English Connects Professional development for teachers

Unit 10: Giving Feedback

Trainer Notes

Learning outcomes

Notes: The following summary explains what participants can expect to achieve by following the tasks in this worksheet. It is followed by guidance notes to support the trainer in facilitating the video tasks in a teacher training session.

The aim of this module is to provide teachers with strategies and techniques to give feedback to students

This unit complements the professional practice of 'Understanding Learners' https://www.teachingenglish.org.uk/professional-development/teachers/understanding-learners and 'Managing the lesson' https://www.teachingenglish.org.uk/professional-development/teachers/managing-lesson from the CPD Framework for teachers.

By the end of this module the participants will be able to:

- Understand that giving feedback depends on whether the teacher is focusing on accuracy or fluency in class.
- Identify strategies and techniques for giving feedback.
- Explain the strategies and techniques used by teachers in the video footage for giving feedback.
- Reflect on how the strategies and techniques shown could be used in the classroom.

1 Lead-in

Notes: Divide participants into groups to discuss the questions. Give each group flipchart paper for answers. Groups pin up answers and walk around to check other answers. Invite discussion and agreement on one answer to each question.

Work in groups to discuss these questions:

- What do you understand by focusing on accuracy in your English language class?

- What do you understand by focusing on fluency in your English language class?

Notes:

2 Accuracy v. Fluency

2.1 Differences between accuracy and fluency

Notes: Invite groups to complete a flip chart sheet for each group. Groups swap answers to read. Join groups who swapped together to share ideas and add to sheets if necessary. Invite whole group discussion on main differences.

What do you do differently when you change the focus in your class between accuracy and fluency? Think of as many differences as possible and complete the table.

When I focus on accuracy, I do this…	When I focus on fluency, I do that…
Suggested answers: • saying the correct form after the student has made a spoken error; • repeating what the student has said and then saying the correct form; • ask student to chose by repeating what the student said and saying correct form; • repeating what student said with rising intonation to highlight error and giving student chance to correct.	• allow the student to speak without interruption; • get the gist of what the student is saying and repeat the main idea back to the student for confirmation. Can also ask the student to clarify; • ask them to say it again using different words; • write down errors in speaking in a notebook. After students have finished the task, put the errors on the board and ask students to correct them. Give them a similar task and check that they are making less of the highlighted errors.

Share your answers with a partner.

Notes: Put participants into pairs A & B. Ask A's to talk for 5 minutes how they promote accuracy. B's listen and give feedback to A's on their fluency. Ask B's to talk for 5 minutes on how they promote fluency. A's listen and give feedback on accuracy. Ask A's and B's complete the table for when they gave feedback on fluency and accuracy. All B's together discuss answers and their feelings about getting feedback on their accuracy. All A's together discuss answers and their feelings about getting feedback on their fluency. Invite whole group discussion between A's and B's.

2.2

How do you think the differences between focusing on accuracy or fluency in class can affect when teachers give feedback to students? Add your ideas to the table then share with a partner

When to give feedback for accuracy	When to give feedback for fluency

2.3

Watch the video of Anderson and Anestine giving feedback on fluency or accuracy. Did you have the same ideas about when to give feedback or were your ideas different? Discuss the differences with a partner.

Notes:

3 Teacher-directed feedback

3.1

Divide the whole group into 4 groups A, B, C, D. Ask A's to complete the first question below, B's to complete the second question etc. Invite each group to present answers and facilitate whole group discussion on answers.

Think about the following questions and make notes on your answers below.

- What is teacher directed peer feedback?

- Is teacher directed peer feedback, only about correcting mistakes, or can it be used in other ways?

- How useful is using teacher directed peer feedback in class for you as a teacher

- How useful is using teacher directed peer feedback in class for 1. the student who answers and 2. for other students in class?

Notes:

Share your answers with a partner.

3.2

Watch the video of Anestine and Adjoumani using teacher directed feedback. Did you have the same ideas or were they different? What other ideas did you have? Share your answers with a partner.

Notes:

4 Impact and effect of teacher directed feedback

4.1 Ways of giving teacher directed feedback

Notes: Ask participants in groups to work together to think of as many ways as they can of giving teacher-led feedback. Run this as a race. The group with most answers wins. Invite the winning group to tell their answers and other groups to add to their list if necessary.

