

Information Sheet

Making C1 Work! Feedback in the ESL Classroom

GOAL	AGENDA
To explore how effective feedback can support students' development of C1.	1. To examine the characteristics of a solid C1 task 2. To define effective feedback 3. To present some corrective feedback techniques

Characteristics of a Solid C1 Task	
Competency 1	To Interact Orally in English
Key Features	Using strategies, students: ○ initiate oral interaction ○ react to messages ○ maintain oral interaction
Essential Knowledge	○ Functional language ○ Language conventions (pronunciation, intonation, grammar) ○ Strategies
Meaningful/ Authentic	○ Appropriate to students' level of language development and cognitive maturity ○ Appeals to students' age, interests and needs ○ Challenging ○ In context ○ Linked to a real-life situation
Interlocutor(s)	○ Peers ○ Teachers ○ Pen pals ○ Guest speakers ○ Parents
Purpose	○ Inform, convince, express, entertain ○ Targets functional language (e.g. <i>agree/disagree, give opinions and suggestions, ask questions, express needs and wants</i>)
Two-way Exchange	○ Initiate ↔ React ↔ Maintain ○ Interdependency ○ Use of strategies

Student C1 Checklist

CHECKLIST

To interact orally

I Interact Orally in English

- I don't panic.
- I use resources.
- I take risks.

Listening

- I look at and listen to the person talking.
- I try to guess the message:
 - I notice words and expressions I know.
 - I use visual clues (gestures, facial expressions...)
- I show that I understand.
 - I act.
 - I react.

Speaking

- I start talking.
- I react to the message.
 - I use vocabulary and expressions I know.
 - I ask for words and expressions I don't know.
 - I ask questions.
- I continue talking.

Checklist available at: www.eslinsight.qc.ca (See under: Elementary, Resources, Posters, Checklists)

Bibliography

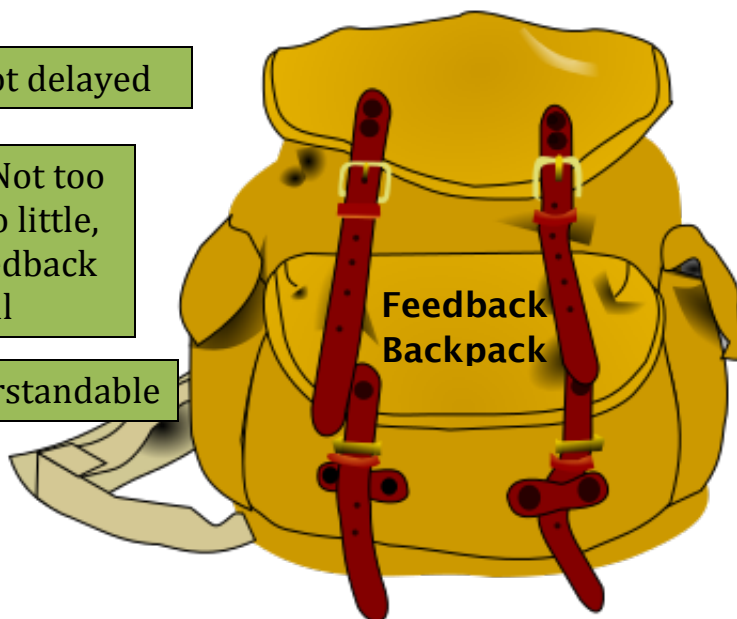
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Feedback = How did I do? + How can I improve?

Timely: Not delayed

Balanced: Not too much or too little, positive feedback as well

Clear: Understandable



Explicit: Detailed and specific

Respectful: Supportive

Followed by practice opportunities



Corrective Feedback Techniques



1. Explicit Correction	Teacher provides correct form explicitly	The teacher informs the student that an error has been made and provides the correct form (e.g. <i>Not quite, this word is pronounced "squirrel". Be careful, not "have", we say "I am 12 years old".</i>)
2. Clarification Request	- Teacher prompts student to reformulate - Error is not pin-pointed	The teacher indicates to the student that the message has been misunderstood (e.g. <i>Pardon me? What do you mean by...?</i>).
3. Metalinguistic Feedback	- Teacher prompts student to reformulate - Grammatical hint given	The teacher indicates that there is an error somewhere and provides some grammatical metalanguage to refer to the nature of the error without providing the correct form (e.g. <i>I didn't understand your <u>verb</u>. How do we say that <u>verb</u> in the <u>past tense</u>? Do we say "buyed" in the <u>past tense</u>?</i>).
4. Elicitation	- Teacher prompts student to reformulate - Error is pin-pointed - No hint given	The teacher asks the student to self-correct by pausing to let the student fill in the blank (e.g. <i>It's a...</i>), by using questions to elicit correct forms (e.g. <i>How do we say... in English?</i>) or by asking the student to reformulate what was said (e.g. <i>Could you say ... another way?</i>).
5. Repetition	- Teacher prompts student to reformulate - Hint given (intonation)	The teacher repeats what the student has said and uses intonation to highlight the error (e.g. <i>She sleep_ ↑</i>).
6. Recast	- Teacher provides correct form implicitly - Can go unnoticed	The teacher repeats what the student has said using the correct form. (<i>N.B. Recast is often used in second language classes yet it is ineffective if used alone, without signalling to the student that an error has been made.</i>)