

Lesson 1

Title: Emotionally-intelligent feedback for speaking exercises

Time frame: 1 hour

Number of participants: Ideally between 4 to 15 participants

Learning outcomes:

1. Understand the importance of language feedback
2. Gain knowledge on how to give positive feedback and what are the different types of feedback
3. Familiarize with some activities enhancing giving positive feedback

Lesson structure:

Introduction
<p><i>Short introductory activity – for example, it can be reflection on a quotation, discussion of a question, or reaction to a thought-provoking statement.</i></p> <p>SLIDE 4</p> <p><i>The facilitator show the slide with questions, waits for everyone to have time to read, then reads it out loud. After that, an open discussion between participants should be allowed.</i></p> <p>SLIDE 5,6</p> <p><i>The facilitator shows the following slide on the board. Participants work in big groups. The facilitator invites learners to share any ideas related to the topic.</i></p>
Content
<p><i>The facilitator presents the slide and ask participants to express in pairs their ideas. The facilitator presents the definition of a feedback.</i></p> <p>SLIDE 7</p> <p><i>The facilitator presents different ideas around feedback in a language learning.</i></p> <p>SLIDE 8</p> <p><i>The facilitator presents the following 2 slides with some information about the importance of the feedback as a continuation of the pairs discussion and the importance of the emotional feedback.</i></p> <p>SLIDE 9</p> <p><i>The facilitator shows the following phrase on the board- types of feedback. Participants are divided into pairs. They are given a couple of minutes to discuss the types of the feedback . The facilitator can ask them to think about giving any type of the feedback, not only in the language learning. Then the facilitator invites participants to share any interesting ideas drawn from their own teaching experience with the rest of the group.</i></p>

SLIDE 10,11

After the previous discussion, the facilitator shows the slide with the answer – types of feedback

SLIDE 12

A facilitator asks participants if they know a few feedback behaviours which are known to elicit negative emotions in learners. Then they see the slide 12.

SLIDE 13

The facilitator then presents another idea on providing feedback, the PURE approach.

Sample activities

Provide short, engaging activities to demonstrate how your concept can be applied and duplicated in the classroom

SLIDE 14

The facilitator shows the slide and invites participants to share any ideas on what is feedforward. If they have ever heard about feedforward?

SLIDE 15,16

The facilitator presents the difference between feedback and feedforward. Feedforward can be an emotional feedback.

SLIDE 17

Then the facilitator shows slides with some instructions on how to practice how to give feedforward a bit more, we would like to give teachers some cases they can use to formulate feedforward. This will help you in the learning process.

SLIDE 18

The facilitator presents a slide with the examples of sentences to shape the progress-oriented feedback

SLIDE 19,20,21

The facilitator asks participants to read the following slides with cases 1,2,3 and provide their thoughts on these cases. Facilitator asks them to write down their responses.

SLIDE 22

Then the facilitator asks participants to provide feedforward to all these cases and he/she presents the examples of the feedforward sentences on the slide 22.

Conclusion

SLIDE 23

This should be a wrap-up activity, ideally some reflection questions to make the teachers think about what they have learned and how it applies to their own teaching.

The facilitator asks participants to answer a few open-ended questions to gain a deeper understanding of learners' thought processes and their reflections. This task might help to reveal some knowledge gaps and trigger further questions.

Bibliography and resources for further learning

Here you should provide the sources where the information came from and, if applicable, resources for finding out more about the session's topic.

1. Frontiers in Psychology. (2022). Deep Learning Models for Personality Prediction: A Systematic Review. Retrieved from <https://www.frontiersin.org/articles/10.3389/fpsyg.2022.810194/full>
2. FluentU. (n.d.). How to Give Effective Language Feedback: Strategies and Tips for Educators. Retrieved from <https://www.fluentu.com/blog/educator/language-feedback/>
3. Jablokow, K. W., Velegol, D., Matson, J. V., & Tahirsylaj, A. (n.d.). Excellence: Measuring Your Creative Output [Coursera course]. Retrieved from <https://www.coursera.org/learn/creativity-innovation/peer/Z3IYZ/excellence-measuring-your-creative-output>

Notes for the facilitator:

These notes should address both online and face-to-face formats.

*Remember while delivering a workshop and asking participant to give their opinions and ideas that there are no right or wrong answers. As a facilitator you cannot judge or evaluate participants. Participants come from different background and have a variety of experience and they may have very different points of views. Some of them may not be very willing to participate actively, that is also acceptable. While delivering a workshop online you may use a **Mentimeter or w Wheel of Names as a icebreaking exercise or Miro for any kind of brainstorming.***

Printable materials:

For printable materials such as worksheets, please put them on a separate page after the facilitator notes so they are easily printable.

Feedback is one of the most important elements of instructional guidance (Panadero and Lipnevich, 2022). When a test-like event is launched, learners are encouraged to generate an answer on the basis of prior knowledge and evaluate their own current performance. Feedback is a powerful tool to help learners evaluate their learning so as to bridge the gap between current performance and the target (Hattie and Timperley, 2007).

A study by Shute (2008) revealed that feedback could not only regulate motivation and emotions, but also supply personalized scaffolding through cognitive information.