

The Secrets of Teaching ELT

Narva College

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Giving Feedback

The secrets of overcoming the drudgery

Presented by

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One minute paper

Take 60 seconds to jot down some of your experiences with and attitudes towards assessment and giving feedback.



Feedback on Feedback

1. Share with a neighbor
3. Give feedback on the work
5. Reflect: What kinds of things did you talk about? Common or contrasting experiences? Difference in belief or practice? Grammar?

Do you belong to SPOG?

*The Society for the Promotion of
Good Grammar*



**There are huge problems in this world,
and then there are problems that can be
solved by everyday people with red pens
and a little moxie.**

Are you a SNOOT?

“... SNOOTS know when and how to hyphenate phrasal adjectives and to keep participles from dangling, and we know that we know, and we know how very few other[s] ... know this stuff or even care, and we judge them accordingly.”

~ Richard Nordquist;

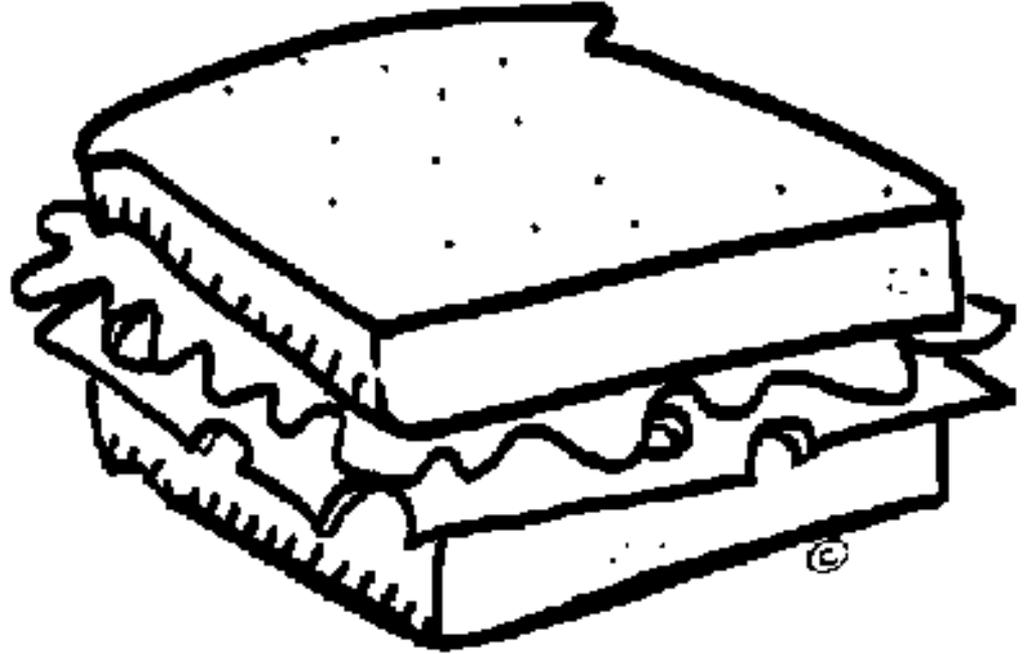
Feedback Attitudes



What are the aims of giving feedback?

- To encourage
- To correct errors
- To improve performance
- To customize explanation for particular issues or students
- To reward particular behaviors
- To penalize certain behavior
- To demonstrate to students that instructors notice what they are doing and care enough to comment

The Sandwich Method



- Praise
- Areas for development
- Recommendations

The Soap Method

Subjective

Objective

Assess

Plan



Types of comments



Regulatory

“Tell them!”

Advisory

“Better if”

Descriptive

“This is”

Rhetorical

“What if?”

Direct Criticism

“Problem here”

Praise

“Great job!”

Correctness

“Right or wrong”

