

UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT



TYPES OF FEEDBACK USED BY TEACHERS TO DEVELOP THE ENGLISH
SPEAKING SKILL ON THE STUDENTS OF ADVANCED INTENSIVE ENGLISH
LEVEL AT THE FOREIGN LANGUAGE DEPARTMENT OF THE UNIVERSITY OF
EL SALVADOR, MAIN CAMPUS

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INTRODUCTION

In recent years, the number of people learning English has increased due to several reasons. One of the most influential ones seems to be that during the last five years many outsourcing companies which carry out their transactions mostly in English have established their businesses in El Salvador. Another reason why people learn English might be due to the fact that national small businesses in El Salvador continue to grow and their services and products are being distributed abroad, so such companies require their personnel to be competent in the English language.

Since English is not the mother tongue in El Salvador, people need to find specialized institutions to learn it. One of those institutions is the Foreign Language Department at the University of El Salvador. This department has three different majors that are offered in English including one with a specialized major in teaching. There is another major in Modern Languages specialized in English and French, and a Teachers' training program that educates people for being teachers to work at secondary school levels.

The two majors and the Teachers' Training program before mentioned provide a set of courses that accomplish the students' necessities by giving them a professional guide. This guide begins from basic levels, goes through the intermediate ones, and finishes in the advanced levels. It is on the advanced courses that this research is focused on.

Since the advanced English courses require the students to manage a competent English level, they need to be able to communicate with fluency, use the appropriate structures and have a variety of vocabulary; there arises a question about how teachers work in order to develop and improve their students' performance, especially in speaking.

This research project is focused on what types of feedback are used by teachers to develop and maintain the speaking skill (one of the four English macro skills) in the Advanced English course.

This report was organized in three chapters which provide detailed information about the topic under study. The first chapter corresponds to the Theoretical Framework and describes the Four Macro-skills in Foreign Language Learning, the types of feedback, the feedback strategies and the feedback content.

The second chapter, research methodology, contains the general objectives, the specific ones, the method, the population (universe and sample), the procedure, and the instruments.

The third chapter structure (the data analysis and interpretation) displays detailed notes gotten during the observation session in the Advanced Intensive English groups. Those detailed notes are coordinated based on the class schedules, going from the earliest one to the latest one.

This chapter also presents the survey results through figures which represent the student's opinion about each survey-question. It also pumps-up the conclusions that emerged after the data was collected and processed. It consists of the recommendations made by the researcher based on the results as well as some suggestions about books that might be taken into account when providing feedback.

I. THEORETICAL FRAMEWORK

1. Statement of the problem

Learning a second language such as English involves the acquisition of the appropriate skills to handle and deal with new patterns and structures of the new language. To develop the appropriate skills students must study again new patterns to share their ideas in a fluent way just as they do it in their native language. To communicate something it is necessary to acquire four skills: normally learn to listen first, then to speak, then to read and finally to write. These four skills are what every student of a foreign language should master to consider themselves speakers at that language. Definitely, it is necessary to have a balance among the four communicative skills so students do not have difficulties in communicating (Sarmiento, 2007).

This study mainly focuses on finding out the different types of feedbacks used by teachers to develop the English speaking skill on the students of the advanced English level. In order to do that, information was gathered from multiple observation sessions to the Advanced English groups. Also a short survey was developed for students primarily, so that the types of feedback, feedback strategies and feedback content applied by teachers can be identified. Moreover, experimented and novice teachers at The Foreign Language Department might put into practice additional information and suggestions that previous studies and authors have shown to work well when providing feedback.

During the development of this project, different research questions emerged such as what is feedback? How many types of feedback are there? What are the types of feedback most used by teachers at the Foreign Language Department? When do teachers

provide feedback to their students? Why is it important to apply feedback when students speak the English language? and What are the resources that can be used in order to apply feedback?

2. The Four Macro-skills in Foreign Language Learning

The listening skill. When being children, the listening skill is acquired through the experience of belonging to an environment or community in which a specific language is spoken. Then through the constant repetition the brains gets familiar with the surrounding sounds making it easier for the child to understand and assimilate the meaning of such sounds transforming them into meaningful concepts that imply a specific meaning for the child. So to learn English and to develop the listening skill the student must go just about the same process to assimilate the meaning of new words and expressions that he or she will need to use in communication.

The reading skill. It's another important and necessary element that has equal importance to transmit knowledge. This skill involves the reproduction of sounds that a person previously acquired mostly during childhood. If the proper sounds are known, any word can be pronounced regardless the difficulty of the level (Sharma, 2012).

The writing skill. It is another way in which humans tend to transmit their knowledge and ideas, through writing. That implies the pre-knowledge of symbols (words) that need to be combined in a specific order to convey a clear idea. Writing can be complex for some people or students but necessary to communicate and learn a new language (Sarmiento, 2007).

The speaking skill. Finally, this skill is the most useful form to interact with another person in a certain language. So it is necessary to recognize, understand and practice new patterns to perform a competent speaking skill. Those patterns include the knowledge of vocabulary, grammar and also the context in which words are used. Making use of those patterns, humans are able to express ideas, concepts and more through the communicative process.

Acquiring the four main skills is a process that requires continuous training and performance. Therefore, to reach the goal of developing a competent performance it is necessary to apply feedback in every single area of the four macro skills.

3. What is feedback?

Feedback is the process that helps learners to maximize their potential at different stages of training, raise their awareness of strengths and areas for improvement. It also identifies actions to be taken to improve performance (Stewart, 2012). Feedback is a tool that helps not only students but also teachers to improve performance in a specific area. It gives information to teachers about how students are performing in regards to classroom learning goals (Brookhart, 2007). However, giving feedback is not just saying to a student if he or she developed a good or a bad job in a classroom assignment. It is a complex and well organized process that includes aspects such as the recognition of the problems (in learning) to deal with, the time to be used, the construction of goals and possible solutions and some other important elements that are necessary to provide an effective feedback.

4. Types of Feedback

In this project, different types of feedback are seen in order to identify what the most effective ones are used by experts and teachers. Elizabeth Gibbons in her work "*The*

Spectrum of Styles” (2007) mentions four types of feedback which, according to her, they will have an impact on the students’ performance if they are used in a correct manner. These feedback types are the following.

Value. The value feedback includes a word or expression that reveals a judgment. As an example, when telling “amazing job” to a group after a presentation can work as value feedback.

Corrective. This type of feedback focuses on an error. It includes a statement that identifies the error and/or statement about how to correct it. Visual corrective feedback might be a demonstration of what was done incorrectly and how to correct it. The teacher must let the student know how to identify an error in order to fix it: “In this part of the sentence it is necessary to include a time expression as in the pattern given” (Gibbons, 2007).

Neutral. Descriptive and factual, neutral feedback acknowledges what the learner has done by describing or offering factual statements which are devoid of judgment or correction. Sometimes this type of feedback can be confusing for learners due to devoid expressions such as “You followed the same steps seen on classes.”

Ambiguous. Ambiguous feedback does not convey to the learner precise information about the performance, and can be misinterpreted. Making an expression such as “Why did you use that type of visual aid?” and not saying the why of the question might make students think that they were missing something during the presentation of a specific topic (Gibbons, 2007).

Katie Sprouls shares two more types of feedback that relay clear and goal-directed information to a learner. Such feedback types are described below.

Positive. “It is used to indicate that an expected behavior was demonstrated or to reinforce successive steps toward a goal” (Sprouls, 2011). Providing this type of feedback includes congratulations, awards and acknowledgement of a desired or appropriate behavior.

Negative. “It indicates that a behavior or task was not performed correctly thus, indicating that a change of behavior is needed to demonstrate successive behaviors toward a goal” (Sprouls, 2011). Negative feedback is defined, according to as delivering a verbal or nonverbal reprimand, consequence, ultimatum, and/or leave request to indicate the need to terminate a behavior. Delivering this feedback type includes to stand out student’s performance and also some comments to indicate the student what the areas to work on are.

Jeremy Comfort and Peter Franklin, authors of the book “The Mindful International Manager of classes” (2010), stated two more feedback types that can be applied in the education field. These feedback types are described below.

Formal. “It involves looking at past performance and then setting targets for future performance” (Franklin, 2009 p.18). An example of the previous quotation can be highlighting students’ performance by making a comparison between past students and new ones. To provide formal feedback it is suggested to create an appropriate environment, redefine the purpose and duration of the feedback session, collect student’s documentation and set a date for the feedback session, if required.

Informal. Immediate is the adjective that best describes this type of feedback because it happens as soon as the students’ good or poor performance has finished. For example, if after a presentation, the teacher tells the student about his or her performance on

pronunciation it can make the student aware of his or her achievement or the areas to work on.

5. Feedback Strategies

After the feedback types have been identified, it is important to speak about strategies and content choices which might be useful for the students' achievement. Brookhart (2008) in her article "How to Give Effective Feedback to Your Students" mentions some strategies that once they are combined with the different types of feedback can provide support when guiding students to achieve their goals in second language acquisition. These strategies are described below.

Timing. "The purpose of giving immediate or only slightly delayed feedback is to help students hear it and use it. Feedback needs to come while students are still mindful of the topic, assignment, or performance in question. It needs to come while they still think of the learning goal as a learning goal—that is, something they are still striving for, not something they already did" (Brookhart, 2008, p. 10). In addition, "giving feedback is the core competency of every coach. According to Bruce Tulgan's research (1999, p. 71), "the faster the feedback the better the coach". To put yourself in the students' place is a general principle for gauging the timing of feedback. But, when would students want to hear the teacher's feedback? When they are still thinking about their performance, of course and when they can still do something about it. Susan M. Brookhart mentions that the timing strategy can be divided in good and bad timing of feedback. For example, returning a test or assignment the next day it was completed is an example of good amount of feedback. On

the other hand, returning a test or assignment two weeks after it was completed is a clear example of bad amount of feedback.

Audience. “Like all communication, feedback works best when it has a strong and appropriate sense of the audience. Feedback about the specifics of individual work is best addressed to the individual student, in terms the student can understand. That simple act is powerful in itself because, in addition to the information provided, it communicates to the student a sense that you care about his or her individual progress” (Brookhart, 2008, p. 17). “Another attempt is to provide students with information about their performance regularly” (Brookhart, 2008, p. 17).

“Teachers grade papers until the wee hours, writing carefully constructed comments in the margin” (Fisher & Frey, 2012, p.42). It is important to take into account that if a message (given to an individual already) would benefit a group of students, providing feedback to the class or group can save time and also serve as a mini lesson or review session. For example, if it is spoken to the whole class when only one subset needs the feedback, the students who have mastered the concept as the "more experienced peers," can be used to demonstrate the concept or skill, or a group can be put aside to give some feedback while others are doing something else (Brookhart, 2008). Susan Brookhart exemplifies good choice of audience as communicating with an individual, giving information specific to the individual performance. An example of bad choice of audience is using the same comments for all students.

