

Corrective Feedback

How you can make a time-consuming necessity more effective and manageable

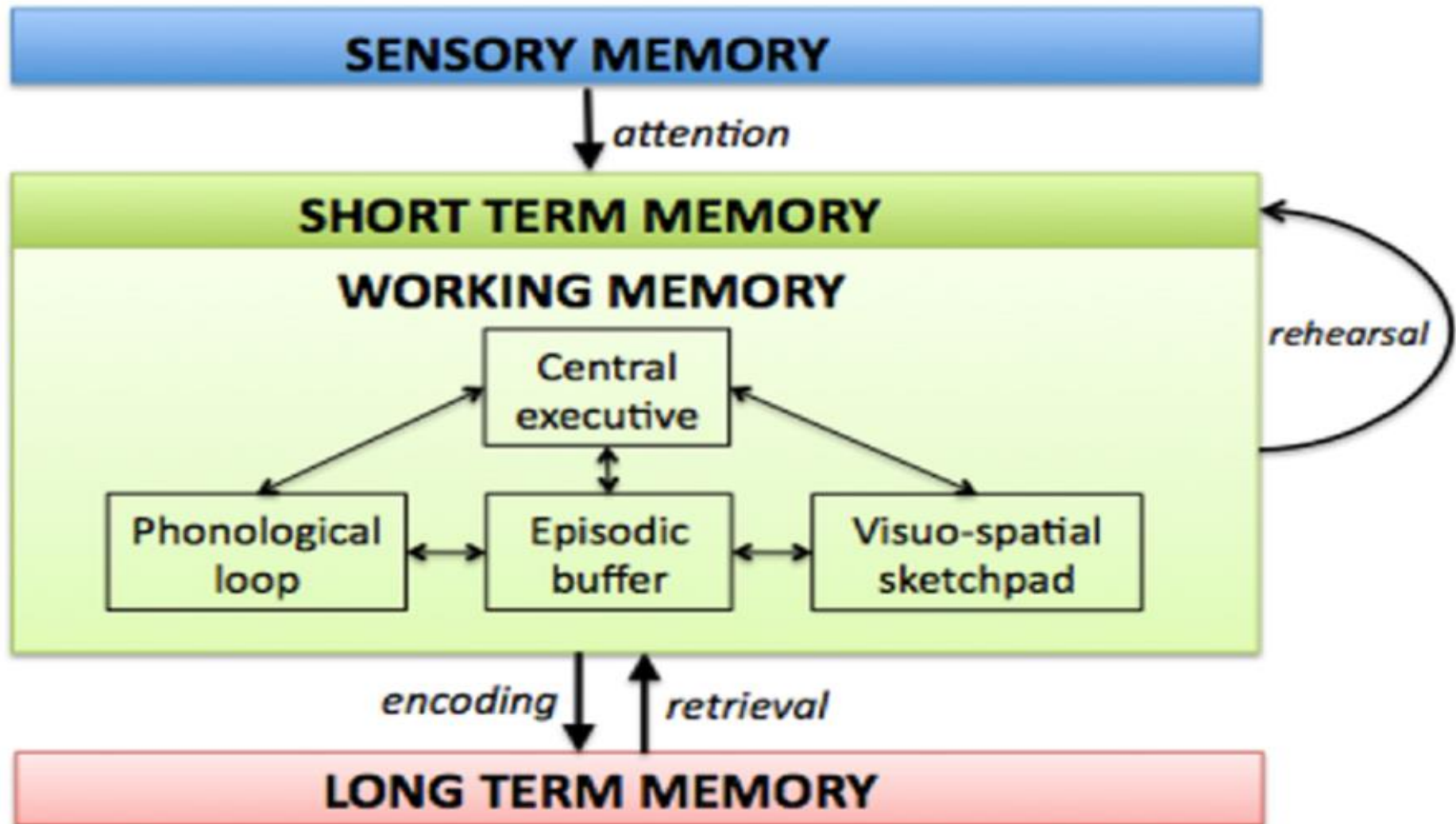
Types of Corrective Feedback (CF)

- **Direct Correction (DC)** – accurate version is given with/without a cryptic explanation/reminder of the rule
- **Indirect Correction (IC)** – error is highlighted. Students must correct and may be asked to redraft piece incorporation corrections
- **Indirect Correction with error coding** – same as above but with a code which indicates type of error
- **Editing Instruction (EI)** – students are given training in proof-reading more effectively. EI can be explicit or implicit.
- **Process writing** – the students are asked to rewrite several drafts of the same piece. Each re-draft deals with a different level of the texts.

