



Seminārs

“Atgriezeniskās saites veidi un piemēri”

Vada: Kristīne Anete Berkolde, Sergejs Ivanovs,
Angļu valodas I un II skolotāji (vidusskola)

Laiks: 10:00-11:30 / 12:00-13:30

Datums: 15.03.2023.

Skola: Rīgas Valsts 3. ģimnāzija



Types of feedback

1. Informal: *spontaneous, ubiquitous, “freestyle”.*
2. Formal: *planned/scheduled into the process, recorded.*
3. Formative: *monitoring learning to improve performance and results.*
4. Summative: *end-of-unit evaluation, comparing learning results against a standard/benchmark.*
5. Student peer feedback: *peer review.*
6. Student self feedback: *reflection, self-assessment, self-evaluation.*
7. Constructive feedback:
 - Negative: *corrective comments on mistakes / erroneous behaviour*
 - Positive: *affirmative comments on successes and desirable behaviour*
 - Negative feed-forward: *discouraging mistakes/undesirable behaviours in the future*
 - Positive feed-forward: *encouraging desirable behaviour in the future*



Feedback 1. CCQ (content checking questions) as a form of feedback from students.

Evaluating students' knowledge and understanding

Do you understand?





Feedback 1. CCQ (content checking questions) as a form of feedback from students.

Evaluating students' knowledge and understanding

Purpose: to check if students have understood key concepts in vocabulary/ grammar / instructions



Example of CCQ for vocabulary

Target vocabulary: **sharp (adj.)**

Example sentence: the knife is **sharp!**

Possible CCQs:

1. Is a spoon sharp?
2. Is a pen sharp?
3. Is a knife sharp?
4. Tell me some things that are sharp.

BEGINNER'S RECIPE (can be others)

1. NO
2. NO
3. YES
4. WHAT?





Practice 1

Look at the following examples.

Which CCQs are good and which ones are bad?

1. Bakery (N)

- a. Is “Mārtiņa Beķereja” a bakery?
- b. What can you buy in a bakery?
- c. Does a baker work at a bakery?
- d. Tell me about some bakeries in Latvia!
- e. Do you like bakeries?

2. Heavy (Adj)

- a. Is an elephant heavy?
- b. Are you heavy?
- c. What is heavier, a chicken or a horse?
- d. What is Latvian for “heavy”?
- e. What else is heavy?



Practice 1

Look at the following examples.

Which CCQs are good and which ones are bad?

1. Bakery (N)

- a. Is “Mārtiņa Beķereja” a bakery?
- b. What can you buy in a bakery?
- c. Does a baker work at a bakery?
- d. Tell me about some bakeries in Latvia!
- e. Do you like bakeries?

2. Heavy (Adj)

- a. Is an elephant heavy?
- b. Are you heavy?
- c. What is heavier, a chicken or a horse?
- d. What is Latvian for “heavy”?
- e. What could be the heaviest object in our classroom?



Practice 2

Look at the following examples.

Which CCQs are good and which ones are bad?

1. What is the present perfect structure?
2. What do you know about the present tenses?
3. Which 3 signal words for the present tense do you know?
4. What new did you learn during this lesson?
5. What you shouldn't include in present tenses?
6. In which tense (apart from present) can you use the structure 'be going to'?



Practice 2

Look at the following examples.

Which CCQs are good and which ones are bad?

1. What is the present perfect structure? **Good**
2. What do you know about the present tenses? **Bad**
3. Which 3 signal words for the present tense do you know? **Good**
4. What new did you learn during this lesson? **Bad**
5. What you shouldn't include in present tenses? **Bad**
6. In which tense (apart from present) can you use the structure 'be going to'? **Good**



Practice 3

Look at the following task examples.

Which CCQs are good and which ones are bad?

1. Write a short paragraph about what you did over the weekend.

- a. Are you going to write a short paragraph about what you did over the weekend?
- b. What are you going to write?
- c. Are you going to read the paragraph?
- d. Are you going to write about today?

2. In your group, make a list of 10 sports. You have 2 minutes.

- e. Are you going to make a list of 5 sports?
- f. Are you going to do this alone?
- g. Are you going to do this quickly or slowly?
- h. How many sports?



Practice 3

Look at the following task examples.

Which CCQs are good and which ones are bad?