Amount. "Probably the hardest decision to make about feedback is the amount to provide. A natural inclination is to want to "fix" everything you see. That's the teacher's-eye view,

where the target is perfect achievement of all learning goals. For real learning, what makes the difference is a usable amount of information that connects with something students already know and takes them from that point to the next level” (Brookhart, 2008, p.12). Recognizing the right amount of feedback to give to students requires deep knowledge and consideration of the topic in general, learning progressions for the topic and the individual students. Brookhart provides the next examples of good and bad choices about how much feedback to give. Selecting two or three main points about a paper for comment is a good example of good amount of feedback. An example of bad amount of feedback is returning a student's paper with every error in mechanics edited.

Mode. “Feedback can be delivered in many modalities. Some kinds of assignments lend themselves better to written feedback (for example, reviewing and writing comments on students' written work); some, to oral feedback (for example, observing and commenting as students do math problems as seatwork); and some, to demonstrations (for example, helping a kindergarten student hold a pencil correctly). Some of the best feedback can result from conversations with the student. Talking with the student is usually the best option because to communicate the feedback message is the most appropriate way as you also create a sense of confidence and rapport with the student. For example, rather than telling the student all the things you notice about his or her work, you might start by asking questions such as these: "What are you noticing about this?" "Does anything surprise you?" (Brookhart, 2008, p.15-16). In addition to talking to the student, active participation is a nice way of increasing the student’s knowledge, “it is better to spend less time in demonstration and allow a maximum amount of time for active participation” (Gibbons, 2007, p. 32).

6. Feedback Content

Guiding students to achieve their goals in second language acquisition seems to require the combination of the different types of feedback, feedback strategies and feedback content. Since the items mentioned before are closely related, their correct use will have an impact on the students' performance. Brookhart, to this respect shares a table which summarizes the feedback content.

Feedback Content Can Vary In	In These Ways	Good Feedback Recommendations	Examples
Focus	<ul style="list-style-type: none"> • On the work itself • On the process the student used to do the work • On the student's self-regulation • On the student Personally 	<ul style="list-style-type: none"> • When possible, describe both the work and the process—and their relationship. • Comment on the student's self-regulation if the comment will foster self-efficacy. • Avoid personal comments 	<ul style="list-style-type: none"> • Making comments about the strengths and weaknesses of a performance. • Making comments and recommendations about the work process <p>Observed. eg: "You did a good job"</p>
Comparison	<ul style="list-style-type: none"> • When possible, 	Use criterion-referenced	• Encouraging a

	<p>describe both the work and the process—and their relationship.</p> <ul style="list-style-type: none"> • Comment on the student’s self-regulation if the comment will foster self-efficacy. • Avoid personal comments 	<p>feedback for giving information about the work itself.</p> <ul style="list-style-type: none"> • Use norm-referenced feedback for giving information about student processes or effort. • Use self-referenced feedback for unsuccessful learners who need to see the progress they are making, not how far they are from the goal. 	<p>reluctant student who has improved, even though the work is not yet good</p>
Function	<ul style="list-style-type: none"> • Description • Evaluation/judgment 	<ul style="list-style-type: none"> • Describe • Don’t judge 	<ul style="list-style-type: none"> • Identifying for students the strengths and weaknesses in the work • Expressing what you observe in the work.
Valence	<ul style="list-style-type: none"> • positive 	<ul style="list-style-type: none"> • When possible, describe 	<ul style="list-style-type: none"> • Being positive

	<ul style="list-style-type: none"> • Negative 	<p>both the work and the process—and their relationship.</p> <ul style="list-style-type: none"> • Comment on the student’s self-regulation if the comment will foster self-efficacy. • Avoid personal comments. 	<ul style="list-style-type: none"> • Even when criticizing, being constructive
Clarity	<ul style="list-style-type: none"> • Clear to the student <p>Unclear</p>	<ul style="list-style-type: none"> • Clear to the student <p>Unclear</p>	<ul style="list-style-type: none"> • Using simple vocabulary and sentence structure • Checking that the student understands the feedback
Specificity	<ul style="list-style-type: none"> • Nitpicky • Just right • Overly general 	<ul style="list-style-type: none"> • Tailor the degree of specificity to the student and the task. • Make feedback specific enough so that students know what to do but not so specific that it’s done for them. • Identify errors or types of 	<ul style="list-style-type: none"> • Using a lot of nouns and descriptive adjectives

		<p>errors, but avoid correcting every one</p> <p>(e.g., copyediting or supplying right answers), which doesn't leave students anything to do</p>	
Tone	<ul style="list-style-type: none"> • Implications • What the student will "hear" 	<ul style="list-style-type: none"> • Choose words that communicate respect for the student and her work. • Choose words that position the student as the agent. • Choose words that cause students to think or wonder. 	<ul style="list-style-type: none"> • Asking questions • Sharing what you are wondering about

(Brookhart, 2008, p.6-7)

Now that the types and strategies of feedback as well as feedback content presented before have shown that feedback is a well structured and organized tool to improve learning (of any type), it's imperative to show (based on the aspect of oral proficiency) some suggestions about how the progress of the student can be evaluated. At the same time, it's necessary to emphasize the aspect of how a teacher programs, sets or develops feedback by using an extra tool known as Rubric.

II. RESEARCH METHODOLOGY

The following objectives describe the research project's main purpose

General Objective

- To determine the different types of feedbacks used by teachers to help English students improve the speaking skill.

Specific Objectives

- To portrait the ways in which teachers from the advanced English courses at UES provide feedback to their students to improve the speaking skill.
- To find out which is or are the most used types of feedback administered by teachers from the advanced English courses at UES.

Method

From the variety of research instruments and methods available to do a research project, the ethnographic method is the one that best fits on this project. The ethnographic method is defined as “the study of people in naturally occurring scenarios or fields by methods of data collection which involve the researcher participating directly or indirectly in the setting” (Brewer, 2000, p. 6). The method mentioned above has one main instrument which is observation.

Judith Bell in her book “Doing your research project” (2001) specifies that observation is divided in four main approaches: **unstructured observation**, it does not require predetermined categories and classifications. Instead, data will emerge later during the analysis. **Structured observation**, the use of rubrics, checklists and in some cases

recorders are a must. The researchers take the time to decide what they want to observe and why. **Participant observation** requires the researcher to be an active participant of the activities performed by the individual or group under study and **non-participant observation**, where the researcher becomes a witness of the behavior of participants and their environment. The approaches mentioned above were analyzed and taking into account their description and how they are used it has been decided that the ones which stick best to this work's purposes and needs are **structured observation** and **non-participant observation**.

Population

A. Universe

This study took place in the University of El Salvador, main campus at the Foreign Language Department. From the universe consisting on all the English groups being taught only one sample has been taken, and that is the advanced English groups.

B. Sample

The researcher observed the four advanced English groups in their different schedules and also administered a short survey to the one hundred and thirty nine students belonging to these groups.

Procedure

Since the main focus of this research project is the types of feedback used by teachers to develop the English speaking skill on the students at the Foreign Language department at the advance level, it was necessary to carry out a critical observation. Such

observation was developed for six weeks by observing and writing down detailed notes about the advanced English classes. Audio-videos were also obtained with the purpose of having proofs of the feedback types observed. All the information gotten would help the researcher check the activities in depth and procedures used by teachers and then verify what feedback types were used.

Instruments

During the development of this Project the essential tool known as “Rubric”, that some authors have considered of big help when evaluating students, has shown a great importance as it identifies not only the knowledge and quality but also the progress of an individual. Based on the information and the strategies given by authors such as Susan Brookhart (2008), Bruce Tulgan (1998), Diana Pineda (2001), and Judith Bell (2001) a rubric has been created to continue and complete the process and interest of this project.

The use of expert’s comments or contributions are presented in the rubric that was used in the different groups of Advance English to verify which types of feedback are used by teachers when helping students to reach the required oral proficiency.

This instrument basically consists of three parts. The first part is about **feedback types** where the eight types are presented with a brief description about each of them to help the observer recognize them during the class. The second part of the rubric contains the four **feedback strategies**. Those strategies have a little description and subdivisions that were a guidance to provide a detailed summary of what was observed. The rubric’s third part includes **feedback content** which also has an explanation about its components. This rubric’s part contains a description session, so that the observer can write down some comments about the feedback content elements seen during the class (see appendix n.1).

Besides that, this instrument contains a “notes” part which is useful to jot down some other comments of the researcher and, of course, it also contains its original objective.

Additionally, for the purpose of the instrument validity the researcher of this project evaluated it by observing some classes to make a pre-test of the instrument itself to check some possible changes or improvements of this research tool. With the purpose of improving the “researcher-made rubric” it was decided to look for a third person’s opinion about the design it had. So as to make a punctually useful tool of the observation it was necessary to make some changes to the original rubric. To take out all of the definitions of the second pilot rubric test was indispensable since it was overcrowded of words and a little difficult to understand. The final rubric used to observe as the official instrument was structured into two pages. The first page is composed of concepts that help the researcher to mark with a check mark (√) the items she observed. The second page contains the definitions of each concept to help the researcher review them in case it is needed. Those changes were done after the pilot test period.

In addition, to complement one part of the Rubric it was essential to create and add a survey to this project addressed to the students observed. The purpose of this survey is to complement one specific item of the Rubric which portrays the aspect of the *Timing Feedback*. The Timing item is composed by two parts: during the activity and after the activity. So, to know if teachers provide any sort of feedback after classes or in any other time it is necessary to find out the students’ information.

Besides observation, the survey approach was used to obtain more details about the feedback types used in the Advanced English classes. Judith Bell describes survey as “a

tool to obtain information from a representative selection of the population and from that sample will then be able to present the findings as being representative of the population as a whole” (2001, p.11). To continue the data collection plan development, it was indispensable to administer a short survey to one hundred and thirty nine students of the advanced English level courses. The survey contained five questions with multiple choices to pick an answer on the above mentioned topic (see appendix n.3).

III. DESCRIPTIVE ANALYSIS

This part of the work was divided in two sessions. The first session provides specific details about the class observation process; the rubric designed and used to portrait what the most used feedback types, feedback strategies and feedback content are and a summary corresponding to each advanced English group. The second session shows and describes the results gotten through a short survey administered to a sample of students. Such results represented in figures are found after the observation part.

In the following lines the detailed class observation descriptions are found. These descriptions were the results of the exhaustive observation process developed in the advanced English groups. Each observation note, its corresponding filled-up rubric, and a summary show what feedback types, feedback strategies, and feedback content teachers used the most.

The observation notes are classified by the schedule assigned to each group. Indeed, they are organized by groups referred as observation notes 1 which corresponds to group number one from 6am to 8am. Observation notes 2 belongs to group number 2 from 10am to 12m; observation notes 3 is reciprocal to group number 3 from 1pm to 3pm; and observation notes 4 is parallel to group number 4 from 5pm to 7pm. All the procedures developed during the class observation session stuck the ethnographic study since it is the research method leading the investigation.

Observation Notes 1

Wednesday 4TH, March 2015

From 6:00 A.M. to 8:00 A.M.

