

Moreland University

M27U3A2

- Class with Student Feedback Focus: Discussion Forum

Questions

Joel Pope

I answer two questions relating to my group lesson plan shown [here](#).

What are the language learning goals for the student receiving feedback in this lesson and how do you think the feedback opportunities will support these learning goals?

To put it concisely, students first receive feedback from a partner on whether they have chosen two clear facts from their research material. Second, they received feedback after writing the first sentence of their paragraph on the writing. Third, they receive feedback on their completed paragraph writing from a peer, specifically, whether they have used capital letters and punctuation, and whether their two facts are included, accompanied by feedback on an oral reading of their paragraph. Fourth, they receive feedback from the teacher during circulation on both their writing and speaking.

The language learning goals for the first can be defined as, “[being able to use reading to identify two clear facts](#)”, and “[being able to articulate two clear facts in key sentences](#).” This can be related to the main lesson objective of “write a short sentence about what the animal looks like, using complete sentences and at least two facts / related information” in that they are building towards it.

The language learning objective related to the second is then “using capital letters and punctuation”, connected to the overall lesson objective of “use capital letters at the beginning of a sentence and end punctuations.”

The third is then “using capital letters and end punctuation correctly” and “writing to give specific detail (two facts)”, as well as “speaking when reading out loud with clear pronunciation and sentence fluency and accuracy”, related to the lesson objectives of “write a short sentence about what the animal looks like, using complete sentences and at least two facts / related information”, “use capital letters at the beginning of a sentence and end punctuations” and “read their sentence out loud with clear pronunciation and appropriate sentences appropriate to the task”.

For the fourth, the specific feedback from the teach could be varying and will be personalized. This is what will allow for some differentiation and personalization in the lesson, which could mean slight variation away from the learning goals depending on individual situations. However, ultimately, it is building towards the goals of “writing a paragraph on an animal with accuracy and fluency” and “speaking to read out loud a paragraph on an animal with accuracy and fluency”, related to the learning goals of “write a short sentence about what the animal looks like, using complete sentences and at least two facts / related information”, and “read their sentence out loud with clear pronunciation and appropriate sentences appropriate to the task”.

These are language learning goals related to the outcomes at the end of the lesson. However, there are also one related to the idea of the development and the process itself.

Across the feedback that will happen, we can add the language learning goal from across them all of, “students practice continual development and progress in the accuracy and clarity of their writing, focusing on capital letters, punctuation and inclusion of facts” and “students practice continual development in the accuracy and fluency of their speaking, focusing on speed and volume in particular”. This is related to the lesson objective of “adding their writing by adding or improving at least one detail given by peers and teachers.”

This also related back to growth mindset and 21st century skills principles. We can also include the goal, “students use opportunities to develop a positive and proactive attitude towards the development of their

language production, for a growth mindset”. Relevant 21st century skills are flexibility, collaboration, communication and social skills. We have the goal, “students develop their communication, collaboration and social skills, by working together with classmates to support other in improvement, communication with each other effectively and adjusting their interaction based on the personality of different friends, and their flexibility in taking on feedback from different people and adjusting their work accordingly.”

We now come on how the feedback opportunities will support the learning goals. The key point that we do need to be cautious of with here across all the goals is that the feedback, which can involve correction, doesn't have a negative affect on confidence which could then affect the outcomes and further learning beyond this learning. Krashen (1982) talks about the importance of keeping a low affective filter for language learning, and having many times at which your work is subject to review and feedback by others could result nervousness and defensiveness that prevent this. Coleman (2020) also notes risks of overcorrect and over giving feedback on individual's confidence.

Really however, it depends on the manner in which the feedback is being given. The class for whom this lesson is planned have already built up a routine of peer feedback, and students are use to taking and using feedback openly, which is why much opportunity for it can be incorporated readily. If peer feedback was a new routine, especially given they are only Grade 1, there would first need to be classes in which the major goal was practicing the routine of giving peer feedback.

Even here, where it is a routine, care still needs to be exercised to ensure the feedback is appropriate and not an overload.

