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Ukrainian Association for Language Testing and Assessment

TRANSFORMING LANGUAGE TEACHER ASSESSMENT LITERACY

achievements, impact, way forward

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A Word of Thanks

This monograph is dedicated to the 10th anniversary of the Ukrainian Association for Language Testing and Assessment (UALTA), celebrating a decade of professional growth, scholarly collaboration, and unwavering commitment to excellence in language assessment practices.

We extend our deepest gratitude to all the contributors who made this collective volume possible. The Ukrainian authors in these pages are dedicated and enthusiastic members of UALTA who have shaped our association's journey over the past ten years. Their passion for language assessment, innovative classroom practices, and commitment to professional development have driven UALTA's success and growth. We are equally grateful to our esteemed international contributors—our friends and mentors from the UK, Germany, Greece, and Norway—who have supported us throughout all these years. Their generous sharing of expertise, encouragement during challenging times, and belief in our professional community have been invaluable. Their contributions to this volume reflect the enduring friendships and scholarly partnerships that transcend borders and strengthen our global assessment community.

As we celebrate UALTA's first decade, this monograph stands as a testament to what can be achieved through dedication, collaboration, and the shared vision of advancing language assessment practices. With profound appreciation and warm regards to all who have been part of this remarkable journey,

Ukrainian Association for Language Testing and Assessment
Olga Kvasova
August 2025

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Developing Pre-service Language Teachers' Feedback Literacy through Peer-Assessment of Microteaching

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Abstract. *The chapter addresses feedback as an effective means of bringing peer assessment practices to English Teaching Methodology classroom and developing prospective teachers' feedback literacy. Informed by literature highlighting issues of peer assessment, peer feedback and feedback literacy, the author proposes an algorithm of implementation training in feedback provision accommodated within the English Teaching Methodology course. The structured procedure allowed the author of the chapter, who acted as an instructor of the course, to involve students into peer assessment of microteaching. Following the guidelines for lesson planning enabled trainees' informed approach to peer assessment of microteaching, supported enhancement of their emerging teaching competence and assessment literacy.*

Keywords: *feedback, feedback literacy, peer-assessment, peer feedback, pre-service language teachers, microteaching.*

Introduction

Assessment literacy is an indispensable part of contemporary teacher professional competence. In a broad sense, teacher assessment literacy (TAL) is defined as a set of knowledge and skills a teacher needs to effectively enact assessment in the classroom (Pastore, 2023). Within this understanding of TAL, the abilities to interpret student learning outcomes (DeLuca & Bellara, 2013) and use information from assessment to support students' further learning and development (Absolum et al., 2009) are viewed as essential components of TAL. The ability to generate feedback is positioned high amongst other critical abilities contributing to TAL (Looney et al., 2017), while Sutton (2012), and Carless and Boud (2018) introduce a concept of 'feedback literacy' which is elaborated on in further research (Carless & Winstone, 2020; Hoo et al., 2021). González Lillo's study (2025) specifically focuses on peer feedback in teacher training as a means facilitating trainee teachers' processing and acceptance of constructive

feedback on their own performance as well as empowering them to provide effective feedback to others.

Current developments in teacher preparation, therefore, accentuate a need for future teachers to master not only the art of classroom instruction but also assessment and feedback provision. Moreover, a shift toward a student-centered learning paradigm, which supports collaborative and reflective practice in attaining professional knowledge and skills, heightens the meaningfulness of peer-assessment in pre-service teacher training courses as well as in in-service teacher practices.

The increasing role of peer-assessment in teacher education has found prolific response in the studies by Sluijsmans and Prins (2006), Cabello and Topping (2020), Topping (2021), Nikolova and Ivanov (2022), and Cano Garcia (2024) to mention but a few. However, a limited number of them focus on pre-service *language* teacher training (Seifert & Feliks, 2018; Pokrivčáková, 2020; Joh & Plakans, 2021) and none, to the author's knowledge, provide insights into peer-assessment practices within a course of English Teaching Methodology (ETM). To bridge this gap, the chapter is aimed at presenting an algorithm for training pre-service foreign language teachers in peer feedback within a university course of ETM delivered at National University "Yuri Kondratiuk Poltava Polytechnic", Ukraine.

Literature review

The significance of feedback literacy is predetermined by the key role played by effective feedback in education, in driving learners' achievements and supporting them in reaching their learning goals. In their influential study, Hattie and Timperley (2007) defined feedback as "information provided by an agent (e.g., lecturer, peer, book, parent, self, experience) regarding aspects of one's performance or understanding" (p. 81). They further suggested three questions that effective feedback should provide answers to: (a) What am I going? (feedup), (b) How am I going? (feedback), and (c) What to next? (feedforward). Feedforward is particularly meaningful to learners in terms of defining directions toward progress in learning although most beneficial is the combination of feedup, feedback and feedforward.