Teacher: Juan Carlos Cruz

The class started with the review of unit four from the book. For the first activity to take place, students were asked to get in the groups previously made since they were assigned some chapters from their books. It was actually a homework assignment. Continuing with the activity, the teacher was pointing out some grammar aspects because there were group discussions about the paragraphs. The teacher asked students to participate by giving them ideas. Of course, he posed examples, also he provided oral individual and group corrections about conditional sentences at the moment students were speaking.

After that, students had the opportunity to work in groups with the purpose of reporting what an object is in an informal speech. The time assigned for this activity was 20 minutes. In addition, the teacher clearly and with a kind tone of voice explained orally how to identify an object in a sentence. He did this going group by group since it was imperative for the students to have this matter clear and undoubted. As a matter of fact, students were proactively involved in the activity.

On the other hand, a new activity was going to take place in which communication was the main point to remark. Students were asked to make groups of three people to work on this. The teacher asked students to explain the grammar structures they were reviewing such as the object and its functions to the rest of the class. Each group student had to take the role of a teacher. In other words, if they were teachers, how they would explain the object and its functions to the class. They kept explaining the topic in a mini-presentation. It is good to point out that the group had to

decide who the representative to be the role of the teacher was going to be. As the presentation went through, the teacher was actively listening and providing word and pronunciation corrections during the activity, so Corrective and informal feedback types were observed.

**SUMMARY OF FEEDBACK TYPES, FEEDBACK STRATEGIES AND FEEDBACK CONTENT
TO OBSERVATION NOTES 1**



Universidad de El Salvador
Hacia la libertad por la cultura

Rubric to detect the types of feedback used by the English teachers in the advanced English level classes

TOPIC: TYPES OF FEEDBACK USED BY TEACHERS TO DEVELOP THE ENGLISH SPEAKING SKILL ON THE STUDENTS OF THE ADVANCE ENGLISH LEVEL AT THE FOREIGN LANGUAGE DEPARTMENT OF THE UNIVERSITY OF EL SALVADOR, MAIN CAMPUS.

OBJECTIVE: To evaluate Feedback Types, Feedback Strategies and Feedback Content used by teachers in the Advanced English level classes by observing them in progress.

INSTRUCTION: After having observed, filmed and have written detailed notes about every activity for three weeks in the Advanced English classes, the researcher will place a check mark (✓) in the items she observed.

Name of the observer: Sara Ibeth Castaneda López

Date: March 4TH 2015

Teacher: Juan Carlos Cruz

TYPES OF FEEDBACK			FEEDBACK STRATEGIES									FEEDBACK CONTENT		
			TIMING		AUDIENCE		AMOUNT		MODE					
Value		Advanced English student answers	DURING THE ACTIVITY	AFTER THE ACTIVITY	INDIVIDUAL	GROUP	PART BY PART	ALL AT ONCE	WRITING	ORAL	DEMONSTRATION	DESCRIPTION		
Corrective		Pointed out specific mistakes												
Neutral														
Ambiguous												FOCUS		Attention to word pronunciation mistakes
Positive												COMPARISON		
												FUNCTION		
Negative												VALENCE		
Formal												CLARITY		Not difficulties to be understood
												SPECIFICITY		
Informal		Stated students' mistakes right away										TONE		Demanding tone of voice when correcting

Notes:

Observation Notes 1.1

Friday 6TH, March 2015

From 6:00 A.M. to 8:00 A.M.

Teacher: Juan Carlos Cruz

This class's main focus was a review of the four units studied during the second semester of 2014 (required by the semester I 2015 syllabus). Teacher started the topic "life skills" by sharing some of his and then asked the students to share theirs and give examples too. A very dynamic and interactive class took place. The classroom environment was really comfortable and encouraged participation. While students were sharing their experiences among them, the teacher was monitoring them and he was ready to assist or correct if the students needed it. Some students interrupt their participation to inquire the teacher about a word meaning or its pronunciation. The teacher kindly explained the word's meaning and demonstrating how to pronounce it to all the students. Corrective and informal feedback types were clearly observed.

To continue with the units review, the teacher moved to the next topic that was "knowledge is not enough" (a book's paragraph). He requested his students to read it and then share their thoughts about it. After that, they moved to the topic "hard and soft skills". Corrective and informal feedback types were also observed.

**SUMMARY OF FEEDBACK TYPES, FEEDBACK STRATEGIES AND FEEDBACK CONTENT
TO OBSERVATION NOTES 1.1**



Rubric to detect the types of feedback used by the English teachers in the advanced English level classes

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Name of the observer: Sara Ibeth Castaneda López

Date: March 6th 2015

Teacher: Juan Carlos Cruz

TYPES OF FEEDBACK			FEEDBACK STRATEGIES								FEEDBACK CONTENT			
			TIMING		AUDIENCE		AMOUNT		MODE					
Value			DURING THE ACTIVITY	AFTER THE ACTIVITY	INDIVIDUAL	GROUP	PART BY PART	ALL AT ONCE	W R I T T E N	O R A L	DEMONSTRATION	DESCRIPTION		
Corrective	✓	Pointed out specific mistakes												
Neutral														
Ambiguous			✓			✓		✓		✓		FOCUS	✓	Attention to word pronunciation mistakes
Positive												COMPARISON		
												FUNCTION		
Negative												VALENCE		
Formal												CLARITY	✓	Not difficulties to be understood
												SPECIFICITY		
Informal	✓	Stated students' mistakes right away										TONE	✓	Demanding tone of voice
Notes:														

Observation Notes 1.3

Tuesday 9TH, March 2015

From 6:00 A.M. to 8:00 A.M.

Teacher: Juan Carlos Cruz

Particularly the teacher began this class with unit 5, letting students know the objectives of the unit. The first one was to talk about animal protection and rescue. The next objective was to discuss the independency and endangerment of species. And the last one was to give opinions on having wild animals as pets. Moving on, the teacher used the board to write new vocabulary, and he asked for opinions about animal protection. Students were asked to give a meaning of the words.

On the other hand, students made groups of three people to get into a communicative activity which was interdependency idea. Undoubtedly students shared their knowledge and ideas about other countries' ways of saving resources. When students finished sharing their knowledge, the teacher asked for a volunteer to read the paragraph called, "The Animal Hour" from the book. Of course, pronunciation correction took place at the moment of the sharing.

Consequently the teacher was going to play a listening, but first he asked students to speculate and guess what the "orangutan" story was about. Students were asked to take notes while they were listening to the audio. Once they listened to the story, they shared five points of the audio. Group by group the points were being shared aloud.

**SUMMARY OF FEEDBACK TYPES, FEEDBACK STRATEGIES AND FEEDBACK CONTENT
TO OBSERVATION NOTES 1.3**



Universidad de El Salvador
Hacia la libertad por la cultura

Rubric to detect the types of feedback used by the English teachers in the advanced English level classes

TOPIC: TYPES OF FEEDBACK USED BY TEACHERS TO DEVELOP THE ENGLISH SPEAKING SKILL ON THE STUDENTS OF THE ADVANCE ENGLISH LEVEL AT THE FOREIGN LANGUAGE DEPARTMENT OF THE UNIVERSITY OF EL SALVADOR, MAIN CAMPUS.

OBJECTIVE: To evaluate Feedback Types, Feedback Strategies and Feedback Content used by teachers in the Advanced English level classes by observing them in progress.

INSTRUCTION: After having observed, filmed and have written detailed notes about every activity for three weeks in the Advanced English classes, the researcher will place a check mark (✓) in the items she observed.

Name of the observer: Sara Ibeth Castaneda López

Date: March 9th 2015

Teacher: Juan Carlos Cruz

TYPES OF FEEDBACK		FEEDBACK STRATEGIES									FEEDBACK CONTENT	
		TIMING		AUDIENCE		AMOUNT		MODE				
Value	Advanced English student answers	DURING THE ACTIVITY	AFTER THE ACTIVITY	INDIVIDUAL	GROUP	PART BY PART	ALL AT ONCE	WRITTEN	ORAL	DEMONSTRATION	DESCRIPTION	
Corrective	Pointed out specific mistakes											
Neutral												
Ambiguous											FOCUS	Attention to word pronunciation mistakes
Positive											COMPARISON	
											FUNCTION	Critical thinking
Negative											VALENCE	
Formal											CLARITY	Not difficulties to be understood
											SPECIFICITY	
Informal	Stated students' mistakes right away										TONE	Demanding tone of voice
Notes												

Observation Notes 1.4

Tuesday 10TH, March 2015

From 6:00 A.M. to 8:00 A.M.

Teacher: Juan Carlos Cruz

To start the class, the teacher asked for the homework assigned the day before. The homework assignment was about some questions. At the moment of the class, the teacher got the students stand up and read the answers of the questions aloud. After each of them finished reading, they had to point out another student to read his or her answers. There were pronunciation corrections again. The teacher played the audio again and asked to refine their answers since they were too general.

He also gave a list of chronological events. Then students were asked to stand up and to share their viewpoints with other students. Then the teacher would select three pairs to communicate their ideas or points of view about the listening in front of the class. Consequently he required each pair to pick up a representative in order to narrate the chronological order of the listening. The rest of the students, on the other hand, had to listen to them because at the end they had to assess each pair.

Continuing with the class, the teacher moved on with grammar structure specifically with indefinite pronouns. The teacher gave students an article called “Rescue Ink” in order for students to underline the pronouns they would find. Shared the pronouns they found. After that, students were asked to fill in the blanks (book activity) with the pronouns they previously found. The teacher assigned homework, and it was to look for the passive morals. The teacher was very concerned about the type of answers students were giving at the time of sharing opinions and ideas. The teacher considered those answers basic, so he emphasized and insisted on improving them. The

objective of this concern was bound for students show their cognitive skills. The teacher required the students to give advanced English II opinions. This can be done by giving deep and meaningful answers.

**SUMMARY OF FEEDBACK TYPES, FEEDBACK STRATEGIES AND FEEDBACK CONTENT
TO OBSERVATION NOTES 1.4**



Rubric to detect the types of feedback used by the English teachers in the advanced English level classes

TOPIC: TYPES OF FEEDBACK USED BY TEACHERS TO DEVELOP THE ENGLISH SPEAKING SKILL ON THE STUDENTS OF THE ADVANCE ENGLISH LEVEL AT THE FOREIGN LANGUAGE DEPARTMENT OF THE UNIVERSITY OF EL SALVADOR, MAIN CAMPUS.

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Name of the observer: Sara Ibeth Castaneda López

Date: March 10th 2015

Teacher: Juan Carlos Cruz

TYPES OF FEEDBACK			FEEDBACK STRATEGIES								FEEDBACK CONTENT		
			TIMING		AUDIENCE		AMOUNT		MODE				
Value	Advanced English student answers		DURING THE ACTIVITY	AFTER THE ACTIVITY	INDIVIDUAL	GROUP	PART BY PART	ALL AT ONCE	WRITTEN	ORAL	DEMONSTRATION	DESCRIPTION	
Corrective	Pointed out specific mistakes												
Neutral													
Ambiguous													
Positive												COMPARISON	
												FUNCTION	
Negative												VALENCE	
Formal												CLARITY	Not difficulties to be understood
												SPECIFICITY	Direct to the point
Informal	Stated students' mistakes right away											TONE	Energetic tone of voice
Notes:													

Observation Notes 1.5

Wednesday 11TH, March 2015

From 6:00 A.M. to 8:00 A.M.