1. Write a short paragraph about what you did over the weekend.

- a. Are you going to write a short paragraph about what you did over the weekend?
- b. What are you going to write?
- c. Are you going to read the paragraph?
- d. Are you going to write about today?

2. In your group, make a list of 10 sports. You have 2 minutes.

- e. Are you going to make a list of 5 sports?
- f. Are you going to do this alone?
- g. Are you going to do this quickly or slowly?
- h. How many sports?



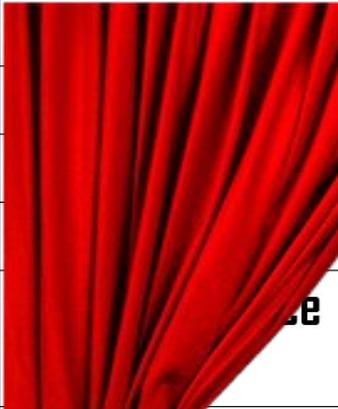
CCQ tips

- Short and simple
- Specific
- Not including new terms
- Not implying the answer
- Make sure you understand the concept you are teaching in the context that it is occurring in!
- You may check the English-to-English dictionary first, then the English-to-Latvian to compare.



Feedback 2. Symbols and colour codes

What could these symbols stand for?

	sp		ww
	p		vt
	/		≡
	wf		wo
	^		ro
Inc			



Feedback 2. Symbols and colour codes

- These are error types.
- Marking the errors and letting the student correct himself/herself.
- *Teacher-assisted negative student self feedback.*

Spelling	sp	Wrong Word	ww
Punctuation	p	Verb tense	vt
Lower Case	/	Capital	≡≡≡
Wrong form	wf	Word order	wo
Insert	^	Run on sentence	ro
Incomplete	Inc	Delete	



Feedback 2. Symbols and colour codes

What could these highlights stand for?

Keep **smile**, because **live** is **beautiful** **thing** and there **are** so much to smile **.**

word form

missing word

spelling



Feedback 2. Symbols and colour codes

If a student corrected the mistakes, this is what he/she will get:

Keep smiling, because life is a beautiful thing and there's so much to smile about.



Lack of sleep and rest is very unhealthy, especially at a young age. Teenagers do not get enough sleep, rest and time for themselves, friends and family. Lack of sleep and rest also increases stress which is very unhealthy. There are a lot of issues that create this problem.

change living In addition, the most significant fact is that teenagers have too many obligations ^{requirements} to do, and because of that, they do not have enough time to rest and spend time with friends. Everyone, not only teens, get sad, overwhelmed, angry and stressed due to lack of rest, which increases negative energy. There are a lot of answers to this problem that would help teenagers live a healthier life.

First of all, teachers should reduce school work. There are a lot of teachers that give too much homework, and if students actually do all the assignments properly, they are left with very little time for themselves and rest. Changing the school systems, so students could do most of the work in school and only have a little bit of homework, would be a great solution to this problem.

Second of all, students spend a lot of their free time working and earning money, therefore all the time students have away from school they also spend by working. The government should give scholarships to students who have good grades in highschools too not only in universities and



Feedback 2. Symbols and colour codes (simplified)

Joe was brave enough, his adrenaline went up and he decided to act. He politely sat down at Jessy's table and asked her if he can order a drink for her. Jessy being a bit scared and shy accepted his gift. Joe was very polite and respectful and Jessy opened up more and more to him. He tried to act as interested as he possibly could, because the most things Jessy said he already knew about her. Minutes pass by and Jessy decided to go to the bathroom. This was the perfect moment for Joe to spike Jessy's drink. Careful enough he looked around him and poured the white powder into the drink and mixed it. Jessy came back and he was so proud of himself he couldn't stop smiling and continued to ask Jessy all kinds of questions to get to know her better.



Practice

Link to the pair work material: [CLICK ME](#)



Feedback 3. Writing tasks

Students correcting other students

Consider:

- Age and attitude
- Group relationships
- Language level

In summary, this essay has compared two pandemics with their differences and similarities - the Spanish flu and the COVID-19. Although Spanish flu is more fatal and circumstances were more complex, the comparison of the two is still fair, as both outbreaks caused significant negative impact on people. This research shows, that even 100 years apart, with an incredible technological progress, people are still vulnerable to the isolation and overall effects of the pandemic. Although now one can overcome and adapt to this using the Internet - listening to music, talking with others through social media, watching films at home and so on. Not to mention that precautions haven't changed, except for the creation of new medications. In conclusion, it all leads to one thought - it is important to apply lessons from the past, in order to prevent future mistakes.

