

Nicole Takeda Aoyama Gakuin University April 2011



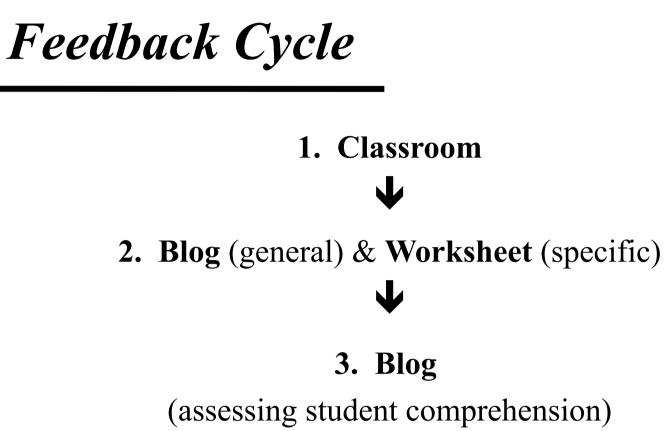
Questions?

- 1. Are students *reading* the feedback on their assignments (e.g. discussion worksheets)?
- 2. Do students *understand* the feedback?
- 3. Do student *use* the feedback to improve their future assignments?

Goals

- 1. to have students read feedback
 - general feedback (blog)
 - individual feedback on writing (worksheet)
 - individual feedback on discussion skills (worksheet)

- 2. to have student decide which feedback was the most useful
- 3. to have students use the feedback to improve their future worksheets / discussions



★ This feedback cycle is repeated three times during the semester.

Instruction

- Before the start of each discussion, students are given instruction in a specific discussion skill and have a 20-minute controlled practice activity.
- Students receive 45 minutes of instruction on the first day of class on summary writing.

Feedback Cycle

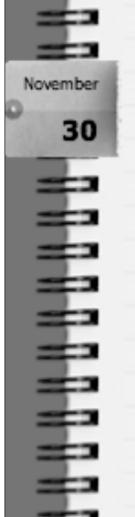
1. Classroom

- a. Students lead discussions.
- b. General feedback given to students after each round of discussion (1-2 comments).
 - Students required to note down feedback in their notebooks.
 - Students required to include this feedback in the next round of discussions.

2. Blog & Worksheet

- a. Students read *general feedback* about discussions on blog after each lesson.
 - 1-2 positive comments on discussions
 - 2-3 comments on how to improve discussions and worksheets

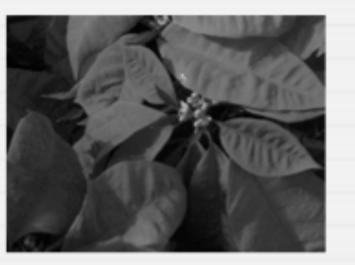
Example of General Blog Feedback



Aogaku Oral English 1 / Nov. 30

Hi everyone,

Good work with your discussions! Your conversational style was very good; you asked your group members for their opinions. For next week's discussions, remember these points:



- When you pre-teach your vocabulary, make sure you have each member of your group pronounce each each. You need to know the pronunciation of a word to help you remember it.
- Use English expressions to show interest when others are speaking. For example, you can use these words: Yeah. / Uh-huh. / I see. / Really

- b. Students read *individual and specific feedback* on discussion worksheet.
 - Pointed out specific errors in summarizing and opinion giving.
 - Gave specific comments on discussion skills based on classroom observation notes.

Feedback Comments on Discussion Worksheet

Summary been talling in the triennial internationa adan's acadeni VANKING VENO On n INP PIA DIACE in LIA. MON 0 G DIAro are In mathema Trow p 200 Dlace Second SCIEN 2 0 TOOK DA adan majer VPRIDAC 0 the Newcomer anghair NOVO Om Pl Ar Oin NONZ 100 no MAG in IN so the PCEDIN 112 Or MA TOMONOPS no PIN D 1 M studyin ALD well-organized main ideas.

Feedback Comments on Discussion Worksheet

In my opinion, I think the results need to directly state your opinion? Opinion blesse Ver the Pm IDIMP ordinary VPC $\leq D$ A.C. an't Pasil ma ANA VOD and 10) PASY need to NOON DACCI 0 Tha PHPY th man problems or P INP Show Wha Specifically you hese results?

Feedback Comments on Discussion Worksheet

Discussion 32 Remember to attach your article to your response! Worksheet 312 De great gestures + eye contact. good use of transitions E need to have your group members give reasons for their opinions and comment Total: + on each other's opinions · need to show interest when someone talks. (eg. I see/ Yeah

3. <u>Blog</u>

a. Students respond to feedback questions on the blog as homework before their next assignment.

