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English Language Teaching and Applied Linguistics MA



GIVING FEEDBACK

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Feedback is information with which a learner can confirm, add to, overwrite, tune, or re-structure information in memory, whether that information is domain knowledge, meta-cognitive knowledge, beliefs about self and tasks, or cognitive tactics and strategies" (Winne and Butler 1994: 5740).

DEFINING FEEDBACK IN AN EDUCATIONAL SETTING

Feedback is information given by an agent regarding someone's performance or understanding.

- Teacher (corrective feedback)
- Peer (alternative feedback / strategy)
- Book (clarification)
- Parent (encouragement)
- Self (correctness of a response)

"Feedback thus is a "consequence of performance" (Hattie and Timperley 2007: 81)

WHY IS FEEDBACK IMPORTANT

Receiving feedback regarding someone's educational progress is not only beneficial but also essential to providing guidance on the next steps to improve their learning. Academic feedback is constantly emphasised to assist students with their educational achievements and is much more important in comparison to anything else the teacher can provide to their students (Eaton et al). Providing feedback to a student can boost their confidence and self-awareness of their own personal learning as well as the progress of the entire class. Feedback also allows students to be directed to the areas of improvement needed to continue excelling in their education so students should continuously be encouraged to interact with the feedback provided to them, whether it be from their teacher, their peers or even their self.

PRaise

Praise relates to how a teacher compliments a student and their work, particularly for the successful completion to a high standard. It can be given on "achievement, behaviour, motivation, participation, attitude, engagement and so on" (Schreier 2012: 143).

PROS OF PRAISE

- Improves intrinsic motivation (Cameron and Pierce 1994)
- Positively linked with perceptions of self and ability and wanting to better these aspects (Parsons et al 1982)
- Increase engagement in praised task or tasks similar to the praised task (Anderson et al 1974)

CONS OF PRAISE

- Creates pressure to perform to a standard, which discourages going out of comfort zone in fear of messing up and not receiving praise (Gordon 1989)
- Research has shown that the tutors who praise their students very directly and make the praise very apparent are the least effective teachers and the praise does not actually help students (Lepper and Woolverton 2002)

WAYS OF GIVING FEEDBACK DURING A LESSON

COMPARING ANSWERS IN PAIRS:

Students can be cooperative by comparing their work with a peer and searching for correct linguistic answers in the text / book. Students can gain confidence when elicited this way.

CHECKING ANSWERS WITH THE CLASS:

This feedback allows the teacher to ensure the students are understanding the task correctly

MONITOR THE CLASS:

The teacher can ensure the students follow along with the tasks and can provide feedback whilst the task is being completed.

ELICIT FEEDBACK AT THE END OF THE LESSON:

The teacher can find out if aims were reached, what needs to be visited again and can promote learner autonomy. (Spraff et al 2011)

LEARNER DRIVEN FEEDBACK:

Students decide what feedback they receive, (email, audio etc) and are able to ask questions regarding to elicit more assistance from the teacher. This form of feedback has been deemed as beneficial to the students who used it in a study (Maas 2014)

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