Including the “Guided Practice with Peer Review” section of the lesson allows time for the modelling and practice of the feedback process to scaffold up to implementing it correctly. Prior to this, in the ‘Direct Instruction’, the teacher reads a model paragraph as an example. The could be supported by first reading it with error, taking some feedback and then modelling it correctly to demonstrate growth mindset. This is a beneficial practice (Miller, 2020).

It will be important at this time during implementation, to remind students of the importance of feedback for our development and that it is here to help us, as well as of growth mindset. This will support to put them in the correct frame of mind.

The use of supporting sentence frames and criteria for the student feedback gives the guidance to ensure the feedback is appropriate.

Nonetheless, if it was the case that any students in the class did find it more difficult to receive feedback, accommodations would be needed, for example, the teacher supervising the giving of feedback here.

With these considerations made, the feedback activities in total within the class do work to provide support to meet the goals. Miller (2020) states of the importance of creating regular opportunities for students to improve their responses. The continual feedback throughout the class works as check-ins for students to stay on their track with their work with the support from others.

The peer feedback allows for faster paced, guided feedback, allowing for the more opportunities in the lesson for students to get input from others.

Coleman (2020) states of the importance of specific feedback so that students actually know what they need to change. Frames provided for the peer feedback allow for this. For the teacher, they can ensure they do this in implementation.

Putting the teacher feedback later in the class, means the more routine type feedback related directly to the lesson objectives has happened, which means the teacher can then allow for more personalized feedback to support each individual student to push themselves as far as possible. The teacher can keep to the specific and actionable feedback here, for example, providing sentence frames or words banks for students' editing of their writing (Coleman, 2020).

Finally, it is important that the feedback includes much praise also, to build student's confidence (Coleman, 2020). The sentence model on the speaking presentation provided for the peer feedback allows for this, while keeping the suggestions for improvement specific and non-personal (Coleman, 2020). The teacher can act on this also.

What are the goals for the student providing feedback in this lesson and how do you think the feedback opportunity will support these learning goals?

Looking back at the beginning of the answer to the previous question above, it is in the first three situations in which feedback is given that students are also giving feedback. These are all the times in which a student is giving feedback.

In all three situations, students are using provided sentence models to give feedback to their classmates. The language learning goal is the main lesson objective – “give feedback to peers on both writing and speaking (when sharing by reading aloud), using sentence frames provided.” However, there are also additional goals based on the fact that when giving peer feedback, students will need to either read or listen to a partner’s work. When they first hear the facts, their partner has chosen to include, there is the additional goal of “listen to information to assess whether it contains two facts”. When they are giving feedback on the writing of the first sentence, there is the reading goal of “read a sentence to identify whether or not a capital letter is used at the start and appropriate use of punctuation at the end”. When giving feedback on the final writing, there is the additional goal of “read paragraph and assess for accurate use of capital letters at the beginning and appropriate use of punctuation at the end and identify whether it contains at least two facts”. When giving feedback on the speaking, there is the additional goal, “listen to identify and use critical thinking to assess the speed and volume of a peers speaking”.

Looking again at our idea of growth and development, we can add the goals, “students develop their ability to use spoken language to give feedback to others”, “students nurture growth mindset in themselves and others for language development” and “students develop their communication, collaboration and social skills, by working together with classmates to support other in improvement, communication with each other effectively and adjusting their interaction based on the personality of different friends”.

With regards to how the feedback opportunity will support these learning goals, they have been purposely set up in line with them, so that by completing the feedback opportunity, the learning goal will also be met.

Again, a key detail to add is that much support is given for the feedback opportunity so that students are ready to access it. The ‘Direct Teaching’ and ‘Guided Practice’ sections of the lesson are valuable in that the

opportunity can be taken to practice the sentence models students will need to use, preparing them for this, and also to talk about the importance and benefits of peer feedback for both the giver and receiver.

Sentence models that are to level have been provided.

With regards to the listening and speaking skills, the 'Direct Instruction' and 'Guided Practice' parts also allow opportunity to practice these to scaffold up to more independence when students do it to give the real feedback.

Finally, the group arrangement has been set up so as to support all students to meet their goals. Prior to the final teacher circulation and feedback, the teacher is working more closely with the below-level students to support them, while the above-level students are supporting other groupmates who might need it.

References

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