

GIVING FEEDBACK

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Giving feedback

From correction to
confident next steps

Effective principles • Corrective techniques • Learner autonomy

NOTICE

THINK

ACT

Learning outcomes

By the end of the session, you can...

- explain the three golden rules for confidence-building feedback
- select corrective feedback techniques for different learner needs
- design feedback that develops self-assessment and learner autonomy
- conduct a short teacher–student feedback conference

FOUNDATIONS

Effective feedback helps students move from their current performance to the expected learning goal.

Where am I going?

FEED UP

How am I going?

FEED BACK

What should I do next?

FEED FORWARD

Goal

Current performance

Next action

Feedback is effective only when the learner can understand it and use it.

Feed up, feedback, and feed forward

three core instructional concepts from a framework by educational researchers John Hattie and Helen Timperley.

they answer three essential learner questions:

Where am I going? (Feed up), How am I going? (Feedback), and Where to next? (Feed forward).

Three golden rules

1

BE SELECTIVE

One improvement focus

2

FOCUS ON WHERE
NEXT

A clear, achievable action

3

USE QUESTIONS

Thinking before telling

Choose one focus → clarify the next step → invite the learner to think

Rule 1 – Be selective

Too much correction

Grammar
Vocabulary
Pronunciation
Organization
Spelling



One high-value focus

TODAY'S FOCUS
Clear past-tense endings

Manageable

Visible progress

Confidence

Rule 2 — Focus on where next

Backward-only comment

“Your introduction is unclear.”

Forward-looking comment



A usable next step

Specific

what to change

Achievable

within reach

Immediate

usable now

Rule 3 — Use questions

TELLING

“You should add evidence to paragraph two.”



GUIDING

“Which example could support the claim in paragraph two?”

Questions make feedback a thinking process—not a correction delivered to a passive learner.