Understanding writing



The limitations of Working Memory



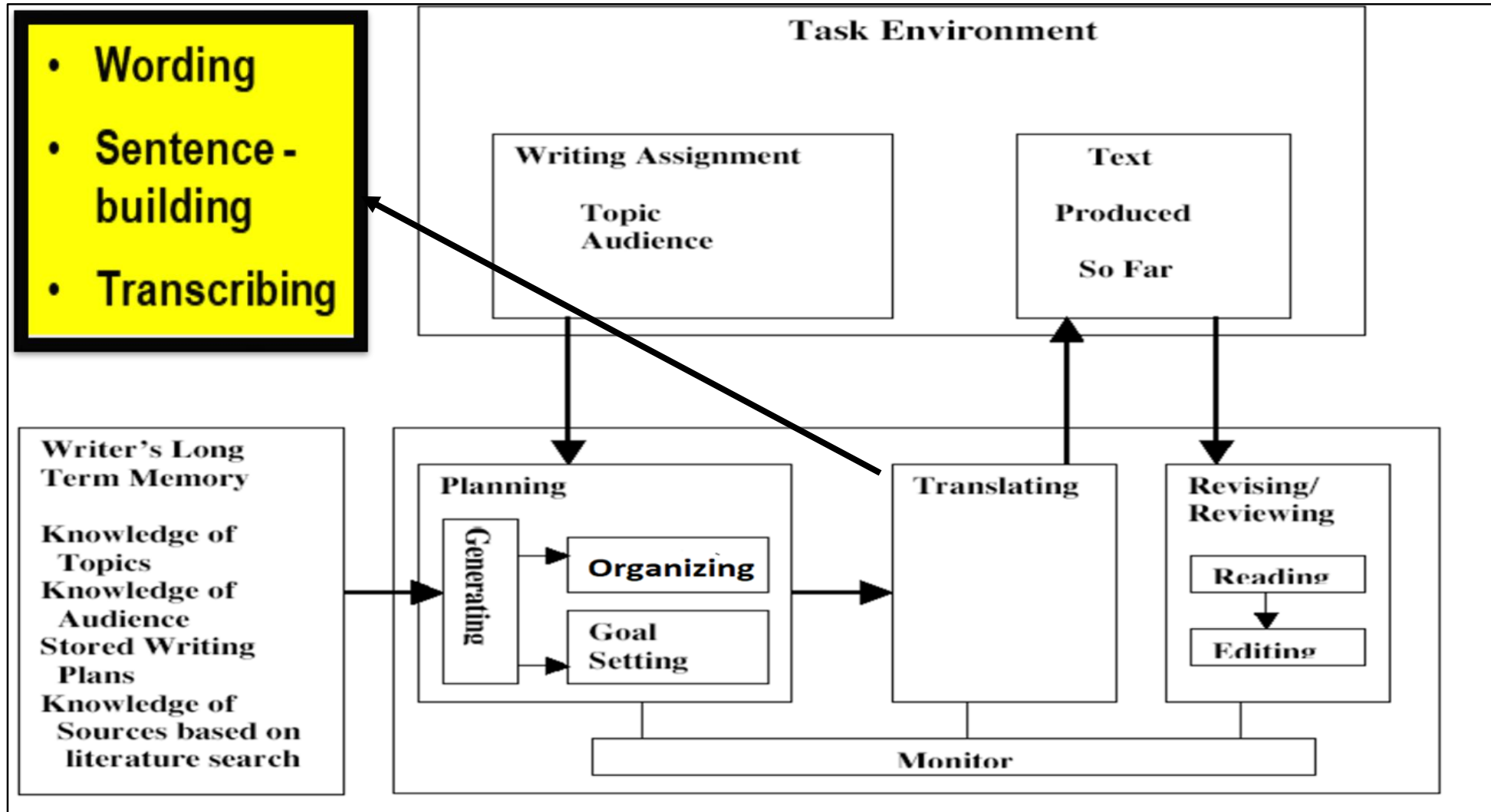
The 3R technique

- the 3R technique a self-controlled method of learning the McDaniel, Howard, and Einstein (2009) create but shortening an older technique (Robinson, 1941).
- The 3R technique involve
 - **reading the text**
 - **reciting aloud all information that can remembered** without looking the text, and then
 - **rereading the text** (i.e., read-recite-review—hence 3R name)
- The 3R technique incorporate : retrieval practice (the recite part the technique) and processing feedback (obtained when the text reviewed)

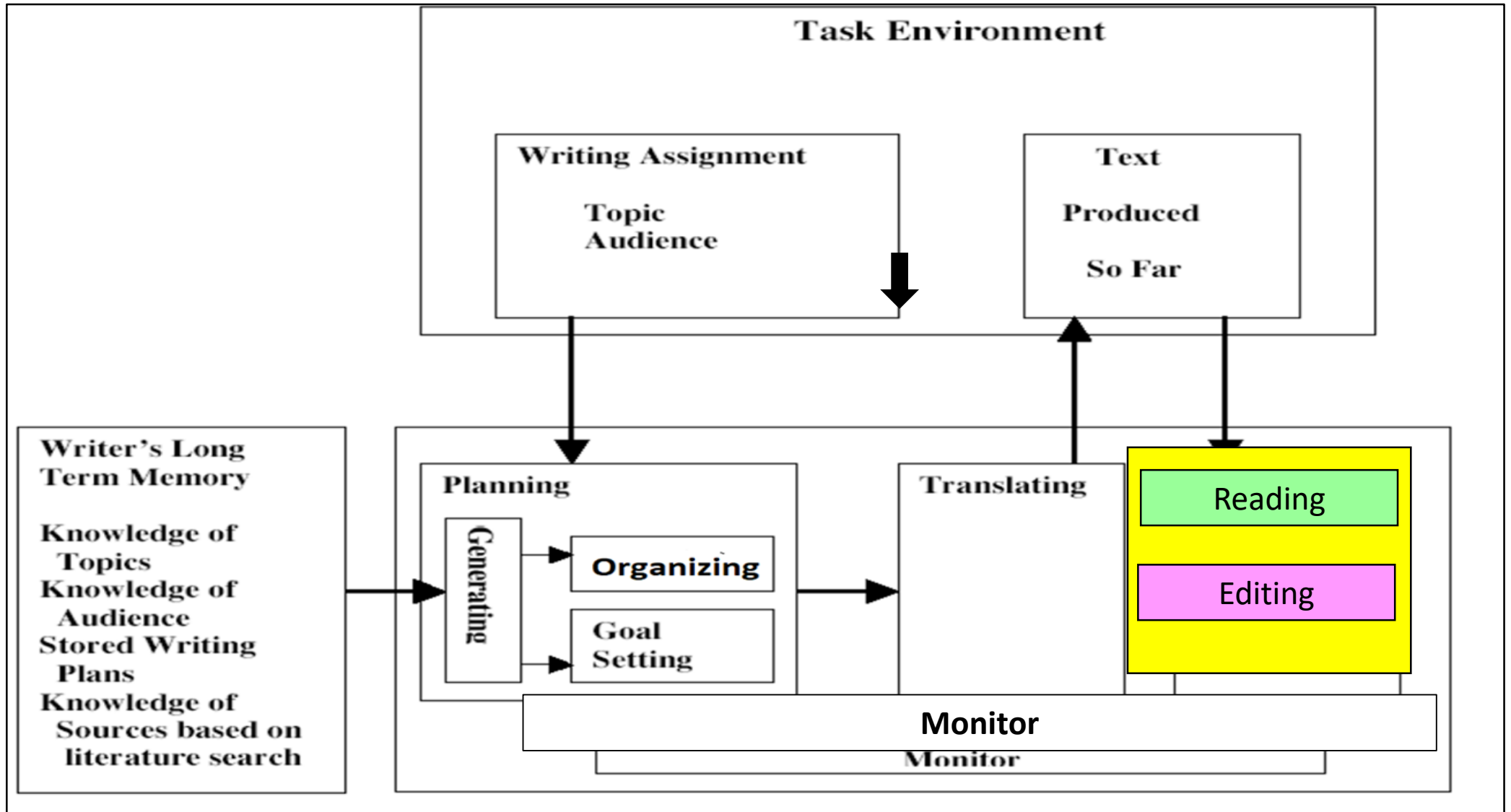
And now a little experiment...