To improve hand writing



Feedback 4. Speaking tasks

Giving generalised, positive-negative, typed and visual feedback to students on their performance (voice messages)



Pinned message

Hello! 🙌 Week's #2 challenge is closed and here is the feedback on your speech

13:47 ✓



Week #1

Topic: protests and [#blacklivesmatter](#)

Questions (choose 1 or more to answer in a single 1-3-minutes voice message, use the vocabulary from our classes):

1. What do you know about the BLM movement and what is your take on it?
2. What would you go to protest against or to support? In what form or forms of protest would you prefer to participate?
3. Are protests an important part of democratic societies? Why/why not?
4. Is civil disobedience/resistance a justifiable form of protest? Can you give any successful historical examples?
5. Can violence be ever justified if it serves a greater cause and aims at democratic change? Why/why not?

This topic closes **next Thursday, Feb 23**, in the 2nd English class.

13:48 ✓

Feedback 4. Speaking tasks

Assessment criteria (1 challenge)

No.	Criterion	Description	Points
1.	Content	On-topic, complete, elaborate answers	0-3
2.	Fluency	Flowing, smooth, natural speech, no unnecessary pauses or fillers	0-3
3.	Topical language	Vocabulary and/or grammar from our classes is used actively and meaningfully	0-3
4.	Accuracy and pronunciation	Grammatically and phonetically accurate language	0-3
Total			0-12



Feedback 4. Speaking tasks

February 21

[Redacted] 01:07, 254.4 KB 20:13

Voice message

Thanks [Redacted] for your answer! Extra thanks for being the first past the post! Fortune favours the brave 🤔👍 21:15 ✓

Sofja Sitnikova joined the group via invite link

February 22

[Redacted] Reply

Forwarded from [Redacted]

[Redacted] 01:33, 363.5 KB 16:44

Voice message

Thanks [Redacted] Your answer is sound, clear, and rich in topic-specific vocabulary 👍👍👍 17:35 ✓

[Redacted] anglu val.aac 2.4 MB 21:14

[Redacted] English_11.e1.aac 1.9 MB 21:37

[Redacted] Reply 21:40

[Redacted] 02:12, 503.7 KB 21:40

👍👍 Forwarded from 🙌👍 22:00

[Redacted] 01:08, 261.5 KB 22:00



Feedback 4. Speaking tasks

March 2

Hello, folks! 🙌

Week's #1 challenge is now closed (after a long, extra-week break) and here is the feedback on your speeches 🙌

📌 The best speech out of all was ... there were 3 actually. [redacted]
[redacted] They share the same score of 12 points out of 12! Congratulations! 🎉

✅ Some good examples of proper language drawn from your speeches:

- by extent, essentially,
- hypocritical,
- clashes, criminal record,
- regardless,
- bring justice, to hold police accountable for their wrongdoings,
- rally, marching, strike, picket,
- front rows

!!! Be careful with these words, some of you made pronunciation errors or used them wrongly:

- to protest (stress on "o"), if it is done correctly, answer ("w" not pronounced, merges with the following "e"),
- dzīvesbiedru likums - Unmarried Couple's Law

!!! Next time, folks, you risk losing from 1 to 1.5 points for reading out most parts of or the full speeches from your notes. It will cost you fluency points, try to rehearse the speech before recording it 😊

👍 In this challenge participated: [redacted]
[redacted]

🍌🍌🍌

11:25 ✓



Feedback 4. Speaking tasks

Classmate evaluation - class engagement by evaluating other students

1p

Content Sp	Accuracy (vocabulary, grammar) Sp	Design 3p	Speech 3p	Comments
7	4	3	2	
8	4	3	2	
8	5	3	3	
9	5	3	2	
119	5	3	3	
8	5	3	3	
8	5	3	3	

2p

Comments
An interesting presentation. I didn't know anything about that destination, was interesting to find out something new.
A fun and interesting presentation.
Such an original idea.
A lot of good information. And interesting.
An interesting presentation. An interesting idea.
A lot of good information. And interesting
A lot of good information. A good presentation.

