

CONTENTS

List of TEFL Examples	<i>page x</i>
INTRODUCTION	1
Part I Basic Concepts of Assessment and Feedback in the Foreign-Language Classroom	
1 FEEDBACK IN EVERYDAY LIFE AND IN FOREIGN-LANGUAGE EDUCATION	7
1.1 Feedback in Everyday Life	7
1.2 Feedback in Foreign-Language Education	9
Review, Reflect, Practice	17
2 DIFFERENT FORMS OF ASSESSMENT AND FEEDBACK IN LANGUAGE TEACHING AND LEARNING	18
2.1 From Everyday Communication to Foreign-Language Teaching in Schools	18
2.2 The Development of Feedback in the Context of Language Learning	19
2.3 Assessment in the Context of Language Learning	21
2.4 The Importance of Grading	23
2.5 Different Forms of Feedback	26
2.6 The Four Steps of the Assessment Cycle	27
Review, Reflect, Practice	30

3	EVIDENCE-BASED OR AT LEAST SCIENCE-ORIENTED RESEARCH: FEEDBACK MODELS	31
3.1	Kluger and DeNisi's Analysis	31
3.2	Green's Contribution	34
3.3	A Model of Formative Feedback: From William to Hattie	39
	Review, Reflect, Practice	44
4	THE EVOLUTION OF EDUCATION AND FOREIGN-LANGUAGE TEACHING AS A PREREQUISITE OF FEEDBACK	45
4.1	Student Activation	46
4.2	Action Orientation	50
4.3	Cooperative Learning	53
	Review, Reflect, Practice	62
Part II Assessment and Feedback in Its Different Manifestations		
5	HOW TO IMPLEMENT SUCCESSFUL FEEDBACK IN FOREIGN-LANGUAGE TEACHING	65
5.1	Classroom Management	66
5.2	Motivation	70
5.3	The Implementation of a Feedback Culture	76
5.4	Not All Feedback Is Useful	79
	Review, Reflect, Practice	85
6	INVOLVING THE LEARNERS IN IMPORTANT DECISIONS	86
6.1	Teacher Questions	86
6.2	Examples of Learner Involvement	91
6.2.1	Alternative Suggestions for Possible Learning Objectives	92

<i>Contents</i>	vii
6.2.2 Identifying Success Criteria Based on Reciprocal Teaching/Learning and Worked Examples	93
6.2.3 Using Rubrics	99
6.2.4 Redesigning the Starting Point of a Textbook Lesson	100
6.2.5 Redesigning a Lesson about the Roots of Jazz	102
Review, Reflect, Practice	106
7 FEEDBACK IS NO ONE-WAY STREET: TEACHERS AND LEARNERS	107
7.1 Teacher Feedback for Individual Learners	108
7.1.1 Learning Level Diagnosis and Learning Level Assessment	112
7.1.2 Feedback Regarding the Task, the Learning Processes, and Self-Regulation	114
7.2 Feedback from Learners for the Teacher	115
7.2.1 Learner Feedback at the End of a Teaching Unit	118
Review, Reflect, Practice	123
8 PEER FEEDBACK NEEDS TO BE LEARNED	124
8.1 What Do We Know about Peer Feedback?	125
8.2 Hattie's Model Adapted to the Context of Peer Feedback by Mark Gan	131
8.3 Jigsaw (Group Puzzle)	131
Review, Reflect, Practice	136
9 SELF-ASSESSMENT: TAKING RESPONSIBILITY FOR ONE'S ACTIONS	137
9.1 Self-Assessment in Foreign- Language Teaching and Learning	137
9.2 Self-Assessment of Teachers	139
9.3 Self-Assessment of Students	142
9.3.1 On the Use of Digital Technologies	144

viii	<i>Contents</i>
9.3.2 Self-Assessment Based on the European Language Portfolio	145
Review, Reflect, Practice	157
10 COLLEGIAL FEEDBACK STRENGTHENS LANGUAGE TEACHING AND LEARNING	159
10.1 Starting Points of Effective Collegial Feedback	159
10.2 From William and Hattie to Helmke	162
10.3 Observation Sheets for Colleagues	167
10.4 Person-Related Feedback	172
Review, Reflect, Practice	174
11 WHAT ABOUT ELECTRONIC ASSESSMENT AND FEEDBACK?	175
11.1 Update: Digitization and Beyond	175
11.2 Until Now: Limited Use of Educational Technology in the Foreign-Language Classroom	185
Review, Reflect, Practice	192
12 REMOTE AND HYBRID LEARNING: THE NEW NORMAL?	193
12.1 Diversity of Teaching and Learning Approaches	193
12.2 Synchronous and Asynchronous Learning	198
12.3 The Relationship Aspect: Video Conferencing	200
Review, Reflect, Practice	207
Part III Summative Assessment in Combination with Formative Feedback	
13 FROM BLOOM'S TAXONOMY TO THE SOLO-TAXONOMY	211
13.1 Learning Models	211
13.2 Bloom's Taxonomy	213
13.3 The SOLO-Taxonomy	215
Review, Reflect, Practice	224

<i>Contents</i>	ix
14 HOW TO COMBINE SUMMATIVE ASSESSMENT WITH FORMATIVE FEEDBACK	225
14.1 Pros and Cons of Grading	225
14.1.1 Pros of Grading	227
14.1.2 Cons of Grading	227
14.2 How to Combine Summative and Formative Procedures	228
14.2.1 Applying Written Feedback to Performance Assessments	229
Review, Reflect, Practice	237
15 STATE REQUIREMENTS FOR ASSESSMENT AND FEEDBACK IN FOREIGN-LANGUAGE TEACHING	238
15.1 The Grading of Oral and Written Performance	239
15.2 Giving Learners First Insights into the Assessment of Written Performance	239
15.3 Further Details on Evaluating and Grading Final Papers	241
15.4 Practice Tests as a Starting Point	243
15.5 A Comparison Between ACTFL and CEFR Ratings	244
Review, Reflect, Practice	247
16 WHAT TEACHERS CAN AND SHOULD DO ABOUT ASSESSMENT AND FEEDBACK	248
16.1 Teachers as the Starting Point of Assessment and Feedback	248
16.2 Four Essential Requirements	249
16.3 A New Approach to Student Performance	250
Glossary	252
References	261