



Guided reading worksheet

Chapter 8

Issues

Rewrite the following statements so they reflect your own opinion.

1 Feedback has by far the single greatest positive impact on the success of student learning.

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2 Mistakes should be corrected as soon as possible to avoid students 'learning' wrong forms.

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3 It is bad teaching practice to correct grammar mistakes during fluency exercises.

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4 Teachers need to focus their feedback on students' writing on the creativity of ideas as much as on accuracy of form.

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5 When correcting writing, it is unprofessional for teachers to give work back to students which does not have a comment or correction for every single language mistake.

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Discuss

If you have someone to discuss these issues with, exchange opinions. If their views are different from yours, talk about why this is and find out where you agree and disagree. Look at Chapter 8 again and see how far your opinions and arguments are supported.

Check

1 Match the words and expressions connected to feedback in the box to the correct definitions.

IRF L1 interference summative feedback formative feedback
 a slip an error a register mistake online feedback content-based feedback

- 1 When students make errors because of the influence of their mother tongue.
- 2 When teachers respond to what students say (or write) in order to help them to improve.
- 3 When students say (or write) something which is not quite appropriate.
- 4 When teachers tell students that they have got something right or wrong.
- 5 A type of mistake which indicates that students don't actually know the correct way of saying or writing something.
- 6 A type of mistake which students can self-correct because it isn't caused by lack of knowledge of correct usage.
- 7 When teachers respond more to what the students say or write than to how they say or write it.
- 8 A typical teaching sequence where the teacher gets the students to say something and then gives feedback on what they say.
- 9 When teachers react to what students say immediately they say it.

2 When teachers take notes during a fluency activity with the intention of giving feedback afterwards, they often divide the errors they hear into broad categories. Name four different categories they might use.

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3 Match the five conversational feedback techniques in the list (a–e) to the correct underlined example in the student–teacher dialogue below (1–5).

- a asking follow-up questions
- b commenting
- c reformulating to check understanding

- d repeating what was said
- e asking for clarification

T: So, how was your evening?

S: It was really good.

T: (1) Really good?

S: Yes, we go to the cinema.

T: (2) You mean last night?

S: Yes, we went, sorry. With friends.

T: (3) How many people went? A few?

S: Yes, a few friends. I think around six.

T: (4) Sounds good fun.

S: Yes, really. Nice people. We are enjoying us.

T: (5) So, you enjoyed yourselves?

S: Yes, we did.

Give one reason for and one reason against responding to students' conversations like this, rather than only focusing on the students' mistakes.

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Evaluate

4 What are the pros and cons of allowing students to correct each other's mistakes, in contrast to direct correction from a teacher?

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5 What are the main advantages and disadvantages of using correction symbols to administer feedback, compared to simply writing comments and correct forms in the margin?

Name three things that you can do to ensure the acceptance and effective use of correction symbols as a form of feedback.

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6 Look at the following student–teacher interactions. How effective do you think the different forms of teacher feedback are? Why?

1 T: So, can you compare where you live now and where you lived before.

S: Here is more bigger.

T: Bigger.

S: Yes, bigger.

T: And?

S: More persons.

T: More people.

S: Yes, more people.

T: And?

S: A lot of things to do here.

T: More things to do here?

S: Yes, more things.

2 T: So, what did you think of the film.

S1: Good. What did *you* think?

T: I liked it actually. Action packed.

S2: Absolutely.

S3: No, it was terrible, terrible film. Bad, bad.

T: OK. So, interesting disagreement, Javier.

S3: Sorry (laughs). I mean, no, a moment, I mean, why did you like it?

T: I just like Bond films. This wasn't the best though.

S3: I agree.

T: So, you see, it's possible to use consensus in conversation rather than disagreement.

S3: Yes, better, better.

3 T: So what would you do if you could take a year off work?

S1: If I would have time, I would go spend time in the US.

T: OK, interesting. Jan, correct?

S2: Erm, I think not. If I had time, I would spend time in the US.