Teacher: Juan Carlos Cruz

Is it possible for humans to be animals in a surreal world? For the teacher, it is possible. He asked students to close their eyes and think what animal they would like to be and why. After they finished thinking about that, the teacher asked them to share their thoughts. While they were speaking, he seemed not to be satisfied with the answers. In fact, he was not, and that was why he required them to give further questions and answers to the class. The teacher asked to provide advanced English answers. Consequently, students thought about it and gave more mature answers.

It was time for students to read a paragraph about “Animal Issues.” The teacher promptly posed the question, “What grammatical structures pop up in the reading?” Students had to underline them mostly if there were passive modal sentences. Next, students were able to go the board and write all the sentences they found. The teacher asked students to write a few-line paragraph. To finish the class, the teacher explained what the passive voice is used for by giving the definition. There were pronunciation corrections.

**SUMMARY OF FEEDBACK TYPES, FEEDBACK STRATEGIES AND FEEDBACK CONTENT
TO OBSERVATION NOTES 1.5**



Rubric to detect the types of feedback used by the English teachers in the advanced English level classes

TOPIC: TYPES OF FEEDBACK USED BY TEACHERS TO DEVELOP THE ENGLISH SPEAKING SKILL ON THE STUDENTS OF THE ADVANCE ENGLISH LEVEL AT THE FOREIGN LANGUAGE DEPARTMENT OF THE UNIVERSITY OF EL SALVADOR, MAIN CAMPUS.

OBJECTIVE: To evaluate Feedback Types, Feedback Strategies and Feedback Content used by teachers in the Advanced English level classes by observing them in progress.

INSTRUCTION: After having observed, filmed and have written detailed notes about every activity for three weeks in the Advanced English classes, the researcher will place a check mark (✓) in the items she observed.

Name of the observer: Sara Ibeth Castaneda López

Date: March 11th 2015

Teacher: Juan Carlos Cruz

TYPES OF FEEDBACK			FEEDBACK STRATEGIES								FEEDBACK CONTENT			
			TIMING		AUDIENCE		AMOUNT		MODE					
Value		Advanced English student answers	DURING THE ACTIVITY	AFTER THE ACTIVITY	INDIVIDUAL	GROUP	PART BY PART	ALL AT ONCE	W R I T T E N	O R A L	DEMONSTRATION	DESCRIPTION		
Corrective		Pointed out specific mistakes												
Neutral														
Ambiguous												FOCUS		Attention to word pronunciation mistakes
Positive												COMPARISON		
												FUNCTION		critical thinking
Negative												VALENCE		
Formal												CLARITY		
												SPECIFICITY		Direct to the point
Informal		Stated students' mistakes right away										TONE		Demanding tone of voice
Notes:														

Summary of the observation notes 1

Group from 6AM to 8AM

First, this group showed the desire to be interacting with the teacher and the teacher's assistant. The teacher, indeed, really appreciated the fact that they were willing to participate. On the other hand, he had the responsibility to check and control the activities carried out inside the classroom. Of course, he also had the responsibility to embrace the students' areas of opportunities and to correct the mistakes found.

In this course, there were three feedback types. The first one was *value* in which the teacher included words that corrected the students' mistakes. The second one was *corrective* in which the teacher identified the error and corrected it. Finally the third one was *informal* because the teacher corrected the mistakes immediately.

Talking about the feedback strategies, the teacher showed a very enthusiastic attitude. He showed *timing during the activities, audience in the group and individual, amount part by part and all at once, and mode which was oral and written.*

On the other hand, the feedback content the teacher showed were the following: *focus, clarity, tone, function, specificity.* (The filled-in rubrics from observation notes 1 can be checked to review this information).

Observation Notes 2

Tuesday 3RD, March 2015

From 10:00 A.M. to 12:00 M.

Teacher: Miguel Carranza

To start the class dynamically, the teacher carried out a 15-minute warm up activity called “Riddles.” The students were asked to get in pairs because they were given some lists with different riddles. The teacher actively asked each pair to read the list aloud. Consequently the rest of the class had to guess what it was about. On the other hand, the teacher and the teacher’s assistant were interacting with the students all the time because they were monitoring, answering questions, and clarifying doubts. Corrections were made by the time students were speaking. So, corrective and informal feedback took place during this pair group work.

In addition, an audio called “Complaining” was played for students to listen to it. Next, the teacher asked about the listening. Students answered by discussing about the audio and were sharing restaurant experiences they had had. Continuing, students were given pieces of paper containing conditional sentences, so they could match each dependent clause with the corresponding independent clause. After ten minutes, students were asked to read the sentences aloud; the teacher corrected students’ word pronunciation individually with a kind tone of voice. Next the teacher gave a page explaining grammatical structures and rules for the use of conditional. The page contained some examples, and the teacher included some exercises for students to practice on their own.

The third type of conditional was the next topic to be discussed, specifically the inverted version of the sentences, and some were read aloud. One of the most striking

details to point out at this time was that the teacher used the corrective feedback during this activity. The teacher launched the demonstration mode by writing the correct form of the sentences on the board. Among all the students and the teacher's help completed the questions of the sheet given.

SUMMARY OF FEEDBACK TYPES, FEEDBACK STRATEGIES AND FEEDBACK CONTENT TO OBSERVATION NOTES 2



Universidad de El Salvador
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Rubric to detect the types of feedback used by the English teachers in the advanced English level classes

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OBJECTIVE: To evaluate Feedback Types, Feedback Strategies and Feedback Content used by teachers in the Advanced English level classes by observing them in progress.

INSTRUCTION: After having observed, filmed and have written detailed notes about every activity for three weeks in the Advanced English classes, the researcher will place a check mark (✓) in the items she observed.

Name of the observer: Sara Ibeth Castaneda López

Date: March 3rd 2015

Teacher: Miguel Carranza

TYPES OF FEEDBACK			FEEDBACK STRATEGIES								FEEDBACK CONTENT			
			TIMING		AUDIENCE		AMOUNT		MODE					
Value			DURING THE ACTIVITY	AFTER THE ACTIVITY	INDIVIDUAL	GROUP	PART BY PART	ALL AT ONCE	WRITTEN	ORAL	DEMONSTRATION	DESCRIPTION		
Corrective	✓	Pointed out specific mistakes												
Neutral														
Ambiguous			✓			✓			✓			FOCUS	✓	Attention to word pronunciation mistakes
Positive	✓	"good job" "excellent"										COMPARISON		
													FUNCTION	
Negative												VALENCE		
Formal												CLARITY	✓	Not difficulties to be understood
													SPECIFICITY	
Informal	✓	Stated students' mistakes right away										TONE	✓	Energetic tone of voice
Notes:														

Observation Notes 2.1

Wednesday 4TH, March 2015

From 10:00 A.M. to 12:00 M.

Teacher: Miguel Carranza

In this class, students began by sharing their answers of the previous homework. The activity was aimed to be showed in the “passive knowledge page” students had. It was set to be done in 15 minutes. Students made groups of four in order to share the answers from the sheet they had. The teacher and his assistant were monitoring each group and ready to help students. While the activity was developed, it was possible to observe and listen to the corrections and clarifications made by both, the teacher and his assistant. Corrective, informal feedback types took place.

Going through the natural flow of the class, students played a game called “Family Feud.” In this game, students were given some drawings. They had the opportunity to practice vocabulary and guess the answers from top to bottom of the questions given in a sheet of paper. Meanwhile, the teacher and the teacher’s assistant were walking around to monitor the students and to verify the students’ work, so they could provide help during the activity individually or in groups. The teacher was giving explanations of what might have happened if something had taken place.

Based on the drawings, students had to build conditional sentences. When they finished building the corresponding conditional sentences, they shared them. It took fifteen minutes for students to begin working on that activity. As students were sharing their sentences aloud, it was observed that some students had problems with the pronunciation of few words. The teacher provided assistance by a demonstration of how to pronounce them.

SUMMARY OF FEEDBACK TYPES, FEEDBACK STRATEGIES AND FEEDBACK CONTENT TO OBSERVATION NOTES 2.1



Rubric to detect the types of feedback used by the English teachers in the advanced English level classes

TOPIC: TYPES OF FEEDBACK USED BY TEACHERS TO DEVELOP THE ENGLISH SPEAKING SKILL ON THE STUDENTS OF THE ADVANCE ENGLISH LEVEL AT THE FOREIGN LANGUAGE DEPARTMENT OF THE UNIVERSITY OF EL SALVADOR, MAIN CAMPUS.

OBJECTIVE: To evaluate Feedback Types, Feedback Strategies and Feedback Content used by teachers in the Advanced English level classes by observing them in progress.

INSTRUCTION: After having observed, filmed and have written detailed notes about every activity for three weeks in the Advanced English classes, the researcher will place a check mark (✓) in the items she observed.

Name of the observer: Sara Ibeth Castaneda López

Date: March 4th 2015

Teacher: Miguel Carranza

TYPES OF FEEDBACK			FEEDBACK STRATEGIES								FEEDBACK CONTENT			
			TIMING		AUDIENCE		AMOUNT		MODE					
Value			DURING THE ACTIVITY	AFTER THE ACTIVITY	INDIVIDUAL	GROUP	PART BY PART	ALL AT ONCE	WRITTEN	ORAL	DEMONSTRATION	DESCRIPTION		
Corrective	✓	Pointed out specific mistakes												
Neutral														
Ambiguous			✓			✓				✓		FOCUS		
Positive												COMPARISON		
												FUNCTION		
Negative												VALENCE		
Formal												CLARITY	✓	Not difficulties to be understood
												SPECIFICITY		Direct to the point
Informal	✓	Stated students' mistakes right away										TONE	✓	Energetic tone of voice
Notes:														

Observation Notes 2.2

Tuesday 9TH, March 2015

From 10:00 A.M. to 12:00 M.

Teacher: Miguel Carranza

It was a very interesting way of starting the class. The teacher gave students mini cards containing a recognized brand on one side. The other side had questions and answers about the brand. Example: burger king. Students were actively asked to find an easy question and read it aloud, so the rest of the students could guess. Of course, new vocabulary was found, and on the board the teacher wrote the new words found in the cards. He moved on explaining how “things” (words) are used or how they look like, so students could guess.

On the other hand, the teacher gave students a reading about “doubles” named Doppel Gangers, which means people who look alike. At the same time, he posed a question, “Why do doubles exist?” Evidently students had to share what they had understood with a pair. After they finished that activity, students had to read the article “Knowledge Is Not Enough.” Such article made reference to Hard skills and Soft skills. Continuing with the activity, the teacher had the role to answer questions about the paragraph and grammar structure. He made corrections while he was answering the paragraph’s questions. Students were asked to read sentences aloud and to use subordinating and coordinating conjunctions, and punctuation rules.

