

# Targeted feedback

## Strategies for giving valuable feedback and promoting learner autonomy

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# A quote

“The definition of insanity is doing the same thing over and over and expecting different results.”

- Albert Einstein





# By the end of this talk we will have...

- Reflected on **ways we provide feedback** in our teaching practice
- Explored **existing theory** on giving feedback
- Considered **practical and effective** methods of giving our students feedback





# Feedback

How do you usually give feedback to your students?

What do you give them feedback on?





# Theory & Practice

Complete the form I give you.

Now discuss your answers with your partner.





# Expert Opinions: What works

*During fluency practice, teachers should correct only the errors that hinder communication, whereas in accuracy practice, the errors concerning the specific grammatical point of the class, function, vocabulary, and skill should be strictly corrected (Carranza, 2007).*

*...it's good practice (sic)...to actively involve the learners in the process of identifying and **correcting their own errors**, as this approach seems to produce more positive results. (ibid)*

*50 percent of the time, students were able to self-correct themselves when they made stigmatizing errors **if the teacher waited five to ten seconds** after they began to speak. (Waltz, 1982)*

*Focus should always be on **the message, not the form**. (Krashen 1983)*

*Teachers should **only intervene after** stimulating self-correction and peer-correction (Sillig, 2012)*





# Feedback Methods

In groups, explain the differences between the two terms – discuss and negotiate the meaning together.

**Error correction** versus **error treatment**

**Blocking errors** versus **stigmatising errors**

**Errors** versus **mistakes**





# Progress Tracker

My students expressed to me that they felt they were not getting enough feedback. My co-teacher and I discussed this and came up with a tool to solve this.







	A	B	C	D	E	F	G	H	I	J	K	L	M		
1															
2		<b>RD</b>	<b>VOCABULARY</b>				<b>WRITING</b>					<b>G</b>	<b>CT</b>	<b>RF</b>	
3	<b>name</b>	<b>understand main ideas and details</b>	<b>reading 1</b>	<b>reading 2</b>	<b>polysemy: multiple-meaning words</b>	<b>connotation</b>	<b>organise a paragraph in class</b>	<b>notes</b>	<b>organise a paragraph outside class</b>	<b>notes</b>	<b>multi-word verbs</b>	<b>support your opinion</b>	<b>reflection and acquisition</b>		
4															
5															
6															
7															
8															
9															





# Progress Tracker

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
1																	
2		LSK	LS	WS	VOCABULARY	SPEAKING SKILL			SPEAKING TASK			PRONUNCIATION		G	CT	RF	E&P
3	name	make inferences	the evolution of healthy design	how architecture affects well-being	the evolution of healthy design	how architecture affects well-being	using a dictionary: building word families	participate in group discussions	notes	a group discussion about healthy design	notes	intonation to signal the end of a turn	notes	parallel structures in comparisons	evaluate opinions	reflection and acquisition	engagement and participation
4																	
5																	
6																	
7																	
8																	
9																	
10																	
..																	





# How I used it

The tracker can be used with any coursebook and any skill and is easily adaptable.

Most importantly, it's designed to be accessible at any time – empowering students to **take responsibility for their own learning.**

**Resources you can give to students to work with the feedback.**





# How to navigate

SKILL

SUBSKILL

GRADE

NAMES

NOTES

UNITS

	A	B	C	D	E	F	G	H	I	J	K	L	M
1													
2				R	VOCAB		WRITING				G	CT	RF
3				identify purpose and audience	prefixes: in-, im-, un-	suffix: -ed	summarise graphs and charts in class	notes	opinion paragraph on robot art outside class	notes	simple past and present perfect	assess features to form an opinion	reflection and acquisition
4	s3980500	Nguyen Ngoc Bich	Anh	2			2	adjective needs noun, third person form	DD			2	A
5	s3981415	Huynh Thi Hong	Anh (Ty)	3			3	adjective needs noun, verb 3 form in present perfect, comparatives missing,	3	clear opinion, some excellent grammar control		3	2
6	s3988393	Bui Viet	Anh (Alex)	3			2	third person form	DD			3	3
7	s3975183	Huynh Kim	Danh (Chip)	3			A		DD			3	3
8	s3987024	Duong Bui Khanh	Linh (Cheepy)	2			2	discourse marker usage, longer text needed, more detail required		clear opinion, referencing needs work		2	3
9	s3980596	Tong Dinh Thuy	Nghi (Sammy)	1			DD		DD			1	1
10	s4017827	Dang Thanh Kim	Phuong	2			2	verb needs 3rd person form not past tense, adjective needs noun, wrong prepositions,	2	clear opinion, comparisons 'as' and 'like' need work		2	3
11	s3975738	Le Doan Toan	Thang (RWLS)	A			A		DD			A	A
12	s3975138	Nouven Thuv Minh	Thu (Regina)	3			A		DD			A	A