According to Hattie and Timperley (2007), feedback can be provided on four levels: (1) feedback on task/activity performance (how well it was performed and how to do it more effectively) viewed as a useful type of

feedback, (2) feedback on the process of learning (how the student can improve the learning processes) which is considered powerful and stimulating deep learning, (3) feedback on learner self-regulation (how the student can plan, monitor and manage their actions and use relevant learning strategies). This "metacognitive" feedback is also considered powerful, and (4) feedback on the person (personal quality and personal characteristics) which provides little or no information about processes or performance and therefore considered ineffective.

The Hattie and Timperley's model (2007) of feedback served as foundational for defining effective feedback in language learning (Oxford University Press, 2019). More specifically, the model is helpful in formulating oral/written feedback for it to be useful and powerful, thus encouraging learning instead of sounding purely complimentary or demeaning. Additionally, recent research into implementing the model in higher education (Lipsch-Wijnen & Dirx, 2022) provided some interesting new insights on how to make more effective use of the combination of different feedback levels and functions.

Another feedback model worth considering is the model proposed by Yang and Carless (2013). It conceptualises feedback as an interplay of cognitive, social-affective, and structural aspects placed at the apexes of a feedback triangle (see figure 1). The major goal pursued by this model is to enable coherent analysis of feedback practice in order to promote dialogic feedback and self-regulated student learning.

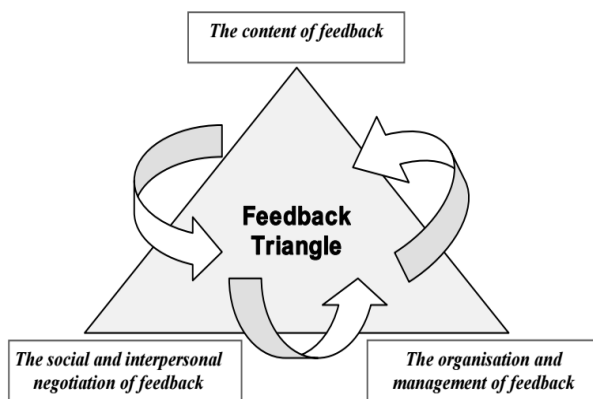


Figure 1. *Feedback triangle* (Yang & Carless, 2013)

Within the triangle, the *cognitive dimension* (the content of feedback) deals with feedback actual content and the form of its presentation to assessees. It includes feedback of low, medium and high cognitive load for assessor to generate and for assessee to process. Feedback of *low cognitive load* is straightforward and provides assessees with clear comments and easy-to-follow guidelines. Feedback of *medium cognitive load* requires more mental effort from both the parties involved since the assessor must frame the comment as a hint, allowing the assessee room for independent judgment and decision-making and, therefore, putting them in more active position. Feedback of *high cognitive load* is aimed at engaging students in active self-analysis and reflection leading to effective self-correction.

Social-affective dimension (the social and interpersonal negotiation of feedback) "means that feedback is a social practice in which the management of relationships represents a source of emotions influencing learners' ways of studying" (Yang & Carless, 2013, p. 289). Clearly, feedback can arouse both positive and negative emotions from assessees and may either encourage or discourage their further learning. The authors call for a balance between support and critique in feedback. They specifically emphasize the positive impact of peer feedback on levelling possible authoritatively sounding comments made by teachers, thus promoting the atmosphere of trust and collaborative agency.

The structural dimension (the organisation and management of feedback) relates to the way feedback is organised and managed by teachers in alignment to institutional requirements. The structural dimension is comprised of aspects such as timing, sequencing, modes, as well as resources for generating and providing feedback. More specifically, timing of feedback (immediate, timely and/or postponed) is viewed as a critical issue of feedback provision.

The feedback dimensions proposed by Yang and Carless (2013) offer multiple opportunities for further pedagogic research and practice, the model has impacted some notable studies, for example, by Fleckney et al. (2025) and is relied on in the current research, too.

The complexity of feedback as a phenomenon and its crucial impact on the learning outcomes has brought forward the issues of building feedback literacy. Sutton (2012) in his seminal study defined feedback literacy as the ability to read, interpret and use written

feedback. This definition was later specified as student feedback literacy and defined as "the understandings, capacities and dispositions needed to make sense of information and use it to enhance work or learning strategies" (Carless & Winstone, 2020, p. 151). The four-component framework of student feedback literacy is comprised of appreciating feedback, making judgments, managing affect, and taking action (see figure 2 for framework schematic representation).

