

ENGLISH FOR HYBRID, VIRTUAL AND FACE-TO-FACE Teaching

English for Feedback, Evaluation, Assessment and Tutorials

4th February 2021

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Welcome!

In today's Session

- Reviewing and extending **language** for giving concrete **suggestions** to students to help improve their academic skills.
- Focussing on **language** used when **giving constructive feedback** on different types of writing.
- Dealing with **gaps in knowledge**.



Offering suggestions

How to point your students in the right direction

- If I were you I would/wouldn't....
- If I were in your shoes/position I would...
- You had better/ you'd better.....
- You should...
- Your only option is to....
- Why don't you....?
- Have you thought about....?
- Have you tried...?

<https://www.english-at-home.com/speaking/suggestions-in-english/>
has a more comprehensive list

Suggestions

How to point your students in the right direction

Reviewing and extend **language** for giving concrete **suggestions** to students to help improve their academic skills

- **PROBLEM**
 - Students don't speak loudly enough
- **SOLUTION**
 - (Could you) try to speak a little louder so everyone can hear you?
 - Imagine you're standing at the back of the classroom. Project your voice so that the people at the front can hear and understand every word you say.
 - **(ask) tell** students how to improve (in a constructive way)
 - **explain** how that improvement would help
 - **give** a concrete example of how to achieve this improvement.
- **BREAKOUT**
 - 3 minutes individual
 - 7 minutes group

Reviewing and extend **language** for giving concrete **suggestions** to students to help improve their academic skills

- Students:
 - a. don't speak loudly enough
 - b. speak too quickly and don't pause enough when speaking
 - c. Have a significantly lower level of English than other students
 - d. keep interrupting
 - e. don't switch their cameras on
 - f. don't switch their microphones off and there's an echo/feedback
 - g. aren't paying attention
 - h. read directly from their notes during a presentation
 - i. participate too little
 - j. use their mobiles in class
 - k. participate too much
 - l. your idea(s) here

- **BREAKOUT instructions**

- **Decide on 1 each and answer it (3m)**
- **Together share your ideas and give feedback (7m).**

- **Don't forget to:**

explain give (ask) tell

- _____ students how to improve (in a constructive way)
- _____ how that improvement would help
- _____ a concrete example of how to achieve this improvement.

- **FAST FINISHERS: Now, as a group, talk about another/others.**

. participating too little

We want to hear your opinion . Why don't you participate a little bit more? I'm sure the class would be more interesting for you if you joined the debate. Try to put all your distractions away and listen to what your classmates want to tell you

For someone speaking too much maybe something like: Thanks for your contribution(s) but we really need to get on with the class/lecture so if you have more comments/ideas please add them to the chat/forum and everyone can have a look after the class when they have time.

• Here are some of our ideas

Reading directly from their notes during a presentation (E)

Well Dan, what you're saying is really interesting. Why don't you try and speak instead of directly reading out your notes. This way your presentation will sound more natural and you'll also slow down. Should we have a go now? I imagine you don't enjoy classes when teachers read from their notes.

Participating too Little

Ask/tell: I would love to hear your ideas, it would be great if you could participate more
How: If you participate more, that way you can solve your any questions you may have on the go, also it is important that we include everyone's opinions in class

Give example: [when professor finish a sentence or a teaching that you want them to talk about] This would be a good time to share ideas, "What thoughts / aspects come to your mind when we talk about CSR?" [clear question] for example, [prompt] Fair trade coffee at Starbucks always comes to my mind We can use a couple of minutes to brainstorm.

e. not switching their cameras on

Would you mind switching your cameras on. It's important because I can check if you're understanding what I'm explaining. Besides, I need it to avoid feeling isolated/like I'm talking to the wall. Imagine I turned off my camera; it would feel strange, wouldn't it?

According to research, more than 50% of communication is 'nonverbal' – body language is so important (eye movement especially)

Suggestions

How to point your students in the right direction

- Do your students take notes during the lectures?
- Do you ask your students to put their phones on silent?
- Have you tried setting up a “Learning Contract”?

Example student guidelines for taking part in seminars

1. Be well prepared – make sure you have read and thought about the text and/or the questions.
2. Bring the correct books and materials with you.
3. Arrive on time and stay for the length of the seminar.
4. Listen carefully to what others are saying.
5. Attend carefully to what is going on.
6. Show interest in the proceedings.
7. Ask questions that contribute to the discussion.
8. Speak clearly so that everyone can hear you.
9. Talk to each other, not just to the leader or teacher.
10. Discuss ideas rather than each other's opinions.
11. Keep your comments relevant to the topic.
12. Reflect upon your participation and try to improve.