- If I say **one** you will say **one**
- If I say **two** you will say **one, two**
- If I say **three** you will say **one, two, three,...**
- If I say **four** you will say **one, two, three, four, ...etc.**

The writing process



Self-monitoring: Reading vs Editing



The Translating process

- The proposition is **created**
- The proposition is **worded**
- Words are **temporarily stored** in Working Memory
- Words are arranged in the **correct syntactic pattern** and grammar permutations (e.g. agreement) are carried out
- **Graphemic representation is temporarily stored** in Working Memory
- The sentence is **written down**



REVIEWING

Fluency vs Accuracy

- Fluency as: **how much** one can write about a specific topic intelligibly in a given amount of time
- Fluency as: **how fast** one can write **accurately** (one's degree of automaticity in producing error-free language)
- Deciding to what extent one should prioritise accuracy over fluency or give them equal emphasis **is one of the most important decisions in designing and teaching** a language course
- **How accurate and fluent** to you expect your students to be?

Fluency v Accuracy

- Students should receive training in **both dimensions of production**
- Teachers should assign written tasks with different foci:
 - tasks which promote **fluent communication**
 - tasks which promote **focus on accuracy**. This can include:
 - translations
 - dictations
 - essays
 - editing tasks,
 - Etc.

Does CF work ?

- Research evidence is **mixed**
- Most studies **don't show** that CF has a **significant impact on accuracy or proficiency**
- In many studies, groups treated with traditional CF (direct and/or indirect correction) on form **did not outperform** groups treated with CF on content
- Indirect correction + error codes seem to work more effectively when it involves **a long sustained process of self-monitoring**
- Training students in becoming **better editors** of their written output has yielded encouraging results.

Does CF work ?

- Research evidence is **mixed**
- Take Chandler (2003)'s findings: she calculated that teachers' marking time amounts on average to around **1 minute per 100 words**, the time being slightly less (around 48") if one simply underlines errors. Then consider that
 - correction of whole texts can achieve significant results (i.e. 10% reduction in error rate) **provided the students write in the region of 5,000 words a semester** on first drafts.
 - many types of error are **resistant to eradication** (Alroe,2011).
- In other words, improvements accompany large amounts of writing and consequently large amounts of correction.
- Now do the maths: **is this modest benefit worth the effort?**

Should we correct?

- **Regular CF shows students we care about their work**
- Research shows that **students and parents want work to be corrected**
- It has some benefits, albeit limited
- The issue is not so much if we should correct but, rather:
 - ❖ **when** (which errors, which students, which contexts)
 - ❖ **how**
 - ❖ **how often**
 - ❖ **how much time** should one devote to CF rather than planning or resourcing teaching and learning

Why doesn't correction work?



Why is the power of CF limited?

- L2 acquisition does not occur **as a sudden revelation**
- The acquisition of a grammar item requires **a lot of practice across a wide range of contexts** and regular feedback on its use
- Learning grammar from a correction scribbled in the margin of a written piece **is unlikely to have a deep impact**, especially because corrections are often less than clear
- Students **do not pay enough attention to corrections** and even when they do, **they do not follow up on them**
- CF does **not usually develop the motivation to correct**
- **Memory loss occurs at a very fast rate** (next day most info will be forgotten)

So *when* does CF work ?

- It appears that CF is more effective when:
 - it focuses only **on a narrow range** of items;
 - it addresses **'easy' rules** rather than complex ones;
 - the Ss are **motivated**;
 - the Ss have a **higher level of proficiency**;
 - it is **extensive** rather than intensive;
 - it **raises students' awareness of their mistakes** and
 - it involves a **sustained long-term effort on their part** to eradicate them.

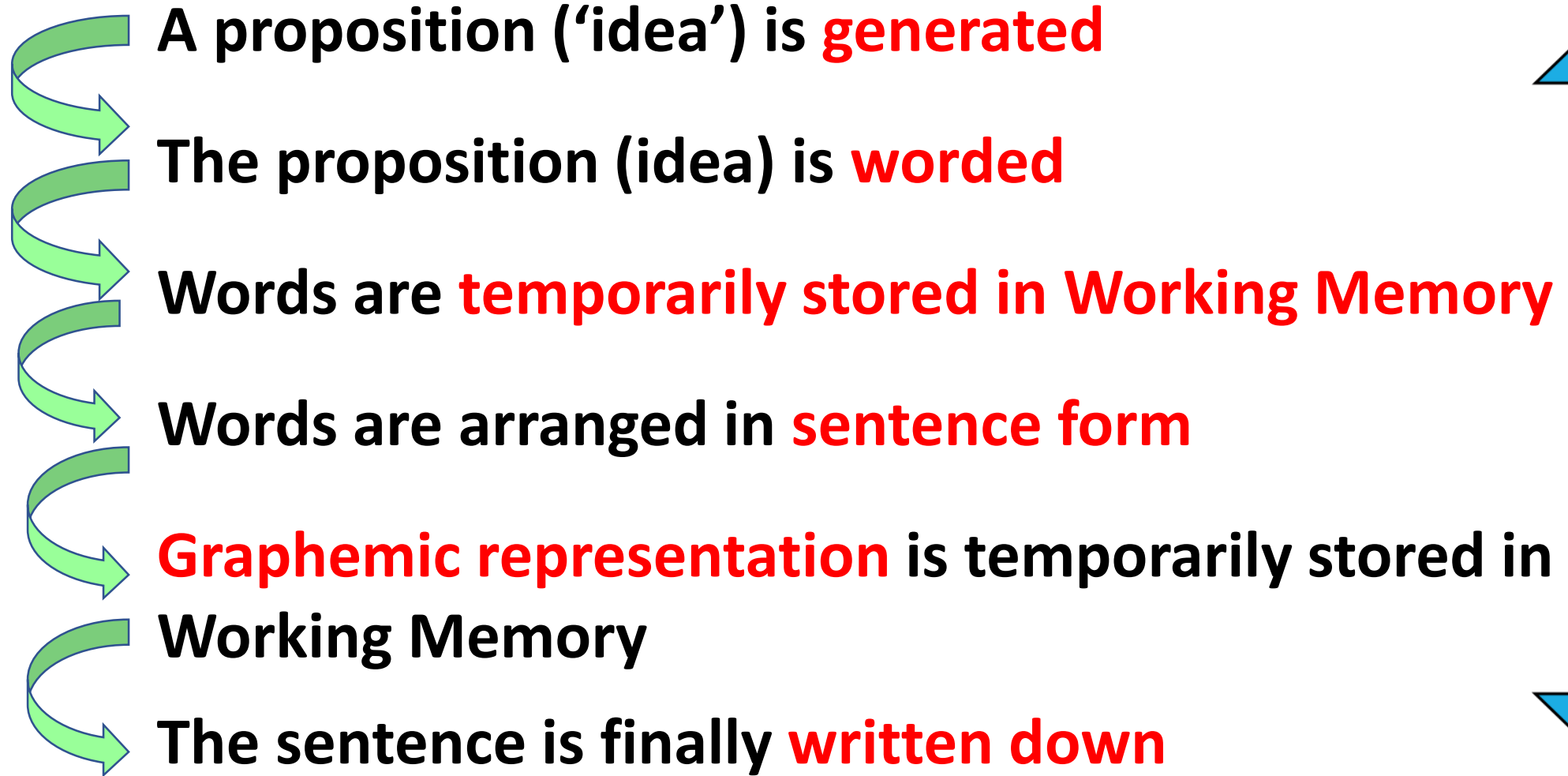
Understanding error



Errors from lack of knowledge

- Errors that **are beyond the Ss' developmental level are not likely to be learnt**. Correction may yield modest gains;
- With errors related to complex rules, a **correction scribbled up in the margin of an essay is likely to be ineffective**;
- Errors that relate to **easy rules are more likely to be retained** but will require follow-up.

