

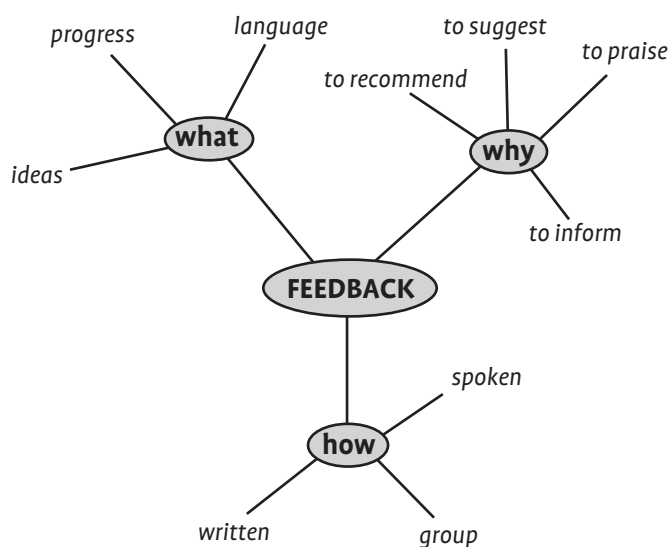
Feedback focus

Trainer's notes

Aims	To familiarise trainees with different types of feedback To practise identifying types of feedback
Syllabus area	Giving feedback
Timetable fit	For use after an input session on giving feedback
Interaction pattern	Individual or pair work
Timing	20 minutes
Materials needed	One copy of the worksheet (3.8A) for each trainee

Instructions

- Write the word **feedback** in the centre of the board.
Ask trainees to say what feedback is (e.g. *giving learners information about their learning*) and why it is an important part of the learning process (e.g. *it motivates learners, helps them understand their problems and makes them aware of how they can improve*).
- Develop a mind map like the one below by eliciting:
 - *what* teachers give feedback on
 - *why* they give feedback
 - *how* teachers give feedback



- Hand out the worksheet to each trainee. Explain that the trainees should categorise each of the eight examples of feedback in three ways:
 - 1) What is the trainee giving feedback on?
 - 2) Why is the feedback being given?
 - 3) How is the feedback being given?
- Have trainees work individually or in pairs.
- Conduct feedback.

Answer key

A	individual, spoken	suggesting	attitude and behaviour
B	group, spoken	informing	language and skills
C	peer, spoken	praising	ideas and content
D	group, spoken	thanking / praising	progress and effort / language and skills
E	individual, written	giving a grade	language and skills
F	group, spoken	praising / encouraging reminding	ideas and content / attitude and behaviour
G	peer, spoken	praising / requesting	attitude and behaviour
H	individual, spoken	giving a grade / praising	language and skills / progress and effort

Feedback focus

Categorise the examples of feedback in the following three ways:

1. Draw a line between the example and the appropriate aspect (at the bottom of the page) to show what the teacher is giving feedback on.
2. Write the reason why the feedback is being given next to the example (encouraging, giving a grade, informing, recommending, praising etc.)
3. Circle the example in the appropriate colour according to how the feedback is being given:
 - individual (teacher to student) = red
 - group (teacher to class) = green
 - peer (student to student) = blue

A

Natalie - when you receive text messages on your mobile phone in class time, you miss important input. How about turning it off next lesson?

B

Last class we had some problems with a and the, so we're going to look at this grammar point again this lesson, OK?

C

Wow!
Look at the end of that cartoon strip. I'd like to think up something as good as that, too.

D

Thank you, class 4I,
for singing at our open day.
Your pronunciation has improved a lot!

F

Your sketches were very imaginative!
But I still noticed some slips - little things you should know, like forgetting the 's for possessives.
Try to correct each other on these when you're rehearsing together.

E

50% You worked hard for this test, Raymond, and I imagine you will be a little disappointed with the grade. Look at the section on phrasal verbs again - this made all the difference between a pass and a fail.

G

I like talking to you in class - you always try to understand my point of view and ask lots of questions. Please could you also help me with corrections.

H

8/10 on the film clip worksheet - well done! You're picking out much more detail when you read the questions in advance, Sam.

Progress and effort

Language and skills

Ideas and content

Attitude and behaviour