Example student guidelines for taking part in lectures

1. Make sure you have read the required reading before the lecture.
2. Prepare for the lecture by thinking carefully about the topic.
3. Arrive on time.
4. Make sure your mobile phone is switched off.
5. Take notes while you are listening (use systematic note-taking strategies).
6. Think critically while you are listening and write questions.
7. Connect the lecture with other parts of your coursework.
8. Discuss the lecture with another student after the lecture.
9. If you have questions, ask the lecturer/tutor after the end of the lecture or send him/her an email.
10. Review your notes soon after the lecture.

Example student guidelines for taking part in tutorials

1. Make sure you have completed the required work.
2. Prepare questions to ask your tutor.
3. Arrive on time.
4. Listen carefully and take notes.
5. Show initiative by suggesting ways to develop your work.
6. Ask for feedback on your work.
7. Ask for advice on how to study or research.
8. Demonstrate initiative.
9. Show that you have the ability to study independently.
10. Reflect on how to use the tutorial in the most effective way.

Padlet

- What kinds of issues do you have with your students' written assignments?

<https://padlet.com/steveinghamupo/h8takzknyc77uthz>

• What kinds of issues do you have with your students' written assignments?

Steve Ingham + 12 • 2h

What kinds of issues do we have with our students' written assignments?

Click on [+] in the bottom right-hand corner and write your ideas. Thank you!

The image shows a screenshot of a Padlet board with a dark blue background. At the top left, there is a header with the name 'Steve Ingham + 12 • 2h' and the title 'What kinds of issues do we have with our students' written assignments?'. Below the title is a sub-header: 'Click on [+] in the bottom right-hand corner and write your ideas. Thank you!'. The board is populated with 18 white sticky notes, each containing a comment from an anonymous user. Each note has a red 'Add comment' button at the bottom. The comments are as follows:

- Anonymous 2h: Plagiarism - do not cite. Those with lower levels of English do need to take a lot more time to write (they have a great disadvantage with respect to their high english levels peers)
- Anonymous 2h: no critical thinking
- Anonymous 2h: They don't follow the proposed rules
- Anonymous 2h: They don't define the meaning of the acronym the first time they use them. The objectives or goals of the study appear practically at the end of it.
- Anonymous 2h: no structure; not footnotes
- Anonymous 3h: Sometimes, they underuse or misuse conjunctions and transition words
- Anonymous 2h: My students do not have to do this. But related to answer conceptual question, I do something rather silly, tell them how to answer making sure they are properly covering the topic
- Anonymous 2h: They are more worried about the pages extension than focusing in solving the task properly
- Anonymous 3h: low level of quality and lack of structure
- Anonymous 3h: Informal, superficial and informal writing
- Fuentsanta Galán Herrero 2h: They use google translator and do not review the text. Sometimes what they have written has no sense
- Anonymous 3h: Informal documents, i.e., without table of contents, figures without subtitles, unused references, ...
- Anonymous 2h: 1 comment: You can change this moving from pages extension to word extension
- Anonymous 3h: Informal language
- Anonymous 3h: 1 comment: I absolutely agree with you!!
- Anonymous 3h: Don't read before uploading the assignment
- Anonymous 3h: Handwriting
- Anonymous 3h: 1 comment: I do agree
- Anonymous 3h: They haven't developed writing skills in Spanish so apart from grammar or vocabulary problems, they have difficulties in organising ideas.
- Anonymous 2h: Yes, proof-reading and reviewing
- Anonymous 3h: They don't read the instructions so they failed the assignment

Last time...

