



Noticing outcomes

through student reflection

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What is reflection?

- “It means being able to think critically about experience, to identify problems, and to ‘re-frame’ these problems, ie, to consider them in a new light, in order to identify possible solutions, and to formulate these as a plan of action.”

- Thornbury, S. 2006 *The A-Z of ELT* Macmillan

Is there space in the lesson for reflective
learning?



When do we reflect in class?

- What's your teaching context? 60 minutes, 90 minutes or 3 hours?
- At the start: pre-empting the day's lesson, or talk about yesterday?
- After each activity: so many tasks, so little time! Would it grate?

What did I do?

- Focused on reflection for listening and writing skills
- Conducted reflection sessions in class over several weeks
- Shifted focus to 'why' and 'how'

metacognition

noun [U] • **UK**  / ,met.ə.kɒg'niʃ.ən/ / ,meɪ.ə.kɑ:g'niʃ.ən/ SPECIALIZED

★ **knowledge and understanding of your own thinking:**

Metacognition is considered one of humans' most sophisticated cognitive capacities.

Before you discuss with your partner, spend a few minutes thinking about your answers.

1. What part of the writing lesson did you like most? Why?
2. What did you like least? Why?
3. Can you describe what you did in class?
4. What do you know now that you didn't know at the start of the lesson?
5. What did you do in order to complete this task?
6. What tips would you give to someone else doing this task?



Questionnaire for listening

Metacognitive questionnaire

Read and answer the questions. Compare with your partner.

- Roughly how many words in the whole passage did you recognise
 - a. The first time you listened to it? %
 - b. After listening to it several times? %
 - c. When listening with the help of the transcript? %

- Problems in recognising words
 - a. Did not recognise at the beginning but recognised after listening several times.
 - b. Did not recognise until you had the help of the transcript.
 - c. Found it difficult to recognise even when you had the tapescript.

- Using the tapescript, write some new words that you heard. What did you do when you heard each one?
 - a. I ignored it
 - b. I guessed its meaning by comparing it to words in my own language
 - c. I guessed its meaning by comparing it to other words I know in English
 - d. I guessed its meaning from the words before and after.
 - e. I misread it as a similar word in English.
 - f. Other response _____



Like



Love



Haha



Wow



Sad

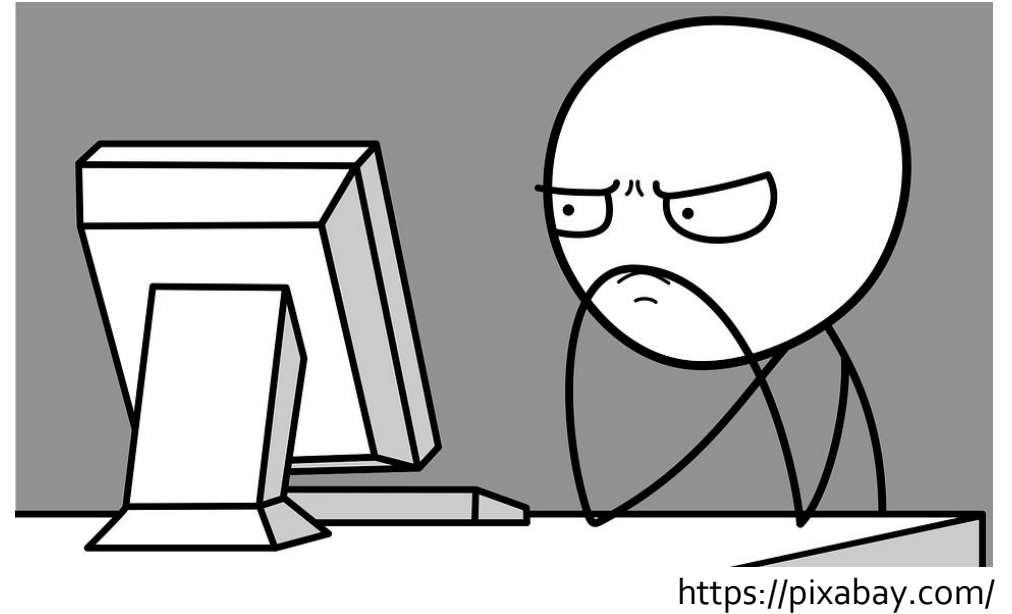



Angry

What response did I get?

Up to that point...


- Writing classes were a solitary endeavour, planning was optional and feedback by the teacher was in the form of written comments.
- Listening sessions were focused on testing my students. A standard lesson was: LeadIn-Preteach-Gist-Specific-Personalisation.






