

Teaching**English** training videos



Feedback

Teacher-led and student-led

Unit 8 Feedback

Teacher-led and student-led

1 Before you watch

In Unit 7 we looked at **monitoring**. Monitoring is about how teachers know what their students have done well and done badly. **Feedback** is about how the students know what they have done well and done badly.

After monitoring a speaking activity, we need to give feedback.

Think about when you do speaking activities in class and answer the following questions.

Make notes in the box. Work in pairs if possible.

How do your students know they have used the **target language** and useful language correctly?

How do your the students know if they have made any language or pronunciation errors?

Who corrects any errors? You? Other students? The student who made the error?

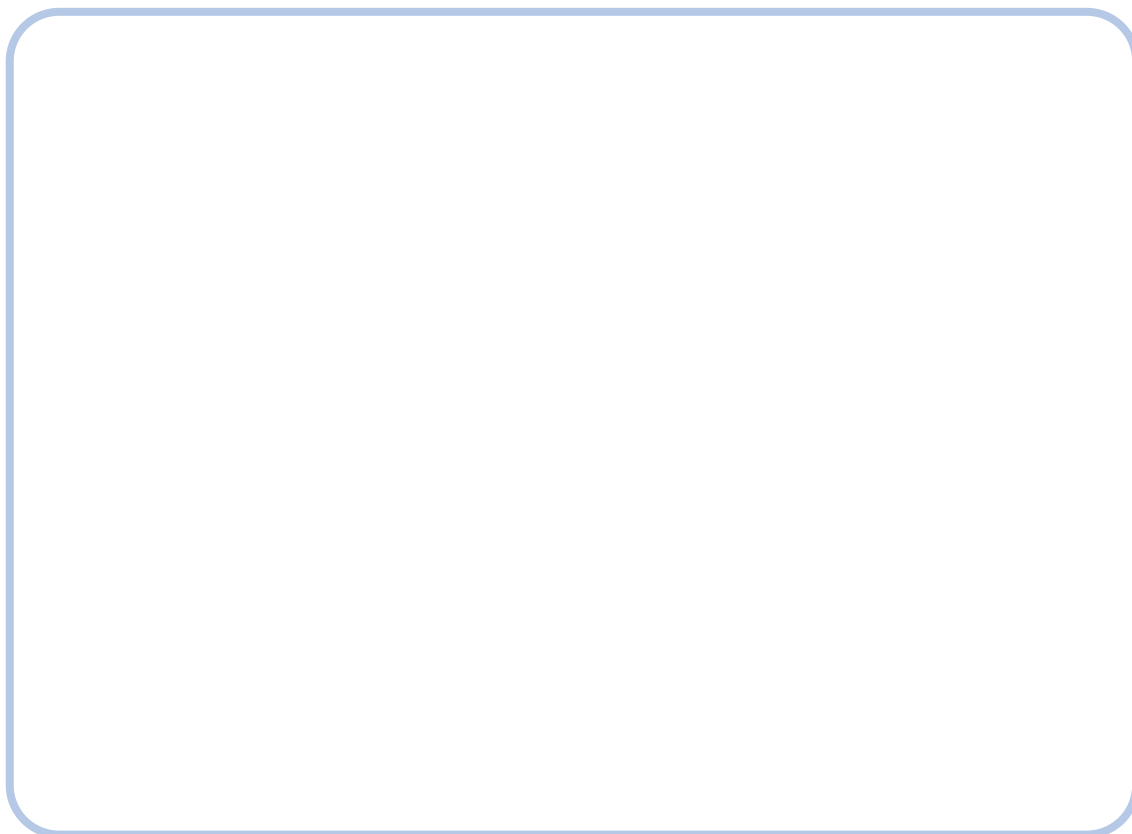
How to give feedback

Below are some ideas on different ways to give feedback. Have you tried any of these suggestions? Tick (!) the three ideas you like the most.

- A Write sentences on the board, before the activity finishes, so you can refer to them at the end of the activity.
- B Use the language that the students have been practising, but use it in a different context.
- C Make a list of errors and have an error correction time once a week.
- D Students may resent having to perform. You can reactivate interest here by losing the inhibitions yourself and leading by example. Exaggerating the sounds, the acting, the faces.
- E Students can give feedback on their own activity.
- F If it's a debate, maybe the people who agree with what was said move to one side of the classroom; the people who disagree move to the other side.
- G Play a game using the target language, where students have to give you grammatically correct sentences to win.

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Can you add any more ideas for giving feedback?



2 Watch

Now watch Programme 8. Which of the ideas you discussed does the programme talk about?

Check your answers on page 115

3 Watch again

- a** Watch again. Match the activities to the titles you see on the screen.

Check your answers on page 115

A

The teacher asks students 'What went well? What was the most difficult thing? How can we improve the lesson?'

The teacher asks the students to monitor and give feedback on their own activity.

B

To practise the present continuous, students describe photos of people, saying what they are wearing. In the next part of the lesson, students put on clothes they have brought in from home and give a fashion show.

Correction
Extension
Empathy
Student focus
Accuracy

C

The teacher writes sentences on the board. The students discuss the sentences and correct each other's work.

D

The teacher repeats what the student says with exaggerated expression.

E

The teacher gives the students another drill. This gives the students a further chance to practise in a controlled way.

