

### TKT Module 3: Giving feedback – teacher’s notes

#### Description

This activity discusses different types of feedback used in the classroom. Participants consider different focuses, purposes and timings of feedback, and also ways in which feedback can be given. They also reflect on how feedback works in their own classrooms. Giving feedback is tested in TKT Module 3 Part 2.

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**Time required:** 55 minutes

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**Materials required:**

- Participant’s worksheet 1 (one for each participant)
- Participant’s worksheet 2 (one for each participant in Group A)
- Participant’s worksheet 3 (one for each participant in Group B)
- Participant’s worksheet 4 (one for each participant)

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**Aims:**

- to provide an opportunity for participants to discuss the focus and purpose of feedback
- to provide an opportunity for participants to discuss ways of giving feedback
- to provide practice in completing tasks focusing on categorising learners’ mistakes.

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#### Procedure

1. (5 minutes) Write the following letters on the boards arranged in two circles: circle one: I G N I V G N and circle two: E B K F E C A D. Participants work in pairs to make two words connected with teaching using these letters (*GIVING FEEDBACK*). Allow 2 minutes for this. If they are having trouble, give some clues, e.g. *teachers do this when they tell learners how they think their English is improving; teachers do this when they correct learners’ compositions; learners do this when they tell their teacher how they feel about their lessons*. If they still can’t get the word, then give them the first letters (G and F).
2. When most participants have got the words, write them on the board. Tell participants that the area of giving feedback is tested in TKT Module 3 Part 2.
3. (15 minutes) In groups of three, participants discuss the following questions:
  - **What different kinds of feedback can teachers give learners?** (*spoken or written, formal or informal, about language, skills, progress, areas for improvement, ideas, behaviour, attitude to learning, effort, etc.*)
  - **When do teachers give feedback to learners?** (*immediate or delayed, one-to-one or in a group, after homework or individual work, after tests or continuous, etc.*)
  - **What is the focus and purpose of feedback when teachers tell learners how they think learners’ English is improving?** (*feedback on progress; to motivate learners and provide them with direction for future study*)

## Teaching Knowledge Test

- **What is the focus and purpose of feedback when teachers correct learners' compositions?** (*feedback on written work; to help learners focus on specific aspects of language or the skill of writing that they need to improve*)

Give participants 5 minutes to discuss their ideas.

4. Feed back with the whole group and make a list on the board of participants' ideas. Add some from Step 3 if necessary.
5. Hand out **Participant's worksheet 1 Exercise 1**. In pairs, participants identify the focus of the feedback in the comments on the worksheet. They can use the list on the board to help. Check answers together (see key below).
6. (10 minutes) Participants continue working in pairs and look at **Exercise 2**. They should now discuss the purpose of the feedback in each case. Do an example together:
  1. **You have really made progress in your use of tenses.** (*Focus: feedback on progress and language. Purpose: to provide encouragement to learners, to motivate learners, to praise learners*)When everyone has finished, check answers together (see key below).
7. (10 minutes) Divide participants into two groups, Group A and Group B. Hand out **Participant's worksheet 2** to **Group A** and **Participant's worksheet 3** to **Group B**. Participants complete the tasks on their own, then compare their answers with other people in their group.
8. Give out the answers to the tasks on **Participant's worksheet 4** so participants can check their answers.
9. (10 minutes) Pair participants so one person from Group A works with one person from group B. They should discuss the following questions:
  1. **What are the different ways of giving feedback suggested in your tasks?**
  2. **What do you think about the different ways of giving feedback?**
  3. **When might these different ways be appropriate in your lessons?**
10. Feed back with the whole group participants' views of questions 2 and 3 in **Step 9**.
11. (5 minutes) Round up to summarise points covered. Ask participants:
  - **What is the TKT Module 3 syllabus area for this lesson?** (giving feedback – the focus and purpose and ways of giving feedback)
  - **Is feedback connected only with students' language?** (No, feedback can also be given on progress, attitude, effort, behaviour, etc)
  - **Is feedback always from the teacher to the student?** (No, students can give teachers feedback as well)
  - **What can teachers learn from students' feedback?** (allow participants to share ideas)

## TKT Module 3: Giving feedback – answer keys

### Key to Participant's Worksheet 1

	<b>Exercise 1: focus of feedback</b>	<b>Exercise 2: purpose of feedback</b>
1	progress and language	to provide encouragement to learners to motivate learners to praise learners
2	structure of ideas	to help learners organise their essays/written work
3	language	to help learners improve their pronunciation
4	effort/attitude	to provide encouragement to learners to motivate learners to praise learners
5	ideas	to help learners to research and to get ideas for written work
6	behaviour/effort	to build confidence to provide encouragement to motivate learners to praise learners
7	behaviour	to try to improve learner's attendance
8	language and ideas	to help learners improve their writing to make it more cohesive
9	attitude and behaviour	to encourage learners to work outside the classroom to encourage learners to try harder
10	progress	to provide encouragement to learners to motivate learners to praise learners
11	quality of handwriting	to help learners improve the presentation of their written work
12	attitude/behaviour	to help learners improve their speaking and to make them more fluent

### TKT Module 3: Giving feedback – participant’s worksheet 1

#### Exercise 1

Read the teachers’ feedback comments and decide on the focus of the feedback in each case.