Work alone.

Think of as many ways as you can of how teachers can use teacher directed peer feedback to give feedback in class when focusing on accuracy.

Notes:

4.2

Work alone.

After you have a long list, look at each answer again. Now grade your answers from the most effective to the least effective. Give reasons for your answers

Notes: In groups ask participants to complete the table below from answers in 4.1. Tell them they must give a reason for putting the answers in each box. Invite each group to present their answers in the table with reasons why. Facilitate discussion with the whole group on all groups' answers.

Least effective	Less effective	Effective	More effective	Most effective

4.3

Share your answers with a partner, and discuss.
Are you happy with your answers or do you want to change any of them?

4.4 Feedback Impact

Notes: This section looks at the positive and negative impact of teacher-directed feedback on the student who made the contribution, and the whole class watching.

Conduct a roleplay. In groups of three, one person (A) is the teacher. (B) is the student. The rest of the group are students (C, D, depending on group size). Teachers mime 4 verbs – for example, pretend to run and say 'I am …'. Students give answers but make mistakes, for example, 'run'. A gives teacher-directed feedback using ideas from 4.2. Ask students (Bs) to complete the table as students and B's to complete the table as a student. Invite contributions from all A's (teachers), B's(students) and C (class) about the impact of giving feedback.

Work alone.
Using your answers from 4.2, divide the ways of using teacher directed peer feedback into two categories to complete the table

	Impact of teacher directed peer feedback	
	+	**-**
the student who has made mistakes in accuracy	Helps them see where they are making mistakes and how to correct them Might help them to produce more accurate language	Might feel bad about making mistakes Might make them reticent to speak in future.
other students	Might help them to notice mistakes in their own production.	Might make them nervous about making mistakes

Discuss your table with your partner.

5 Supporting accurate production

5.1

Notes: Invite each person to write as many answers as possible and share ideas with the whole group so each group has one list. Invite all groups to share and compile one list on a chart.

Work alone.
Other than the teacher correcting the student, or using teacher directed peer feedback, what additional techniques can you use in class to encourage students to produce accurate language? Think of as many answers as possible.

Notes:
Answers: Student-led feedback where students help each other orally or in writing with suggestions about the correct form and discuss why.
Delayed feedback, where you take notes on errors and highlight them after students have completed a task.
Self-correction, where students look at their own production and find errors in it. This is more common in writing, but can be done with speaking if they record their own voices.

5.2

Compare your answers with your partner and make a new list of all the ways you both have thought of.

5.3

Notes: Divide the participants into groups for a role play. Appoint one person as a teacher. The rest of the group are students.
- Teachers tell students to work together and help each other write 5 sentences using: have been, have + past participle, past simple, past continuous, future simple.
- Students give peer feedback to each other.
- Teachers do not to interfere unless students ask.
- Students do not ask for teacher help unless they can not agree.
- Students complete the table.
- Invite discussion from student groups after the table is complete.

Imagine you are students.

Think about how you would feel if a teacher used these techniques for encouraging and supporting you in class. Using the list from 5.2, grade your answers from most encouraging & supportive to least encouraging and supportive.

Not encouraging or supportive	Slightly encouraging and supportive	Effective for encouraging and supporting	More effective for encouraging and supporting	Most effective for encouraging and supporting

5.4

Watch the video of the techniques Anestine, Elsie and Gogan use, and make notes.

Notes:

5.5

Add the techniques Annestine, Elsie and Gogan used to your list (if you do not have them on your list). Look at your list and decide which way you think would be the most encouraging and supportive *for you as a student?* Share your answer with a partner.

6. Student-led peer feedback

6.1

Notes: Ask participants to work alone to complete and move to 6.2

Work alone.

Imagine you are a student in your English language class. Think of all the different ways you could get feedback from other students in your class. Make a list.

Different ways I could get feedback from my peers in language class

6.2

Notes: Divide the whole group into two groups A & B. Ask A's to complete 'I would love it if other students…' and B's to complete 'I would hate it if other students...' columns. Invite A's to share answers with the whole group. Discuss any surprises. Now invite B's to share answers with the whole group and also discuss any surprises.

