

Náslechová oborová praxe průběžná

The 4<sup>th</sup> semester

**Class Observation # 6: The language of feedback to error**

Class: 7<sup>th</sup> year students

Number of learners: 15 (6 females, 9 males)

Age of learners: 12-13

Length of lesson: 45 min. (7:05-7:50)

Level: Elementary

Teacher observed: Anička

***My observation took place at a primary school in Tasov.***

The class began with the teacher introducing the observer to the class. In this lesson students continued learning the past simple so they were partly familiar with this tense because they had learned it before. The teacher decided to revise past simple and asked students some questions.

Sample 1		Supplementary support	Positive/Negative
Teacher question	OK, Michal, where did you go yesterday after school?		<b><u>Rather negative</u></b> I think that the teacher could continue speaking English.  The rest of the feedback wasn't bad but the teacher should have continued with the situation and let the student say the right answer.  Moreover, the tone of teacher's voice was really directive and accusing.
Student response	I go...I was home		
Teacher feedback	Ne, ne. Jak řekneme "já jdu"?		
Student response	I go.		
Teacher feedback	Very good. A jak je minulý čas od slova "go"? Šel jsem.		
Student response	silence		
Teacher feedback	OK. Máme "go" a minulý čas od "go" je "went". Ale to jsme se učili už minulý týden Michale.	Teacher goes to the board and writes the words: go - went	

Sample 2		Supplementary support	Positive/Negative
Teacher question	Well, Adéla, give me a negative sentence. "I went home".		<p><b>Negative</b></p> <p>Everything was wrong, even now I can feel the stressful atmosphere in the classroom. I am sure that when the teacher is angry she starts speaking Czech.</p> <p>The teacher said that everybody is "a bad student" (vy jste se vůbec neučili) although Adéla didn't know the answer.</p> <p>The teacher was really stressed and I wanted to be somewhere else, not in the classroom.</p>
Student response	I...not went home.		
Teacher feedback	No, it's wrong. Vy jste se vůbec neučili! Jakým slovem si pomáháme, když chceme vytvořit negativní větu?		
Student response	Pomocné "Do"		
Teacher feedback	Dobře, a pro minulost? Jaký je minulý tvar od "do"?		
Student response	did		
Teacher feedback	OK, tak jak bude záporná věta od "I went home"		
Student response	I didn't went home.		
Teacher feedback	Dobře, ale když jsme si pomohli pomocným Didn't tak pak už bude hlavní sloveso v základním tvaru – I didn't go home.	Teacher goes to the board to write the sentence down.	

After this conversation they started to revise past simple again from the students' book and he teacher was really unpleasant. I was glad when the lesson ended.

To be honest, it's very difficult to analyse the data because the only thing I have learned from the classroom is that I wouldn't like to behave like the teacher in this classroom. It's absolutely essential to stay calm especially when correcting students – no, it is absolutely essential for a teacher to stay calm come what may, because everything was spoiled by the teacher's behaviour. All students in the classroom were afraid of speaking English, they were afraid of doing mistakes because they didn't

want to be confronted by the teacher. The teacher didn't encourage the students at all, on the contrary. I was really shocked by the teacher's behaviour because it's not possible to teach students by this way of "teaching".

I am sure that if the teacher had stayed calm she would have been able to explain the errors and the class would have been very useful for the students. She highlighted where the errors were but I wouldn't use the word "highlighted" because she almost shouted at the student she corrected.

Moreover, it's impossible to interpret her gesture, especially her face expressions as a supportive tool when giving feedback to a student so I can easily say that the message wasn't appropriately limited and it increased ambiguity.

For me as a teacher it is very often difficult to give students "wrong feedback" and even now I am not really sure what is wrong and what is right. When I teach my students present simple and they want to say e.g. "Pracuji jako voják 14 let" – "I work as a soldier for fourteen years", some of them are aware that there is something wrong about the sentence and I really don't know how to behave. Should I tell them about present perfect or not? I think I shouldn't but it's quite difficult for me to see my students that they are unsatisfied, because they know that the sentence is wrong and there is a risk I could lose their trust. Of course, it happens to me because I am not a very experienced teacher otherwise I would be able to deal with the problem.

It is absolutely necessary to give students the appropriate feedback but it also depends on the "level" of students. When I teach I often give my students feedback but not all the time. For example, when students read an article I am very careful to correct their pronunciation. I know them so I know what words they should be able to pronounce properly and if there is a new word in the article I wait until they are finished with it and then I explain the words plus I teach them to pronounce the words properly. Giving feedback is a "magic" every teacher should learn but it is also a never-ending process.

When I started to write this paper I had an idea that it would be better to observe another class because this one was "destroyed" by the teacher's behaviour. Anička is a very good teacher and nice person so I asked my wife, who is her colleague, what was wrong with her. She told me that she had some problems with her husband so now I know the reason for her behaviour during the class. On the other hand, I hold the idea that we can learn not only from excellent teachers but also from the teachers who are not so good or who have some problems. Nobody is perfect and we can be better teachers if we are able to learn from our own mistakes.