1. *You have really made progress in your use of tenses.*
2. *You need to pay attention to how you structure your essays. Make sure they follow a logical progression.*
3. *Be careful with your pronunciation of /th/. Go to the lab. and use the materials there to practise saying it.*
4. *Your homework shows how much harder you have worked in the last few weeks. Congratulations.*
5. *Try to read more about your subject before you start writing, so that you get a better idea of what to write about.*
6. *Your willingness to chat with everyone in English has really helped you to make progress.*
7. *Please try to arrive earlier for your lessons. You are missing lots of class time.*
8. *Make more use of conjunctions to link your sentences – to help your reader understand the link between your ideas.*
9. *You need to spend much more time doing your homework. This helps to consolidate the work we have done in class.*
10. *Your listening comprehension is much better than it was at the beginning of term.*
11. *I’m afraid I can’t read your handwriting. Could you try to write more clearly on alternate lines, or use a computer for your homework in future?*
12. *Try not to be afraid of making mistakes when you speak.*

#### Exercise 2

Discuss the purpose of the feedback comments with your partner.

## TKT Module 3: Giving feedback – participant's worksheet 2

### Group A

#### Sample Task 1

For questions 1–5, match the ways a teacher gave feedback on students' written work with the aims listed A–F.

Mark the correct letter (A–F) on your answer sheet.

You need to use some options more than once.

#### Feedback on written work

- 1 The teacher marked students' writing using a correction code. Then she gave them time in the lesson to improve their work while she monitored.
- 2 The teacher gave an overall grade for letters students had written for homework. He also gave them an example letter to look at.
- 3 The teacher used a system of smiling and sad faces to give students feedback on their written work.
- 4 The teacher noted mistakes from students' written work and used these to prepare a language quiz, which students did in teams.
- 5 The teacher only commented on the content of stories that students had written.

#### Aims

- A to focus on common language mistakes that many students made in their writing
- B to inform students of their general progress in writing at the end of term
- C to encourage students to learn to edit their own work
- D to encourage students' creativity and to create a positive attitude to writing
- E to provide students with a model for similar written work in the future
- F to inform primary age students about their progress in a fun way

### TKT Module 3: Giving feedback – participant's worksheet 3

#### Group B

#### Sample Task 2

For questions 1–6, match the ways a teacher gives feedback on students' speaking with the aims listed **A–G**. Mark the correct letter (**A–G**) on your answer sheet.

You need to use some options more than once.

#### Feedback on students' speaking

- 1 While students are telling a story to the class, the teacher writes feedback on the language used and their ability to keep talking.
- 2 In a discussion, the teacher listens and only comments on students' ideas, not their language.
- 3 During a practice activity, the teacher notices students are having problems with form and meaning. The teacher stops the students and focuses again on the problem areas.
- 4 During a discussion activity, the teacher briefly interrupts on two occasions when students are unable to understand each other.
- 5 Students use recordings of themselves to correct their individual language mistakes.
- 6 During a drill of some lexical items, several students are having problems with some of the word stress and vowel sounds. The teacher responds by giving them individual drills.

#### Aims

- A to encourage students to monitor their own spoken language
- B to develop students' oral fluency and accuracy
- C to focus students on the pronunciation of the target language
- D to encourage a focus on content rather than form
- E to encourage peer correction of target language
- F to ensure that the activity is able to move forward when communication breaks down
- G to re-clarify the target language for the whole class so that students can use it correctly

## TKT Module 3: Giving feedback – participant’s worksheet 4

### Key to Sample Task 1

1. C
2. E
3. F
4. A
5. D

### Key to Sample Task 2

1. B
2. D
3. G
4. F
5. A
6. C

## TKT Module 3: Giving feedback – participant’s worksheet 4

### Key to Sample Task 1

1. C
2. E
3. F
4. A
5. D

### Key to Sample Task 2

1. B
2. D
3. G
4. F
5. A
6. C

## TKT Module 3: Giving feedback – participant’s worksheet 4

### Key to Sample Task 1

1. C
2. E
3. F
4. A
5. D

### Key to Sample Task 2

1. B
2. D
3. G
4. F
5. A
6. C