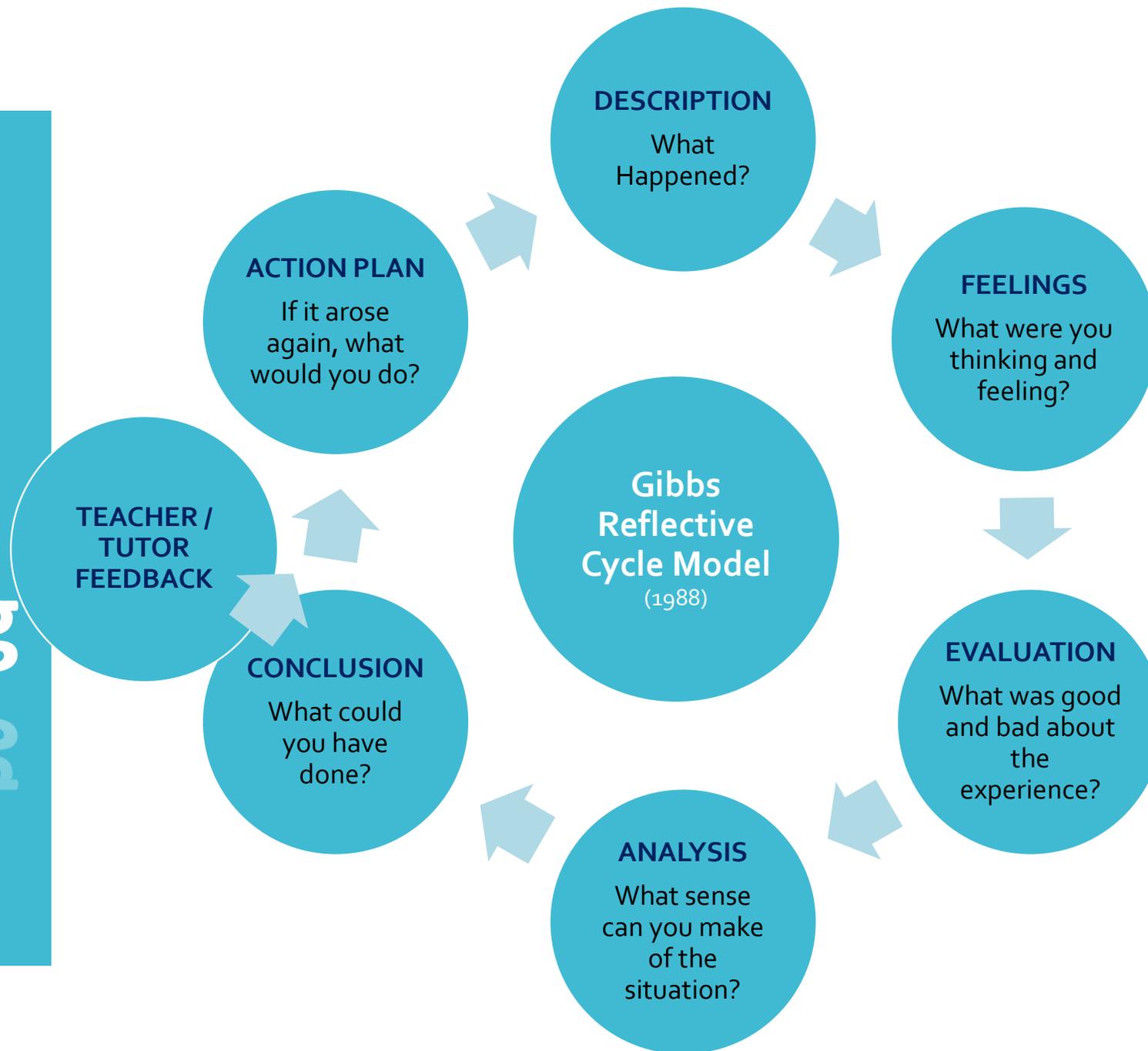
- **Teachers' roles and responsibilities**
- **Facilitator, Mentor, Motivator, Planner, Guide**
- **planner - counsellor - motivator - leader - creator (creativity)**
- **Motivator, facilitator, questioner, problem-solver, model**
- **participant - team player - inspirator - problem solver - researcher "questionner"**
- **Questioner, Collaborator, Participant, Problem solver, Team player**
- **problem solver**

Level 3:

Defining Reflecting

Reflecting

Defining



The product and process approach to writing

Write and submit

Product approach

Model texts are read and features of the type of writing are highlighted (e.g. use of linkers in an essay, or use of narrative tenses in a story).

Controlled practice of highlighted features (e.g. doing a gap fill using the linkers studied).

Ideas are then organised into a logical structure, using the model text as a guide. Organisation is often considered more important than content.

Students are given a similar task to the model text and use the structures they have studied to produce their own text.

Process approach

Ideas are generated through discussion or brainstorming (e.g. benefits of mobile technology, what makes a good teacher).

Students extend ideas into notes and evaluate how useful and interesting each idea is.

Students organize ideas in a mind-map or linear form to help them identify most important ideas to order their text.

Students write the first draft (this is often done collaboratively in pairs).

Drafts are exchanged, and other students read / comment on the text.

Drafts are returned, and students now edit their work into a final draft.

Final drafts are then read, and other students may write a response.

Write DRAFT and submit

Practising language for giving different types of **written feedback** on students' written work

Practising
language for
giving different
types of **written**
feedback on
students' written
work

Hi Steve,

My name **is** Jorge. I **am** a student at Jose Infantes Maria school in Utrera. It **is** a bilingual **centre**. I like it here. My family **is** small. My father **work** at the Valme and my mother **is** a nurse. I have a sister, Carmen. We **are** happy most of the time.

EAP: English for
Academic
Purposes:
A construct of
Disciplinary Literacy

Written
Assignments

Content

- Did the student understand the task?
- Were the ideas logical and well organised?
- Did the student give sufficient supporting details and examples?

