Dalia Ashraf

Think of your last lesson and write down three points when you gave feedback

How does your way of giving feedback affect your students?
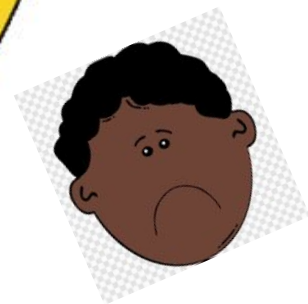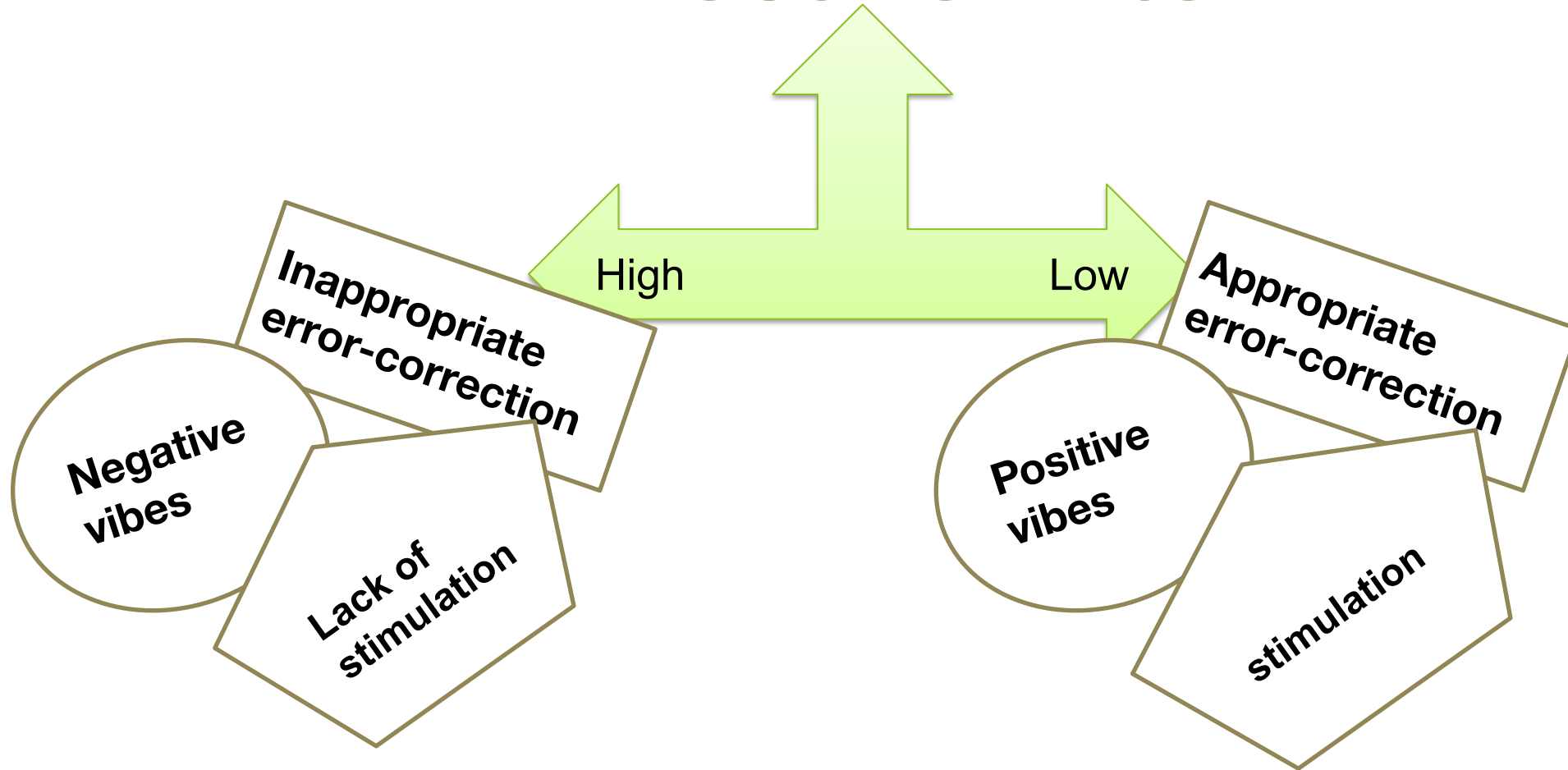
Affective Filter