Using your ideas from 6.1, complete the sentences below. Share your answers with a partner.

I would love it if other students…	I would hate it if other students…

6.3

Watch the video of teachers using student led peer feedback techniques. Compare these to your ideas in 6.2.

Notes:

7 Positive feedback

7.1

Notes: In groups, ask participants to come up with as many ideas as they can. Set a time for this of 15 minutes. Winner is the group with the greatest number of positive ways of giving feedback. Give the whole group the winners' list and invite the whole group to vote on if they agree with the answers from the winning group.

Work alone.

Think of as many ways as you can to give positive feedback which will encourage and support your students when they make mistakes in the accuracy of language they produce.

Notes:

7.2

Look at the following phrases used by teachers. Decide if they are positive or negative.

Phrases	+	-
(1) Are you sure?	X	
(2) Do you want to think about it?	X	
(3) Maybe use a pronoun instead of a name.	X	
(4) That is not correct.		X
(5) Is there someone who can say it better?		X
(6) Class, which number is the correct answer?	X	
(7) Agree on the best answers?	X	
(8) Help each other. You are not rivals.	X	

Answers (1) +, (2) +, (3) +, (4) -, (5) -, (6) +,(7) +, (8) +

7.3

Watch the video to check your answers.

Notes:

8 Supporting struggling students

8.1

Work alone.

Think of a class you taught where the students really struggled to do the activity you asked them to do. Make notes about:

1. The possible reasons why they struggled:
2. How you felt (frustrated, disappointed, annoyed?):
3. The possible reasons for your feelings:
4. What did you do to continue the activity?
5. How do you think your students felt?

Share your answers with a partner.

8.2

Watch the video of Jules having a problem in class and then talking about the problem afterwards.

- What suggestions did he have?

- Do you agree with his ideas?

- Do you have further ideas you could add?

Share your answers with a partner.

9 Motivational feedback

Notes: Divide the whole group into four groups A, B, C, D. Ask each group to complete the table *teacher feedback on effort* **only.** Ask Group A to swap with Group B and Group C to swap with D. A's complete B's table and B's complete A's and C's complete D's and D's complete C's. When finished, ask groups to return completed tables. Invite groups to comment on the newly filled in tables.

9.1

Work alone.

Think of as many ways as possible to give feedback on student efforts to produce accurate language. Make notes about how you would give feedback on effort and how you think the students might feel.

Teacher feedback on effort	Impact on the student

9.2

Look at examples of what students said in class. Compare what the student said to what the teacher wanted. What feedback could the teacher give the student to highlight the error but also motivate the learner. Complete the table below.

Student said…	Teacher wanted…	Teacher's feedback on effort:	Impact on student:
Talk about ask question	Talk about asking questions		
Church	Cathedral		
What have been?	What have you been doing?		

Share your ideas with a partner and watch the video to check your answers.

10 Reflection

10.1

Have participants refer back to the notes they have made throughout the unit. You may also have them look again at the Unit on Classroom management and think of answers to the following questions:

1. Which ways of students working together could you use to set up student-led peer feedback in your class?
2. Why do you think student-led feedback would be good for your students?

You may also want them to look at the Unit on Giving Instructions and think about the instructions they would give to students to work in groups and to help each other if they notice any mistakes.

Have participants work in groups for the rest of the discussion questions. Then have them share their thoughts with the whole group.

Work individually first, then compare your responses in a small group. Look at the list you made at the beginning of the video when considering the first question.

1 Which approaches to giving feedback have worked well in your lessons? Which similar approaches did you see in the video?

2 Which approaches seen in the video did you like? Why? Compare your views with your colleagues.

3 Which approaches are you going to try in your next class?

Notes:

10.2 Action plan

Adjust your CPD Action Plan to include a specific action point about giving feedback.

Notes:

11 Explore

In this video you saw several approaches to giving feedback.
In this section you can follow up on the video by accessing a number of **articles, activities**, and **videos** on the BBC and British Council's **TeachingEnglish website**.