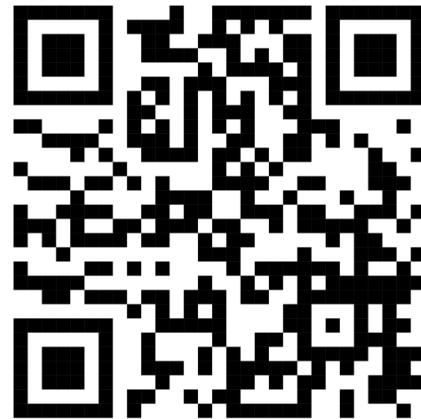


# Scavenger Hunt

In groups, find the following:

## Reading & Writing

- 1) What was missing from Cheepy's writing in week 3?
- 2) What's the most common feedback for the writing in unit 4?



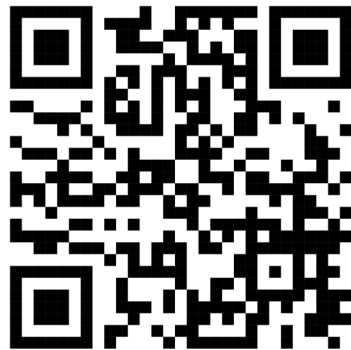


# Scavenger Hunt

In groups, find the following:

## [Listening & Speaking](#)

- 3) What was the feedback for Silk's first presentation in week 1?
- 4) What notes are there on Ocean's presentation in week 2?





# Comments

I also give each student more explicit feedback on each piece of writing they produced, using a combination of colour codes and comments.

The comments would vary according to their level. For Intermediate, I would often provide direct correction more.

For Advanced, I would elicit from the students ways they could correct themselves.

The movie that made I feel scary is Megan . The plot of the film M3gan revolves around a family story and incorporates science fiction, horror, and comedy aspects. Gemma, a robotics scientist working by a toy company, starts the story. Gemma developed the robot M3gan using artificial intelligence due to her talent and knowledge. This robot's main job is to take care of the family's youngsters. Thatt reason I love this movie is bringing the exciting plot to a happy end that keeps the audience's attention. The actors who appear in the film with that name : Allison Williams , Brian Jordan , Alvarez Violet McGraw . Katie is regarded as M3gan's most valuable user, and the company is desperate to defend her from any bullies. But, Aunt Gemma forewarns her of her friendship with M3gan. When the two are too close together, she worries that something strange may happen to her. M3gan for purposefully keeping her apart from Katie. After that, a lot more terrifying things also happened. Overall , I liked the dramatic situation in the film Megan I'll watch it again.



- Chris Morgan subject / object: made me
- Chris Morgan good word!
- Chris Morgan preposition: 'for'
- Chris Morgan article: the reason
- Chris Morgan film are

First is that the fee is too low, which will prevent visitors from taking it seriously, and the maintenance budget is always on the edge. So an increase can solve some core problems like having more staff to preserve and deliver information. Hoa Lo museum in Hanoi, which used to be a prison in wartime, has an astonishing approach to the audience. This place has attracted a large variety of customers with their professional media plan with a decent arrangement, well-trained staff, and a sentimental storyline for 30k VND for younglings, half that for special audiences: veterans, students or social policy included. The gap is remarkably high compared to our museum's that barely reached the tenth part of Hoa Lo's for just 2k and half of that for discount. An increase not just gives visitors a better attitude but also useful for maintaining, arranging or staffing to improve those aspects that still got backlog of problems.