- b** In fact, most feedback often involves more than just one of these elements. Look at these things that teachers do in feedback and tick all the elements it relates to.

1 Draw attention to some good sentences your students used in a speaking activity.

- A Correction ☐
- B Extension ☐
- C Empathy ☐
- D Student focus ☐
- E Accuracy ☐

2 Write up mistakes on the board for students to discuss and correct in pairs or groups.

- A Correction ☐
- B Extension ☐
- C Empathy ☐
- D Student focus ☐
- E Accuracy ☐

3 Ask students to tell you or a partner what they liked/didn't like about an activity.

- A Correction ☐
- B Extension ☐
- C Empathy ☐
- D Student focus ☐
- E Accuracy ☐

4 Ask students to write something (e.g. a magazine article, a description, etc.) based on the information they found out in the speaking activity.

- A Correction ☐
- B Extension ☐
- C Empathy ☐
- D Student focus ☐
- E Accuracy ☐

5 Give students another drill.

- A Correction ☐
- B Extension ☐
- C Empathy ☐
- D Student focus ☐
- E Accuracy ☐

6 Ask students to repeat after you some words they found difficult to pronounce.

- A Correction ☐
- B Extension ☐
- C Empathy ☐
- D Student focus ☐
- E Accuracy ☐

7 Elicit/teach students the English for any words or phrases they used in L1 or asked you to translate during the speaking activity.

- A Correction ☐
- B Extension ☐
- C Empathy ☐
- D Student focus ☐
- E Accuracy ☐

Check your answers on page 115

4 Analysis and reflection

Look back at the questions at the top of page 70. What would you do differently next time you do a speaking activity? Use the box below to make any notes.



At the start of the programme, John Kay says:

'It's important to have a plan for feedback.'

Use the questions on the next page to plan the feedback for a speaking activity you will do in the next week or two.

Describe the activity in this box



- 1 Is feedback going to be teacher-led or student-led?
- 2 How will you make sure that everyone can see and hear the person leading feedback?
- 3 What language or pronunciation areas will the feedback focus on?
- 4 How long do you want to spend on feedback?
- 5 How are you going to use:
 - " correction?
 - " extension?
 - " empathy?
 - " student-focused feedback?
 - " an accuracy activity?

Reflect

When you have done the activity in class, think about the feedback on the activity. Was it useful and motivating for the students? Why/why not? Write notes in the box below.

What went well during feedback?

What didn't work so well?

What could you do to make the feedback better?

5 Additional activity

There are some important things to remember when giving feedback:

- " Look at examples of good use of language as well as mistakes. Too much focus on errors can make students feel demotivated.
- " Keep it quick and interesting. Spending a long time talking about mistakes can affect students' self-confidence and stop them speaking.

One idea to help error correction run more smoothly is to show the students where the error is but not tell them what it is. This can be done by underlining the words that are wrong or pointing to where the error is. The teacher then **elicits** the correct sentence from the students.

This technique can make students more confident about correcting themselves and – if students can't tell you the right answer – it gives the teacher valuable information about what her students have and haven't learnt.

Look at the following errors from a speaking activity:

- | | |
|---|----------------------|
| 1 He goed to the station. | <input type="text"/> |
| 2 Where you live? | <input type="text"/> |
| 3 Could you borrow me a pencil, please? | <input type="text"/> |
| 4 He usually have lunch at 2 o'clock. | <input type="text"/> |
| 5 I'm sorry, I forgot my books at home. | <input type="text"/> |
| 6 The school is near my 'ouse. | <input type="text"/> |
| 7 (restaurant role play) Give me soup. | <input type="text"/> |
| 8 I am agree with you. | <input type="text"/> |
| 9 Welcome in Mexico. | <input type="text"/> |
| 10 Oh, of course, you're Peter, aren't you? | <input type="text"/> |

Classify the type of mistake. How would you quickly elicit the correction from students?

Check your answers on page 116

Teachers can use a **correction code** to classify the types of mistake students make.

For example

T = tense	WW = wrong word
WO = word order	Prep = preposition
? = missing word	? = unclear

Sharing the correction code with students will let them know what kind of mistakes they make and think about how to correct them. You can find examples of correction codes at:

<http://www.teachingenglish.org.uk/article/writing-correction-code>

6 Suggested classroom activity

Here is a game you can play with your students during feedback. Students usually find this activity stimulating and motivating.

While **monitoring** your students make a list of ten sentences (a mix of five good examples of language and five examples which need correcting). Put the students into pairs or teams. Show them the list of sentences and ask them to decide if they think each sentence is correct or not. When they have decided, ask them to put between 10 and 100 points in the 'Sure' column – 100 points if they are certain of their answer down to 10 points if they really aren't sure – this shows how confident they are in their answer. Set a time limit for them to do this for all 10 sentences.

Example of a completed list:

Team A thinks:

Sentences	Right	Wrong	Sure	Gain	Loss
He wearing a red hat.	!		30	–	30
They're walking to work.	!		80	80	–
She's brushing her teeth.		!	50	–	50
He's drive his car to the office.		!	100	100	–

To avoid cheating, have students mark each other's papers. For each sentence, if they are right, they gain the number of points they have put in the 'Sure' column. If wrong, they lose that number of points.

At the end, they add up the losses and gains to get the grand total (gains minus losses).

The winning team is the one with the highest score.

To finish, **elicit** from the students the correct versions of the wrong sentences.