**SUMMARY OF FEEDBACK TYPES, FEEDBACK STRATEGIES AND FEEDBACK CONTENT
TO OBSERVATION NOTES 2.2**



Universidad de El Salvador
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Rubric to detect the types of feedback used by the English teachers in the advanced English level classes

TOPIC: TYPES OF FEEDBACK USED BY TEACHERS TO DEVELOP THE ENGLISH SPEAKING SKILL ON THE STUDENTS OF THE ADVANCE ENGLISH LEVEL AT THE FOREIGN LANGUAGE DEPARTMENT OF THE UNIVERSITY OF EL SALVADOR, MAIN CAMPUS.

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Name of the observer: Sara Ibeth Castaneda López

Date: March 9th 2015

Teacher: Miguel Carranza

TYPES OF FEEDBACK			FEEDBACK STRATEGIES									FEEDBACK CONTENT		
			TIMING		AUDIENCE		AMOUNT		MODE					
Value			DURING THE ACTIVITY	AFTER THE ACTIVITY	INDIVIDUAL	GROUP	PART BY PART	ALL AT ONCE	W R I T T E N	O R A L	DEMONSTRATION	DESCRIPTION		
Corrective	✓	Pointed out specific mistakes												
Neutral														
Ambiguous			✓		✓				✓	✓		FOCUS	✓	Attention to word pronunciation mistakes
Positive	✓	"good job" "excellent"										COMPARISON		
													FUNCTION	
Negative												VALENCE		
Formal												CLARITY	✓	Not difficulties to be understood
													SPECIFICITY	
Informal	✓	Stated students' mistakes right away										TONE	✓	Energetic tone of voice

Notes: Students enjoyed the warm up activity the teacher prepared. Students asked to continue guessing for some more minutes.

Observation Notes 2.3

Tuesday 10TH, March 2015

From 10:00 A.M. to 12:00 M.

Teacher: Miguel Carranza

To start the class, the teacher revised the homework assigned the day before. Next, students developed a warm up activity using a very peculiar and recognized word-formation, “FANBOYS,” in a list with blank spaces. They had to complete the grammar exercises by writing the words or phrases in the box. The teacher asked students to complete the exercises by writing the words or phrases from the box. They had to create conditional sentences taking clauses from the box and writing them in a correlative order to make sense. He made the corresponding oral corrections in the conditional sentences. In the written form, there was no mistake at all.

What is very striking about the teacher’s attitude is the chunks he uses when a student is speaking. For example, he uses the words “very good,” “good job” to enhance or highlight students’ work when they deserve it. Some corrections were made at the moment students were speaking. After that, the teacher played a listening and it was about qualifications (hard and soft skills) and experiences about them. There was a review of hard and soft skills. Of course, the teacher asked questions about the listening.

SUMMARY OF FEEDBACK TYPES, FEEDBACK STRATEGIES AND FEEDBACK CONTENT TO OBSERVATION NOTES 2.3



Universidad de El Salvador
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Rubric to detect the types of feedback used by the English teachers in the advanced English level classes

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Name of the observer: Sara Ibeth Castaneda López

March 10th, 2015

Teacher: Miguel Carranza

TYPES OF FEEDBACK			FEEDBACK STRATEGIES									FEEDBACK CONTENT		
			TIMING		AUDIENCE		AMOUNT		MODE					
Value			DURING THE ACTIVITY	AFTER THE ACTIVITY	INDIVIDUAL	GROUP	PART BY PART	ALL AT ONCE	WRITTEN	ORAL	DEMONSTRATION	DESCRIPTION		
Corrective	✓	Pointed out specific mistakes												
Neutral														
Ambiguous														
Positive	✓	"good job" "excellent"										COMPARISON		
													FUNCTION	
Negative												VALENCE		
Formal												CLARITY	✓	Not difficulties to be understood
													SPECIFICITY	
Informal	✓	Stated students' mistakes right away										TONE	✓	Energetic tone of voice

Notes:

Observation Notes 2.4

Thursday 12TH, March 2015

From 10:00 A.M. to 12:00 M.

Teacher: Miguel Carranza

The teacher started the class with a warm up activity. He divided the class in two groups, and he asked the students to choose a group representative in order to guess what the picture was. Then he provided the students with sheets about wild animal information. Consequently he asked them to read it aloud. After that, he moved to adverbs and adjectives.

One important topic the teacher pointed out was collocations. He asked what they understood by the word collocation and how they could use collocations. The teacher's assistant explained how collocations are used. After that, he gave a sheet with sentences and multiple choices, so students could decide which suits better. There were pronunciation corrections in the groups. Students were asked to read the paragraph "Animal Issues" aloud. Again there were pronunciation corrections right after the reading. (mice, endangered, reputable) The class developed the activity "Domino Effects."

SUMMARY OF FEEDBACK TYPES, FEEDBACK STRATEGIES AND FEEDBACK CONTENT TO OBSERVATION NOTES 2.4



Rubric to detect the types of feedback used by the English teachers in the advanced English level classes

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Name of the observer: Sara Ibeth Castaneda López

Date: March 12th 2015

Teacher: Miguel Carranza

TYPES OF FEEDBACK			FEEDBACK STRATEGIES								FEEDBACK CONTENT				
			TIMING		AUDIENCE		AMOUNT		MODE						
Value			DURING THE ACTIVITY	AFTER THE ACTIVITY	INDIVIDUAL	GROUP	PART BY PART	ALL AT ONCE	WRITING	ORAL	DEMONSTRATION	DESCRIPTION			
Corrective	✓	Pointed out specific mistakes													
Neutral															
Ambiguous															
Positive												FOCUS			
													COMPARISON		
													FUNCTION		
Negative													VALENCE		
Formal													CLARITY	✓	Not difficulties to be understood
													SPECIFICITY		
Informal	✓	Stated students' mistakes right away											TONE	✓	Kind tone of voice

Notes:

Summary of the observation notes 2

Group from 10AM to 12M

In this course, the students were not very proactive, and the teacher had to make an extra effort to spin the learning process. For that reason, the teacher had to push the students to create more ways to interact with each other. Otherwise, they would have been learning at a very lower pace.

On the other hand, the teacher used the following types of feedback: *corrective*, *positive*, and *informal*. He used them very slowly and carefully for the students to have a very clear idea of the development of the topics. The teacher pushed the students to participate more and be more active in the class. They showed a positive response towards the teacher's feedback.

Talking about the strategies, the teacher applied *timing during the activities*, *audience in group*, *amount part by part*, and *mode in oral, written and pronunciation aspects*.

In feedback contents, he used *focus*. The teacher was pretty focused on the point he was correcting. The *tone* of voice he used sometimes was demanding but respectful all the time. He also used *clarity and specificity* when giving feedback. (For more details, check the filled-in rubrics from observation notes 2).

Observation Notes 3

Thursday 12TH, March 2015

From 1:00 P.M. to 3:00 P.M.

Teacher: Miguel Mata

The class started with the review of the previous topic “Modals.” The students started to use the modals. They were reading “Animal Issues.” They worked in pairs to underline the paragraph’s main ideas. While the students were doing that, the teacher was monitoring the groups, and he was ready to provide assistance with kind tone of voice. The students had to report answers or main ideas found in the paragraph while the students were still in pair work. After that, the teacher asked students’ opinion about the paragraph. He used words like “Good” or “Ok.”

Continuing with the class, the students kept on working on the book with the reading exercises. Students had to choose a topic and write a small paragraph about it. The teacher reviewed some students’ letters who were brought already. The teacher always kept a kind tone of voice while reviewing the tasks. He corrected spelling mistakes and letters at the moment he reviewed them. He walked through students’ groups and helped them out with word pronunciation and grammar structures. He used “right, correct, good” to reply students’ answers. Domino effect reading, students read the paragraph and had to specify in the sentences underlined. In the paragraph already were examples. Ways to make group decision: authoritarian, committee, consensus, majority rules. They discussed about if a factory should be built in Greenford. They took a role and defend the viewpoint (agreement or against).

SUMMARY OF FEEDBACK TYPES, FEEDBACK STRATEGIES AND FEEDBACK CONTENT TO OBSERVATION NOTES 3



Rubric to detect the types of feedback used by the English teachers in the advanced English level classes

TOPIC: TYPES OF FEEDBACK USED BY TEACHERS TO DEVELOP THE ENGLISH SPEAKING SKILL ON THE STUDENTS OF THE ADVANCE ENGLISH LEVEL AT THE FOREIGN LANGUAGE DEPARTMENT OF THE UNIVERSITY OF EL SALVADOR, MAIN CAMPUS.

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Name of the observer: Sara Ibeth Castaneda López

Date: March 12th 2015

Teacher: Miguel Mata

TYPES OF FEEDBACK			FEEDBACK STRATEGIES								FEEDBACK CONTENT															
			TIMING		AUDIENCE		AMOUNT		MODE																	
Value			DURING THE ACTIVITY	AFTER THE ACTIVITY	INDIVIDUAL	GROUP	PART BY PART	ALL AT ONCE	W R I T T E N	O R A L	DEMONSTRATION	DESCRIPTION														
Corrective	✓	Pointed out specific mistakes																								
Neutral																										
Ambiguous			✓			✓				✓		FOCUS														
Positive	✓	"good job" "excellent"										COMPARISON														
													FUNCTION													
Negative												VALENCE														
Formal												CLARITY	✓	Not difficulties to be understood												
													SPECIFICITY													
Informal	✓	Stated students' mistakes right away										TONE	✓	Kind tone of voice												
Notes:																										

Observation Notes 3.1

Friday 13TH, March 2015

From 1:00 P.M. to 3:00 P.M.

Teacher: Miguel Mata

The class started by getting the students in groups of four. Students took the four roles and got a debate about the construction of the factory. The teacher distributed the students at the classroom's corner according to the roles they took (against and in favor) in the factory construction. They reviewed the passive modals.

The teacher asked students to complete the practice about modals on the workbook. After that, the teacher played a video about the ten animals in extinction. After that they reviewed the domino effect exercise.

**SUMMARY OF FEEDBACK TYPES, FEEDBACK STRATEGIES AND FEEDBACK CONTENT
TO OBSERVATION NOTES 3.1**



Rubric to detect the types of feedback used by the English teachers in the advanced English level classes

TOPIC: TYPES OF FEEDBACK USED BY TEACHERS TO DEVELOP THE ENGLISH SPEAKING SKILL ON THE STUDENTS OF THE ADVANCE ENGLISH LEVEL AT THE FOREIGN LANGUAGE DEPARTMENT OF THE UNIVERSITY OF EL SALVADOR, MAIN CAMPUS.

OBJECTIVE: To evaluate Feedback Types, Feedback Strategies and Feedback Content used by teachers in the Advanced English level classes by observing them in progress.

INSTRUCTION: After having observed, filmed and have written detailed notes about every activity for three weeks in the Advanced English classes, the researcher will place a check mark (✓) in the items she observed.

