



Teacher's Notes – Recording spoken feedback on student writing

Timing **Teacher preparation:** 15 minutes

Lesson 1: 40 minutes group writing

Recording feedback: 5 minutes per group

Lesson 2: 20–30 minutes improving writing task

Homework 1: 30-minute individual writing task

Recording feedback: 5 minutes per article

Homework 2: 30-minute improving writing task

Materials An interactive whiteboard, or class computer plus projector; internet access in class and at home for learners; screen capture software such as [Screencast-O-Matic](#) or [TechSmith Jing](#); links to teacher recordings; handout: Improving your writing.

Rationale This activity can be used to focus on improving learner writing in general or in preparation for an exam. This series of in-class and homework activities focuses on the purpose of feedback and helps learners to respond to teacher feedback independently. The activities are suitable for secondary or adult learners at B1 and above.

Procedure

1. Ask your class:
 - Why do we give feedback? What's it for?
 - How do you usually get feedback on your writing?
 - What kind of feedback do/don't you like?
 - What kind of feedback is/isn't helpful?
 - How often does someone *talk* to you about your writing?



Discuss responses and tell the class that you're going to record and share feedback to help them to improve their writing. You're going to practise in class first, then set two homework tasks.

2. Use Lesson 1 or set another suitable, short task for group writing in class. If your learners are working towards an exam, use a sample exam task and marking criteria.

3. Before the next class, use screen capture software to record feedback on each group's writing. If you do this in Word, you could use bold, italics, underlining or the highlighting tool to focus on particular areas of the text. Think about some or all of the following questions when giving feedback:
 - i. Is the content relevant and interesting?
 - ii. Would it have a positive effect on the reader?
 - iii. Does it communicate the ideas well?
 - iv. Is the content well organised?
 - v. Are the ideas linked clearly?
 - vi. Is there a good range of vocabulary and grammar?
 - vii. Do errors make it difficult to understand?

4. For this task, make sure you choose a group that are positive about receiving feedback on how to improve. As a class, watch a video of you giving feedback on one group's work and ask them some questions about what you say. For example, you could use some or all of the following questions:
 - i. What is good about the content?
 - ii. What would improve the content?
 - iii. What is good about the organisation?
 - iv. What would make the ideas easier to follow?
 - v. What vocabulary/grammar is well used?
 - vi. What vocabulary/grammar needs changing?

5. Then provide each group with the recording of your spoken feedback on their writing and ask them to use the Lesson 2 task on the handout and your comments to improve their work.



6. Set an individual writing task for homework, for example ‘My favourite teacher’ (see handout), and ask learners to email their work or submit to your learning management system (LMS).
7. Record your feedback and then share with individual learners by providing the link to your video.
8. For their second homework task, learners do the ‘Improving your writing’ task on the handout and submit their work with improvements.