

# Some Feedback on your Feedback

Duncan Foord, InnovateELT October 2021

EXPERT TUTORS

**TRINITY**  
**DipTESOL**

oxfordtefl



**DUNCAN**  
**Foord**  
 Tutor  
 Teacher Trainer, Author and  
 Oxford TEFL Director



**DAVID**  
**Young**  
 Course Director  
 Teacher Trainer



**TERESA**  
**Bestwick**  
 Tutor  
 Teacher Trainer



**LINDSAY**  
**Clandfield**  
 Grammar  
 Teacher Trainer and  
 Award-Winning author



**CHRIS**  
**Roland**  
 Young Learners  
 Teacher Trainer



**SANDY**  
**Millin**  
 Teacher Development  
 & Phonology  
 Teacher Trainer



**CERI**  
**Jones**  
 Technology  
 Teacher Trainer and Materials  
 Writer



**Angelos**  
**Bolas**  
 Tutor  
 Teacher Trainer



**TYSON**  
**Seburn**  
 EAP  
 Teacher Trainer and TDSIG  
 Coordinator



**MARK**  
**McKinnon**  
 Phonology  
 Teacher Trainer



**NICOLA**  
**Meldrum**  
 Teachers & Unit 2  
 Teacher Trainer



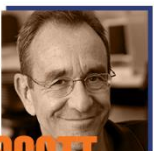
**ANTHONY**  
**Gaughan**  
 Learners & Methods  
 Teacher Trainer



**DANIEL**  
**Barber**  
 Planning & Teaching  
 Teacher Trainer and Author



**SHEILA**  
**Thorn**  
 Guest Tutor  
 Teacher Trainer and  
 Materials Writer



**SCOTT**  
**Thornbury**  
 Guest Tutor  
 Author and Teacher Trainer



**ADRIAN**  
**Underhill**  
 Guest Tutor  
 Author and Teacher Trainer



**BARNEY**  
**Griffiths**  
 Teaching Practice  
 Teacher Trainer



**Šárka**  
**Čisářová**  
 EAP  
 Teacher trainer

"While doing the course I felt I was under a deep process of deconstruction as a professional."

**Raquel Gomez, Spain**

"The Trinity DipTESOL lead directly to a position as a teacher trainer and ultimately to teaching jobs in two prestigious universities."

**Mark Bain, UK**

"The course has been extremely helpful in developing my teaching skills and getting into teacher training."

**Jaimon George, India**

**Start dates:** January, April and October  
**Course fee:** €2600-€2500 InnovateELT attendees



## Some feedback on your feedback

### Constructive Feedback

- Uses facts in support of observations
- States the impact this had.
- Indicates what is preferable
- Discusses the consequences (negative and positive).

### Destructive Feedback

- General comments, unsupported with specific examples
- Blames, undermines, belittles, finds fault and deminishes the recipient
- Gives no guidance for future behaviour
- Delivery is emotional, aggressive or insulting



# Some feedback on your feedback

*You didn't correct students enough in the lesson today*

*Tell me one thing that went well and one that didn't go so well*

*Did you achieve your aims today?*

*It's difficult grading your language to a new level*

*Some students arrived late, but that wasn't your fault*

*Tom (peer trainee), what did you think of Marta's lesson today?*

*Vladimir and Keiko were very quiet in the pair work activity . Why do you think that was?*

*Do you think you used ICQs enough?*

*How could you set up that conversation task more effectively next time?*

Are these observer comments useful?

If so why?

If not, why not, and how would you improve them?



# Some feedback on your feedback

<b><i>Tutor Comment</i></b>	<b>improvement</b>
<b><i>You didn't correct students enough in the lesson today</i></b>	<b><i>When do you think you could have corrected students more and how would you have corrected them?</i></b>
<b><i>Tell me one thing that went well and one that didn't go so well</i></b>	<b><i>How would you evaluate your lesson in terms of what students learned today?</i></b>
<b><i>Did you achieve your aims today?</i></b>	<b><i>Looking back at your aims, how would you change them next time?</i></b>
<b><i>It's difficult grading your language to a new level</i></b>	<b><i>What could you do to make it easier for students to understand you?</i></b>
<b><i>Some students arrived late, but that wasn't your fault</i></b>	<b><i>How effectively did you deal with late arrivals?</i></b>
<b><i>Tom (peer trainee), what did you think of Marta's lesson today?</i></b>	<b><i>Tom, what would you say about students learning new vocabulary in the Marta's class?</i></b>
<b><i>Vladimir and Keiko were very quiet in the pair work activity . Why do you think that was?</i></b>	<b>Good Specific reference to learners, encouraging trainee to identify problems</b>
<b><i>Do you think you used ICQs enough?</i></b>	<b><i>Did students understand what they had to do in the role play activity?</i></b>
<b><i>How could you set up that conversation task more effectively next time?</i></b>	<b>Good . Solution focus, future focus, specific</b>



Some feedback on your  
feedback

Learning

Usefulness

Atmosphere



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If so why?

If not, why not, and how would you improve them?



# Some feedback on your feedback

Which of these comments might an observer write about you?

Which would she be unlikely to write about you?

## Feedback to the observer

### Learning

- You helped trainees become aware of areas such as teacher talk, student-centred teaching and correcting students. In the discussion of Sophie's lesson you drew their attention to the issue of challenging students with new vocab.
- You could have challenged trainees more by asking "what language was new to students, what did they have difficulty with?", in all 3 lessons.
- Beware of answering your own questions "Did the students go home learning something - Yes they did" It's a great question, so let the trainees have a go and make sure they, or you, give examples of what was learned.

### Usefulness

- The focus on "getting students to do the work" was useful and well reinforced with your shared doc (I like that idea!) The question "What would you change?", was powerful. You could have allowed this to develop further with you and trainees discussing options in more detail to create a clearer idea of how to improve for their next lessons.
- You could focus more on asking questions about the key areas of the lesson, such as: What did students learn? Were they challenged? What was the atmosphere in class like? This will put issues like CCQs and TTT into a context and help trainees see they are not an end in themselves.
- Questions focused on the students, rather than the teacher can help trainees see how the class more clearly and stress out less about their own "performance". How did the students react to this task? Were they challenged and motivated? How do you know? Did they understand the new vocab? Which words were new for them? What could you have done to help them more? Etc.

### Atmosphere

- The "what would you steal?", question worked well to raise awareness of good practice and set a positive tone. You did this well throughout making sure trainees were not discouraged. You made sure all three trainees understood the positives in the lessons they had taught, with specific examples of how students had been nominated, where they had been challenged, where they had participated fully. This was very important on this occasion in particular, as two of the lessons had been very weak. We noticed Argi's face light up as she received positive comments from everyone and your reassurance.
- Another approach is to get trainees to focus on what happened in the lesson rather than focus on their insecurities about their teaching per se. You could have encouraged Kate to go into specifics of what she wanted to change in the lesson. This would allow you and others to give specific responses relating to the lesson, which is more reassuring than general comments like, "don't worry, it went well, everyone gets nervous..." etc. It felt like you shut her down a bit.
- In general, ask a killer question, let the trainees do the work answering it and then add what you think they have missed. This will help you focus your TTT better.



## Learning

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# Some feedback on your feedback



## 1. Be specific and mention students all the time.

(How well did students understand the language point you were teaching them ? How did Vladimir and Lucia deal with that activity? )

## 2. Work with facts not opinions, the lesson not the teacher

(Abdellah did not participate in the pair activity)

3. **Focus on the key points, don't get distracted with trivia** (what did students learn/practise? Was it useful? What was the atmosphere in class like?)

Thank you for your attention