T: Exactly. If I had ... not would have ... If I had ...

S1: OK. So, if I had time, I would go to the US. Now Jan, let's see you.

S2: (laughs) OK, so, if I had time, I will go to Japan.

S1: Would, would, would ...

S2: OK, I would go to Japan.

T: Yes, so if I had ... I would ... not If I would have or If I had, I will ... Can you note these incorrect forms and the correct form in your own 'Common mistakes' list, please?

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In the last example, the teacher instructs the students to note the error in their own personalised lists of common mistakes. How useful do you think this advice is? Why?

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Action

7 Brainstorm a list of the different feedback techniques mentioned in this chapter with a colleague, or make a list yourself and compare it with those in Chapter 8. Plan to integrate all the techniques into your teaching, trying just two at the beginning, then replacing with two more each time until you have used all the techniques. As you use the different feedback techniques, note down how successful the feedback was and why. For example, was success related to the type of activity, the time of day, the particular student, whether you gave the feedback or another student did, etc.

8 Design a simple questionnaire to give to your students which surveys their attitudes to feedback. Include questions which check:

- what feedback they like / don't like
- when they want the feedback (immediately or after the activity/class)
- how they want the feedback (in writing, verbally)
- how often they want it (frequently, sometimes, occasionally)
- who they want it from (from teacher, from other students, both teacher and other students)

Add any other questions for your students that you would like the answer to.

If you think it will be useful, you can discuss the survey results with the class.

Use the results to adapt your style of feedback to the general expectations of the class, and to each individual student, where possible.

- 1 L1 interference 2 formative feedback 3 a register mistake 4 summative feedback 5 an error 6 a slip 7 content-based feedback 8 IRF
- 9 online feedback
- 2 (Suggested answers) Grammar, vocabulary, pronunciation, appropriacy
- 3 1 d 2 e 3 a 4 b 5 c
- (Suggested answers)
- Advantage of conversational feedback: allows opportunities for more natural and student-led forms of correction, enabling students to develop authentic dialogue skills.
- Disadvantage of conversational feedback: students may continue to make errors until 'taught' the correct form with teachers using more explicit feedback.
- 4 (Suggested answers)
- Pros:
- Builds a supportive and engaged learning atmosphere.
- Fun correction activities can be highly motivating.
- Cons:
- Risks humiliating a student in front of his/her classmates.
- Can lead to confusion as the teacher may be expected to play this role alone.
- 5 (Suggested answers)
- Advantages:
- It enables teachers to mark large volumes of writing quickly and efficiently.
- It passes responsibility for correcting mistakes back to the students, and can enhance learning by doing so.
- Disadvantages:
- It can take time to familiarise students with the notation.
- Students may not engage with the notation / correction methodology.
- 1 Careful introduction of the notation, allowing enough time for the students to familiarise themselves with the symbols.
- 2 Getting the students to practise using the symbols on other students' work.
- 3 Use positive feedback symbols, e.g. smileys, to balance positive and corrective feedback.
- 6 (Suggested answers)
- In all the examples, it is difficult to make definitive comments as the context of the teaching is not clear and the relationship / history of the teaching moment has no context.
- 1 The feedback seems to be focused primarily on accuracy of form, in this case relating to comparison. It directs the students to the correct production of form relatively efficiently.
- 2 Here the teacher is not concerned with grammatical accuracy. The main teaching point is appropriacy of communication style, and is clearly connected to earlier conversations between the teacher and Javier. The feedback effectively reminds Javier of previous feedback concerning the risks of disagreeing too quickly during conversation (the risk of coming across as overly opinionated), and successfully and sensitively encourages Javier to broaden his range of conversational responses.
- 3 Here the teacher is skilled at using student-to-student peer correction. The students are capable of self-correction and familiar with the process. A positive relationship exists between the students and the learning is reinforced with this method.
- Making students sensitive to recurring mistakes can help some learners to become more linguistically aware and, initially, self-correct slips and then avoid errors completely.