Language

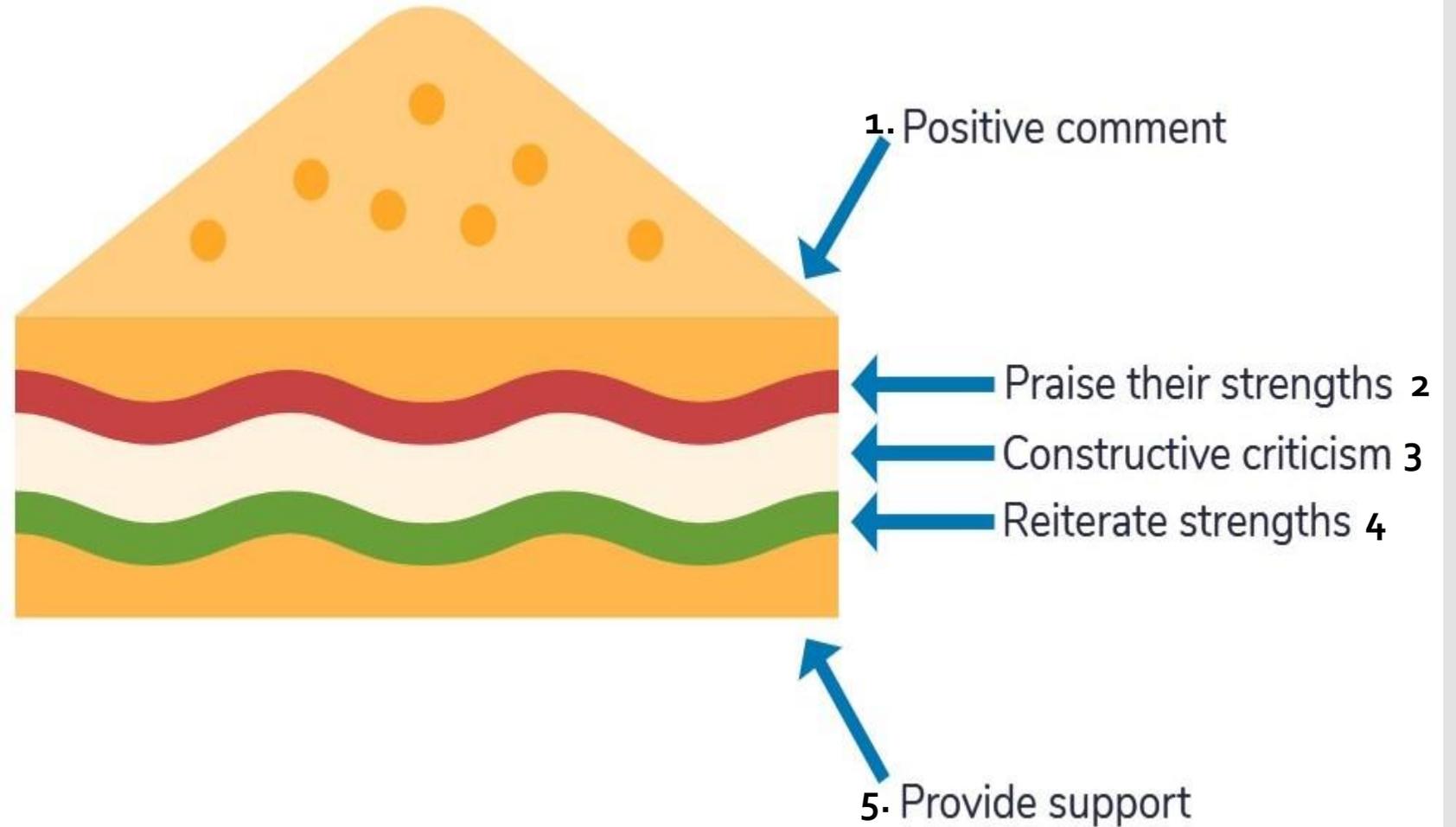
- Were there many grammar mistakes?
- Did the student use transitions and signposting words?
- Were the spelling and punctuation correct?

Style

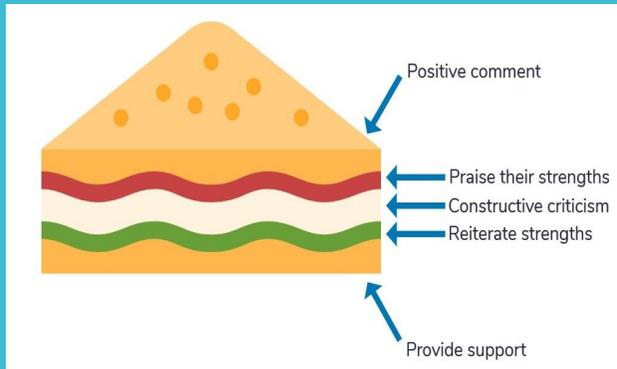
- Did the student use academic vocabulary and passive structures?
- Did the student cite references correctly and appropriately?

