

ENGLISH LANGUAGE FOCUS SUMMER SCHOOL
MASARYK JULY 2018




Feedback Discussion

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IN THIS WORKSHOP

- What do we mean by feedback?
 - Feedback and Assessment - “two sides of the same coin”?
 - Feedback on Language: what are the key points
 - What do we do now?
 - Peer feedback: what, why, who, when and how?
 - **Activity 1: presentation feedback**
 - Written work: where is the focus
 - **Activity 2: writing feedback**
 - Conclusions
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WHAT DO WE MEAN BY FEEDBACK?

- Assistance not judgement – feedback is NOT “marking”!
- Mutual – it flows both ways
- Horizontal and vertical
- Evolution not revolution!
- Analysing interim and final product.

In English medium of instruction courses

- Not just results, language structure is also important
 - Focus on what is realistic to achieve in the assignment.
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FEEDBACK AND ASSESSMENT: “TWO SIDES OF THE SAME COIN?”

- ❖ Feedback leads to a positive assessment
 - ❖ Assessment without feedback: no room for improvement
 - ❖ Conversation, rather than judgement
 - ❖ Horizontal, rather than vertical
 - ❖ Develops skills for student and teacher.
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FEEDBACK ON LANGUAGE: WHAT ARE THE KEY POINTS?

(applicable to both presentations and assignments)

Range: appropriate style, vocabulary, variety FLI.

Coherence: flow, fluency, linking, introductions and conclusions, comprehension.

Accuracy: grammar (and punctuation), lack of misunderstanding, FLI.

Argument: coherent, complete, balanced, understandable




QUICK BRAINSTORM

**What do you do
now?**



PEER FEEDBACK:

- ★ **WHAT**: opportunity for improvement, developmental not judgemental.
 - ★ **WHY**: eases the assessment load (saves time), WHY NOT??
 - ★ **WHO**: individuals, peer review groups, whole-class discussions.
 - ★ **WHEN**: during the preparation process, after first draft (writing), before assessment.
 - ★ **HOW**: set aside enough time, set (agreed) guidelines and criteria, flexible groups.
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ACTIVITY ONE

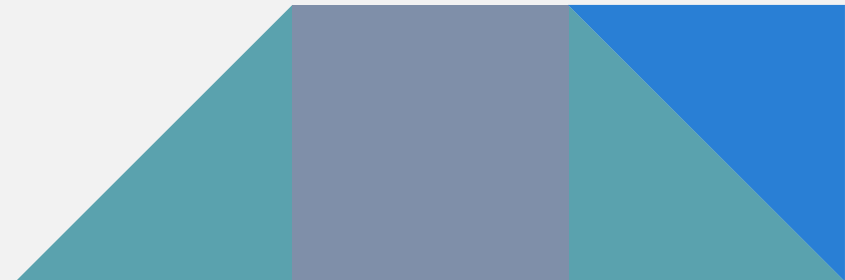
Presentation feedback

ACTIVITY 1: PRESENTATION FEEDBACK

- Use the checklist (CEFR grades if you wish)
- How can you be constructive? (not just ticking boxes)
- Focus on one area

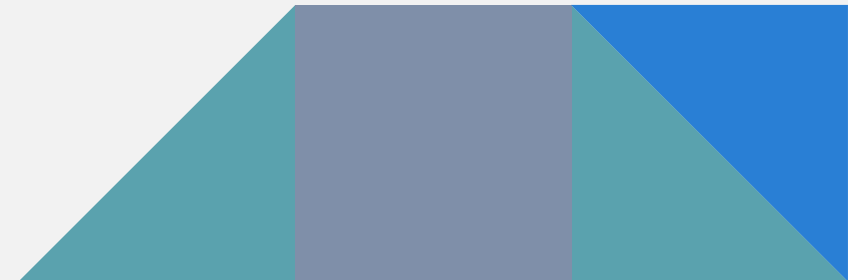
<https://www.youtube.com/watch?v=Y1qDNTG9lg0>

<https://www.youtube.com/watch?v=3kgtpl4Q5OY>



WRITTEN WORK: WHERE IS THE FOCUS?

- ★ General assignment aims.
- ★ Focus for English feedback (*Range? Coherence? Grammar? Argument?*)
- ★ What do you want to achieve?
- ★ “State of play” of the writer.
- ★ “State of play” of the feedback-giver(s)
- ★ “State of play” of the assessor (EMI)
- ★ Time available



ACTIVITY TWO

Writing feedback

ACTIVITY 2: WRITING FEEDBACK

- ❑ Peer feedback sheet
 - ❑ CEFR codes for writing
 - ❑ Correction codes
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- Identify English–language strengths in your group.
 - Focus on one or two areas of feedback
 - Be positive and constructive



CONCLUSIONS

- ❖ Feedback is not the same as assessment
- ❖ FB is a stage towards assessment
- ❖ FB is developmental, rather than judgemental
- ❖ Peer feedback is an important tool for a teacher
- ❖ Not time-wasting, but time-saving in the long run!
- ❖ Don't just tick boxes!!
- ❖ **Anything to add?**

