

## TARGETED FEEDBACK

### The theory of giving writing feedback:

	Yes	No
1. Feedback and correction mean the same thing.		
2. We should focus on language correction more than highlighting positive use of language.		
3. The teacher is always responsible for giving students feedback.		
4. Feedback on structure is just as important as feedback on language.		
5. In order to improve, students need to be autonomous in their learning.		
6. For higher levels, many problems are more likely to be solved by unlearning and relearning.		
7. I don't give feedback to students on the content of what they say (their ideas, their views etc.), only their language.		
8. High School students are more receptive to feedback on their writing than Adult students.		
9. Some errors are not worth correcting, no matter how many times students make them.		

### My feedback on writing in practice:

	Yes	No
1. I try to give feedback on as many errors as possible		
2. Closing the class by providing language correction is useful for students.		
3. I use a marking scheme / code with my students rather than just correcting errors.		
4. It's better to address errors that recur among students rather than every error they produce.		
5. I tell students what I am monitoring / looking for in their writing before they start writing it.		
6. It is better to focus on feedback relevant to the aims of the lesson and task only (ignore irrelevant errors).		
7. I give whole class feedback more than individual feedback.		
8. I have my students do peer checking in class.		
9. Students do peer checking effectively and see the benefits.		

At a certain point, language learning becomes more about unlearning than learning.

Many students plateau at intermediate level because they are unable to progress beyond their fossilised errors.

One time after an observer watched me teaching, I asked him what he thought of the lesson. He said “It was like a forest without trees.”

Another, when asked to describe the teaching in their centre, said “It’s like a moving wax museum.”

What do you think these metaphors mean? How do they apply to teaching?