Name of the observer: Sara Ibeth Castaneda López

Date: March 13th 2015

Teacher: Miguel Mata

TYPES OF FEEDBACK			FEEDBACK STRATEGIES								FEEDBACK CONTENT			
			TIMING		AUDIENCE		AMOUNT		MODE					
Value			DURING THE ACTIVITY	AFTER THE ACTIVITY	INDIVIDUAL	GROUP	PART BY PART	ALL AT ONCE	WRITTEN	ORAL	DEMONSTRATION	DESCRIPTION		
Corrective	✓	Pointed out specific mistakes												
Neutral														
Ambiguous			✓			✓		✓		✓		FOCUS		
Positive												COMPARISON		
												FUNCTION		
Negative												VALENCE		
Formal												CLARITY	✓	Not difficulties to be understood
												SPECIFICITY		
Informal	✓	Stated students' mistakes right away										TONE	✓	Kind tone of voice
Notes														

Observation Notes 3.2

Wednesday 18TH, March 2015

From 1:00 P.M. to 3:00 P.M.

Teacher: Miguel Mata

The teacher started the class by putting two charts on the board containing sentences. Students had to match them. The teacher checked the sentences to find out which ones were correct and which ones were not. The teacher made corrections of the sentences right after the activity finished. After that the teacher gave an explanation about the use of be focused on and be aware of. After that came the grammar structure review “Future Perfect.” Students were working in pairs while the teacher’s assistant was monitoring the students’ work.

He provided help when the students requested it. On the other hand, students read their answers aloud, and those answers were corrected with a kind tone of voice. Students read a paragraph with completed by phrases with adjectives plus prepositions. For example, there was one, “be distracted by.” There was pronunciation correction at that moment. After that, the teacher played an audio and asked students to check correct statement according to what they listened to. Continuing there was a discussion about the audio. Then students answered the questions from the book about the audio. The teacher asked for opinions or answers about the questions. And then the students had to underline the collocations observed in the paragraph. They completed the exercises about collocations, and the teacher reviewed it.

**SUMMARY OF FEEDBACK TYPES, FEEDBACK STRATEGIES AND FEEDBACK CONTENT
TO OBSERVATION NOTES 3.2**



Rubric to detect the types of feedback used by the English teachers in the advanced English level classes

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Name of the observer: Sara Ibeth Castaneda López

Date: March 18th 2015

Teacher: Miguel Mata

TYPES OF FEEDBACK			FEEDBACK STRATEGIES									FEEDBACK CONTENT		
			TIMING		AUDIENCE		AMOUNT		MODE					
Value			DURING THE ACTIVITY	AFTER THE ACTIVITY	INDIVIDUAL	GROUP	PART BY PART	ALL AT ONCE	W R I T T E N	O R A L	DEMONSTRATION	DESCRIPTION		
Corrective	✓	Pointed out specific mistakes												
Neutral														
Ambiguous			✓			✓		✓		✓		FOCUS		
Positive												COMPARISON		
												FUNCTION		
Negative												VALENCE		
Formal												CLARITY	✓	Not difficulties to be understood
												SPECIFICITY		
Informal	✓	Stated students' mistakes right away										TONE	✓	Kind tone of voice
Notes														

Observation Notes 3.3

Thursday 19TH, March 2015

From 1:00 P.M. to 3:00 P.M.

Teacher: Miguel Mata

First, the class played the game “the hot potato,” so students could practice the future perfect by making their own sentences or making others from the pattern given by the teacher. After that, the teacher asked for students’ negative, positive and neutral opinions about robots. Then he explained about the future perfect progressive. He asked to complete the exercise from the book. After that, there was a group review. Continuing he made pair work and gave sheets of paper having the grammar structures under study (future perfect and future perfect progressive).

The teacher made an answers review, and then he asked students to write four sentences on students own to practice the grammar structure they are learning. There was a sentence review because the teacher asked students’ participation. Students read the article and underlined the main ideas. After that they shared what they underlined with other students. On the other hand, a role play took place. It was group A and group B who were against and in favor respectively about implementing robots in ESL classrooms. They performed the role play. To finish the teacher played two videos that showed the use of robots in companies.

**SUMMARY OF FEEDBACK TYPES, FEEDBACK STRATEGIES AND FEEDBACK CONTENT
TO OBSERVATION NOTES 3.3**



Universidad de El Salvador
Hacia la libertad por la cultura

Rubric to detect the types of feedback used by the English teachers in the advanced English level classes

TOPIC: TYPES OF FEEDBACK USED BY TEACHERS TO DEVELOP THE ENGLISH SPEAKING SKILL ON THE STUDENTS OF THE ADVANCE ENGLISH LEVEL AT THE FOREIGN LANGUAGE DEPARTMENT OF THE UNIVERSITY OF EL SALVADOR, MAIN CAMPUS.

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Name of the observer: Sara Ibeth Castaneda López

Date: March 19th 2015

Teacher: Miguel Mata

TYPES OF FEEDBACK			FEEDBACK STRATEGIES								FEEDBACK CONTENT			
			TIMING		AUDIENCE		AMOUNT		MODE					
Value			DURING THE ACTIVITY	AFTER THE ACTIVITY	INDIVIDUAL	GROUP	PART BY PART	ALL AT ONCE	WRITTEN	ORAL	DEMONSTRATION	DESCRIPTION		
Corrective	✓	Pointed out specific mistakes												
Neutral														
Ambiguous			✓			✓		✓		✓		FOCUS		
Positive												COMPARISON		
												FUNCTION		
Negative												VALENCE		
Formal												CLARITY	✓	Not difficulties to be understood
												SPECIFICITY		
Informal	✓	Stated students' mistakes right away										TONE	✓	Energetic tone of voice
Notes														

Summary of the observation notes 3

Group from 1PM to 3PM

The class was a very interesting one. Students were eager to learn, but they had some mistakes in which the teacher had to go through. The teacher checked and monitored the students' development and he determined which areas they could improve. The best part of the teacher's correction was that the students were grasping very fast.

The teacher used the *corrective, positive and informal* type of feedback. He focused most on informal since he was correcting students immediately. Most of the time, students had every topic clear.

On the other hand, the feedback strategies that the teacher used were *timing during the activities, audience in group, amount part by part, oral and demonstration mode*.

Talking about the feedback content, the most used by the teacher in this class schedule are *clarity and tone*. (More details on the filled-in rubrics from observation notes 3).

Observation Notes 4

Thursday 12TH, March 2015

From 5:00 P.M. to 7:00 P.M.

Teacher: Alex Bruno

The class started with discussion about animal extinction. They had a debate about balance on animals and nature. A few students participated. The domino effect: article for tomorrow. The teacher assigned a student to be in charge of the debate about the article. Students worked on pronunciation, demonstration, written made at the moment all at once. The teacher showed a presentation with animal vocabulary and its pronunciation.

The teacher asked the students to read the “animal hour” (reading about orangutan). Then students had to answer the reading’s questions aloud. There was pronunciation correction right after students finished their participation. The teacher used words like “excellent” after the students finished their participation reading the dialogue. He made emphasis on word pronunciation. After that, there was a grammar session about modals, passive voice, predictions To review and to give examples.

**SUMMARY OF FEEDBACK TYPES, FEEDBACK STRATEGIES AND FEEDBACK CONTENT
TO OBSERVATION NOTES 4**



Universidad de El Salvador
Hacia la libertad por la cultura

Rubric to detect the types of feedback used by the English teachers in the advanced English level classes

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Name of the observer: Sara Ibeth Castaneda López

Date: March 12th 2015

Teacher: Alex Bruno

TYPES OF FEEDBACK			FEEDBACK STRATEGIES								FEEDBACK CONTENT			
			TIMING		AUDIENCE		AMOUNT		MODE					
Value			DURING THE ACTIVITY	AFTER THE ACTIVITY	INDIVIDUAL	GROUP	PART BY PART	ALL AT ONCE	W R I T T E N	O R A L	DEMONSTRATION	DESCRIPTION		
Corrective	✓	Pointed out specific mistakes												
Neutral														
Ambiguous			✓			✓		✓	✓	✓	FOCUS			
Positive	✓	"good job" "excellent"										COMPARISON		
													FUNCTION	
Negative												VALENCE		
Formal												CLARITY	✓	Not difficulties to be understood
													SPECIFICITY	
Informal	✓	Stated students' mistakes right away										TONE	✓	Energetic tone of voice
Notes:														

Observation Notes 4.1

Friday 13TH, March 2015

From 5:00 P.M. to 7:00 P.M.

Teacher: Alex Bruno

A student was in charge of reviewing with his partners the article about the domino effect. It was a group discussion. There was word and pronunciation correction at the moment. The discussion about domino effect turned into violence in El Salvador.

After that they shared opinions about it. Students made pair group to dialogue. The teacher asked students to best pronounce the words. After that the teacher reviewed the expressions of the given material one by one (expression) and then the group review.

**SUMMARY OF FEEDBACK TYPES, FEEDBACK STRATEGIES AND FEEDBACK CONTENT
TO OBSERVATION NOTES 4.1**



Universidad de El Salvador
Hacia la libertad por la cultura

Rubric to detect the types of feedback used by the English teachers in the advanced English level classes

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Name of the observer: Sara Ibeth Castaneda López

Date: March 13th 2015

Teacher: Alex Bruno

TYPES OF FEEDBACK			FEEDBACK STRATEGIES								FEEDBACK CONTENT			
			TIMING		AUDIENCE		AMOUNT		MODE					
Value			DURING THE ACTIVITY	AFTER THE ACTIVITY	INDIVIDUAL	GROUP	PART BY PART	ALL AT ONCE	WRITTEN	ORAL	DEMONSTRATION	DESCRIPTION		
Corrective	✓	Pointed out specific mistakes												
Neutral														
Ambiguous			✓		✓		✓			✓				
Positive												COMPARISON		
												FUNCTION		
Negative												VALENCE		
Formal												CLARITY	✓	Not difficulties to be understood
												SPECIFICITY		
Informal	✓	Stated students' mistakes right away										TONE	✓	Energetic tone of voice
Notes:														

Observation Notes 4.2

Wednesday 18TH, March 2015

From 5:00 P.M. to 7:00 P.M.

Teacher: Alex Bruno

The class started with a debate about technology. It was about robots replacing humans. The teacher encouraged students because they were very quiet. The teacher had to ask students to read the article at home and underline the words they did not know. Students also had to look for their meaning and pronunciation. Pronunciation, grammar structure and mistakes were corrected right after students finished their participation.

There was a powerpoint presentation in which the explanation for the future perfect was in detail. The powerpoint presentation had introduction, will/won't + have + past participle. The teacher asked each student to give an example using the sentence he showed in the presentation. After that the teacher made corrections in pronunciation.