The writing process

- 
- A proposition ('idea') is **generated**
 - The proposition (idea) is **worded**
 - Words are **temporarily stored in Working Memory**
 - Words are arranged in **sentence form**
 - Graphemic representation** is temporarily stored in Working Memory
 - The sentence is finally **written down**

REVIEWING

Processing-inefficiency errors

- In writing, each level of processing competes for attention with the others;
- A deficit at one level may impact the overall production process by slowing it down and/or causing **processing-inefficiency errors**;
- The risk of divided attention and of processing-inefficiency errors is evidently **greater in less skilled writers**;
- Working systematically **on developing automaticity at each level of production** is likely to enhance overall fluency and accuracy.
- The most common mistake made by language teachers is to get the students to talk/write too soon, **before mastery has been attained**.

Errors from low monitoring

- However high the cognitive demands in Working Memory, **in writing the L2 learner has much more time to self-monitor and edit** than in speaking.
- However, some students will be very meticulous in the way they edit their work, going through their piece over and over again, **whilst other will not.**
- Learner-writers who do not invest time in monitoring their output are referred in the literature as **'low monitors'**. These are more likely **'to have more mistakes in their written pieces.'**
- Identifying the **'low monitors'** in your classes as early as possible is crucial
- With these learners, **metacognitive enhancement** is key.

The way forward



1. Error-prevention strategies



Top tips for error prevention

- Don't rush ! Are you going to production **too soon**?
- If you know that your students at a given stage (e.g. year 7) keep making the same mistakes; **teach the structures those mistakes relate to more extensively**
- Pitch work **at the right level** in order to reduce the cognitive load;
- Give them **more planning time**;
- Enhance their **predictive metacognition** (i.e. get them to predict their mistakes on approaching a given task);

More thorough coverage of key structures

- As an experienced practitioner, you know **what mistakes your students are more likely to make at specific stages in their development**
- Hence, why don't you invest more time and resources into:
 - better **scaffolding** the process ;
 - teaching them **more thoroughly**, focusing on developing automaticity (more focus on skill and less on knowledge?)
- Do sit down with your team and **identify the problematic items** and **plan for their systematic recycling** over the year(s).

- Teach **chunks and patterns** rather than single words and a myriad of rules, as this is less conducive to cognitive load;

Adverbs (Place and times)	Verbs	Nouns		Adjectives	
In spiaggia (at the beach) A scuola (at school) In palestra (at the gym) Avant'ieri (the day before yesterday) A casa (at home) In genere (usually) In discoteca (at the nightclub) Ieri (yesterday) Venerdì (on Fridays) Sabato (on Saturdays) Il fine settimana (at the week-end) Il fine settimana passato (last week-end) Quando esco (when I go out) Quando vado in centro (when I go to the town centre)	porto (I wear) portiamo (we wear)	una sciarpa (a scarf) una giacca (a jacket) una cintura (a belt) una camicia (a shirt) una maglietta (a shirt) una cravatta (a tie) una gonna (a skirt) una cappello da baseball (a baseball cap)	SINGULAR FEMININE NOUNS	blu (blue) bianca (white) grigia (gray) gialla (yellow) marrone (brown) arancione (orange) nera (black) rossa (red) verde (green)	SINGULAR MASCULINE ADJECTIVES
		un gilet (a vest) un pullover (jumper) un pantalone (a pair of trousers) un cappello (a hat) un top (a top) un abito da uomo (a men's suit) una uniforme (a uniform) un vestito (a dress)	SINGULAR MASCULINE NOUNS	blu (blue) bianco (white) grigio (gray) giallo (yellow) marrone (brown) arancione (orange) nero (black) rosso (red) verde (green)	SINGULAR MASCULINE ADJECTIVES
		calze (socks) scarpe (shoes)	PLURAL FEMININE NOUNS	blu (blue) bianche (white) grigie (gray) gialle (yellow) marroni (brown) arancioni (orange) nere (black) rosse (red) verdi (green)	PLURAL FEMININE ADJECTIVES

- **Model extensively** through comprehensible input and lots of pattern repetition;
- In planning a lesson on a given structure, ask yourself:
 - What mistakes are my students **more likely to make**?
 - Why? (e.g. Transfer? Cognitive overload?)
 - How can I **scaffold the process** so that I can prevent them from happening or at least minimize their occurrence?

2. Attention to formal accuracy



**Grammar
matters.**

Focused Correction



Focused Correction

- How to implement a **Focused Correction** approach:
 - ❖ select **2 or 3 FCA (focus correction areas)** per term ;
 - ❖ raise your **students' awareness** of these errors and why they should work on eradicating them;
 - ❖ **model strategies** which will help them get rid of those mistakes through think-aloud;
 - ❖ provide **extensive editing practice** ;
 - ❖ make the structures the target error areas refer to your **'universals'** or at least practise them extensively in lessons.