Lower-order concerns

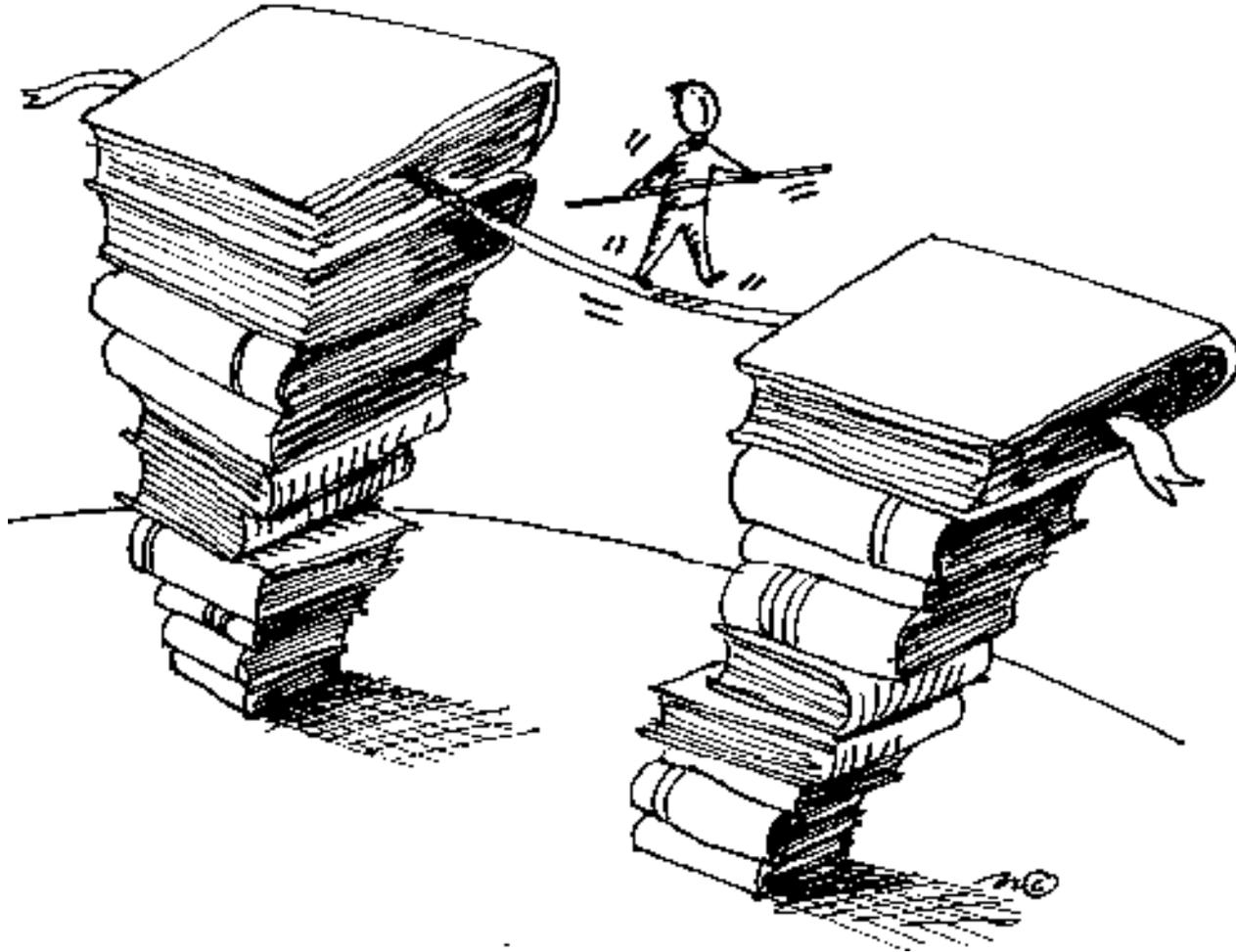
- Are there particular stylistic problems which you find especially annoying?
- Is the draft free of errors of expression?
- “Minimal Marking Policy”

(Haswell, 1983)

Higher-order concerns

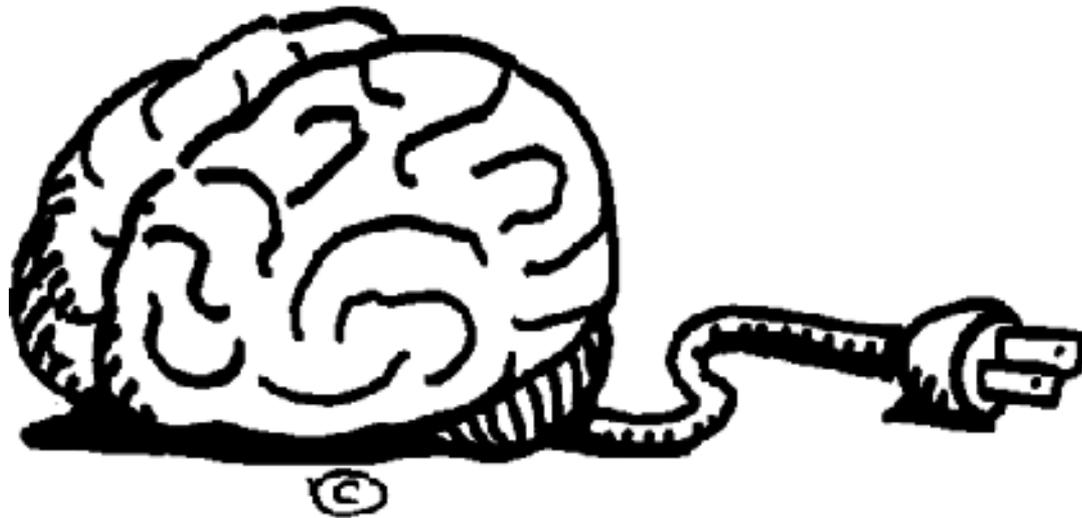
- Does the work follow the assignment?
- Is there a thesis or argument that addresses and appropriate problem or question?
- What is the quality of the argument itself?
- Is it effectively organized overall?
- Is the draft organized at the paragraph level?