**SUMMARY OF FEEDBACK TYPES, FEEDBACK STRATEGIES AND FEEDBACK CONTENT
TO OBSERVATION NOTES 4.2**



Rubric to detect the types of feedback used by the English teachers in the advanced English level classes

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Name of the observer: Sara Ibeth Castaneda López

Date: March 18th 2015

Teacher: Alex Bruno

TYPES OF FEEDBACK			FEEDBACK STRATEGIES								FEEDBACK CONTENT			
			TIMING		AUDIENCE		AMOUNT		MODE					
Value			DURING THE ACTIVITY	AFTER THE ACTIVITY	INDIVIDUAL	GROUP	PART BY PART	ALL AT ONCE	WRITTEN	ORAL	DEMONSTRATION	DESCRIPTION		
Corrective	✓	Pointed out specific mistakes												
Neutral														
Ambiguous			✓		✓	✓				✓	FOCUS			
Positive												COMPARISON		
												FUNCTION		
Negative												VALENCE		
Formal												CLARITY	✓	Not difficulties to be understood
												SPECIFICITY		
Informal	✓	Stated students' mistakes right away										TONE	✓	Kind tone of voice
Notes														

Summary of the observation notes 4

Group from 5PM to 7PM

In this group it was observed the teacher's interest for making students participate in the activities he prepared. He encouraged them to be part of the dynamics. A positive response from the students was observed. On the other hand, the teacher checked and controlled the activities that came next. Mistake correction was also observed.

The feedback types observed during the observation session were: *Corrective*, *positive* and *informal*. The first one included words that help students recognize their mistakes. The second one included words to congratulate students for their effort. Finally the third one was informal because the teacher corrected the mistakes immediately.

Referred to feedback strategies, correction were made *during the activity* in some cases were *individual* but also in *group*. About *amount*, corrections were made *part by part* and *all at once*. Taking about *mode*, corrections were made *orally* and making *demonstrations*.

On the other hand, the feedback contents the teacher showed were the following: *clarity* and *tone*. Regarding clarity a direct piece of advice to make a correction was given with a kind and friendly tone of voice. (More information can be found on the filled-in rubrics from observation notes 4).

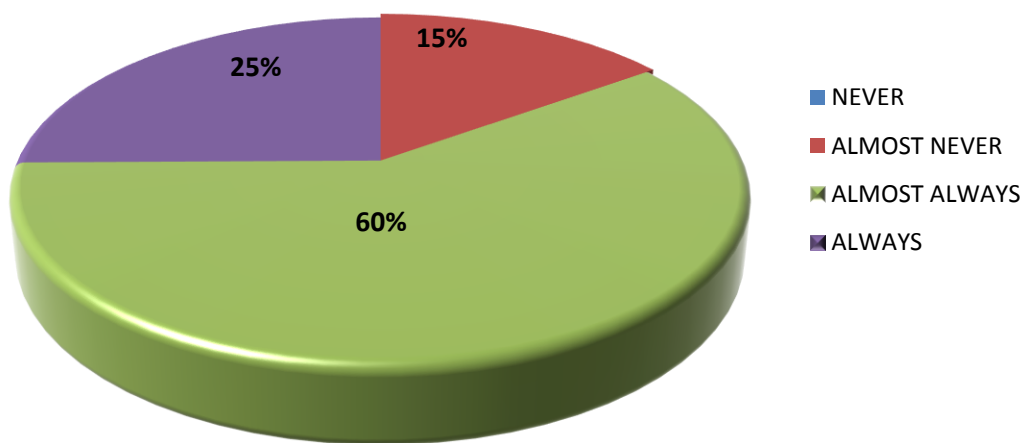
After-class teacher's feedback survey results

With the purpose of collecting data from students regarding the after-class teacher's feedback and complementing one item of the rubric (**timing**, after the activity) a survey was designed and applied in the advanced English level. The five-question survey follows the description of the class observation and was submitted to one hundred and thirty nine students of the Advanced English level groups. Different sets of questions regarding the teachers' feedback were displayed. The students were asked to mark one of the four answer options based on their after-class feedback experience.

After having collected the students' answers and having made their corresponding analysis, the results gotten are presented in figures. Those figures reveal the percentages obtained from the lowest one to the highest one in each answer option. The figures are followed by their corresponding explanatory analysis.

Figure 1

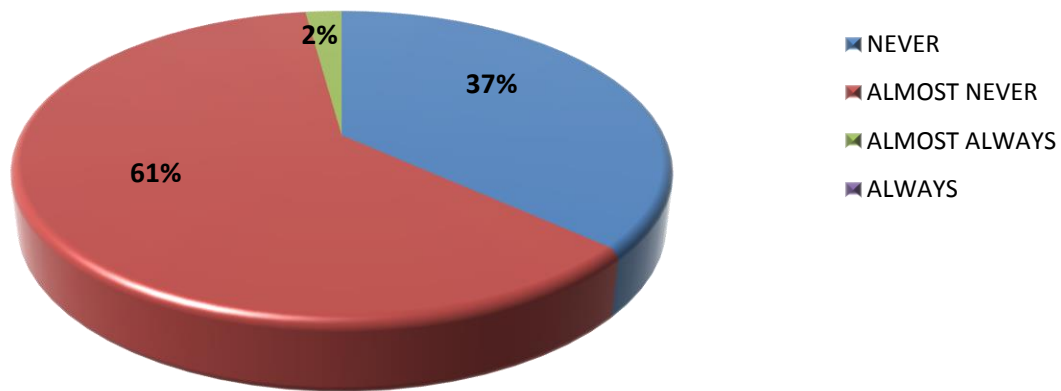
Feedback to improve English during class



As it can be observed above, the results of the graphic chart 1 named *Feedback to improve English during classes* referred to the first survey's question *Do you consider that your English Teacher provides/gives you feedback to improve your English speaking Skill during classes?* It shows that 15% of the students consider that they *almost never* receive feedback to improve their English. While, the 25% of students affirmed that they *always* get feedback during their classes. To finish, the majority of students (60%) shared that they *almost always* get feedback during classes to improve their speaking skill.

Figure 2

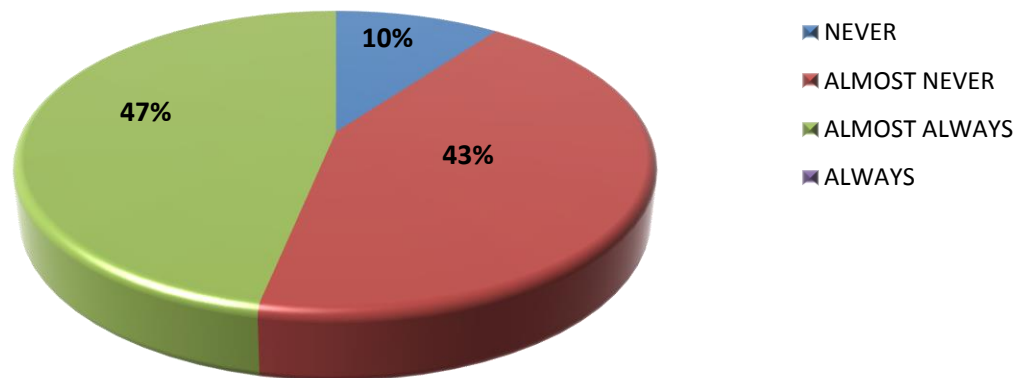
Extra time after classes to improve the English speaking skill



The *Extra time after classes to improve the English speaking skill* graphic chart 2 based on the survey's second question *Has the teacher ever arranged extra time (after classes) to give you feedback to improve your English speaking skill?* reveals that 2% of the students consider that extra time after classes is *almost always* arranged to improve their English speaking skill. On the other hand, 37% of the students affirmed that extra time after classes is *never* scheduled and to finish, 61% of the students shared that extra time is *almost never* assigned to improve their speaking skill.

Figure 3

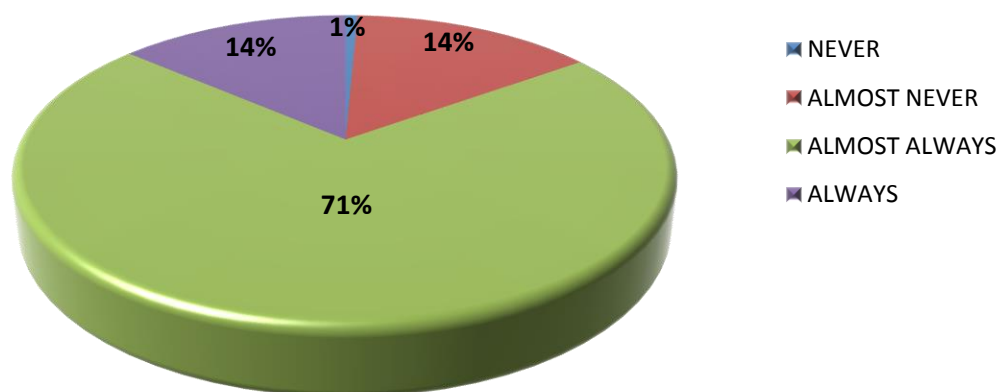
Information to reinforce the English speaking skill



The *Information to reinforce the English speaking skill* graphic chart 3 based on survey's question number three *Has the teacher uploaded videos or information to reinforce your English speaking Skill?* The results announce that 10% of the students consider that they *never* get information or material to reinforce their English speaking skill. Meanwhile, 43% of students declared that *almost never* were given information or extra information to make better their performance in speaking. The highest percentage gotten for this graphic chat is 47%. Those students affirm that *almost always* they get information or material to reinforce their speaking skill.

Figure 4

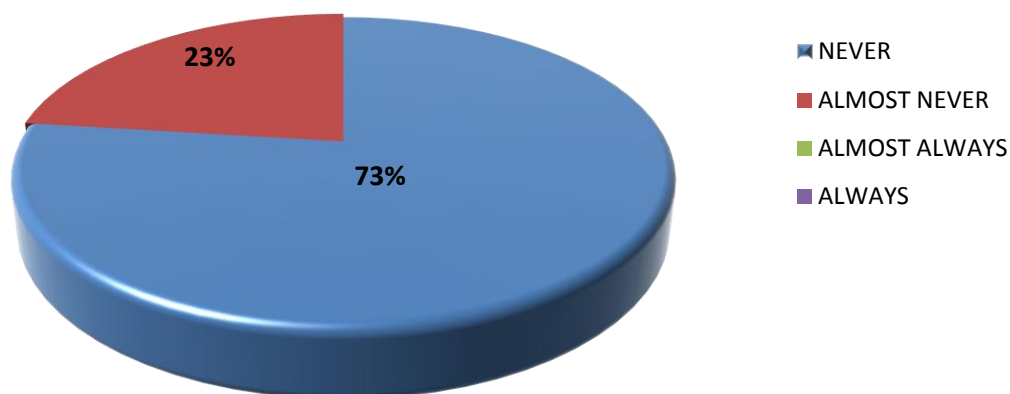
Encouragement to improve the English speaking skill



Encouragement to improve the English speaking skill was named graphic chart 4 based on the survey's question number four *How frequently has your English teacher encouraged you/ your classmates to improve your Speaking skill?* The results show that 1% of the students consider that they are *never* encouraged to improve their English speaking skill. In addition, 14% of students declared that they are *almost never* encouraged to play a better role in their speaking performance. Besides that, 14% of the students pointed out that they are *always* encouraged by the teacher to improve their speaking skill. To finish, 71% of the students (the highest amount for this graphic) reveals that the majority of students recognize and affirm that their teacher *almost always* encourage them and their classmates to improve their speaking skill.