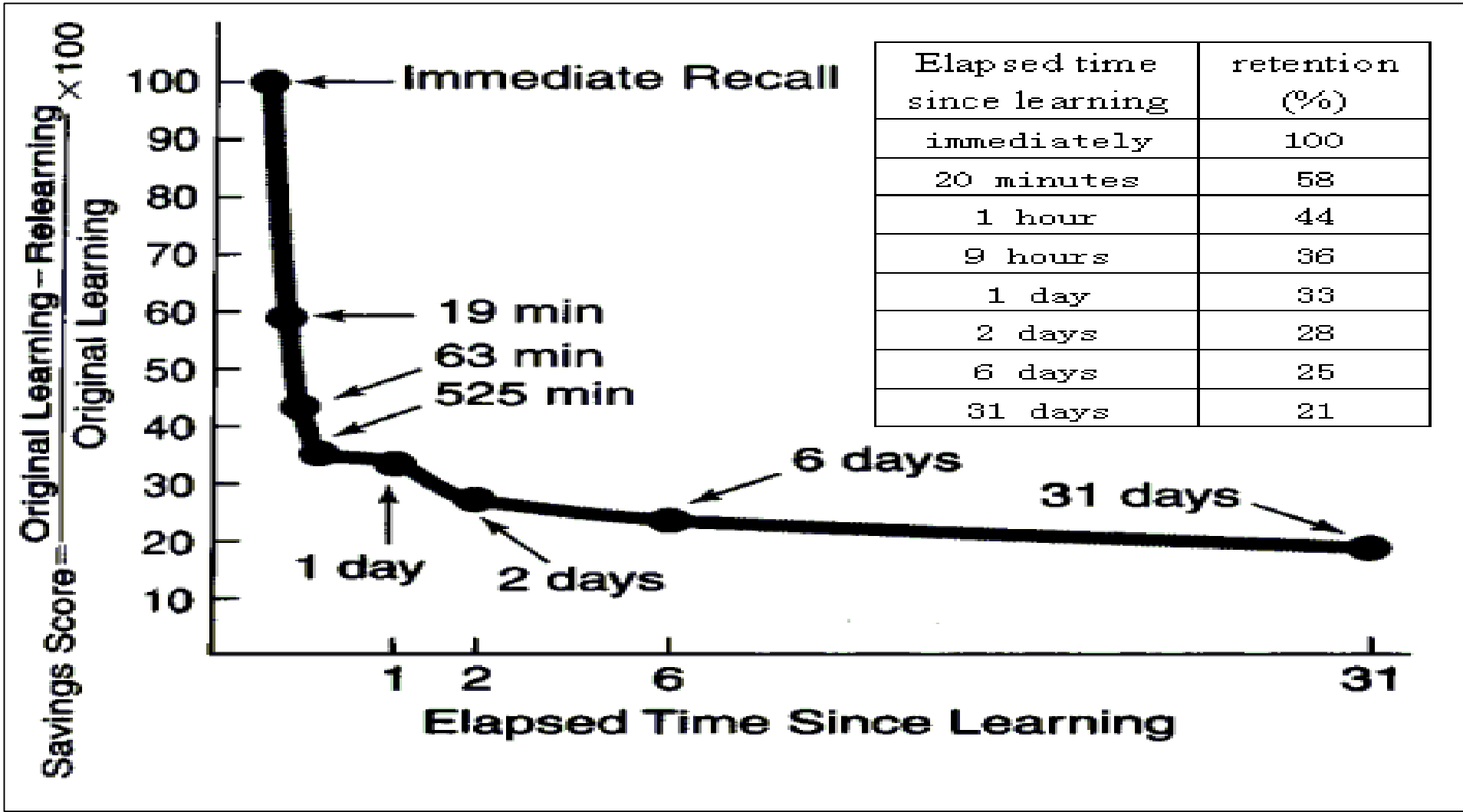
Focused Correction

- Grade the essays based on
 - **Effective communication** (e.g. 70 %)
 - **Focus Correction Areas** (e.g. 30 %)
- Differentiate by:
 - **increasing the number of FCAs** for more able pupils
 - using **L.I.F.T.**

Focused Correction + L.I.F.T.

- Focused correction works very well **in synergy with L.I.F.T.;**
- After modelling how L.I.F.T. works, tell them to focus their mainly or even exclusively on questions on the targeted areas;
- This approach works best with younger and less able learners who may lack the inquisitiveness that L.I.F.T requires as a pre-requisite.

Extensive treatment



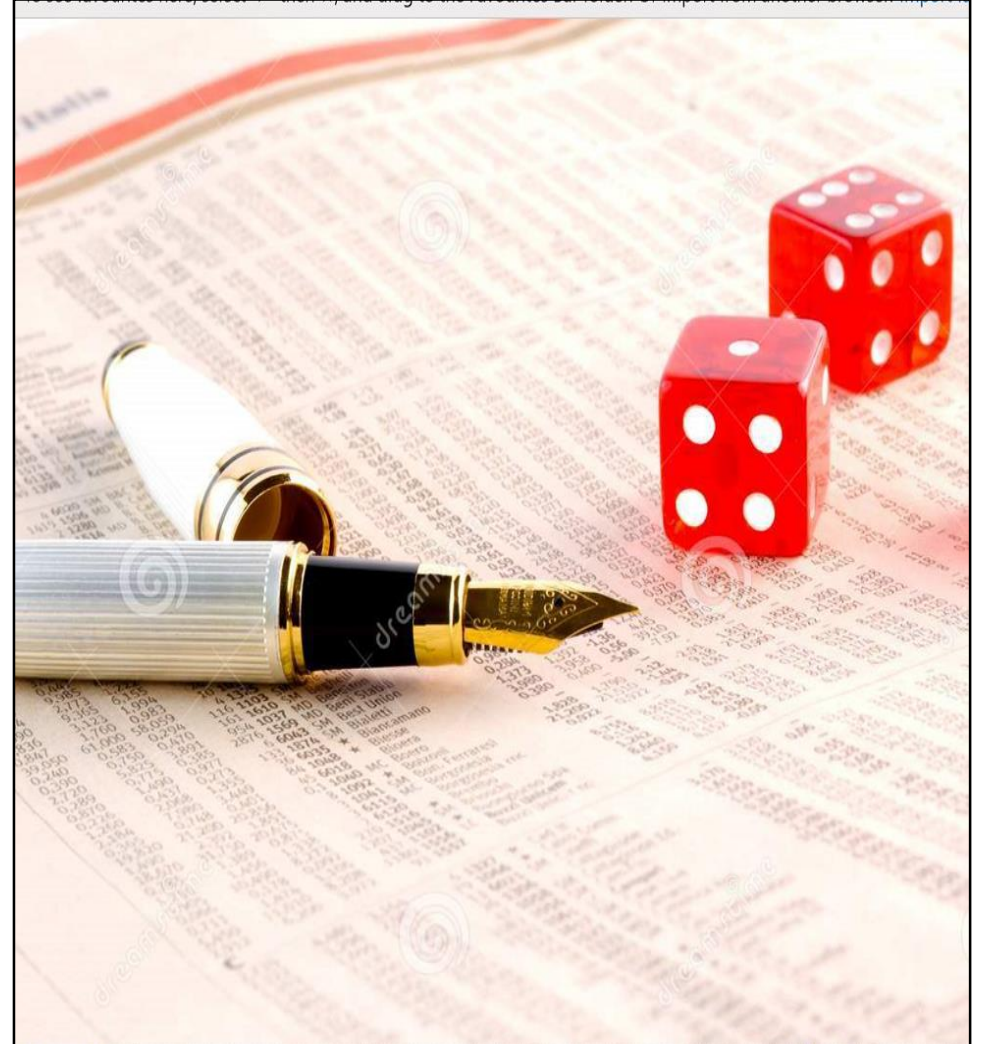
The Language Gym

Developing automaticity

- One pen one die
- Piranhagrama
- **Gap-fil madness** – sentence gaps to be filled against the clock. Students compete for fastest time.
- Translation races
- Quickfire translations
- Doing any task we normally do **under time constraints** and **repetition**