PRINCIPLES

Six principles of effective feedback

Goal-linked

Connect to criteria

Specific

Name observable evidence

Timely

Arrive while action is possible

Balanced

Recognize strengths and needs

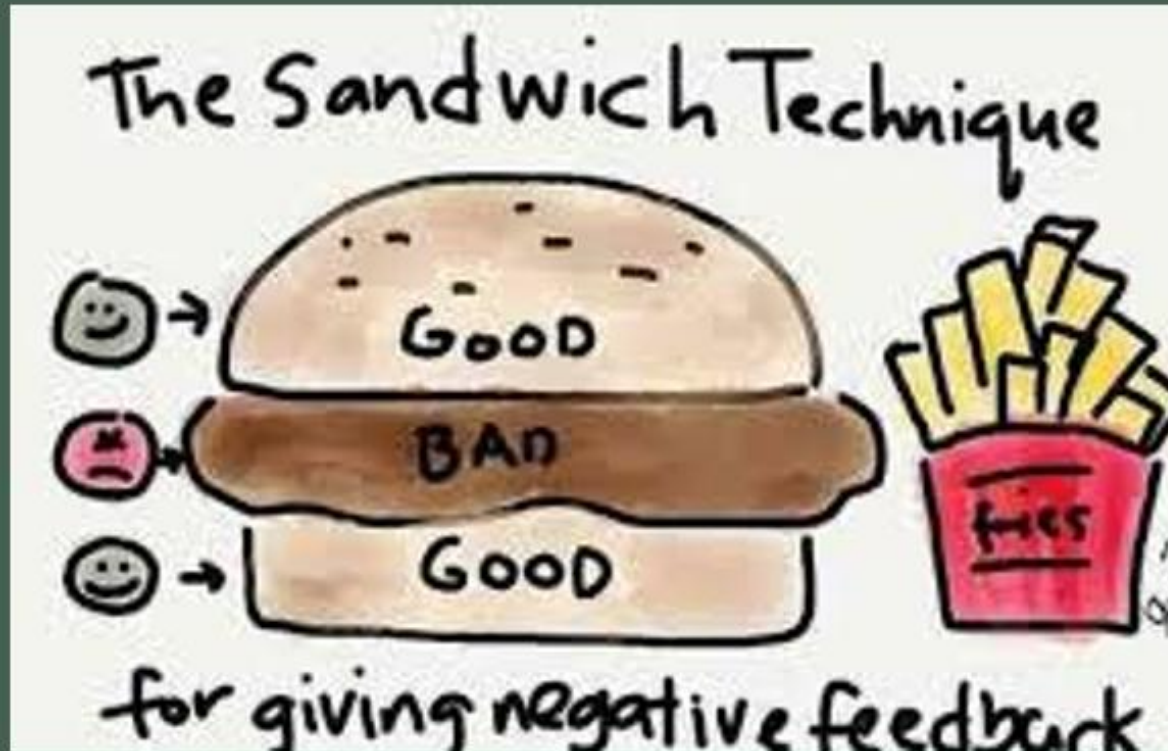
Actionable

End with a next step

Dialogic

Invite response and questions

Sandwich method



**WHAT IS
FEEDBACK
SANDWICH**



↔ **Effective Feedback**
→ The Improved Praise Sandwich

Positive Feedback

Developmental Feedback

**Action Plan to
Improve**



How To Sandwich Your Feedback

Step 1: **Praise Employees**



Step 2: **Negative Feedback**



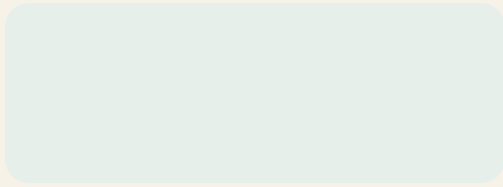
Step 3: **Praise Again**



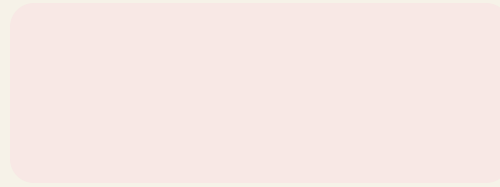
teamflect⁺

Use the sandwich carefully

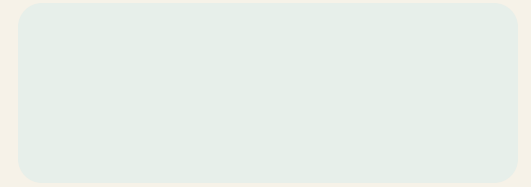
Praise



Critique



Praise



The risk

- learners wait for the 'but'
- the key message becomes hidden
- praise may feel formulaic

A clearer alternative

- recognize specific evidence
- name one improvement focus
- agree on the next action

Feedback can take different forms

INFORMAL

In-the-moment coaching

FORMAL

Planned, recorded comments

FORMATIVE

Improvement during learning

SUMMATIVE

Judgment after learning

PEER

Learners respond to peers

SELF

Learners monitor themselves

Corrective feedback techniques

Recast Reformulate without interrupting flow

S: He go yesterday. T: Yes, he went yesterday.

Clarification Signal that meaning/form needs repair

T: Sorry—he go when?

Explicit correction Provide the correct form directly

T: Say went, not go.

Elicitation Pause or prompt for self-correction

T: He...?

Metalinguistic clue Name the rule, not the answer

T: Check the past tense.

Delayed feedback Collect examples; review after the task

Board 2–3 patterns after fluency work.

Choose the least intrusive useful technique

Is meaning still clear?

YES → protect fluency; note the error or use a brief recast

Can the learner self-correct?

YES → elicit, pause, or give a metalinguistic clue

Is the form new, fossilized, or blocking meaning?

YES → clarify or correct explicitly, then check understanding

Match the technique to the task goal, learner readiness, and emotional climate.

Turn correction into an actionable message

1

NOTICE

Name evidence

2

FOCUS

Select one priority

3

QUESTION

Invite thinking

4

NEXT STEP

Agree on action

“Your claim is clear. Which example best supports it? Add that evidence before Friday.”