Figure 5

Specific class of the week to focus on the speaking skill



The results of the graphic chart 5 named *Specific class of the week to focus on the speaking skill* related to the fifth survey's question *Has your English teacher set (since the beginning of the semester) any specific class of the week to particularly focus on the speaking skill (not suggested by the book)?* It shows only two percentages. The lowest one with 23% of the students' answers reveals that a specific day of the week to focus on the speaking skill is *almost never* assigned. On the other hand, the highest percentage gotten is 73% of students who affirm that a day of the week is *never* set to focus and work in their speaking skill.

CONCLUSIONS

To wrap up the study, it is time to bring up some of the conclusions regarding *feedback types, feedback strategies, and feedback content* used by teachers of the advanced courses to help students develop their English speaking skill at the Foreign Language Department. Based on the results gotten in the observation session to the Advanced English groups, it can be affirmed that from the eight *feedback types* shown in this research project, the most used ones by the teachers are only four: *value*, which included words revealing a judgment such as “advanced English answers are required”; *corrective*, mistakes were identified and corrected (word pronunciation, for example); *positive*, congratulations and awards were given after a good performance (god job!) and *informal*, feedback was given right after a good or bad performance was observed.

The general tendency for *feedback strategies* taken also from the class observation process shows that for the *timing strategy*, feedback is given *during the activity*, in the very moment of the student’s participation, for example. eg. after an oral presentation. For the *audience strategy*, feedback is given *individually* eg. *student by student* and also in *groups*, eg. *general review of grammar structure*. For the *amount strategy*, feedback is given in both ways *part by part* eg. after each group’s participation was done and *all at once* eg. after all groups were done with their participation. And for the *mode strategy*, feedback is given *orally*, eg. showing the students the right pronunciation of a word, *written*, eg. writing on the board the new vocabulary and through *demonstrations*, eg. miming for students, so they could guess the meaning of a new word.

Finally, the *feedback content* features that emerged the most in the class observation procedure of the four Advanced English groups are *focus*, the feedback went direct to the point, *clarity*, easy- to- understand words were used, *tone*, a kind and friendly tone of voice was present, *function*, eg. critical thinking was requested, and *specifity*, eg. the feedback went straight to the improvement area.

To continue with the concluding part, it is important to also highlight the outcomes gotten from the five-question survey which was created to get information about the after-class students' involvement to improve their English speaking skill. The results obtained from the four answer options are taken as variables which are defined in positive (always and almost always) and negative (never and almost never).

The results gotten in the first question (see figure 1) indicate that the majority of the students considers that they *always* get feedback during their classes to improve their speaking skill. However, teachers should promote students' self- assessment.

According to "The practice of English Language Teaching" (Harmer, 2007) students can also be extremely effective at monitoring and judging their own language production. Most of the time, students have a clear idea of how well they are doing or have done, so if students are helped to develop that awareness, teachers can enhance learning.

Another important outcome obtained from the survey (see figure 2) reveals that the larger part of the students affirmed that extra time is *never* scheduled to improve their speaking skills. To change this behavior, the book "Making time for great teaching" (Jensen, 2014) says that teachers can prioritize teaching and learning by following three easy steps. 1. Cut back on activities teachers do that don't directly improve teaching and

learning 2. Get teachers to do the same activities they currently do more efficiently 3. ‘Buy’ the time for teachers, by finding enough resources within their broader school budgets to maybe employ more teachers.

About extra information, (see figure 3) more than half of students affirmed that they *always* get information or material to reinforce their speaking skills. To provide feedback even better, it can be suggested to take into account the work *Formative Assessment Strategies for Every Classroom* (Brookhart, 2006) which includes activities that teachers and students can do to give each other feedback about the learning that is taking place. Each activity is accompanied by directions, a description of what to look for in students’ comments.

As for the encouragement by the teacher (see figure 4) the greatest number of respondents recognized that they were *always* encouraged by the teacher to improve their speaking skill. In this part, it is clear that there exists motivation. If motivation is used correctly, it can have a powerful effect on the students and also on the course. Jarmer sees motivation as “the motivation angel”, which consists of six stages. Those stages are *extrinsic motivation*, the base, that is the motivation students bring with them to class. The next stage is *affect*. That is related to the motivation students keep when they think that the teacher cares about them. The following stage is *achievement*.

Achievement means that the teacher can be a guide to success by encouraging students to go through the challenges they might find when learning. The other stage related to motivation is *attitude*. Here teachers have to show confidence in their professional abilities, so students will believe that the teacher knows what he/she is doing.

Activity is the other stage that contributes to motivation. The activities used with the students should be enjoyed by them and show their purpose. The last stage of motivation according to Jamer is *agency*. When students have agency, they take some responsibility for their learning and get totally involved with it.

The lack of encouragement is also present to the fact that a day of the week is not assigned to focus and work on the students' English speaking skills. (see figure 5). "Course scheduling and academic performance" developed by Angela K. Dillsa and Rey Hernandez-Julian (2007) suggests that detecting students' weaknesses during the week-classes and scheduling, at least a couple of hours in the last day of classes will end up with interesting and also essential results on students' performance. Such results will lead the road for students and teachers to meet their particular goals.

RECOMMENDATIONS

- Teachers should make sure to build in opportunities for students to use feedback fairly soon after they receive it.
- Lessons should be designed so students use feedback on previous work to produce better work.
- For learning targets that involve knowledge and understanding of facts or concepts, a series of homework, in-class assignments and also quizzes should be used. Those activities will enable students to see what they know and what they still need to understand.
- Teachers from the Foreign Language Department should coordinate time and days of the week so students can approach them to maximize their learning.
- *Choice Words: How Our Language Affects Children's Learning* (Johnston, 2004) can be a helping-hand tool since it gives teachers lots of ideas on how to phrase the verbal feedback they give to students, so they can understand what learning is.
- Another source that can be taken into account is *The Power of Feedback* (Hattie and Timperley's, 2007). It is considered a comprehensive and quite readable summary of the literature on feedback.

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APPENDIXES

APPENDIX 1

SUMMARY OF FEEDBACK TYPES, FEEDBACK STRATEGIES AND FEEDBACK CONTENT TO OBSERVATION NOTES



Rubric to detect the types of feedback used by the English teachers in the advanced English level classes

TOPIC: TYPES OF FEEDBACK USED BY TEACHERS TO DEVELOP THE ENGLISH SPEAKING SKILL ON THE STUDENTS OF THE ADVANCE ENGLISH LEVEL AT THE FOREIGN LANGUAGE DEPARTMENT OF THE UNIVERSITY OF EL SALVADOR, MAIN CAMPUS.

OBJECTIVE: To evaluate Feedback Types, Feedback Strategies and Feedback Content used by teachers in the Advanced English level classes by observing them in progress.

INSTRUCTION: After having observed, filmed and have written detailed notes about every activity for three weeks in the Advanced English classes, the researcher will place a check mark (✓) in the items she observed.

Name of the observer: Sara Ibeth Castaneda López

Date:

Teacher:

TYPES OF FEEDBACK			FEEDBACK STRATEGIES								FEEDBACK CONTENT			
			TIMING		AUDIENCE		AMOUNT		MODE					
VALUE			DURING THE ACTIVITY	AFTER THE ACTIVITY	INDIVIDUAL	GROUP	PART BY PART	ALL AT ONCE	WRITING	ORAL	DEMONSTRATION	DESCRIPTION		
CORRECTIVE														
NEUTRAL														
AMBIGUOUS														
POSITIVE												COMPARISON		
												FUNCTION		
NEGATIVE												VALENCE		
FORMAL												CLARITY		
												SPECIFICITY		
IIINFORMAL												TONE		
NOTES:														

**TYPES OF FEEDBACK USED BY TEACHERS TO DEVELOP THE ENGLISH SPEAKING SKILL
ON THE STUDENTS OF THE ADVANCED ENGLISH LEVEL ONE AT THE FOREIGN LANGUAGE DEPARTMENT**



TYPES OF FEEDBACK	FEEDBACK STRATEGIES	FEEDBACK CONTENT
Value: the value feedback includes a word or expression that reveals a judgment.	Timing: feedback needs to come while students are still mindful of the topic, assignment, or performance in question.	Focus: a point upon which attention, activity is directed or concentrated.
Corrective: it includes a statement that identifies the error and/or statement about how to correct it.	Audience: feedback about the specifics of individual work is best addressed to the individual student, in terms the student can understand if the same message would benefit a group of students.	Comparison: a statement or estimate of similarities and differences.
Neutral: descriptive and factual, neutral feedback acknowledges what the learner has done by describing or offering factual statement.	Amount: probably the hardest decision to make about feedback is the amount to provide. A natural inclination is to want to "fix" everything you see.	Function: the intended purpose of a person or thing in a specific role.
Ambiguous: it doesn't convey to the learner the precise information about the performance, and can be misinterpreted.	Mode: some kinds of assignments lend themselves better to written feedback, oral feedback or demonstrations.	Valence: a positive or negative integer used to describe
Positive: it includes congratulations, awards and acknowledgement of a desired or appropriate behavior		Clarity: easy to understand
Negative: it indicates that a behavior or task was not performed correctly thus, indicating that a change of behavior is needed to demonstrate successive behaviors toward a goal		Specificity: the quality of being specific rather than general.
Formal: it collect 's students documentation and set a date for the feedback session if required.		Tone: the particular sound of voice.
Informal: it is immediate. It happens as soon as the students ' good or bad performance has finished.		

APPENDIX 3

**UNIVERSITY OF EL SALVADOR
FOREIGN LANGUAGE DEPARTMENT**



Universidad de El Salvador
Hacia la libertad por la cultura

Objective: To obtain data about the teacher's feedback to the students.

Feedback definition: it is the teacher's advice on how to improve the language skills.

Instruction: Put a check mark (✓) next to the answers that best suits your opinion.

1. Do you consider that your English Teacher provides/gives you feedback to improve your English speaking Skill during classes?
Never_____ almost never_____ almost always_____ always _____
2. Has the teacher ever arranged extra time (after classes) to give you feedback to improve your English speaking skill?
Never_____ almost never_____ almost always_____ always _____
3. Has the teacher uploaded videos or information to reinforce your English speaking Skill?
Never_____ almost never_____ almost always_____ always _____
4. How frequently has your English teacher encouraged you/ your classmates to improve your Speaking skill?
Never_____ almost never_____ almost always_____ always _____
5. Has your English teacher set (since the beginning of the semester) any specific class of the week to particularly focus on the speaking skill (not suggested by the book)?
Never_____ almost never_____ almost always_____ always _____