, during, and after peer feedback activities.

2. investigate the impact of current teacher-supported peer feedback practices on student feedback literacy and writing quality:

Students in the classes of those writing teachers who implemented peer feedback were invited to take part in the research project. Student interviews, document analysis, and stimulated recall were utilized to explore the impact of teacher-supported peer feedback practices on student feedback literacy and writing quality.

3. provide exemplary case studies of teacher-supported peer feedback practices in academic writing as identified in the project:

Based on teacher interviews, classroom observation, student interviews, document analysis, and stimulated recall, an exemplary case of teacher-supported peer feedback has been identified.

4. explore the longer-term impact of dialogue-mediated teacher-supported peer feedback on student feedback literacy and writing quality over one academic year:

The writing teachers who were interested in implementing the innovative practice of dialogue-mediated teacher-supported peer feedback were invited to participate in the second stage of the research project. Classroom observation, teacher and student interviews, document analysis and stimulated recall were utilized to identify its unique impacts on student feedback literacy and writing quality.

5. provide pedagogical implications for enhancing student feedback literacy and writing quality through dialogue-mediated teacher-supported peer feedback:

An instructional model has been developed regarding how to develop student feedback literacy and writing skills through dialogue-mediated teacher-supported peer feedback.

6. develop a theoretical model of factors affecting student feedback literacy in the implementation of dialogue-mediated teacher-supported peer feedback:

A theoretical model has been developed regarding student feedback literacy in academic writing as well as relevant factors affecting its development.

5.4 Summary of objectives addressed to date

Objectives <i>(as per 5.1/5.2 above)</i>	Addressed <i>(please tick)</i>	Percentage Achieved <i>(please estimate)</i>
1. identify forms of teacher support for peer feedback in the context of tertiary L2 academic writing;	✓	100%
2. investigate the impact of current teacher-supported peer feedback practices on student feedback literacy and writing quality;	✓	100%
3. provide exemplary case studies of teacher-supported peer feedback practices in academic writing as identified in the project (if any);	✓	100%
4. explore the longer-term impact of dialogue-mediated teacher-supported peer feedback on student feedback literacy and writing quality over one academic year;	✓	100%
5. provide pedagogical implications for enhancing student feedback literacy and writing quality through dialogue-mediated teacher-supported peer feedback;	✓	100%
6. develop a theoretical model of factors affecting student feedback literacy in the implementation of dialogue-mediated teacher-supported peer feedback.	✓	100%

6. Research Outcome

6.1 Major findings and research outcome

(Maximum 1 page; please make reference to Part C where necessary)

The major findings of the research project are summarized below:

Regarding RQ1, the teacher participants employed the following types of support in implementing peer feedback in their academic writing classrooms: sharing and discussing assessment criteria for peer feedback, providing training (e.g., discussing the purposes and benefits of peer feedback), and monitoring the process and coaching (e.g., inviting questions from students concerning the accuracy of peer comments) (See the 2022 and 2023 papers in Part C).

Regarding RQ2, the peer feedback activities contributed to both cognitive readiness (e.g., more familiarity with assessment criteria) and socio-affective readiness of student feedback literacy (e.g., more confidence in evaluating one's own work). However, the students still had concerns regarding their evaluative expertise (See the 2022 and 2023 papers in Part C), one important dimension in the cognitive capability of student feedback literacy.

Regarding RQ3, although the students revised based on peer feedback most of the time, there did not seem to be a significant improvement in writing quality.

Regarding RQ4, the dialogue-mediated teacher-supported peer feedback contributed to both the cognitive readiness (e.g., generation of accurate internal feedback) and socio-affective readiness of student feedback literacy (e.g., willing to participate in peer feedback). A theoretical framework of student feedback literacy in academic writing has been developed (See the theoretical framework of the 2024 paper in Part C).

Regarding RQ5, a variety of factors have been identified to influence the development of student feedback literacy, in addition to the dialogue-mediated teacher-supported peer feedback. Both individual factors and contextual factors may exert an influence. At the individual level, learner beliefs and learner motivation seemed to play an important role. At the contextual level, features of peers' texts (a textual-level factor), peer group formation and peer relationship (an interpersonal-level factor), focus of teacher instruction (an instructional-level factor) and traditional beliefs about teacher authority (a sociocultural-level factor) constitute important sources of influence.

Regarding RQ6, the students revised quite successfully based on the internal feedback generated through the dialogue-mediated teacher-supported peer feedback. Internal feedback supplemented teacher feedback to facilitate student revisions, which led to significant improvement in writing quality.

6.2 Potential for further development of the research and the proposed course of action *(Maximum half a page)*

Two lines of inquiry can be further pursued. First, the research data has shown the positive influence of the dialogue-mediated teacher-supported peer feedback on student feedback literacy, particularly the ability to generate accurate internal feedback and its beneficial impact on writing quality. In the future, large-scale quantitative research is needed to examine the impact of dialogue-mediated teacher-supported peer feedback with different student populations and in different contexts.

Second, with the rapid development of AI tools, it is necessary to compare the impact of AI-generated feedback and that of internal feedback generated through the

dialogue-mediated teacher-supported peer feedback on the development of student feedback literacy (e.g., evaluative capacities) and writing quality. Both experimental and qualitative studies will be needed to pursue this direction for further research.