Focussing on language used when giving constructive feedback

BREAKOUT
15 Minutes



Focussing on language used when giving constructive feedback



1. Thanks for your assignment Nerea. I enjoyed reading it.
2. You've understood the question and clearly presented both sides of the argument.
3. You **need to** work on including more transition words to link your ideas more clearly. Also, **please remember** to use more passive structures in academic written work. This'll really improve your writing style.
4. You're making good progress!
5. How about visiting this website for more help?

<http://www.uefap.com/writing/writfram.htm>

Click on [Genres] on the menu on the left. You'll find information about

1. [Essays](#)
2. [Reports](#)
3. [Case Studies](#)
4. [Research proposals](#)
5. [Book reviews](#)
6. [Brief research reports](#)
7. [Literature reviews](#)
8. [Reflective writing](#)

and more! Any questions, please let me know.

Focussing on language used when giving constructive feedback

Content

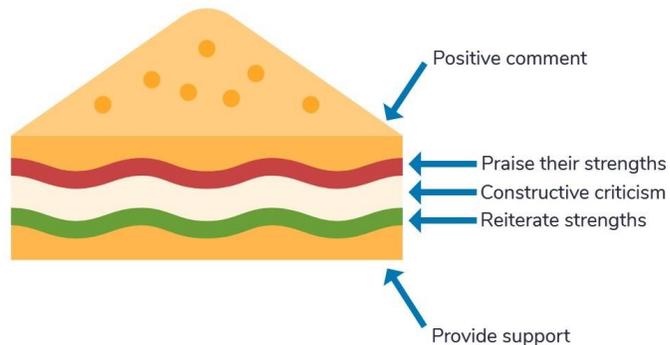
- Did the student understand the task?
- Were the ideas logical and well organised?
- Did the student give sufficient supporting details and examples?

Language

- Were there many grammar mistakes?
- Did the student use transitions and signposting words?
- Were the spelling and punctuation correct?

Style

- Did the student use academic vocabulary and passive structures?
- Did the student cite references correctly and appropriately?



- **BREAKOUT**
- **5 minutes individual**
- **15 minutes group**

- Read and provide feedback on a piece of student's writing
- If your first name begins with **A – L**, please look at **Essay 1** (you have 5 minutes)
- If your first name begins with **M – Z**, please look at **Essay 2** (you have 5 minutes)
- After approximately 5 minutes **pool together your ideas and help each other write feedback for both essays** – (the 'secretary' should write out the feedback in full) you only have 15 minutes for both so good luck!

Focussing on language used when giving constructive feedback

Content

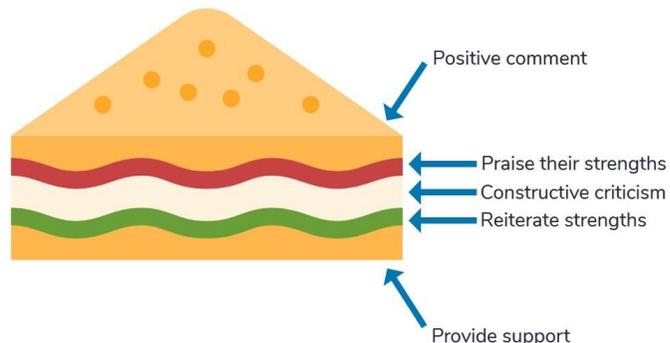
- Did the student understand the task?
- Were the ideas logical and well organised?
- Did the student give sufficient supporting details and examples?

Language

- Were there many grammar mistakes?
- Did the student use transitions and signposting words?
- Were the spelling and punctuation correct?

Style

- Did the student use academic vocabulary and passive structures?
- Did the student cite references correctly and appropriately?



BREAKOUT

- After 5 minutes, please group together your feedback ideas

Essay 1

- **Assignment: Compare and contrast the prose styles of Ernest Hemingway and William Faulkner.**
- Hemingway and Faulkner are two giants of 20th century American fiction. Both wrote a large number of novels that have since become classics. Their prose styles could not be more different. Whereas Faulkner uses lengthy complex sentences with frequent repetition and long archaic words, Hemingway's prose is simpler and more direct. Something that I think both writers has in common is their ability to use narrative technique to convey vivid scenes and strong emotions.

Write your feedback below.
You have 5 minutes.

