

Amsterdam University of Applied Sciences

Feeding forward and feeding back

language nourishment for subject teachers

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**Amsterdam University
of Applied Sciences**

NATIONAL CLIL CONFERENCE 2017

Liz Dale

Eline van Batenburg

*Feeding forward and
feeding back:
language nourishment
for subject teachers*

INTRODUCTIONS

Liz Dale

- Language teacher educator (HvA)
- Inspector tto - vmbo/hv (Nuffic)
- PhD *The role of the English teacher in tto* (CARE)
- Co-author of *CLIL Skills* and *CLIL Activities*

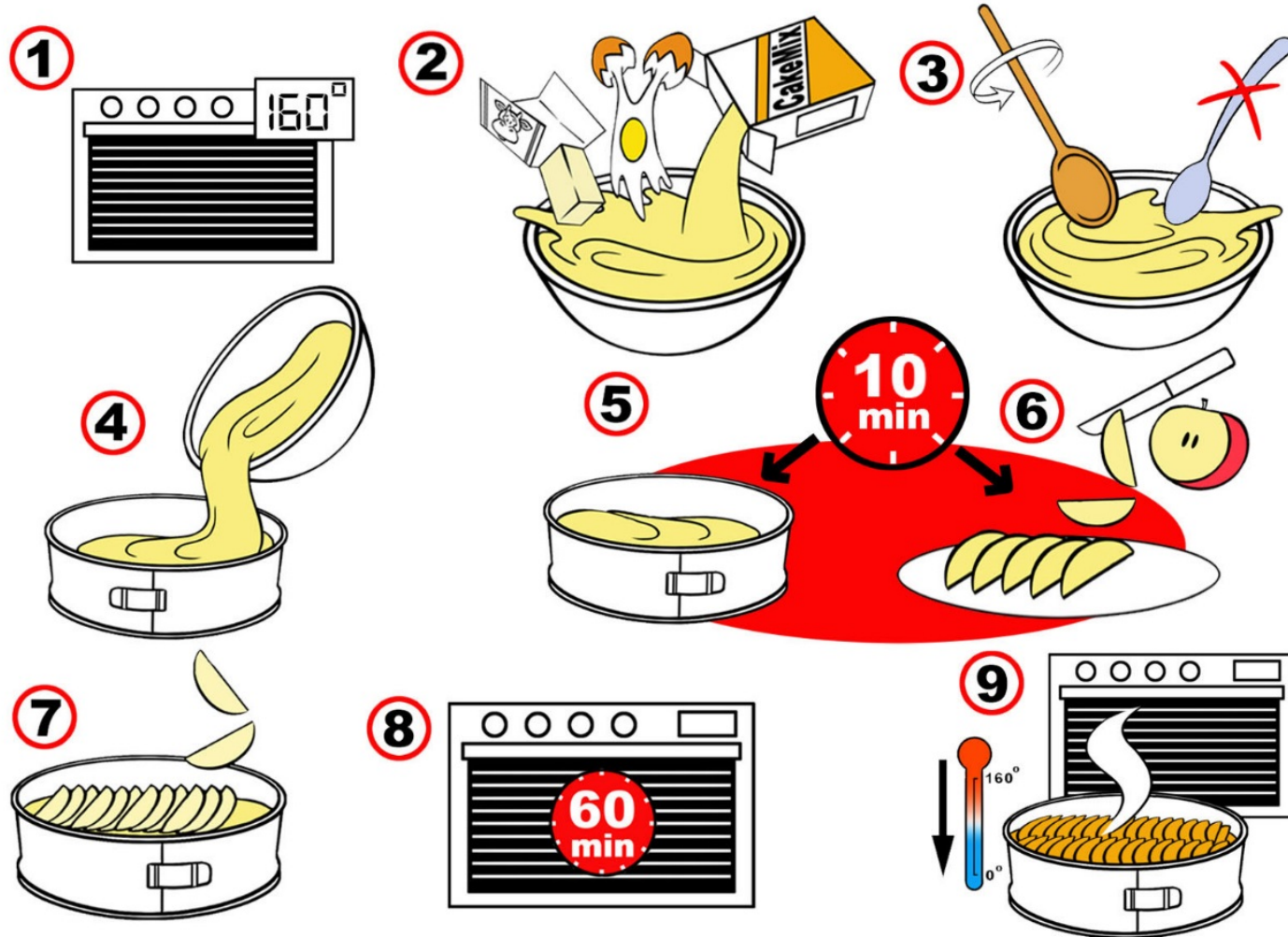
Eline van Batenburg

- Language teacher educator (HvA)
- Inspector tto- vmbo (Nuffic)
- PhD *Teaching EFL oral interaction in vmbo* (CARE)

TTO STANDARD FOR SUBJECT TEACHERS (NUFFIC)

5.2 Norm	De vakdocenten hanteren een repertoire van didactische werkvormen die de leerlingen stimuleren talige output te produceren.
5.3 Norm	De vakdocenten hanteren verschillende vormen van feedback op de taalproductie van de leerlingen.
5.5 Norm	De vakdocenten maken leerlingen bewust van specifiek talige aspecten van hun vak.

APPLE CAKE



A new trainee has joined your bakery from the UK. It is their task to bake the apple cakes this week. Your bakery works with the recipe below.

Can you explain step-by-step how the apple cake should be baked?

FEEDBACK ON WHAT?

1. Task achievement
2. Linguistic accuracy (grammar, pronunciation, subject-specific vocabulary)
3. Fluency
4. Interactional ability (overcome communication problems, e.g. through strategies)

To benefit from feedback, learners must

- **possess a concept** of the standard / level being aimed for;
- **compare** the current level of performance with the expected level;
- engage in appropriate action to **close the gap**.

(Sadler, 1989)

Task achievement & fluency

Language knowledge

Vocabulary
Grammar
Pronunciation

Interactional ability

Compensation
strategies

FEEDBACK...HOW?

Watch another learner perform the Apple Cake task

1. In pairs, choose two aspects from the CEFR rubrics that you want to give feedback on.
2. Use the CEFR rubrics to formulate two sentences that will
 - help learners **compare** the current level of performance with the expected level;
 - engage in appropriate action to **close the gap**.

FEEDBACK...OR FEEDFORWARD?

What activities can teachers get learners do to prepare for...

1. Task achievement
2. Linguistic accuracy (grammar, pronunciation, subject-specific vocabulary)
3. Fluency
4. Interactional ability (strategies)

Limited Attention Model

We can only spend our cognitive energies on one thing at the time.

There is a **trade-off** between

Complexity

Accuracy

Fluency

(Skehan, 1996)

FEED FORWARD

Which points did you not give feedback on?

Use these as the basis for the following task:

1. In groups, design a feed forward activity that will help learners perform the Apple Cake task.
2. Present your activity to the rest of the group.

MAIN POINTS

1. FEEDBACK should

help learners **understand** the level they are aiming for;
compare the current level of performance with the expected level;
close the gap between current and expected level.

2. FEEDFORWARD should

help learners **reduce** the cognitive **load** of the task;
help learners **perform well** in the targeted area.

- Task achievement
- Accuracy
- Fluency
- Interactional ability

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