3p

Comments
Design is good, but needs some animation because it will look more like an adverb. She didn't say why it is the best place to visit (in introduction). She said many places which travellers should visit and that's very good.
Speech is very good, she was using <u>likes</u> . She didn't say in introduction why it's the best place to visit. She didn't mention what is the best time to visit too. And didn't hear the phrase in the conclusion. She made audience have a little pause. Design is good, smile and I think she need more text and interest about these place. She didn't mention why it's the best place to visit.
He need to improve his speech because there was many pauses. The design was awesome. He didn't mention what travellers should take to these trip.
The presentation is beautiful and interesting. She mention many places and other things. But she needs to speak more to react. How I think that she forget that need to be. She didn't mention what to take to these trip.
Design is very good. She didn't mentioned what to take to these trip and the best time to visit it.
They give a good advice in the end. Design is very good! They made a good work together.
She didn't mentioned why it is the best place. Design was beautiful! She didn't say what to take to these trip. Speech was so good.



Feedback 5. Tests, examinations

1. Fighting for a point:

- Correcting the task with most mistakes
- Completing a task with the same topic as the mistakes (depends on the type of task)

overland.

+ 2 Roads back then were nowhere more as good as they are now.

+ 3 Although more well-known than Columbus or Magellan, one of the greatest of the late medieval explorers was Vasco Núñez de Balboa.

+ 4 The longer the journey, the more supplies travellers had to take.

+ 5 One of the most significant discoveries by 18th-century European sailors was that of New Zealand, a country composed of two islands of similar size. Actually, South Island is only almost larger than North Island.

+ 6 Not much lower than Everest, and just as hard to climb, Kangchenjunga is part of the Himalayan chain of mountains.

Complete the comparative or superlative sentences. Use the correct form of the adjective or adverb in brackets and add any other necessary words. (6p)

1 Although dressed much more sensible than (sensible) her fellow hikers, Sophie still felt wet and miserable after it started raining.

2 Few people have been quite as lucky as (lucky) my brother Grant, who won the lottery with a ticket he found in the street.

3 The tougher (tough) the climb, the more likely it is that adventurers will want to try to reach the top.

4 Amy didn't get a prize despite being just as talented as (talented) the other performers.

5 This brand of toothpaste is a more popular one (popular) any other brand. Over 70% of the population

Handwritten notes:
- For sentence 3: "a little but longer" and "slightly, only"
- For sentence 6: "a little but doesn't work" and "because I could only see it was a".
- For the exercise instructions: "5 +/- than" and "It was wrong because I didn't pay attention".

Feedback 5. Tests, examinations

2. Reflective questions about the test and the covered unit.

Task 6. Reflect on the exam and the covered units.

1) How do you feel about your performance on this exam? Choose an emoji.



2) How well do you think you mastered the protest vocabulary from the covered units?



3) What was it about our classes, tasks, homework, materials that helped you acquire the protest vocabulary to the extent you mentioned in question 2? In other words, what did you find useful in our classes?

___ / 1 p.

4) What got in the way of you acquiring the protest vocabulary?

___ / 1 p.

5) After receiving the marked exam, do an in-class self-correction.

___ / 2 p.



Feedback 6. Digital tools

“Flip” ([link](#))

The screenshot shows a WhatsApp group chat interface. At the top, the group name is "Advanced English" with a banner image of books. The group is led by "Kristine B" and has 0.0 hours of discussion. The chat history shows three topics: "Weekly Check-In", "General", and "Introductions", all posted 3 minutes ago. A pink "Record" button is visible at the bottom right of the chat area.

Advanced English

Kristine B 0 0.0 hours of discussion

3 Topics 1 Member

3 minutes ago
Weekly Check-In

3 minutes ago
General

3 minutes ago
Introductions

Weekly Check-In

"A space to share about your week with the group. What were some things that went well for you this week? What challenged you? What are some goals you are going to work on for next week? What support might you need to meet them? "

Record

Feedback 6. Digital tools

“Google Forms” ([link](#))

The screenshot displays the Google Forms editor interface. At the top, there is a purple header with the text "Nenosaukta veidlapa" and icons for a menu, folder, and star. Below the header, there are tabs for "Jautājumi", "Atbildes", and "Iestatījumi". The main content area shows a form titled "Nenosaukta veidlapa" with a subtitle "Veidlapas apraksts". Below this, there is a question titled "Jautājums bez nosaukuma" with a dropdown menu open. The dropdown menu lists several question types: "Īsā atbilde", "Rindkopa", "Vairāki izvēles varianti" (selected), "Izvēles rūtiņas", "Nolaižamā izvēlne", "Faila augšupielāde", "Lineāra skala", "Vairāku izvēļu režģis", "Izvēles rūtiņu režģis", and "Datums". The form also shows two radio button options: "1. iespēja" and "Pievienot opciju vai Pievienot 'Cits'".