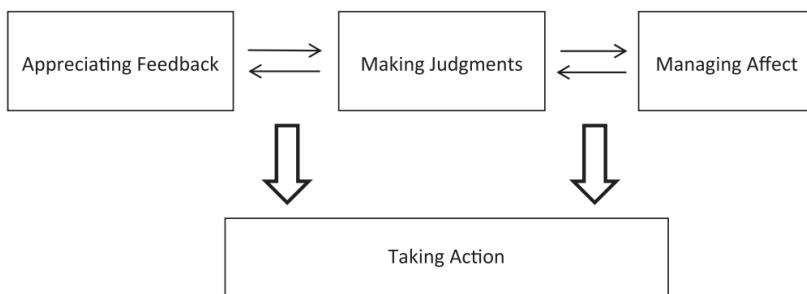


Figure 2. Features of student feedback literacy (Carless & Winstone, 2020)

The authors asserted that the interplay of these inter-related features promotes learners' uptake of feedback and maximizes learning. As exemplary in terms of nurturing feedback literate students, Carless and Winstone (2020) referred to peer-assessment as eliciting peer feedback. Drawing on some empirical studies, e.g., Patton (2012), the authors emphasised that peer feedback appears genuinely effective only upon substantial coaching of students in its provision, with frequent practice enhancing feedback literacy of trainees and, consequently, their better outcomes of disciplinary learning.

With respect to the central issue of the current study – building prospective teacher feedback literacy – it is also worth overviewing another study by Carless and Winstone (2020). This aims at exploring relationships and interplay between teacher feedback literacy and student feedback literacy. The authors define teacher feedback literacy as "the knowledge, expertise and dispositions to design feedback processes in ways which enable student uptake of feedback and seed the development of student feedback literacy" (p. 153). The proposed

framework of teacher feedback literacy integrates three dimensions: (1) design – the ability to create assessments that promote effective feedback; (2) relational – supporting clear feedback communication with students; and (3) pragmatic – managing practical aspects and compromises in delivering feedback. Given the increasing role of technology-enabled feedback in contemporary instructional and assessment practices, use of technology is relevant to all three dimensions. These considerations may be relied on in developing both pre-service and in-service language teachers.

Insights and implications

The insights drawn from the overview of relevant literature have laid the theoretical grounding for an Algorithm of developing pre-service language teacher feedback literacy, which was designed and implemented by the author of this chapter. The use of the algorithm is integrated in the ETM course, specifically at the stage of microteaching which conduces peer assessment and elicits peer feedback. Students interact with feedback from three perspectives: 1) as *feedback-producers*, who comment on and evaluate their peers' microteaching; 2) as *feedback-receivers*, who get comments on their microteaching from their colleagues and utilize them for further training and development; 3) as *feedback-perusers*, who observe their peer microteachings and analyze the received feedback on them. Feedback-producers and feedback-receivers are actively engaged in performing their bilateral and interchangeable roles, while feedback-perusers' role is limited to reflecting on the processes observed. However, their visually passive participation activates their ability to analyse subject knowledge in action and, overall, reflects all benefits and pitfalls typical of classroom observation (O'Leary, 2020).

Stage I of the Algorithm is termed *passive* in line with the tradition adopted in the national teaching methodology. In fact, at this *introductory stage/phase* trainees activate their prior knowledge and are engaged in intensive cognitive activity aimed at in-depth analysis of feedback provision strategies. First, students observe video recorded fragments of classes, listen to the feedback on these fragments provided by practicing teachers and/or instructors and make their judgement both of the fragments and feedback on them. They are further asked to compare feedback provided by practicing teachers

with their own impressions of the observed fragments. In doing so, they are directed to use the Guidelines for lesson development offered in the theoretical part of the EMT course as a benchmark for their judgement. Next, trainees are encouraged to voice their comments and suggestions by participating in whole group discussion and further asked to generate their own feedback, compare and contrast it with the feedback given by peers, and finally contribute to generating collaborative "ideal" feedback. This phase of Stage 1 is primarily aimed at reinforcing the trainees' emerging teaching knowledge and skills through practical application in focused observation and guided discussions.

The following phase of Stage 1 is focused on strategies to provide effective feedback. The instructor draws students' attention to key qualities of feedback and guides them toward identifying the level of feedback (targeted at task achievement, process of learning, learner self-regulation or learner's person). Trainees are also introduced to feedback qualities and are asked to identify samples of feedback as useful, powerful and ineffective. Additional focus is placed on learning to formulate feedback in good professional English.

Stage II of the algorithm unfolds as *active and practical*, engaging students directly in practicing peer assessment after the observation of *simulated microteaching* demonstrated by peers. As mentioned above, the course curriculum requires that students develop lesson plans based on the Guidelines for lesson planning provided in EMT manuals and present microteaching at seminars. In this respect, matching requirements offered in the guidelines to actual performance in microteaching can scaffold peer assessment and peer feedback.