C1 Advanced class – group reflection

- Welcomed the opportunity to talk about the task, not just the answer to the question.
- Most agreed that they had never been asked to consider tasks in this way before.
- Reluctance to evaluate their own performance as well as their peers' work – wary of criticism.
- One student said "I don't like thinking about the task after I've done it." She said: "I don't like thinking about my thinking."
- In talking about the task, students became aware of why they were doing the task and how it would help them in the future.



B1 Intermediate – pair reflection

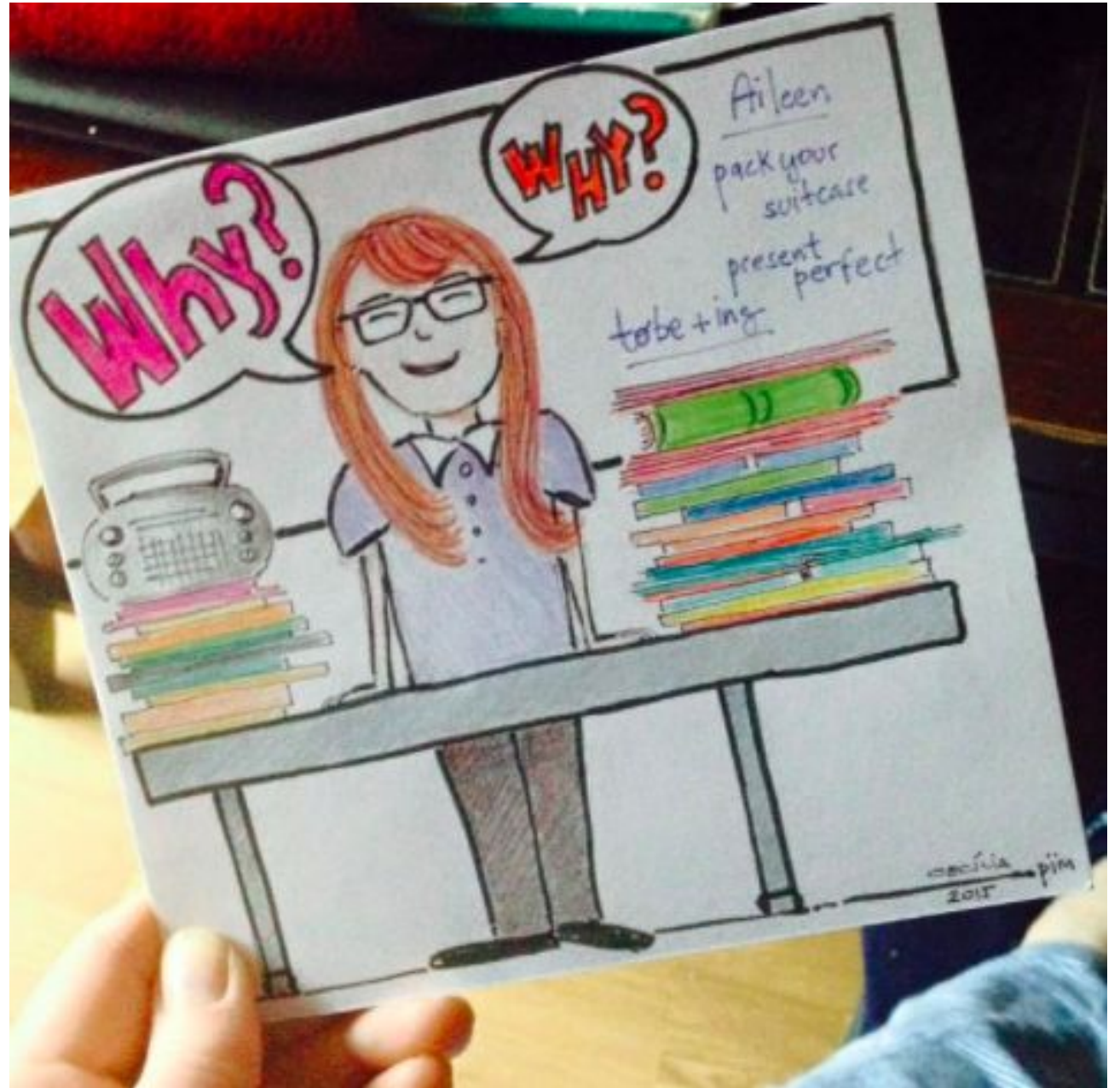
- Concerned with giving the 'right' answer to reflection questions and seemed to stress out more.
- Students couldn't understand how open questions in pair reflection and then open class feedback would help them 'move' up level.
- Some students liked the nature of talking about their feelings.
- Less desire to reflect.



Do you get students
to reflect on what they
have learned
in the classroom?
Why? Why not?

Reflection tips

- Feel the room
- Pick one or two skills to focus on first
- You don't have to use paper
- Don't be afraid to ask 'why' more...





Thank you!