



HOKKAIDO UNIVERSITY

Title	Documenting feedback during formal formative reading assessment : Writing-in-interaction and its consequences for second language students [an abstract of dissertation and a summary of dissertation review]
Author(s)	Tomasine, Joseph Samuel
Degree Grantor	北海道大学
Degree Name	博士(教育学)
Dissertation Number	甲第16315号
Issue Date	2025-03-25
Doc URL	https://hdl.handle.net/2115/95215
Rights(URL)	https://creativecommons.org/licenses/by/4.0/
Type	doctoral thesis
File Information	Joseph_Samuel_Tomasine_review.pdf, 審査の要旨



学位論文審査の要旨

博士の専攻分野の名称：博士（教育学）

氏名：Joseph Samuel Tomasine

主査	准教授	伊藤 崇
審査委員	副査	教授 大野栄三
	副査	准教授 岡田 智
	副査	教授 高木智世（筑波大学）

学位論文題名

Documenting feedback during formal formative reading assessment:
Writing-in-interaction and its consequences for second language students
(正式な形成的読解評価におけるフィードバックの文書化：
ライティング・イン・インタラクションと第二言語学習者への影響について)

In this dissertation, the author explored the functions of inscriptions made by teachers during formal assessments of second-language students' reading abilities. Through a detailed analysis of linguistic and multimodal interactions, the study examined how these inscriptions shape assessment processes.

In educational institutions, students are assessed by teachers in various ways, with their skills and abilities recorded as formal grades. Teachers observe students' behaviors through interactions and document their observations. These records serve as essential resources for future instructional decisions and grade determination.

The author focused on the ongoing process of record-keeping during assessments. From the author's perspective, key components of an assessment event—such as the teacher's instructions, the student's responses, and the teacher's evaluation and feedback—are not discrete but occur simultaneously and interdependently. In such assessments, teacher-student interactions may be influenced by the inscriptions made by the teacher, ultimately contributing to the student's final grade.

The author identified a gap in prior research, noting that little attention has been given to the actual process of teachers recording assessments. This gap includes three unexplored questions: (1) How do teachers produce records of assessment observations? (2) How do teachers and students utilize these inscriptions during assessments? (3) How does teacher intervention during assessment influence student responses and the resulting records?

To address these questions, the author employed the framework of conversation analysis (CA) from sociology. CA is a method used to observe and describe interactional order collaboratively achieved by participants through a detailed analysis of naturally occurring encounters. CA identifies the methods participants use to accomplish various interactional projects based on the minute analysis of multiple excerpts.

Using CA, the author analyzed teacher-student interactions during one-on-one assessments in an international school in Japan that follows a K-12 curriculum. The study examined 27 cases involving teachers' writing behaviors, drawn from video-recorded interactions during a formal reading test. The author's analytical framework consisted of three steps. First, an excerpt was selected from the case collection to analyze the interactional process in its temporal sequence. This initial analysis identified practices used by teachers and students to conduct assessments. Second, by examining multiple cases, the study explored the diversity of interactional developments involving these practices. Finally, the author assessed how teachers' inscriptions influence students' future performance.

The results revealed two key points. First, written records were embedded within interactional processes. Teachers took notes on test papers based on students' responses and their own observations, and students used teacher's inscribing behaviors as guiding resources for producing their action.

Second, inscriptions on the test paper reflected teacher interventions, findings and student responses. A multimodal analysis of assessment interactions showed that when students provided inadequate answers, teachers sometimes offered opportunities for revision. The author interpreted this as a collaborative process in which both teacher and student worked toward an appropriate response. However, the study also highlighted a potential limitation: such collaborative interactions may constrain the assessment function of the reading test and hinder students' development of independent reading skills.

In the discussion section, the author argued that researchers in assessment literacy should reconsider the interactional structures of feedback in real assessments. Particular attention should be given to how teacher-student collaboration and written records impacted grading and learning outcomes.

The dissertation aimed to clarify how evaluation was produced within educational practices. This issue is critical, as stakeholders often base student treatment solely on numerical grades generated by various assessment techniques. A focus on the real processes of assessment is essential for critically reflecting on routine

educational and evaluative practices. The study's uniqueness lies in its treatment of assessment as an interactional event, analyzed through the CA framework. The integration of nonverbal writing behaviors into ongoing interactions remains an underexplored area, making the dissertation valuable for its detailed examination of this aspect.

While the reviewers recognized the study's contributions, they identified several shortcomings. First, the analysis of formal formative reading assessment lacks depth in demonstrating its connection to students' learning after the reading test. Second, background information on the international school's curriculum and educational practices is insufficient. Third, the study does not fully reveal procedural features of the practices through which participants organize interactional order—an essential goal of CA. However, these limitations stem from the dissertation's originality and novelty. Addressing these issues in future research will further advance this field.

The review committee ultimately concluded that the dissertation meets the standards required to award Joseph Samuel Tomasine a Ph.D. in Education from the Graduate School of Education, Hokkaido University.