Example:

Review the blog advice I have given you about your discussions and read through the comments on your discussion worksheet.

What are the <u>three most important points</u> you need to remember to improve your next discussion?

OE 2 Student Blog Comment Example #1

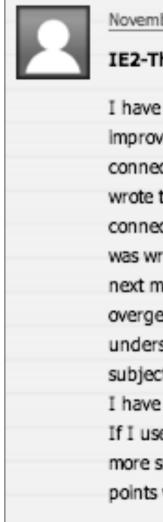


November 27th, 2010 at 10:11 pm

AGOE2-Fuyuki Says:

In my opinion, When I lead a discussion, I should remember that I try to become friendly, have eyecontact and enjoy. First, I have to be sociable, for example, although I talk fluently, it is meaningness that I don't want to communicate with audiences. In addition, I should discuss with consideration for their understanding. For this, I have to make sure that they understand other's opinion. Second, eye-contact is the most important for communication. That is helpful for understanding about audience's feeling. Finaly, I must talk happily. The more I enjoy communication, the more we discuss smoothly. This three point is very important. I have to make sure these arts.

IE 2 Core Student Blog Comment Example #2



November 16th, 2010 at 9:04 pm

IE2-Th-Aya Says:

I have some important points I need to remember to improve my next discussion. First, I have to correctly use connective words such as and, but, and so. When I wrote the last discussion worksheet, I used these connective words at the head of sentences. I knew that it was wrong, so I have to use them like "..., but ..." the next my discussion. Next, I should avoid overgeneralizations. It may be difficult for listeners to understand my opinion. I tend to say my opinions subjectively, so I want to say opinions objectively. Finally, I have to use more English expressions to show interest. If I use these expressions, my next discussion will go more smoothly. Therefore, I pay attention to these three points when I discuss the next time.

Types of Feedback

A. Discussion Skills Feedback

- 1. opinion giving expressions
- 2. concept-checking
- 3. turn-taking
- 4. transitional devices
- 5. giving examples
- 6. clarifying information / asking for repetition
- 7. paralanguage
- 8. asking follow-up questions
- 9. hedging / interrupting
- 10. body language / gestures

B. <u>Writing Feedback</u>

- 1. evaluation
 - opinion & supporting evidence
- 2. synthesizing
 - *How is this topic relevant to your life / to Japan?*
- 3. summary and opinion giving expressions
- 4. grammar
 - coordinating conjunctions (e.g. and, but, so)
- 5. MLA style

Conclusions

1. Teacher:

- improvement on feedback comments (e.g. clarity and consistency)
- needed to repeat feedback

2. Students:

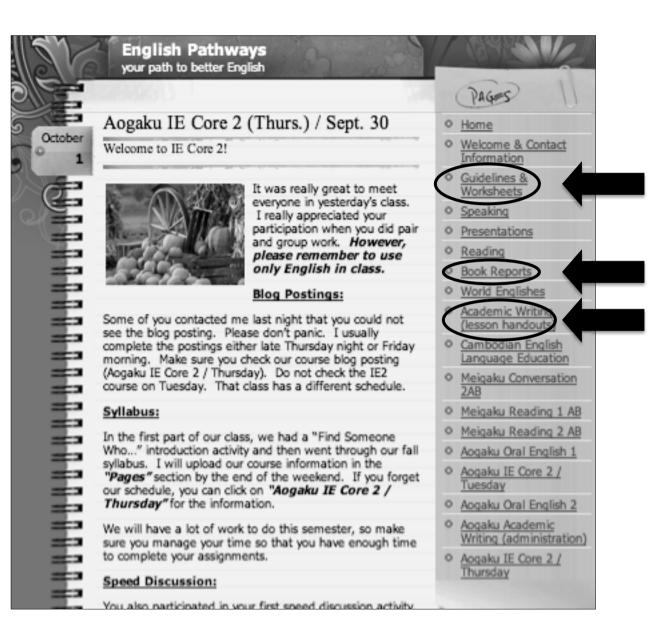
- Students read comments because feedback was included as a homework assignment.
- Students showed an understanding of the feedback through their blog comments.
- Final discussion worksheets had overall higher grades than first discussion worksheet.

Summary

- Teachers need to make sure students *read*, *understand* and *use* feedback.
- Teachers can assign students *blog activities* as homework to assess their comprehension of feedback.

Resources

- Making your own blog
 http://edublogs.org/
- Making your own website
 http://www.weebly.com/
- Oral English, IE Core & Academic Writing http://ntakeda31.edublogs.org/



Thank you!

Nicole Takeda takeda_nicole@yahoo.com