Encouraging learner autonomy

1

Teacher owns feedback

Teacher identifies and fixes every problem

2

Shared responsibility

Teacher questions; learner interprets and chooses

3

Learner self-regulates

Learner uses criteria, seeks feedback, and monitors progress

Autonomy grows when learners understand quality and make decisions with feedback.

Activity 1 — Analyze teacher feedback

Groups

10 minutes

Report one revision

For each feedback sample:

- Identify whether it is effective or ineffective.
- Name the principle or golden rule involved.
- Predict the learner's likely response.
- Rewrite the feedback to make it usable.

ANALYSIS LENS

Specific?
Selective?
Forward-looking?
Dialogic?
Autonomy-building?

ACTIVITY 1

Feedback samples for analysis

A

Good job!

B

Wrong. You need to study grammar.

C

Your examples are relevant. Which one best supports your main claim?

D

I corrected all 18 errors for you.

E

Your opening is engaging. Next, add one sentence that previews your two main points.

F

Check the rubric. What is one change you will make before resubmitting?

A five-minute feedback conference

1

CONNECT

Ask how the learner feels about the work

2

CLARIFY

Revisit the goal or criterion

3

NOTICE

Discuss one strength and one priority

4

COACH

Use a question to explore options

5

COMMIT

Agree on one action and a check-in

Target balance: learner talks and thinks more than the teacher.

Complete Example of five stages.

CONNECT Teacher: “How do you feel about your presentation?”

Student: “My ideas were good, but the organization was unclear.”

clarify Teacher: “The goal was to present your ideas in a logical order. Your introduction clearly introduced the topic. However, your main points were difficult to separate. What could you do to make them clearer?”

notice Student: “I could number them and use signposting expressions.”

coach Teacher: “Which expressions will you add?”

Student: “First, secondly and finally.”

commit Teacher: “Excellent. Revise your outline and bring it on Friday. We will review it together.”

Activity 2 — Feedback conference role-play

TEACHER

Use one golden rule, one question,
and one next step

STUDENT

Explain your thinking; ask for
clarification; choose an action

OBSERVER

Track specificity, learner talk,
autonomy, and emotional tone

Scenario: A student's 2-minute presentation has a clear idea but weak organization and frequent past-tense errors.

Round 1: 5 min

Observer: 2 min

Rotate roles

Sample Role-Play

Teacher: “How do you feel about your presentation?”

Student: “I think the main idea was clear, but my presentation was not well organized.”

Teacher: “I agree that your main idea was clear. The goal was also to organize the presentation into an introduction, main points and a conclusion. Which part was most difficult?”

Student: “Connecting the main points.”

Teacher: “What could help the audience follow them?”

Student: “I could use expressions such as ‘first,’ ‘next’ and ‘finally.’”

Teacher: “Good. What will you do before your next presentation?”

Student: “I will revise my outline and add a signposting expression before each main point.”

Teacher: “Excellent. Bring the outline to our next class, and we will check it together.”

Useful language for the conference

OPEN

How do you feel about
this work?
What were you trying to
achieve?

NOTICE

One effective feature is...
I noticed that...

QUESTION

Which part would you
improve first?
What options do you see?

COMMIT

What will you do next?
When will you try it?

Pause • Listen • Paraphrase • Agree

Observer checklist and peer feedback

- ☐ The feedback referred to evidence or criteria.
- ☐ The teacher selected one manageable priority.
- ☐ At least one question invited learner thinking.
- ☐ The next step was specific and achievable.
- ☐ The student expressed or chose the final action.

PEER RESPONSE

One strength

One question

One next step

Exit ticket — Make feedback usable

Complete these three sentences:

1

One feedback habit I will stop is...

2

One golden rule I will apply is...

3

One question I will ask learners is...

Effective feedback ends with learner action—not teacher explanation.