- Christopher Morgan who?
- Christopher Morgan first what?
- Christopher Morgan edge of what?
- Christopher Morgan a lot of words about another place, feels a bit off-task
- Christopher Morgan in what?
- Christopher Morgan needs to be more clear





# The drawbacks

- Marking is time-consuming
- Students may not be autonomous
- Students may ignore your suggested comments and feedback
- Students may feel the feedback is not valuable unless the work is assessed
- Potential for feedback fatigue (students AND teacher!)







# The benefits

- Students can clearly see where their areas for development are at any time
- Students can get a more accurate understanding of their strengths and weaknesses
- Progress on these errors can be tracked with improvements noted
- It takes the onus off the teacher
- The feedback students get is likely to be relevant and useful for them throughout the entire course
- Students cannot claim they have not received enough feedback
- Encourages students to be more autonomous and take responsibility for their own learning
- A very useful resource in student counselling to highlight their problem areas
- Easy to identify universal problems for the whole class and plan accordingly to address them





# Over to you

- Have you used anything similar to this tracker before? Was it successful? Why/why not?
- Which methods have you found to be more successful with your own students?
- Which methods have you found to be less successful?





# Key Messages

- Activity type should always be considered – **if students are developing their fluency, do not correct on the spot** but provide delayed feedback on the target language.
- If there is a focus on accuracy (controlled practice), address errors on the spot with individual students discreetly, then **share the high-yield (recurring) errors in delayed correction**.
- Getting learners to **correct themselves is vastly more effective** than the teacher doing it – when providing a feedback stage, consider boarding and giving them time to correct errors themselves as part of the lesson.
- Ironically, **showing corrections is likely to make learners repeat the errors more, not less**. A possible way around this is to only **show language you have recast without the original error** and drilling it to avoid students only staring at it. If you must show it, use colour to highlight the actual error.
- Students are only likely to retain correction feedback if they approach it as a **problem-solving activity**. (Robb and Ross, 1986)





- Corrections are likely to be forgotten quickly **unless presented as a problem-solving activity.**
- Errors that **block meaning**, rather than form or accuracy, **should be prioritized**, and here the teacher should take a more direct role, **clarifying rather than correcting.**
- It is best to **give students opportunities to correct themselves** when dealing with “mistakes”, through elicitation, clarification requests , repetition or metalinguistic feedback.
- **If errors can be identified to a student, students are likely to identify *with* errors.** This decreases motivation, willingness to speak and subsequently hampers opportunities to learn.
- **Errors connected to the target language specifically should always be prioritized**, while incidental and “stigmatizing” errors should sometimes be left alone.
- Direct feedback is minimally helpful, requires more energy from the teacher than is worthwhile, and **unlikely to facilitate language acquisition.**





# Activities

- Rainbow Errors - Present examples of erroneous student language as problems for them to solve in groups (use a colour code to highlight problem types e.g. pron, grammar) in open class feedback. Encourage them to use this in peer feedback.
- Tap Tap – gently tap on a student’s table when they’ve made an accuracy error (only for accuracy focused activities)
- Hall Monitor - Get students to peer monitor for specific things – one student monitors pronunciation, another grammar – play to students’ strengths here
- Error Log - Try to have student’s keep a personal error log so they can identify for themselves what mistakes they’re making. This may be wishful thinking, so consider keeping a class log instead.





# Activities

- One You Made Earlier - Show students corrections without the errors, then ask them predict what errors they made.
- Future Mistakes - Give students model texts and have them identify grammar or lexis they would likely make mistakes with themselves then practise using it (once they have higher levels of autonomy).
- Dumbed Down - Have students rewrite language so it is less complex and more clear, rather than overcomplicated and confusing. If they are Upper Intermediate, ask them to write at Intermediate level to focus on their accuracy and clarity.
- Wheat from Chaff - Each student must speak for a minimum of two minutes. Then have them repeat the activity stressing they paraphrase what they said before in one minute. Then halve it again to thirty seconds. This will help develop their fluency and focus to convey what really matters most.





# Reflection

What ideas from this workshop you would like to try in your own teaching?





# Template







# Your feedback!

Please take a moment to *your* feedback on this session by scanning the QR code below!





# Q&A

Any questions?



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# Thank you

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