- Type here

Focussing on language used when giving constructive feedback

Content

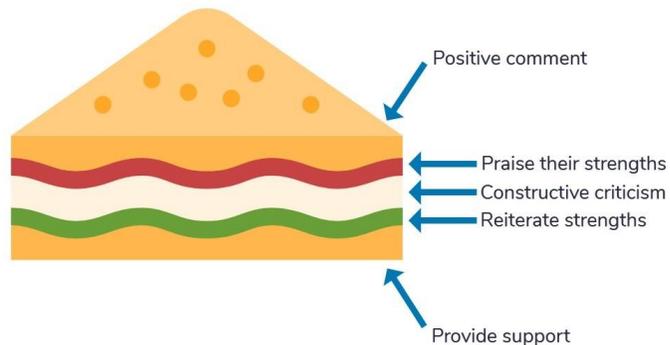
- Did the student understand the task?
- Were the ideas logical and well organised?
- Did the student give sufficient supporting details and examples?

Language

- Were there many grammar mistakes?
- Did the student use transitions and signposting words?
- Were the spelling and punctuation correct?

Style

- Did the student use academic vocabulary and passive structures?
- Did the student cite references correctly and appropriately?



BREAKOUT

- After 5 minutes, please group together your feedback ideas

Write your feedback below
You have 5 minutes

- Type here

Essay 2

- **Assignment: Describe the effects of global urbanisation.**
- The rapid increase in global urbanisation is one of the greatest issues facing the world. Experts estimate that the global urban population will double over the next 30 years. We can see that the most rapidly urbanising region of the world are to be found in the developing world. Cities in these countries are turning into megacities – massive conurbations of more than 20 million people.

giving constructive feedback

• Here are some of our ideas

from María de Pino Ramos Sosa (internal) to everyone:

Essay 2: Thank you for your assignment. It was a pleasure reading it. Your ideas are clear and you complete the goal of the assignment. In fact, you mention several effects of global urbanisation which are not connected to each other. To excel in your writing, I'd recommend you to use linking words to jump from one idea to the other (first, second,...). I congratulate you for your progress! Keep going!

from Lara Barros Martins (internal) to everyone:

Thanks for your assignment, Alicia. I really enjoyed reading it. You did an excellent job! Congratulations!

You've understood the question and clearly presented a comparison for both prose styles.

In order to improve your writing style, I suggest you include more transition words to link your ideas more clearly, such as First, Second, Finally. Also, you should try to use more the passive voice instead of using the first person ("I think...").

Keep up the good work!

from Dan Ryan to everyone:

Good job (student's name). I really like it.

You have got the main points of both writers and your comparison was good too. You should try to analyse their work more deeply. More detail and examples would support your ideas and provide a more in-depth view of their work. By doing this, the final outcome will be better.

Anyway, your progress is impressive. If you continue this way, the final grade will be great.

And finally, you can find all of both authors' works in the library

Last time...

- **Teachers' roles and responsibilities**

- **Facilitator, Mentor, Motivator, Planner, Guide**
- **planner - counsellor - motivator - leader - creator (creativity)**

- **Motivator, facilitator, questioner, problem-solver, model**

- **participant - team player - inspirator - problem solver - researcher "questioner"**

- **Questioner, Collaborator, Participant, Problem solver, Team player**

- **problem solver**

Dealing with gaps in knowledge.

- “Every group has mixed abilities and
 - mixed English levels”
- 5 strategies to deal with gaps in knowledge
 - BREAKOUT
 - 5 MINUTES

- 5 strategies to deal with gaps in knowledge
- Here are some of our ideas

Dealing with gaps in knowledge.

- 1. Create a glossary with keywords and definitions (wiki-approach)
- 2. Mix students of different English levels or mix them by level (we had both experiences)
- 3. Mix international and local students
- 4. Request better enrolment testing of English levels for bilingual courses
- Grouping students so the stronger can support the weaker ones
- Different tasks for different levels
- Try not to highlight the lack of knowledge about their field; give them resources and tools (readings) to help them and encourage them to interact with people who can know better the issue

And **finally...**

- **Questions,**
- **comments** and/or
- Suggestions?**

Final reflection

- I often advise my students to ...
- I always encourage my students to ...
- I sometimes warn my students not to ...
- I usually evaluate my students by ...
- I support my students' academic study skills by...
- I guide my students to be independent learners by ...
- I expect my students to ...
- Online discussion forums are an excellent way of ...
- Students can feel anxious about participating in online discussion forums because ...

Resources

CAMBRIDGE

Academic Vocabulary in Use

50 units of academic vocabulary reference and practice

Self-study and classroom use

39 Organising your writing

A Openings

Look at these openings from students' written work, and note the items in bold.

This assignment will address the problem of socio-economic data in health studies. This dissertation is concerned with individual differences in the ability to connect thoughts and emotions.