7. Layman's Summary

(Describe in layman's language the nature, significance and value of the research project, in no more than 200 words)

This research project explored in depth writing teachers' existing implementation of peer feedback activities, especially teacher support provided for its implementation, the influence of teacher-supported peer feedback on student feedback literacy and writing quality, as well as the impact of a feedback innovation, that is, dialogue-mediated teacher-supported peer feedback, on student feedback literacy and writing quality. Based on the findings, exemplary practices of teacher-supported peer feedback have been identified. The findings also provide insights into an instructional model of developing student feedback literacy and writing skills through dialogue-mediated teacher-supported peer feedback and insights into a theoretical framework of student feedback literacy in academic writing. These models can guide teachers in similar contexts to develop their students' feedback literacy and writing skills. Avenues for further research have been identified as well.

Part C: Research Output**8. Peer-Reviewed Journal Publication(s) Arising Directly From This Research Project**

(Please attach a copy of the publication and/or the letter of acceptance if not yet submitted in the previous progress report(s). All listed publications must acknowledge RGC's funding support by quoting the specific grant reference.)

The Latest Status of Publications				Author(s) (denote the corresponding author with an asterisk*)	Title and Journal / Book (with the volume, pages and other necessary publishing details specified)	Submitted to RGC (indicate the year ending of the relevant progress report)	Attached to this Report (Yes or No)	Acknowledged the Support of RGC (Yes or No)	Accessible from the Institutional Repository (Yes or No)
Year of Publication	Year of Acceptance (For paper accepted but not yet published)	Under Review	Under Preparation (optional)						
2022				Maggie Ma* & Gavin Bui	Title: Implementing continuous assessment in an academic English writing course: An exploratory study Journal: Assessing Writing, Volume 53, 2022, 100629, ISSN 1075-2935, https://doi.org/10.1016/j.asw.2022.100629 .	Yes (31, May, 2023)	No	Yes	Yes https://research.hdb.hsu.edu.hk/view/publication/202200301
2023				Maggie Ma	Title: Exploring learning-oriented assessment in EAP writing classrooms: Teacher and student perspectives Journal: Language Testing in Asia 13, 33 (2023). https://doi.org/10.1186/s40468-023-00249-x	No	Yes (Annex I)	Yes	Yes https://research.hdb.hsu.edu.hk/view/publication/202300361

2024				Mark Teng & Maggie Ma*	Title: Assessing metacognition-based student feedback literacy for academic writing Journal: Assessing Writing, Volume 59, 2024, 100811, ISSN 1075-2935, https://doi.org/10.1016/j.asw.2024.100811	No	Yes (Annex II)	Yes	Yes https://research.hdb.hsu.edu.hk/view/publication/202400273

9. Recognized International Conference(s) In Which Paper(s) Related To This Research Project Was / Were Delivered

(Please attach a copy of each conference abstract)

Month / Year / Place	Title	Conference Name	Submitted to RGC (indicate the year ending of the relevant progress report)	Attached to this Report (Yes or No)	Acknowledged the Support of RGC (Yes or No)	Accessible from the Institutional Repository (Yes or No)
12/2022/ Hong Kong	Exploring learning-oriented assessment in EAP writing classrooms: Teacher and student perspectives	International Congress on English Language Education and Applied Linguistics	Yes (31, May, 2023)	No	Yes	Yes https://www.eduhk.hk/lml/iceleal2022/downloads/ICELEAL%2022_%20Programme%20Book_06122022_Updated.pdf
07/2023/ Hong Kong	Using teacher-supported peer feedback to foster student-feedback literacy: An exploratory study	The 8 th HAAL Conference	No	Yes (Annex III)	Yes	Yes https://research.hdb.hsu.edu.hk/view/publication/202300410

10. Whether Research Experience And New Knowledge Has Been Transferred / Has Contributed To Teaching And Learning

(Please elaborate)

In the project, both teachers and students reflected on their implementation of and participation in existing and innovative peer feedback activities. These reflections enable both stakeholders to maximize the impacts of peer feedback on student feedback literacy and writing quality. New knowledge has also been generated regarding the exemplary practices of teacher-supported peer feedback, an instructional model of dialogue-mediated teacher-supported peer feedback, and a theoretical framework of student feedback literacy in academic writing. Such new knowledge can guide teachers in similar contexts to experiment with peer feedback activities to promote student feedback literacy and writing quality in academic writing classrooms.

11. Student(s) Trained

(Please attach a copy of the title page of the thesis)

Name	Degree Registered for	Date of Registration	Date of Thesis Submission / Graduation
N/A			

12. Other Impact

(e.g. award of patents or prizes, collaboration with other research institutions, technology transfer, teaching enhancement, etc.)

The principal investigator conducted a seminar in her institution to promote the dialogue-mediated teacher-supported peer feedback. The seminar has stimulated discussion on how to implement this feedback innovation to enhance student feedback literacy and their learning outcomes.

13. Statistics on Research Outputs

	Peer-reviewed Journal Publications	Conference Papers	Scholarly Books, Monographs and Chapters	Patents Awarded	Other Research Outputs (please specify)	
No. of outputs	3	2	0	0	Type	No.
arising directly from this research project					Seminar on how to implement dialogue-mediated teacher-supported peer feedback	1

14. Public Access Of Completion Report

(Please specify the information, if any, that cannot be provided for public access and give the reasons.)

Information that Cannot Be Provided for Public Access	Reasons
N/A	