Feedback 6. Digital tools

“Kahoot” ([link](#))

- Revision with immediate feedback
- Evaluation of pre-existing knowledge

The screenshot shows the Kahoot! Library interface. At the top, there are navigation tabs: Home, Discover, Library (selected), Reports, Groups, and Marketplace. On the right, there are icons for a plus sign, a bell, and a user profile. The left sidebar contains a menu with 'Kahoots', 'Courses', 'Purchased content', and 'My folders'. A yellow 'Kahoot!+ AccessPass' button is also visible. The main content area has a search bar and filters for 'Recent', 'Drafts (4)', 'Favorites', and 'Shared with me'. Two quiz cards are displayed:

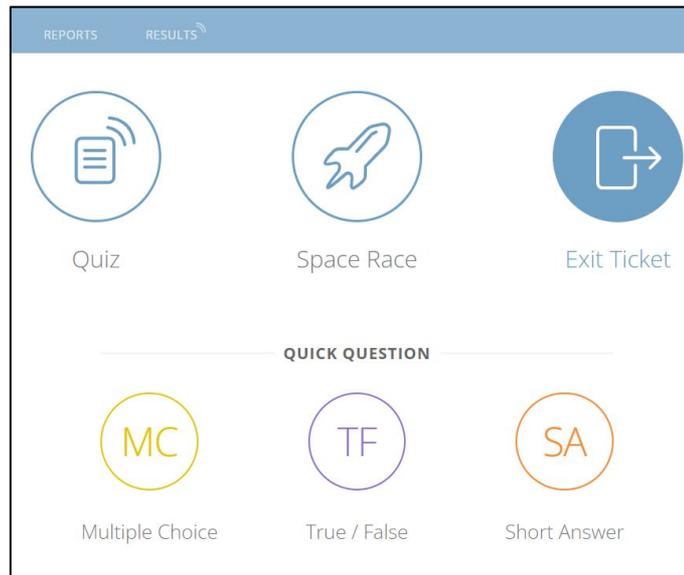
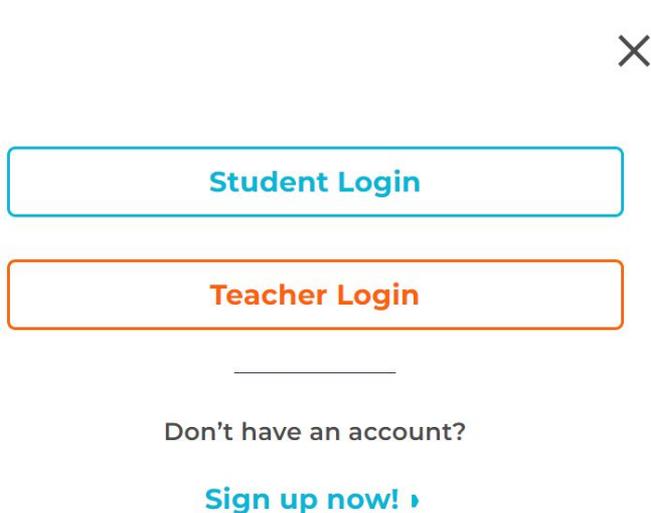
Quiz Title	Questions	Author	Plays	Buttons
Modal verbs	16 Questions	Wolfree666	6 plays	Assign Start
Logo Quiz	20 Questions	Wolfree666	2 plays	Assign Start

The image shows a Kahoot! game PIN entry screen. It features the Kahoot! logo at the top. Below the logo is a white input field labeled 'Game PIN'. At the bottom, there is a large black button labeled 'Enter'.

Feedback 6. Digital tools

“Socrative” ([link](#))

- In lesson revision and feedback
- After lesson check up for next lessons preparation



Practice



socrative.com

Student login

Room kode: KAB7036

[Student Login](#)

[Teacher Login](#)

Don't have an account?

[Sign up now! ▶](#)