One pen, one die

- The Ss, working in groups of 2 or 3, are given a set of L2 sentences to copy or L2 copies to translate under time constraints
- They are given a dice and a pen per group
- Whoever casts a 3 has the right to write.
- When one student wins the right to write, the other two take turns at casting the dice
- The student who finishes first or manages to complete the most sentences is the winner



Piranha-grama race (part 1)

Step 1 (pre-task) - Ask students – in groups of 4 – to brainstorm on an A3 sheet (in 5 minutes) as many sentences as possible on a given topic (e.g. what I did last weekend). Teacher walks around and provides corrective feedback. At the end of the brainstorming, A3 sheet is removed.

Step 2 (set-up)– Ss stand at each of the four sides of a desk. Each side has a sheet (see picture) with a grid consisting of 4+ rows and 5+ columns - the number of columns depending on the sentence pattern you're practising. The grid will be blank, except for 1 or 2 cells per row in which you will have strategically placed a word to elicit a specific grammar structure. (e.g. French: 'sommés' because you want them to produce 'allés'. Each grid has a heading indicating a part of speech (e.g. time marker, subject, verb, preposition, etc.);

Step 3 (the race)– Ss now have 5 minutes to go around the table tasked with placing one word each in each grid as they rotate from sheet to sheet, so that (1) it fits the columns heading, (2) it is grammatically correct and (3) the final product on each row is a meaningful sentence ;

Piranha-grama race – Grid to fill in

Sentence one (describing what you did last weekend)					Sentence two (<u>opinion</u>)	
Time marker	<u>Subject</u>	<u>Verb</u>	<u>Preposition + article</u>	Noun (place)	<u>Verb</u>	<u>adjective</u>
<i>Hier</i>			<u>au</u>		<i>C'était</i>	
	<u>je</u>					
				<u>piscine.</u>		
		<u>est restée</u>				<u>ennuyeux !</u>
<i>Ce matin</i>	<i>Ils</i>					

Metacognitive enhancement



The role of metacognition and self-monitoring

- Self-monitoring in L2 writing refers to the strategies one uses to monitor their own writing process.
 - ❖ It involves **self-awareness** (this is how I 'work', what I do, what I am good and less good at;
 - ❖ Self-awareness may trigger **problem identification** (I usually make this mistake);
 - ❖ **Problem identification may trigger the use of resources or strategies in order to tackle the issue(s)** identified (e.g. *I tend to get verb endings wrong, so I need to check and double check them more thoroughly?; I am not sure of how to use the imperfect, I will do some research*)
- **Self-monitoring can be taught and can enhance L2-writing accuracy**
- In my PhD study I significantly enhanced the self-monitoring of 20 writers of Italian training them in Feedback-handling and Editing strategies

Understanding 'Low monitors'

Discuss in pairs:

Q1 : Why are certain students less keen and proficient editors of their own writing than others?

Q2 : Are you a 'high monitor' or a 'low monitor'?

Q4 : What can be done to tackle 'low monitors'?

Teacher/resources induced errors

- **Explanations** – e.g. ambiguous explanations, examples or rules of thumbs that overgeneralize a phenomenon (e.g. always put the article before a noun in French).
- **Resources** – e.g. vocabulary lists that provide incorrect or misleading translation of words.
- **Cognitive overload** – giving students too much to deal with, e.g. asking beginners to write long pieces about a topic they have only practised for a few weeks; long and over-crowded lists of vocabulary to refer to or learn.

Self-monitoring – Problem identification

- **P**re-task
planning the task (e.g. brainstorming)
- **I**n-task
checklist on the board
L.I.F.T.
- **P**ost-task
Editing checklist
After the feedback
- **P**ost-feedback: what errors have I made? Why?
- **A**ction plan: what errors am I going to look out for in the next essay?

Pre-task

[illegible]

Learner Initiated Feedback Technique



L.I.F.T. (Learner Initiated Feedback Technique)

1. Students do a piece of written work;
- 2. As they write, they 'L.I.F.T' - leaving queries/thoughts in the margin, as they write the piece, whenever they get stuck – if using Google Doc, they will do this by using the 'comment' function;
- 3. The teacher provides feedback in response to the student's queries/doubts. This can occur as a written dialogue or orally.

L.I.F.T. using Google Docs - Before



"Hoy en día los jóvenes no tienen buenos modales; siempre están pegados a sus móviles, a menudo dicen palabrotas y no le tienen respeto a los ancianos."

Escribe un blog (de +/- 220 palabras) sobre la cultura de los jóvenes, menciona:

- Cuáles son los modales más importantes para ti
- Una cosa que hacen los jóvenes hoy en día que te parece maleducado
- Si crees que los jóvenes ahora son menos respetuosos/educados que la generación de tus padres
- En qué ámbito se debería, a tu juicio, aprender buenos modales

En mi opinión, hay 3 modales muy importantes que cada persona debería de demostrar. Primero, ser amable y respetuoso a los demás. Esto incluye cosas básicas como pedir por favor o perdón y dar las gracias. Pero también la manera de la que te comportas alrededor de ciertas personas y aprender adaptarse a diferentes entornos, culturas y individuos. Segundo, ser una persona positiva. A la gente les gusta estar con personas que sacan lo mejor de ellos mismos. No solamente les haces sentir bien a los demás, pero también te haces feliz a ti mismo. Finalmente, es importante ayudar a la gente cuando puedas. La gente lo apreciará mucho si les pudieras ayudar en cualquier manera cuando lo necesitan. A cambio, te devuelven el favor.

L.I.F.T. using Google Docs - After

La mala educación - Vidhyaa Barathan

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2 1 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18

- Si crees que los jóvenes ahora son menos respetuosos/educados que la generación de tus padres

- En qué ámbito se debería, a tu juicio, aprender buenos modales

Desde mi punto de vista, es imprescindible tener buenos modales. Para mí, creo que los modales más importantes son **saludar a la gente** y abrir la puerta a los demás. No estoy totalmente a favor de ponerse la servilleta, pero muchas **personas gente** piensan que es realmente importante.

