PhD by Existing Published or Creative Works

Title.
Developing ESL Learners' Feedback Literacy: Reconceptualizing Feedback and Rethinking Feedback Practices

Thesis Outline.
My thesis discusses six of my articles published in international refereed journals with reference to two research questions: (1) How is feedback conceptualized by ESL learners? (2) How can feedback activities develop feedback literacy of ESL learners?

Biography.
I am an English lecturer at the Education University of Hong Kong, Associate Editor of Innovation in Language Learning and Teaching (Taylor & Francis), Associate Fellow of Higher Education Research and Development Society of Australasia (HERDSA), and a project coordinator/researcher at Research Institute for Learner Autonomy Education, Kanda University of International Studies, Japan. I was a guest lecturer at National Institute of Education, Nanyang Technological University, Singapore.

Research Activities.
I research and have published in such areas as feedback (written corrective feedback, peer feedback, assessment feedback in higher education), language assessment (assessment of, for, as learning), language testing, second language writing, computer-assisted language learning, learner/teacher autonomy, and curriculum materials development.

PUBLICATIONS

In progress

Journal publications – Referred journals

Books and monographs

**Publications**

**Journal publications – Referred journals**

1. **Chong, S. W., & Reinders, H.** (Accepted). Technology-mediated task-based language teaching in ESL/EFL contexts: A qualitative research synthesis. *Language Learning and Technology*. (SSCI, Impact Factor: 2.571)
2. **Chong, S. W.** (Accepted). A systematic review of written corrective feedback research in ESL/EFL contexts. *Language Education and Assessment*.
3. **Chong, S. W.** (2019). A research report: Theorizing ESL community college students’ perception of written feedback. *Community College Journal of Research and Practice*. Advanced online publication, 1-5. (Scopus, CiteScore: 0.53)

* Author name appears as Chong, I.

**Journal publications – Professional journals**

* Author name appears as Chong, I

Books


PROFESSIONAL PRESENTATIONS

2019

1. “Language learner autonomy: A scoping review (LASER phase 1).” Research Institute for Learner Autonomy Education (RILAE), Lab Session, Japan.
2. “Electronic feedback on Google Docs for ESL college students.” 2019 Continuing Professional Development Symposium for Hong Kong University Language Centres, Hong Kong (June)
3. “Learning-oriented assessment practices in English enhancement courses: Students’ perspective.” Hong Kong Continuing Professional Development Hub Colloquium, Hong Kong (March)
4. “Using exemplars to develop evaluative judgement.” Hong Kong Continuing Professional Development Hub Colloquium, Hong Kong (March)

2018

1. “Developing curriculum materials to support exemplar-based writing instruction in ESL/EFL K-12 and higher education contexts.” Australian Association for Research in Education (AARE) Conference 2018, Sydney, Australia (December)
2. “Learner autonomy research digital repository.” Research Institute for Learner Autonomy Education, Tokyo, Japan (November)
3. “Implementing video feedback using an online platform, GoToMeeting.” Hong Kong Continuing Professional Development Hub Sharing Session, Hong Kong (November)
4. “Development of an Exemplar-based Writing Instruction Textbook for Teaching IELTS Writing.” 2018 International Conference on Bilingual Learning and Teaching, Hong Kong (October) (with Miss Xuejun Ye)
5. “Technology-mediated task-based language teaching in ESL/EFL contexts: A qualitative research synthesis.” Task-based Learning and Teaching in Asia, Kyoto, Japan (June)
6. “Technology-mediated task-based language teaching: Qualitative synthesis and Sharing of Practice.” 2018 Hong Kong Continuing Professional Development Symposium for University Language Centres, Hong Kong (May)
9. “Giving and responding to e-feedback and handwritten feedback in an academic writing course for early childhood education students.” Technology-Enhanced Assessment (TEA) Conference 2018, Hong Kong (February)
2017
2. “Empowering students to be metacognitive through written feedback.” TESOL Convention 2017, Seattle, WA (March)

2016
1. “Content-focused feedback to enhance students’ learning experience in a writing classroom.” Conference on Enhancing Student Learning Experience, Hong Kong (November)
2. “How students’ levels of content development and linguistic accuracy influence the relevance and accuracy of written feedback in peer assessment: A case study.” Asian Conference on Language Education 2016, Kobe, Japan (April)

2014
1. “Pedagogical design capacity and underlying knowledge base: A case study in Hong Kong.” Hong Kong Association of Applied Linguistics Conference, Hong Kong (June)

Neil Johnson