

What can practitioners and language learners do to ensure that written feedback is used as an effective tool to promote better learning outcomes in the MFL classroom?

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Why this topic?

1. International & national variation
2. Education Endowment Foundation top two factors
3. supporting high achievers and lower attainers to achieve
4. Personal workload & OFSTED's new policy
5. Subjectivity

What does the research say about the correlation to increased student motivation?

- feedback re-established in some cases the value the teacher holds of that individual's learning and that the effect can be long-term.
- some students may react negatively and fearfully to the feedback depending on their personality type, their past experiences in the classroom and perhaps due to the varying way in which feedback may be presented.

What does the research say about student perceptions?

- When looking at student perceptions of marking, there was dissension within the wealth of student views. Some pointed out that teacher feedback was more helpful than standardised testing in promoting their learning and key at certain stages of their learning, whilst others saw feedback as a distraction and somewhat unclear.

What does the research say about the most successful methods?

- From all of the research into written feedback, this is the most dominant focus in available research, richer than student perceptions and student motivation
- “It is doubtful whether rewards should be thought of as feedback at all.” (Hattie 2007: p.84)
- guide practitioners in written marking is to learn to respond more efficiently and effectively to learner needs, and to move away from prioritising error to responses, content and structure. (Macallister 1982)
- It also stated that careless mistakes should be tackled and approached differently to errors resulting from misunderstanding (Elliott 2016).
- use of targets to make marking as “specific and actionable as possible” (Elliott 2016: p.5)
- In short, the teacher is to use the feedback to modify the teaching plan. (Black 2006)
- time-consuming and perhaps unrealistic expectation of changing one’s termly lesson plans or schemes of work within such tight departmental deadlines.

Research context

- three classes across three year groups were participated in the study
- The classes chosen consisted of one top set Year 8 Spanish class, one bottom set Year 10 Spanish class, and a mixed attainment set in Year 9.
- The Year 9 students have chosen to take Spanish as a GCSE option, the other two groups have to take a European language for this academic year

Research method

- Learners had received written feedback in revision sessions prior to the written exam in order to highlight where progress needed to be made in their writing in the target language in general (pre-assessment).
- Once the learners had received the second round of feedback (post-assessment), learners were asked to complete a questionnaire in class to give evidence to measure to what extent student views in our school context reflect or contradict research claims in this area.

Examples of pre-assessment feedback

8YSPA1 group book learning feedback-correct the mistakes in your corrective pen colour

SP	<u>fenominal</u> <u>virenes</u> <u>viente</u>
GR	Es vale Fui flipante Salí <u>la cine</u> Con <u>mi padres</u>
P	<u>miercoles</u> <u>veintidos</u> me <u>gustaria</u> sáb

WWW:

Great note-taking skills	
Efficient with the space in your exercise book	
Excellent pace of learning	You clearly use a dictionary & the vocabulary list to expand your vocabulary knowledge

EBI:

1. Me guesto mucho: How do I spell 'I really liked' correctly?
2. Missing infinitive : tuve que monto en bici todos los días.
3. What are the differences between the words : 'la enseñanaza' and 'enseñar'?
4. SP quatorce

TARGET: Infinitive verbs, give an example of an infinitive verb in a sentence below:

The impact of feedback

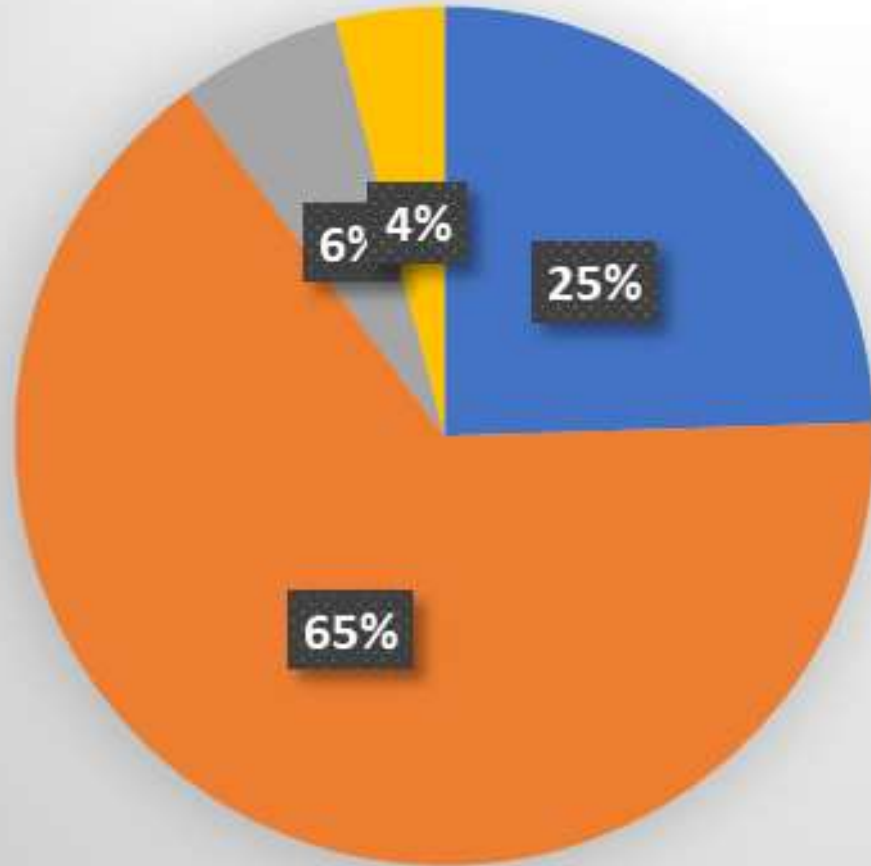
- I 100% think that this feedback will help me to improve as a language learner
- This feedback might help me to improve as a language learner
- I am not sure if this feedback will help me to improve as a language learner
- I am confident that it will make no difference
- I am indifferent

Why do we give feedback?

Some schools no longer give feedback, and some research says it makes little difference. Other research says it is one of the top two factors which impact learning the most. Where do you stand?

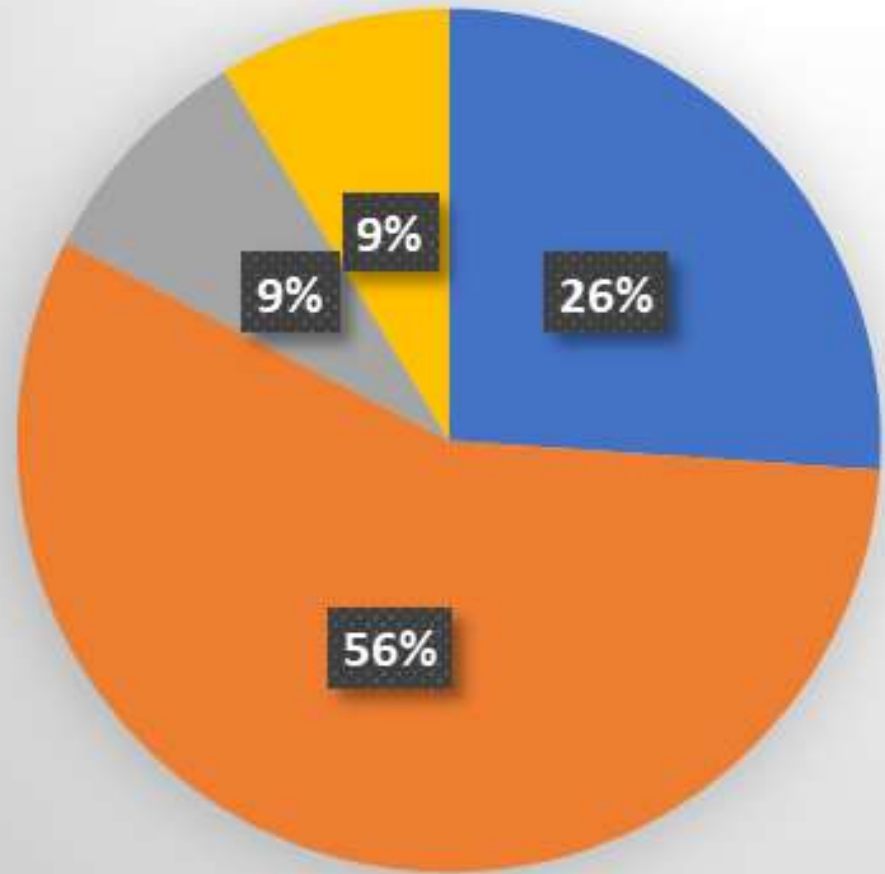
- Book learning feedback is purely motivational for me, I don't actually learn that much from it. It just makes me feel noticed by my teacher
- I learn a lot from it
- I learn nothing from it and it doesn't motivate me
- I am indifferent