Sub-topic:	Title:	Link:	Type of Resource:	Summary:
Accuracy vs Fluency	**"Error correction 2"**	https://www.teachingenglish.org.uk/article/error-correction-2	**Article Rolf Donald**	Successful learners need to find the right balance between accuracy and fluency to develop their spoken language. This article suggests a number of different techniques for giving students feedback on their speaking. Some of these techniques are to be used immediately, while others involve making notes or recordings, which are used later on. The article also includes a useful checklist of questions to ask yourself about students' errors.
	"Error correction"	https://www.teachingenglish.org.uk/article/error-correction	**Article Jo Budden**	This article also talks about how different approaches to feedback depend on whether an activity is focusing on accuracy or fluency. The writer suggests some positive strategies, including a 'traffic light' system (red, orange, green) that students can use to let you know whether or not they want to be corrected.
	"Student progress"	https://www.teachingenglish.org.uk/article/student-progress	**Article Clare Lavery**	In this short article, Clare suggests ideas for three revision activities to provide feedback to you and your students for functional (social) English, grammatical accuracy and situational fluency.

Teacher-led feedback	"We all make mistakes"	https://www.teachingenglish.org.uk/blogs/george-chilton/george-chilton-we-all-make-mistakes	Article George Chilton	The writer of this article discusses a number of practical questions about feedback: What should we correct? What different strategies should we use with lower-level and higher-level classes? Should we correct 'on the spot' (immediately)? How can we organise feedback on students' use of language? What are the best ways to handle peer correction and self-correction? How can learners make use of your feedback? And how can you make your feedback positive?
	"Monitoring speaking"	https://www.teachingenglish.org.uk/article/monitoring-speaking	Article Barney Griffiths	It's important for students to get feedback on their spoken language, but being corrected in front of the whole class can put them under great pressure. Monitoring student talk during pairwork or group work activities is a great opportunity for more personal feedback. This article is a guide to some of the practicalities of effective monitoring.
	"Monitoring"	https://www.teachingenglish.org.uk/article/monitoring-0	Article Jo Budden	This short article includes some useful guidelines for monitoring without distracting your students or making them feel self-conscious.
Making feedback constructive	"Make no mistake"	https://www.teachingenglish.org.uk/article/make-no-mistake		The writer of this article provides a step-by-step procedure for handling mistakes: self-correction ⇨ (if the student is unable to self-correct) peer correction ⇨ focus on the corrected item(s), and only then (if necessary) ⇨ teacher correction. Paul also offers his students a choice of types of feedback.

Student-led feedback	"Feedback and Error Correction – Is It Your Job?"	https://www.teachingenglish.org.uk/blogs/linguacom/feedback-error-correction-%E2%80%93-it-your-job	**Article LinguaCom**	Most teachers would agree that it is an important part of learning for students to correct their own mistakes. This article suggests a set of strategies to encourage students to correct their written work, which includes a way of using questions in the classroom to get students to think about the language they have used instead of giving them the answers.
	"Teacher talk – error correction"	https://www.teachingenglish.org.uk/article/teacher-talk-error-correction	**Video David Petrie, David Dodgson, Sylvia Guinan, Lizzie Pinard, Rachael Roberts**	In this short video five teachers give useful tips about ways of getting students to self-correct, based on both spoken and written errors. Rachael mentions recasting (or reformulation) – repeating what the student has said in the correct form – an indirect way of giving feedback that she says often does not work. Listen to what she says and find out why!
	"Checking answers"	https://www.teachingenglish.org.uk/article/checking-answers	**Article Marta J Sabbadini**	Students want to know if their answers to exercises and tests are right or wrong. This article stresses the importance of involving students in the process of checking answers so that they understand *how* they arrived at their answers and *why* they are right or wrong.
	"Peer and self-assessment"	https://www.teachingenglish.org.uk/article/peer-self-assessment	**Article Steve Muir & Tom Spain**	The authors believe that students can be much better at giving each other feedback and reflecting about their own performance than we might believe. They give detailed descriptions of two activities that enable peer assessment and self-assessment.
Cooperative feedback	"Feedback – the most important part of any exercise?"	https://www.teachingenglish.org.uk/blogs/rachael-roberts/rachael-roberts-feedback-most-important-part-any-exercise	**Article Rachael Roberts**	Feedback is an important part of any lesson but can sometimes feel like a necessary routine. In this article Rachael suggests some lively ways of getting students actively involved in giving feedback themselves and getting feedback from each other.

Back page design

CODE for module