Type of Affective Filter	Possible Causes	Psychological State	Impact on Language Learning
High Affective Filter	• Inappropriate error correction • Inappropriate level (too hard, too easy) • Lack of stimulation • Negative vibes (negative body language or tone of voice) from either the teacher or classmates	Feelings of discomfort, humiliation, or disinterest	_Negative Impact_ Resistance to learning Hesitation to speak or participate
Low Affective Filter	• Effective error correction • Appropriate level • Engaging materials	Feelings of comfort and support excitement and enthusiasm	_Positive Impact_ Willingness to learn Readiness to speak and participate

Brown, H. D. (2000). *Principles and Practices of Language Teaching* (4th ed.). San Francisco, CA: Pearson Education.

The teacher asked the Ss (Paul and Luca) to talk about their favorite movie. Read the dialogue and discuss what you think of the teacher's feedback.

Speaking task
Affective filter high or low?
Content or language
Your opinion

- T: So what did you talk about, Paul?

- S: We talk about……… *(T interrupts)*

- T: Talked. Ha.. what did you talk about?

- S: We talk about *Caught by a Wave*

- T: Talke**D**. What happened?

- S: Talked?

- T: Yes, so what's the story?

- S:We talked about *Caught by a Wave*.

- T: That's right- you told us. But who are the main characters?

- S: (SILENCE)

Decide whether you agree or disagree with each of the following and why

1. A teacher should always do open-class feedback after a detailed listening task without allowing learners to check in pairs.

2. It is not necessary to give content-based feedback to every learner after a role play task.

3. Language-focused feedback is optional after a task intended to improve fluency.

4. Teachers should avoid commenting on learners' ideas after a discussion task and only ever give language-focused feedback.

5. When monitoring, if a teacher can see all learners have correct answers to a task, they do not need to do open-class feedback. They can just confirm that learners' answers are correct.

6. There's no need to give content-based feedback on a piece of learner's writing – learners only want to know what mistakes they've made.

Adapted from: Teacher Training Essentials

Decide whether the teacher's feedback is content-based or language-focused

The teacher …

1 asks learners whether they agreed or disagreed with each other in a discussion about public transport. **content**

2 checks answers to a controlled practice gap-fill task. **language**

3 tells a learner to think about the tense she has just used in an utterance. **language**

4 tells a learner that she found his story exciting to read. **content**

5 writes words up on the board that learners stressed incorrectly when doing a role play. **language**

6 asks learners how many other learners they spoke to after a 'find someone who …' task. **content**

7 repeats a correct version of a structure that a learner has said incorrectly when practising a dialogue in pairs. **language**

8 praises a learner for using wide-ranging intonation when practising suggestions. **language**

Adapted from: Teacher Training Essentials

Content-feedback	Language-feedback
Non-corrective	Corrective
Focuses on Ss' ideas	Focuses on Ss' errors
Concerned with fluency	Concerned with accuracy
Ideas, task achievement, Ss' comprehension of a concept	Grammar, pronunciation, conversational strategies, ….

What will you do in each of the following situations ? Correct on the spot, correct later or not correct at all? And why?

A learner is speaking to a classmate in a first-day "getting to know each other task".

Yes and I am having two sisters but no brother.

The class is deciding what to do as an end-of-term social activity.

Let's going for the cinema

The learner is giving an answer during feedback on a reading-comprehension task.

The answer to question 1 is husband and wife become divorced

Learners are having a debate about politics

I think democracy not a good system. Yes, because country choose bad leader and he do not do what they want

A learner has submitted an essay after a lesson that focused on contrastive linkers.

"Despite many people have gone from the country to live in city, some people have left large cities to live in small towns for peaceful life. "

Learners are discussing the sports they enjoy

To me like footing

Immediate

- Corrects target language errors

- Avoids fossilization of errors

- Deals with things that hinder communication/ understanding

Delayed

- it does not interrupt the flow of communication

- it is less likely to cause anxiety (since feedback can be directed towards the whole class rather than one individual)

- it is easier to combine positive, non-corrective feedback with the error correction

Effective feedback should ...

► focus on something that the learner has studied recently

► entail the active involvement of the learner

► be useful for the whole learning group

► be short and meaningful; not a micro-lesson

► focus on what a learner might be able to do better, more than what a learner needs to get right.

► help learners modify their knowledge and language production to gradually be responsible for their own learning.

THANK YOU!

Dalia Ashraf