What is the impact of feedback for you?



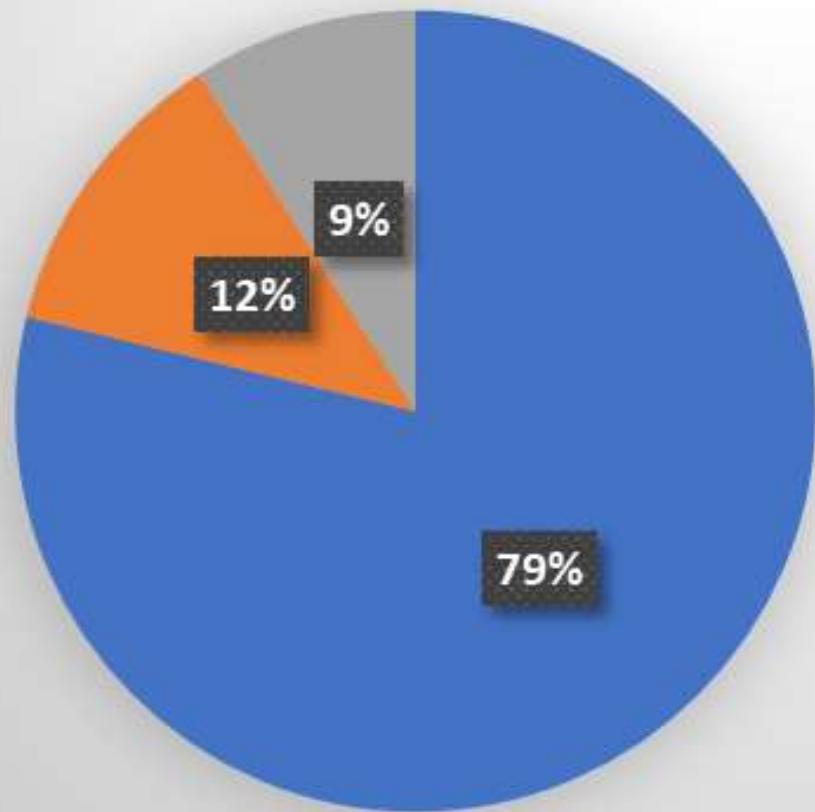
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Which is better-group or individual feedback?



- Individual feedback, as it tells me where I need to make improvements, I don't make the same mistakes as others.
- Group feedback, individual feedback is too hard, and then we don't go over it as a group
- I am indifferent

Conclusions

1. Variety of research contexts: primary schools, university contexts, assessment-based research. Different meanings per culture of 'written feedback' within MFL.
2. Less is more – the feedback must be accessible
3. Train learners how you need them to respond.
4. Address learning needs, don't praise or punish.
5. They need to know how to make progress.
6. Limited area of research - more longitudinal studies needed

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