Stage II is central within training prospective teachers in peer assessment of microteaching. More specifically, the goal of this stage is to evaluate students' performance in terms of creating coherent lesson plans consistent with learning objectives, adequate choice of teaching techniques and strategies, relevance and quality of student-developed materials and aids, and last but not least, lesson delivery.

Although provided with sufficient scaffolding, peer assessment of simulated microteaching is rather cognitively and emotionally demanding for students engaged in successive enactment of roles as teachers, feedback-receivers and feedback-producers during one seminar. Here they should be taught to choose to provide feedback of a

varied cognitive load specified in line with Yang and Carless's model (2013): (1) feedback of *low cognitive load*, which suggests direct or explicit error correction with or without relevant explanations, locating problematic or disputable aspects of microteaching accompanied with explicit suggestions how to improve it; (2) feedback of *medium cognitive load* highlighting problematic aspects in microteaching, pointing to their nature with leading questions and implicit comments and/or providing general instructions how to improve microteaching experience in general; (3) feedback of *high cognitive load*, which marks problematic aspects in microteaching with either an implicit statement/question or some emotional comment. Obviously, feedback of medium and high cognitive load is likely to be provided by instructors involving student teachers as feedback-perusers.

In peer assessment of microteaching, *social-affective dimension of feedback* has specific meaningfulness. It was revealed in a survey of students majoring in linguistics and philology, this cohort is responsive to *emotionally rich feedback*, be it positive or negative, in contrast to emotionally neutral feedback suggesting assessor's indifference (Korol, 2021). A fear of disapproval and criticism, feeling of discomfort caused by previous negative experience of receiving feedback may disrupt the comfortable atmosphere of trust and mutual respect and hamper eliciting fair and constructive peer feedback as described in the studies by Cabello and Topping (2020) and Battle and Seedhouse (2022).

When it comes to applying the *structural dimension* to training in peer feedback, the issue of organizing and expressing feedback comes into plays with Hattie and Timperly's (2007) discriminating between useful, powerful and ineffective types of feedback. In EMT classroom, it appears crucial to train student teachers in targeting feedback on the process of learning and learner's self-regulation (powerful feedback) rather than focusing on performing a task (useful feedback) or the personality of a learner (ineffective feedback). Correct alignment of levels of feedback with the expected impact provides student teachers with patterns for expressing feedback

Obviously, timing of feedback provision is crucial in terms of informing learners' paths to enhancing learning. In the case of implementing the EMT course discussed in this chapter, timing was critically affected by the conditions of remote learning, practiced in

Ukrainian education initially due to Covid-19 pandemic and later against the backdrop of large-scale war outbreak. The options trialled by the instructor suggest providing peer feedback immediately upon the observed microteaching: orally while in a synchronous mode, sent as direct messages to the assessee or shared in a group chat of feedback-perusers. To monitor the ability to generate peer feedback, students' written comments should be evaluated by an instructor against a set of criteria and further presented in a debriefing finalizing microteaching outcomes.

Finally, peer feedback training raises a concern typical of peer assessment – that of aligning results of evaluation conducted by peers and an instructor and validating them (e.g., Li et al., 2015). With prior meaningfulness attached to teacher assessment and teacher feedback generated by a qualified professional, development of strategies to integrate teacher and peer feedback and provide reliable cumulative scores is high on the agenda both in language learning context and in teacher preparation. With some interim results already obtained in this study, elaboration and further verification of the draft model belongs to the future.

Conclusion

Contemporary research studies on peer assessment provide multiple evidence of its educational impact: it enhances learning through increased student agency and self-reflection paving way for self-regulated and life-long learning. The need to develop pre-service language teacher feedback literacy, which is indispensable from peer assessment thus becoming an aspect of language assessment literacy, is obvious, especially in the context of developing trainee teachers' microteaching skills.

This chapter presents a case of integrating the Algorithm of staged development of feedback literacy in the ETM course in National University "Yuri Kondratyuk Poltava Polytechnic". The Algorithm informed by recent pedagogic research enables students' active collaboration while presenting microteaching and providing effective feedback on it. Implementation of teaching for three years, predominantly in emergency remote mode, elicited positive response from trainees. They reported enhanced ability to select and use criteria applicable for peer assessment of microteaching, identify relevant

performance indicators and interpret them correctly, generate feedback with an appropriate cognitive load, and balance the emotional tone of feedback message. A comfortable and trustworthy class environment was an essential prerequisite for positive group dynamics leading to effective uptake of peer feedback and increased confidence in microteaching and peer assessment.

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Наукове видання

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