

ENGLISH LANGUAGE FOCUS SUMMER SCHOOL
MASARYK JULY 2018



Feedback and how to give or receive it!

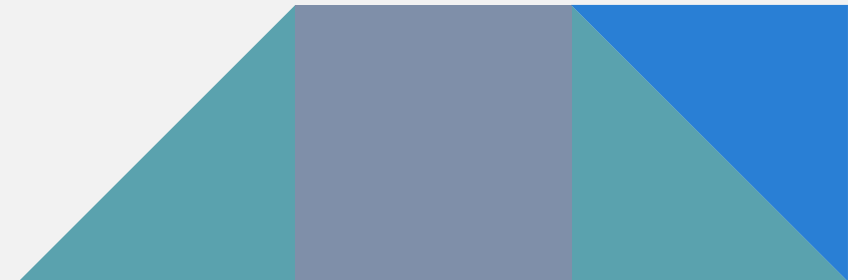
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IN THIS WORKSHOP

- 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



FEEDBACK AND ASSESSMENT: “TWO SIDES OF THE SAME COIN?”

- ❖ Feedback is NOT assessment (*but can lead to positive assessment*)
- ❖ Assessment without feedback: no room for improvement
- ❖ Conversation, rather than judgement
- ❖ Horizontal, rather than vertical
- ❖ Develops skills for student and teacher.



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, sentences.

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 preparation, after first draft (writing), before assessment.
 - ★ **HOW**: set aside enough time, set guidelines and criteria.
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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

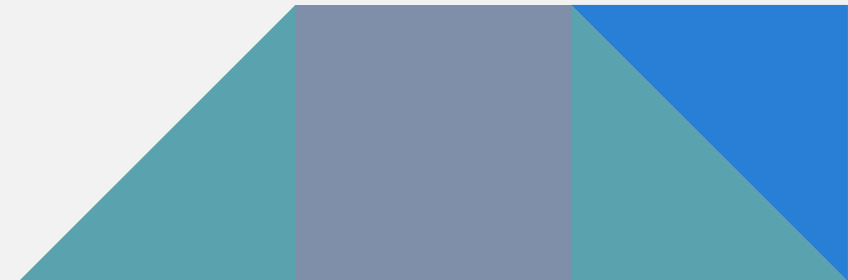
<https://www.youtube.com/watch?v=Y1qDNTG9lg0>

<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 (YOU!!)
- ★ Time available

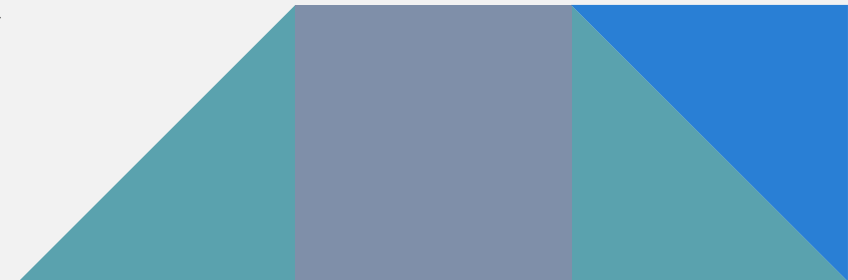


ACTIVITY TWO

Writing feedback

ACTIVITY 2: WRITING FEEDBACK

- ❑ Peer feedback sheet
 - ❑ CEFR codes for writing
 - ❑ Correction codes
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- Identify strengths and weaknesses
 - 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?**
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