A mi modo de ver, una cosa que hacen los jóvenes hoy en día que **me te** parece maleducado es cuando no le tienen respeto a los ancianos. Por ejemplo, **se ha dicho** que muchos **chavales**(OK, but too informal - better to use **jóvenes**, or a synonym like '**adolescentes**') **han perdido** los buenos modales como no hablar sin palabrotas, especialmente a los personas mayores.

No me sorprende que los jóvenes ahora **son-sean** menos respetuosos que la generación de **nuestros tus** padres. **Esto** es porque los niños son más privilegiados y hoy en día, hay un montón de jóvenes que **son está** **egoístas - maleducados y consentidos**. La generación de **nuestros tus** padres fueron **amables amable**, sencillos y humildes con mucho menos tecnología.

Además, no cabe duda de que **se usted** debe aprender los buenos modales de **los tus**

Comments

Suggesting

Vidhyaa Barathan 16:36 14 Dec Resolve

i can't remember whether this is the set phrase for "it is said that" or whether the words are in a different order

Dylan Vinales 09:39 4 Jan

'se dice que' - good expression but wrong tense.

Vidhyaa Barathan 16:35 14 Dec Resolve

is this how you say "they have lost"? correct conjugation??

Dylan Vinales 09:39 4 Jan

yes, this works well... could also be 'están perdiendo'

L.I.F.T. using Google Docs - Examples



Vittoria SCARDIGLI
08:15 Today

Resolve

Buen o buena?



Dylan Vinales
12:02 Today

<http://www.spanish.cl/Grammar/Notes/apocope-adjetivo.htm>

Buen is the short (apocopated) form of 'bueno' :D

So - buena

Reply...



Henrietta Teh
09:40 15 Feb

Resolve

Is this an ok way of saying "for the good of society?"



Dylan Vinales
07:24 19 Feb

mejor: para el bien de la sociedad



Henrietta Teh
09:40 15 Feb

Resolve

Is this an ok way of saying "for the good of society?"



Dylan Vinales
07:24 19 Feb

mejor: para el bien de la sociedad



Henrietta Teh
22:24 15 Feb

Resolve

I am not sure if this is a strong point to include.



Dylan Vinales
07:48 19 Feb

yes - but be more specific. At the end 'en algunos países' could be narrowed down to a more specific example like Estados Unidos... or just 'porque la brecha es tan grande'. Or mention a specific case like a top footballer - ¡Messi gana 2 millones de euros cada mes!

L.I.F.T. using paper

The student leaves 1/3 of the sheet blank. This is where they will write the queries or concerns they have.

The teacher writes their responses in the blank space in the margin in cryptic form when it suffices and/or will invite the students to have a one-on-one conversation about the issue.

The teacher may elect not to respond, if they believe the student is not developmentally ready to learn from the feedback

Handwritten French Text (Student):

1 En général, une alimentation équilibrée est très importante, car c'est la nourriture que te donne avec des substances nutritives pour l'énergie. Beaucoup de gens disent ~~il faut~~ que l'exercice régulier est aussi essentiel. cependant, quant à moi, il faut que je trouve un mode de contrôler le stress, parce que je suis très fatigué avec ~~le~~ ça.

2 Pour être honnête, je n'ai pas beaucoup de la motivation pour garder la forme, car je préfère rester à la maison en lisant des livres ou en mangeant les sucreries. c'est tellement malsain! Donc, maintenant, j'essaie d'aller au parc deux fois par semaine pour courir. En outre, je dois éviter des sucreries ou des fritures; mais c'est assez difficile.

3 Le sport est le mode principal pour être en forme. Donc c'est vraiment bénéfique pour l'apparence. Mais je pense que le sport est plus bénéfique quand on se sent plus fort, car ça fait du bien à l'esprit. En plus, ça aide à s'aider de maintenir un rythme sain dans l'ensemble. Le weekend dernier, j'ai eu l'envie de bouger un peu plus que normalement car j'ai fini l'examen. c'était difficile de rester dans ma chambre pour tellement longtemps. Donc, j'ai joué au basket avec mes amis — d'habitude j'adore faire des baskets car c'est un sport de l'équipe — et (pour ~~me~~ ^{souvenir} pour ~~me~~ ^{me} faire un promenade) dans le parc aussi.

4 Le weekend prochain, si je n'ai pas trop des devoirs, je voudrais visiter le gymnase avec ma sœur. Bien que je ~~ne~~ ^{ne} suis pas ~~assez~~ très confiante que je vais ~~accomplir~~ ^{accomplir} le l'accomplir, ça me forcerait de bouger un peu avec espoir.

5 Heureusement, j'essaie d'éviter de manger beaucoup des sucreries comme de chocolat ou de gâteau. Mais la problème est les fritures. Je trouve que c'est inévitable de manger les fritures, car ~~la~~ la plupart des restaurants (surtout de fast-food) ~~sont~~ servent la nourriture avec trop de graisse malsaines!

Handwritten English Notes (Teacher):

- Top right:** This should be 'de' → after quantifiers you need 'de' and it's invariable. (Yes, this how you say "that gives you"? Yes)
- Right side (circled):** same mistake as above: beaucoup de + no need for 'la'.
- Bottom right:** Is this the right way to say "method/way"? are there any alternatives I could use to vary my vocabulary? Yes, correct.
- Bottom right (circled):** It's not correct saying "we took a walk". It's reflexive and passive in the 2nd form in past tense? No it should be: 'Nous avons fait une promenade'.
- Bottom right:** Must have be a "de" between two verbs? Yes, you need 'de' in between.

L.I.F.T - Advantages

- Students write down their thoughts in **real-time**
- They reflect on what they know (gaining confidence) and identify problems.
- You can give specific, targeted feedback- resources/links, direct answers or other can be provided directly.
- Students become more self-reliant, resourceful and develop new learning strategies.
- **TIME: Relatively quick to do for both student and teacher.**

L.I.F.T – Potential pitfalls

Some students may:

- Forget to L.I.F.T at all. Y12 vs Y13.
- Ask questions that lack depth (easily resolved by the student)
e.g. “How do you say regimes?”
- They might get lazy and as a result develop over-reliance on teacher.
- Not interact (sufficiently) with the teacher replies to their comments.

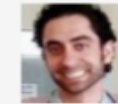


Henrietta Teh

17:20 4 Jan

Resolve

(regimes?)



