



Productive Feedback: Asking the Right Questions

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Let's get started...

Discuss

- What do you think students typically write?
- What is the purpose of this activity?
For the student / For the teacher
- What do I (the teacher) do with it?

→ *Is this productive?*

Let's get started...

Discuss

- What do you think students typically write?
- How does it differ to the other activity?
- What do I (the teacher) do with it?

→ *Is this productive?*

What is Productive?

- Def 1. *yielding results, benefits, or profits*
- Def 2. *having positive results*
- Def 3. *relating to the ability to produce language, rather than just understand it*

What is Productive Feedback?

- ✓ Active – Produce – Achieve
- ✗ Passive – Receive – Ignore
- ✓ Directive and Collaborative
- ✗ Interrupting
- ? Judgemental or Non-judgemental

➔ *Effective*

What we know...

- ✓ Different stages of the course of study (Formative and Summative)
- ✓ Spoken and Written
- ✓ Language that students understand
- ✓ Accuracy vs. Fluency

What holds us back...

- x Results focussed
- x Time constraints
- x Habits
- x Cultural expectations
- x Varying levels of “maturity” in the class

→ Teacher Teacher Teacher

What's the Problem here?

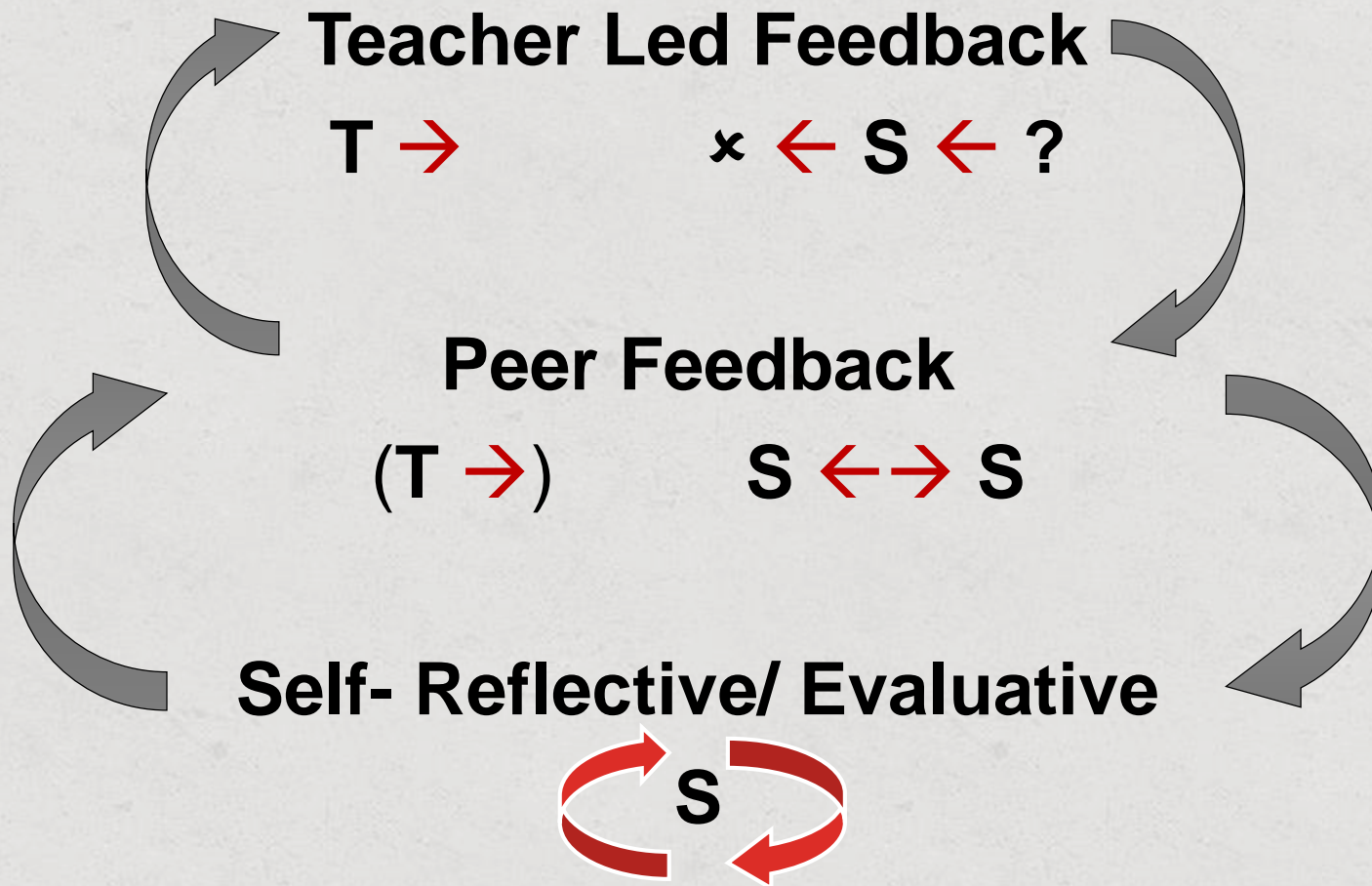
At each level, a student is receiving roughly the same score on their speaking assessment. By the third time, the student asks their assessing teacher how to improve on their skills. The teacher responds with something like: “Just keep practising, you'll get better at it....be more natural...”

- ✗ Too vague – Nothing to work on
- ✓ Concrete – Directed/ Target to a particular area

A teacher uses the correction code to correct all errors. The student follows the code and corrects each error meticulously, but is still lacking improvement. The student remains formulaic and “safe” in their writing.

- ✗ No alternative is presented
- ✓ Collaborative – A consultation/ supplementary activity

A Little Bit of Everything...



Share & (Re-)evaluate

TYPE	EXAMPLES	PURPOSE	Productive ?
Teacher Led Feedback	<i>W: Correction Code</i>	<i>Corrective/ Analytical/ Formative</i>	Yes/No Adapt & Vary
Peer Feedback	<i>W: Oral Presentation Peer Feedback Sheet</i>	<i>Formative/ Observational/ Developmental</i>	Yes/ No Subjective
Self-Reflective/ Evaluative	<i>S: Post Assessment Discussion</i>	<i>Formative/ Developmental</i>	Yes*

Mind Your Language

- | | | | |
|---|------------------|---|----------------------------|
| ✗ | Vague | ✓ | Directed/ Targeted |
| ✗ | Convolutated | ✓ | Simple |
| ✗ | Teacher Language | ✓ | Graded |
| ✗ | Statements | ✓ | Exploratory/
Meaningful |

Example

You need to/ You should → *How about... / Why...?*

→ *Effective – Productive*

Summary

- Teacher – Peer – Self
- Written and Spoken
- Corrective and Reflective
- Embedded and Formative

→ *Balanced*

→ *Culture*

→ It's Productive

Thank You...

Any Feedback? 😊

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