The aim of this paper is to explore constant acceleration formulae, with a focus on motion along a slope.

The purpose of this essay is to investigate the use of focus group interviews.

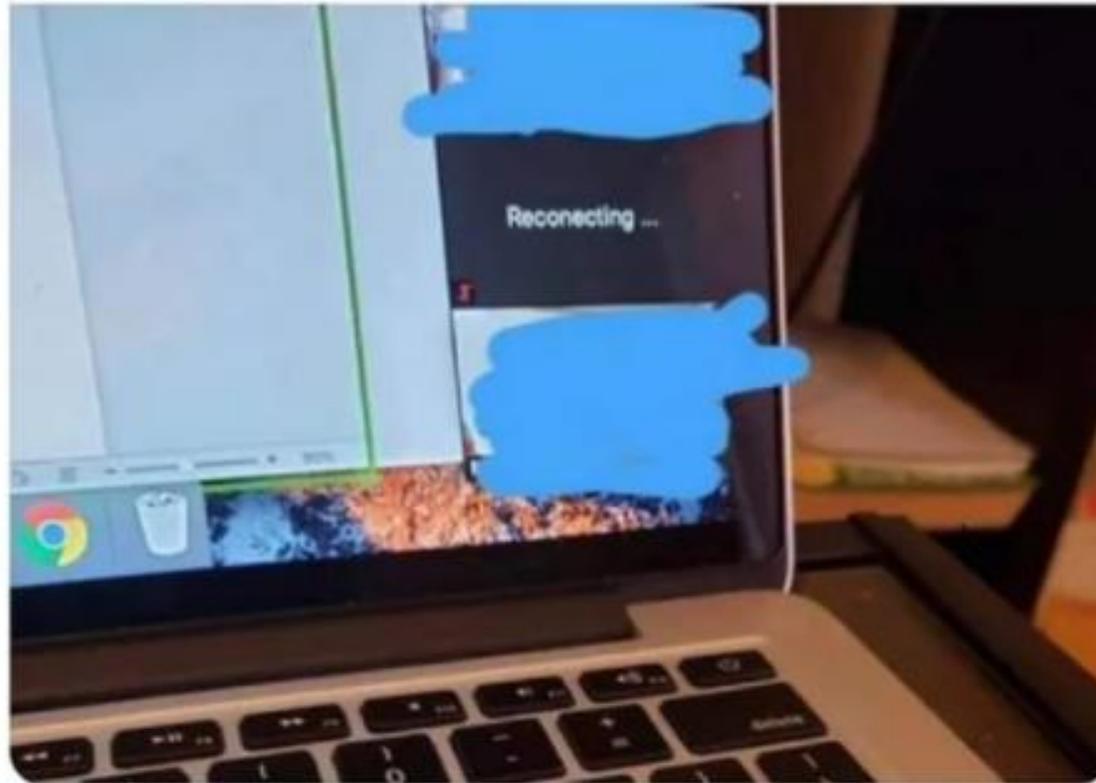
This thesis consists of four parts. Each part describes a different set of experiments which contribute to the final results.

This assignment is divided into three sections, with each section devoted to a different aspect of world trade.

