

Discuss in groups:

- How tolerant are you with writing errors?
- How do you feel about NOT correcting a piece of student's work?
- How much class time would you say you spend on written corrective feedback over a term?
- How do you involve learners in self- and peer-assessment?
- How do you provide informative and constructive feedback?

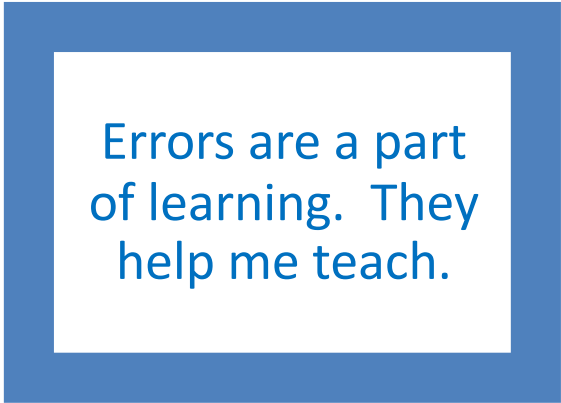
“We tend to tolerate a certain number of errors in speaking, but we are not so tolerant when it comes to writing.” *Jeanne Lambert (webinar: Written Corrective Feedback)*



**No errors
allowed!**



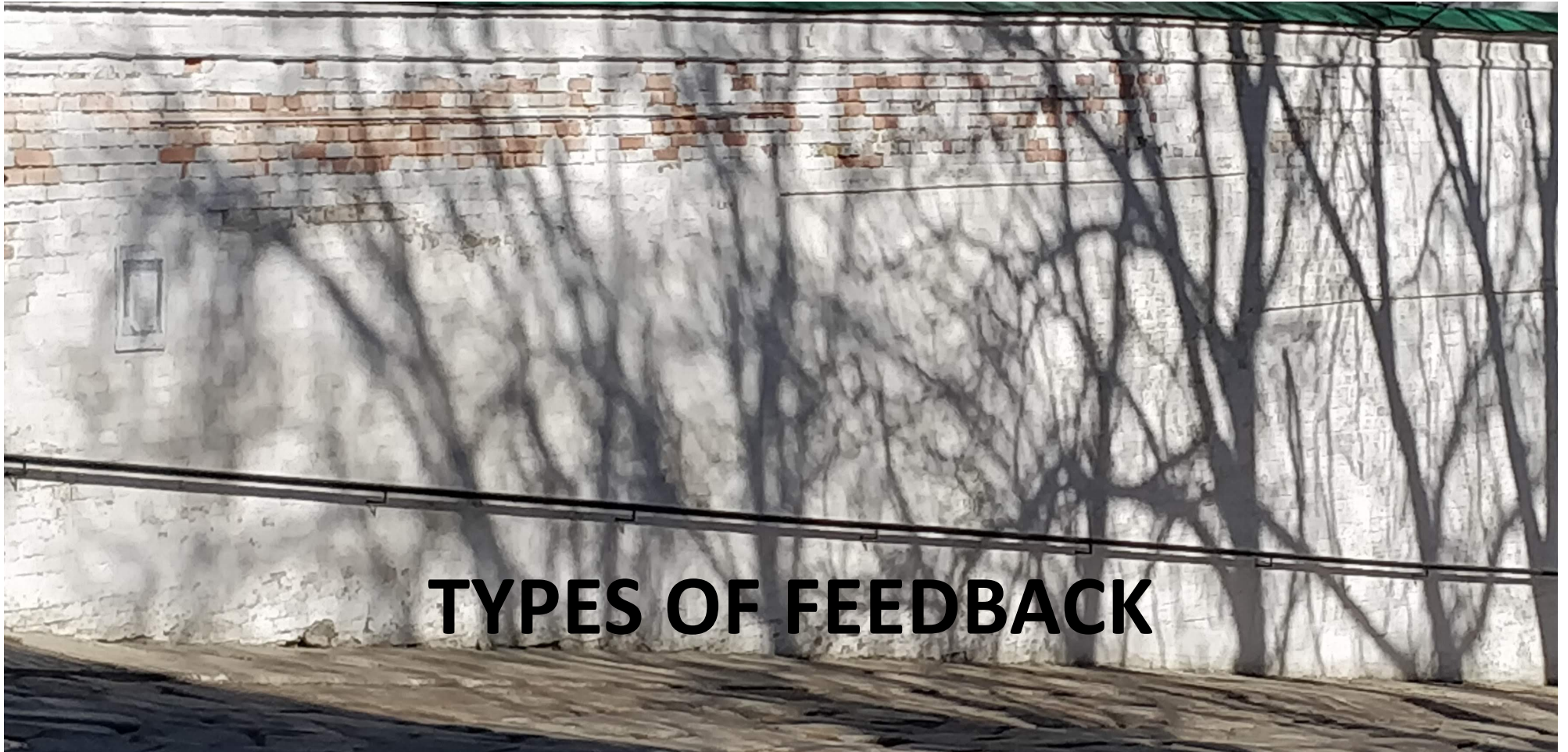
**I love
mistakes!**



Errors are a part
of learning. They
help me teach.



**What? That mistake is
A1 and you think
you're C1?**



TYPES OF FEEDBACK

Direct Feedback

Teacher crosses out error and supplies the correct form.

No connection with ACTIVE learning

Indirect Feedback

Teacher highlights error but no guidance given.

Frustrating if they don't know how to correct

Error-coded Feedback

Teacher highlights error and indicates type of error.

Time-consuming and students may still not know how to correct

Unfocused feedback

Teacher targets all types of errors.

Overwhelming, demotivating
Cognitive overload

Focused feedback

Teacher targets 1 or 2 types of errors.

Some errors will go uncorrected!

Focused feedback

- Is there a full stop at the end of every sentence?
- Does each sentence start with a capital letter?

Are there any words that appear more than three times in the text? (*not including words like *a, the, this, in, on, etc*)

Is it interesting? Is there too much/not enough information?

Focused feedback

Can you read the handwriting?

Are there paragraphs?

Inside the box

Only select part of the text and draw a box round it.

Tip: Very often, it's the middle section of writing that needs most attention!

Traffic lights

- Students draw **green**, **orange** or **red** traffic lights in their margins.
- **Green** = I think this is good. I feel confident.
- **Orange** = I'm not sure about this. (Where they're trying to be ambitious, maybe?)
- **Red** = I'm having real problems here!

Types of feedback

Direct feedback

Indirect feedback

Error coding

Unfocused feedback

Focused feedback

Inside the box

*** Variety – connect with more students**

Errors on Cambridge Scales

C1 Maybe occasional errors, do not impede communication

B2 Errors expected – do not impede communication

B1 Errors noticeable, meaning determined

A2 Errors. May impede communication at times