Language & Cultural Issues



Focus!

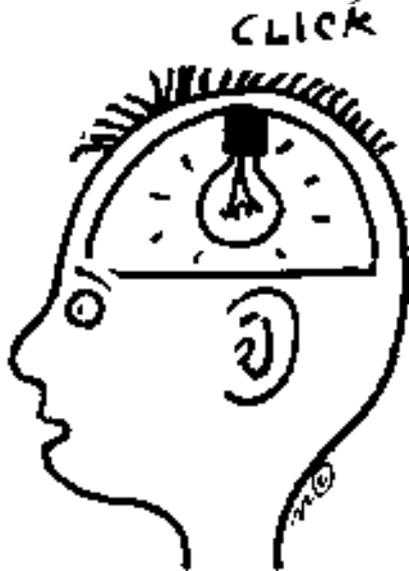
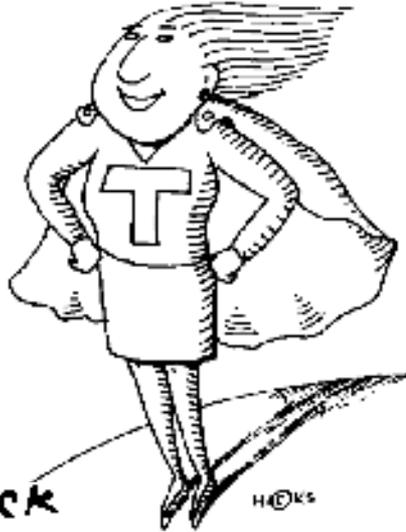
How do you help students get plugged in and focus on their writing?



Strategies to help students

- Technical language glossaries
- Explicit criteria
- Setting boundaries and focal points
- Providing examples
- Consider feedback part of the learning process (not the end)

How do you feel?



An answer is only as good as the question...