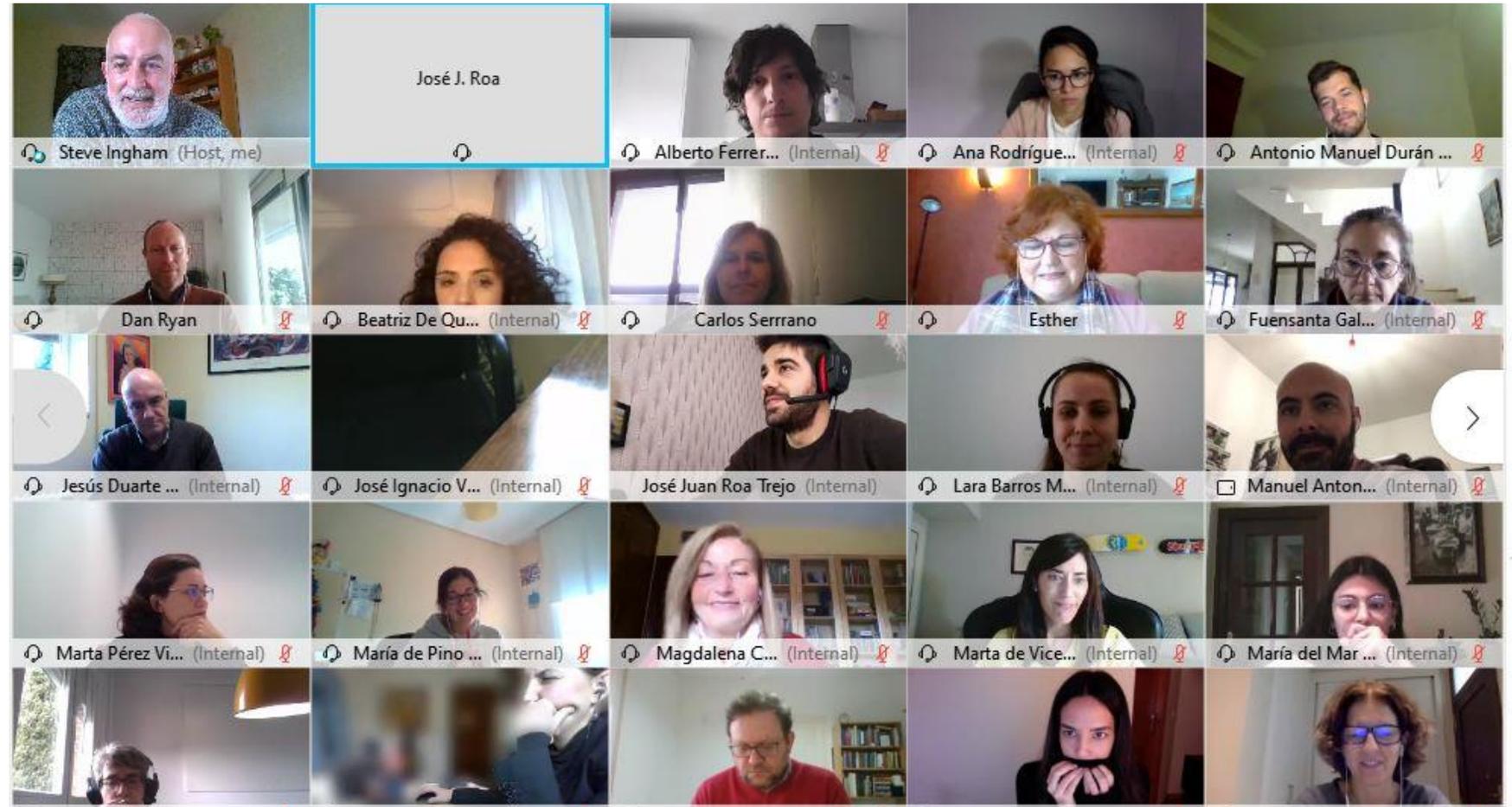
B Organising the main points

useful when ...	items	examples
working through a list of different things	<ul style="list-style-type: none">• first(ly), secondly, thirdly• next• lastly/finally	First(ly) , let us look at the history of the problem. [<i>firstly</i> is more formal than <i>first</i>] Next , there is the issue of air resistance. Finally , let us consider increased taxation as a possible solution.
changing topics / bringing in new points	<ul style="list-style-type: none">• we now / let us turn to• at this point	We now turn to the question of which model provides a better explanation of the phenomenon. At this point it is important to look again at the data.
referring forward in the text	<ul style="list-style-type: none">• below• in the next section• later• the following	We shall see below that depopulation has been a major factor. [lower on the page or later in the essay/article] Later , I shall look at other possible reasons for this. The following example comes from Hillson (1998).
referring back to something	<ul style="list-style-type: none">• above• in the preceding section• earlier• (as) we saw / have seen that/in	The above figures indicate a significant decrease. Three hypotheses were listed in the preceding section. [the section immediately before this one] I noted earlier that lack of fresh water was a serious problem. As we saw in section 2, this is a complex topic.
referring to examples, diagrams, pages, etc.	<ul style="list-style-type: none">• see• consider• take, for example,• as can be seen in	For the complete results, see Appendix A, page 94. Consider Figure 1, which shows changes from 1976–8. Take, for example , Sweden, where industrialisation was rapid, as can be seen in Figure 2.
referring separately to different people or things	<ul style="list-style-type: none">• respectively• the former• the latter	Groups A and B consisted of 14-year-olds and 16-year-olds, respectively . [i.e. group A was 14-year-olds and group B was 16-year-olds] Rostov and Krow both studied the problem. The former wrote a book; the latter published two papers. [the first and

Today one of my 4th grade students renamed himself "reconnecting ..." on our Zoom call and pretended that he was having internet issues to avoid participating in our lesson.



The End



Thank YOU!

• email: steveinghamupo@gmail.com

References & Resources

Thornbury, S, Underhill, A (ed). (2020) **The New A-z of ELT**, Macmillan Education

Cambridge English Certificate in EMI skills (2015)
<https://teachercourses.cambridgeenglish.org/>

MORE INFORMATION ABOUT PRODUCT AND PROCESS WRITING:

<https://www.teachingenglish.org.uk/article/product-process-writing-a-comparison>