Dylan Vinales

20:43 2 Feb

regímenes - you can use WordRef to check vocab :D

Does L.I.F.T. affect the way you approach writing? How? (2 responses)

Yes, it makes me more self-reflective when I am writing an essay, which is better as I consider every small thing that I am writing, and wonder whether it is correct (I do this in general, but more than usual when using L.I.F.T.).

I feel my approach to writing is more analytical when I LIFT because I need to have LIFT in the back of my head as I write an essay. Furthermore, sometimes I remember my doubts from a previous essay when writing another. I would be like " I remember I had the same doubt from the previous essay and Mr V said I should ..."

In what way/how do you feel that L.I.F.T helps you improve (compared to writing essays without L.I.F.T)?

(2 responses)

I can actually learn and improve my mistakes. When I read my essays back, or when I need to reference them, the comments are always there, and I can look back at them and revise my mistakes. It also helps as I

I think LIFT helps me be aware of what I am actually writing. I am constantly reflecting on what I want to say and how I should write it. Without LIFT I feel, I am less aware of my doubts and I generally just try and guess the right way of writing a certain phrase. So when I read through my essay later, I forget where I had doubts therefore I won't be able to improve on them. Without LIFT, I get feedback that is more general. With LIFT, the feedback is specific and targets any of my weak points in my writing. So I can clearly see where I can improve and what area I should focus on for the next essay. Also its nice to see if any of my doubts are actually correct! It gives me a confident boost for my next piece of writing.

LIFT + Focused Correction (FC)

- With less proficient and/or less metacognizant learners, LIFT works best with FC, whereby the corrective feedback focuses solely or prominently on a few error categories (e.g. agreement);
- The students LIFT whenever they have doubt about the target error categories;
- LIFT+ FC yield great results when the focus on the target error categories is sustained over a relatively long period of time (e.g. a whole term) and the teacher makes a big deal out of them.

LIFT + Focused Correction (FC)

- Step 1 – Select the error category to target;
- Step 2 – Model how to use LIFT through think-aloud;
- Step 3 – Provide practice, e.g. : give students a text that contains many instances of the grammatical structure under focus, some of which erroneous;
- Step 4 – Students, in groups of 3, to underline/circle as many instances of the target structure as they can identify;
- Step 5 – Students ask questions in the margin of the sheet about items they are not sure about; teacher goes around and provides answers;
- Step 6 – Solution are provided and classroom discussion ensues;
- Step 7 - Similar task is set for homework.

Self-monitoring – Problem identification

ERROR 1		
Error	Correction	Description of <u>mistake</u> and possible cause
Je n'ai mangé pas la viande	Je n'ai pas mangé la viande	<p>The <u>order</u> was <u>wrong</u>. The 'pas' bit <u>should</u> have gone <u>before</u>, not <u>after</u> the <u>past</u> <u>participle</u> 'mangé'.</p> <p>I <u>got</u> <u>confused</u> with the use of pas in the <u>present</u> <u>tense</u></p>
Now make up six sentences in which you use the <u>grammar</u> <u>structure</u> the <u>error</u> <u>above</u> <u>refers</u> <u>to</u> .		
1. Je n'ai pas fait mes devoirs	4. Je n'ai pas gagné le match	
2. Je n'ai pas regardé la télé	5. Je n'ai pas pris le bus	
3. Je n'ai pas rangé ma chambre	6. Je n'ai pas vu le film	

Go through your piece checking the items on the list. Do one round of checking per item. Each time that you check an item tick the box if you are sure it is correct or put a question mark if you are not. If you put a question mark in, do remember to follow up with LIFT.

Noun-Adjective agreement (does the adjective agree in gender and number with the noun it refers to?)									
Singular / Plural (have you remembered to add the 's' to plural nouns?)									
Word order (is the order in French the same as English?)									
Tense choice (is it the right tense?)									
Verb formation (is it the right ending?)									
Definite article (do you need 'le' 'la' 'l' or les <u>before the</u> noun? Check gender and number of <u>noun</u> .)									
Imperfect vs Perfect tense (refer to your notes on this if you are not sure)									
Negatives (refer to your notes on this if not sure)									

Self-monitoring - Tracking progress overtime

ERROR AWARENESS SHEET

Name _____

Date started _____

[illegible]

Mr and Mrs Correct



What was the mistake?

~~carries~~

Why do you think you made the mistake?

I wrote in a rush.

I wrote in a rush

What is the correct version?

~~carries~~

1-2 sentences with the correct word.

1. A cloud carries water and when it is heavy it rains.


A cloud carries water and when it is heavy it rains

What can you do next time to avoid it?

Stay calm.

Stay calm

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Mr and Mrs Correct	
	
I add the wrong ending to carry.	
What was the mistake?	I add the wrong ending to the car.
Why do you think you made the mistake?	I forgot the rule.
What is the correct version?	ies carries
1-2 sentences with the correct word.	1. When I go back home my grandpa always carries my bag. 2. my grandpa always carries my bag.
When I go back home, my grandpa always carries my bag.	
What can you do next time to avoid it?	To remember the rule.
To remember the rule.	

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- type of mistake?
 - Infinitive structure mistake
- Rule?
 - Always: Me gusta + **INF**
- Cause of the mistake?
 - Thought it had to be first person
- Correct version?
 - Ex: Me gusta comer

- 1-3 self generated examples

Type of mistake?

disagreement

- Porque **(es)**

Rule?

Don't mix feminine plural and masculine plural

Cause of the mistake?

I used a structure without reading mine and mixed masculine and feminine

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type of mistake

putting 'el' or 'la' in front of wrong noun
e.g. me gusta comer la pan (x)

rule

if the word ends with 'a', I have to use 'la', and if the word ends with anything else, I have to use 'el'

causes of mistake

- get confused
- forgot
- wrote too fast and didn't notice

correct version

e.g. me gusta comer el pan (✓)

self generated rules

- me gusta comer la pasta
- me gusta bastante la coca cola
- odio la ensalada

Advantages:

- Deep reflection leads to problems being resolved after fewer occurrences;
- Pupils develop an ability to self-correct which can be transferred to all future learning. In the long term, they become much more independent;
- Because pupils are more aware of mistakes, they may look for them in the editing phase of their essays.

Pitfalls:

- TIME: Requires teacher monitoring to avoid misconceptions propagating.
- Of limited value if not maintained.

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Fostering responsibility and enquiry in L2 writing

In conclusion, corrective Feedback should be less about teaching students the 'correct form' and more about training them to be more responsible for their accuracy by becoming more effective editors of their output and more proactive enquirers.

Fostering this sense of responsibility since the early stages of L2 learning (e.g. primary) will result in students who are more proactive, resourceful, metacognizant and less dependent on teacher feedback.

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