

What are your students thinking? Do you ever ask them?

Purpose of this workshop: “feel the love”

What do we mean by feedback?

- Written / Spoken
 - Anonymous / Identifiable
 - Individual / Group
 - Early on / End of term
 - Ongoing / Isolated
 - Planned / Spontaneous
 - Solicited / Unsolicited
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Why would we ask for feedback?

Positive points

1. The students have a chance to tell you what they think
2. The students feel heard, raising feelings of support and motivation
3. Information about their opinions can help you adjust the lessons to their interests, their difficulties, preferred teaching styles, tasks and activity styles, materials
4. Students' confidence in the teacher can improve
5. Teacher's own confidence can improve
6. Class atmosphere improves

Negative points

1. Some teachers may feel uncomfortable asking for feedback
 2. For some people, the idea of feedback seems too much like evaluation
 3. Some people worry the students will say negative things
 4. Badly designed questions can be confusing, with misleading responses
 5. Some teachers consider it a waste of time
 6. Some teachers think it is just opening a can of worms
 7. If you don't respond promptly to the feedback, student motivation can decrease, as they feel it was just for show, or that you don't care
 8. Some teachers say if they can't respond adequately, the students' confidence in the teacher may decrease further
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What do you want to find out?

1. If, what, and how the students feel they are learning
 2. How they perceive your teaching style
 3. Satisfaction with the amount of work, balance of skills, language, pace, homework
 4. How they feel about the atmosphere in the group
 5. Their opinions on the materials and resources you are using
 6. Their opinions on particular activities you use
 7. Asking about today's class or asking about the course so far
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How can we ask for feedback?

Different methods of getting feedback

When and how often?

- As soon as possible after the start of the course (prompt them to remember what they've done up till now to jog their memories)
 - Regularly throughout the course
 - Make reference to previous issues, so the students feel a progression
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What can we do once we've got it?

Look at it and interpret

- "We want more grammar"
- "We want more speaking."

Respond at the beginning of the next class

1. Give a summary of the comments and mood of the feedback
2. Mention the good points (this is important!)
3. Ask for clarification if necessary
4. Explain what changes you can make, and those you would like to make, but can't
5. Any negative points you want to act on, with suggestions of what you will do
6. Any negative points you will not act on, with your reasons
7. Check that they feel all the important points have been mentioned

Make the changes

Conduct follow-up feedback to check it is going well.

Enjoy your class!

Example 1

1. For you, what was the **most** useful thing you did today in the class?

e.g. The vocabulary review helped me remember the new words.

2. For you, what was the **least** useful thing you did today in the class?

e.g. For me, we spent too much time talking to our partners.

Example 2

1. What activities are the most useful for you, in this class?

(e.g. I like it when we talk to a partner, because I can practise speaking with another student)

2. What activities are the least useful in this class?

(e.g. I find it least useful when we talk to a partner, because it doesn't help me to practise speaking with other students).

3. What would you like to do more, in this class?

(e.g. I want to do more speaking with a partner, because I like practising speaking.)

4. What would you like to do less, in this class?

(e.g. I want to do less talking, because I prefer to listen.)

Example 3

Four questions feedback

1. How do you **feel** in this class?

e.g. I feel bored, because it is too easy.

2. What do you like **best** in this class?

e.g. I like writing, because I like thinking quietly.

3. What do you want to **change**?

e.g. I want more homework, because I want more grammar practice.

4. Anything else?

e.g. I often feel hungry, so it's difficult to concentrate.

Example 4

Please write one or two sentences for each question.

In class this week:

- 1) Some things I learned
- 2) Some things I didn't understand
- 3) Some things I liked
- 4) Some things I didn't like
- 5) Some things I want to study
- 6) Some things I need help with

e.g. 1) I learned about using the second conditional, and animal vocabulary

Example 5

Group Feedback

Class: _____ **Date:** _____

Discuss these questions with your group.

Only write down things which the whole group agrees on.

1. Which three activities have been the most useful for you, in this class?

(e.g. We like talking to a partner, because we think it is useful to practise speaking with other students.)

2. Which three activities have been the least useful for you, in this class?

(e.g. We don't like talking to a partner, because we don't think it is useful to practise speaking with other students).

3. What are the three most useful things your teacher regularly does?

(e.g. We like it when the teacher shows us correct pronunciation, because we think it is important.)

4. What are the three least useful things your teacher regularly does?

(e.g. We don't think it is useful to spend so much time on pronunciation, because we would prefer to be using the time for other activities.)

Example 6

Follow-up Feedback

Before Christmas the class asked for the following changes:

1. Fewer whole class discussions, more speaking in pairs or small groups.
2. More listening
3. More grammatical explanations on the board
4. More detailed feedback on the writing
5. Less pronunciation

Please consider these areas in the classes so far this term, and compare to before Christmas.

Mark on the line with any other comments if you want.

I can't see any change

I can see a change and it is better for me now

I can see a change but it's too much

e.g. Less pronunciation

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