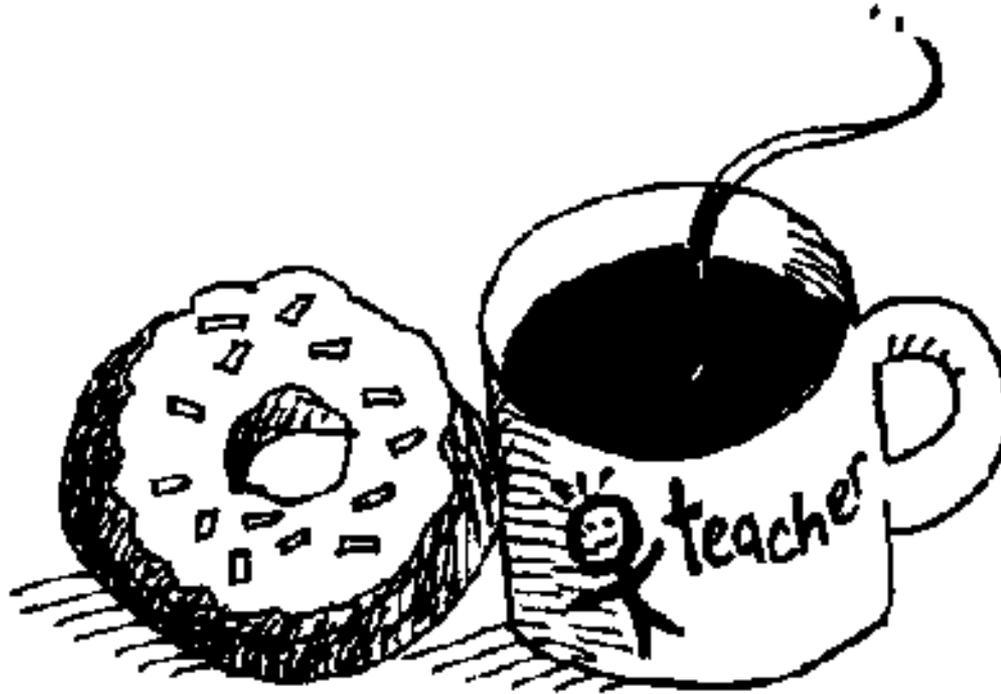


Overcoming drudgery



Secret #1 Get a cup of coffee

Create a good atmosphere for your work



Secret #2 Put down the red pen

TIMEOUT!

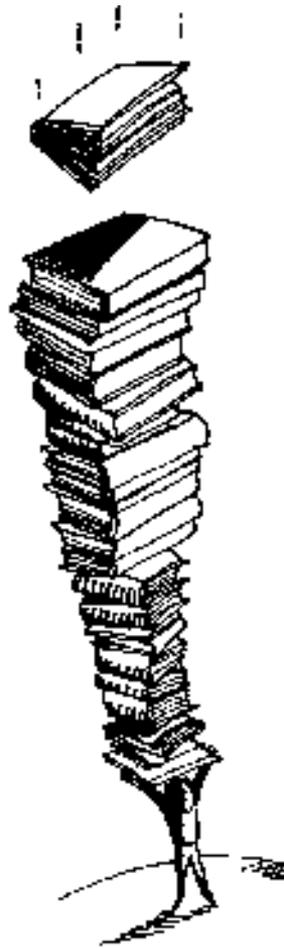


*Remember to read with
balance*

*You are often your students'
only audience*

They are writing for you!

Secret #3 Don't let things pile up



Secret #4 Set limits

Set a timer or paper limit

Don't exhaust your personal resources



Secret #5 Create a comment bank

KUDOS

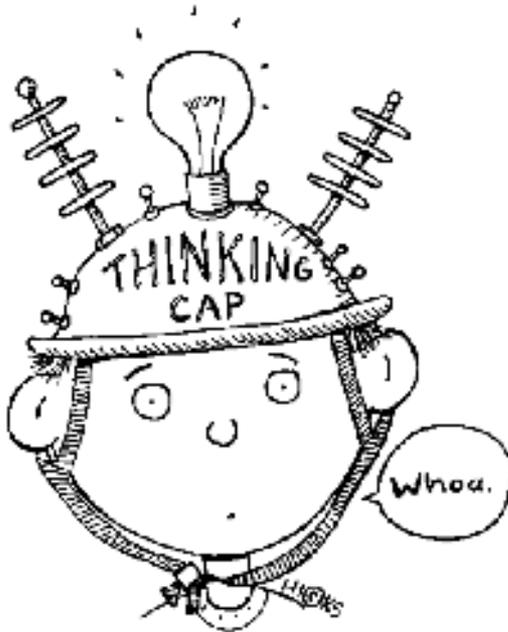
Recycling of discussion language formulas from class: I heard many of the organizing features of discussions we worked on earlier in class. You applied them naturally and brilliantly. Bravo!

NEEDS WORK

Wavering eye contact: Be careful not to focus on your copy of the article rather than on your audience--You should be the center of your presentation!

Secret #6 Rely on your Students

The wonders of peer and self-assessment



Was the topic of interest to a general academic audience?

Was the topic appropriate for the amount of time allowed?

Did you use clear organizational strategies?

Did you use an attractive hook or opener?

Did your introduction contain necessary background information?

Were your transitions clear and effective?

Secret #7 Student coversheets

Shared accountability for success

In this report, we clearly and accurately refer to the other published works consulted while preparing my assignment by using appropriate in-text citations so as not to plagiarize someone else's words or ideas.

We understand that this project is worth 30% of our final course grade and that there will be no opportunity to revise it in order to improve my grade.

I have learned something from doing this assignment and I am proud of this professional accomplishment.

Secret #8 Mix it up

Vary mediums

In-text.....After-text

Verbal.....Written

In-person.....Recorded



Secret #9 Remember the human in the SNOOT

*Empower and Enable
Work step-by-step*



Secret #10 Take it easy

Giving good feedback also takes practice

Listen to yourself

Learn from your experience

Learn from your students

With enough practice, someday...

...perhaps you
and your
feedback will be
monumental!



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