8 Feedback – Trainer Notes

OVERVIEW	**DVD content** In the DVD we see teachers rounding up activities and giving feedback while John Kay talks about some of the key concepts associated with feedback. **Material content** The material looks at why teachers need to give feedback and some of the concepts that should underpin what we give feedback on and the way we give it.
KEY CONCEPTS	**student focus** John Kay says "Don't just focus everything through the teacher or a student standing at the front of the class". In feedback we look at mistakes – and examples of good language that students have produced. **Student focus** puts the students at the centre of the lesson. Feedback should look at the language *they* produced – good and not so good – and involve the students so that they feel they are in charge of their own learning.
PLAN SUMMARY	Note: All sessions in the Teaching Speaking series will be more effective if participants are able to discuss things in pairs or groups. You should arrange your training room to facilitate this as far as possible.

Warmer	*review of previous material*
1 Before you watch	*ways of giving feedback*
2 Watch	*checking prediction/gist comprehension.*
3 Watch again	*matching/listening for specific information*
4 Analysis & Reflection	*planning monitoring*
5 Additional activities	*correction codes*
6 Suggested classroom activity	*error correction game*

Procedure

Warmer	

(optional)

- If participants have been following Teaching Speaking as a course (i.e. they have done Unit 7 – Monitoring before coming to this unit) they could start by talking in pairs about how the monitoring task at the end of the previous unit went. Did they do it with their students? How did it go

1	**Before you watch**	

- Before the session begins, cue the DVD to the menu screen. You could then turn off or cover the TV set until you're ready to watch.

- You could start by asking participants as a group what they understand by feedback and how they give feedback to their students. Alternatively, you could ask them to talk about these questions in pairs and feedback as a group. As a round up to their pair discussion they could then look at the first three questions in the 'Before you watch' section. They may have answered these questions in their initial discussion.

- Get feedback from the group about their answers to the questions in the first box them direct them (in pairs again) to the suggested ways of giving feedback. With their partner they can talk about which techniques they have used, which they'd like to try and which ones they don't like the sound of. Feedback as a group.

2	**Watch**	

Watch the programme and see which of the ideas from the previous section are mentioned.

3	**Watch again**	

- Before watching again, allow participants plenty of time to read the descriptions. When they are ready, play the DVD. Ask them to check their answers in pairs.

- Look then at the second part of Part 3. You may need to check that everyone is clear about the five features of feedback from the programme – correction, extension, empathy, student focus and accuracy. Perhaps ask the students to check in pairs what they understand by each term.

- Still in pairs, ask them to complete the multiple choice exercise. Make sure that everyone knows that there can be more than one correct answer to each of the questions. If participants aren't clear on why an activity fits into a category, explain it to the group.

4	**Analysis & Reflection**	

- Draw attention to the activity and monitoring plan in part 4. If you have done the warmer, you can remind participants of the activity. Now ask participants to read through the example plan.

- Ask participants to work in pairs to complete their own monitoring plan for an activity they are going to do with their class. When they have finished their plans, you could ask one or two participants to briefly share their plans with the rest of the group.

- Look at the questions at the end of part 4 and ask participants to note down their answers after they have done the class.

5 **Additional activities**	

- Write an incorrect sentence on the board. E.g. 'I was born on 1974'. Ask the group to identify the mistake and then elicit what kind of error it is. (Preposition).
- Circle the error and write 'Prep' above it. Explain that by identifying the *type* of mistake rather than simply telling the students what the mistake is you encourage them to correct their own mistakes.
- Look at the 10 sentences in the exercise in Section 5. Ask participants to work in pairs to identify the errors and then say what kind of error they are. They can use the correction code on the next page to mark the error types.
  If you think they will be interested, you could print out the error correction code on the Teaching English website http://www.teachingenglish.org.uk/article/writing-correction-code and show it to the participants and let them use it to mark the errors in the sentences. Feedback as a whole group.

6 **Suggested classroom activity**	

If you think the participants would enjoy it you could prepare some other sentences – correct and incorrect – for them to practise the activity shown.