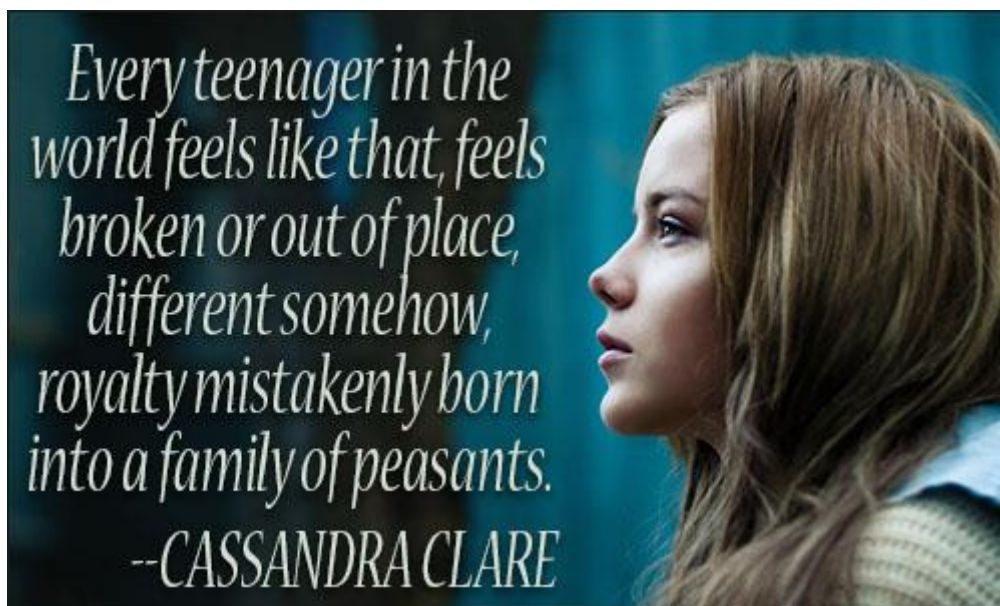




Motivating Teenagers + Giving Error Correction & Feedback

- Discuss + practice the most effective ways to give feedback;
- Share ideas and best practices on how to motivate teenagers + research how their brains work;
- Incorporate imagery to enhance understanding of errors;
- Identify the common spoken errors that Lower- Level students make when learning English.

Discuss to what extent you agree or can relate to the following statements:



“
When I was a boy of fourteen, my father was so ignorant I could hardly stand to have the old man around. But when I got to be twenty-one, I was astonished at how much he had learned in seven years.

- Mark Twain

www.momjunction.com



EVERY TEENAGERS # 271

TEENAGERS ARE THE MOST MISUNDERSTOOD PEOPLE ON THE PLANET. THEY ARE TREATED LIKE CHILDREN AND EXPECTED TO ACT LIKE ADULTS.

everyteenagers.tumblr.com

7 Secrets to Motivating Teenagers

- 1. WHAT IS IN IT FOR ME?**
- 2. LET THEM HAVE A SAY**
- 3. LET THEM LEARN FROM FAILURE**
- 4. HELP THEM TO REMEMBER**
- 5. MAKE IT ACHIEVABLE**
- 6. PROVIDE INCENTIVES**
- 7. MAKE IT FUN**

TASK

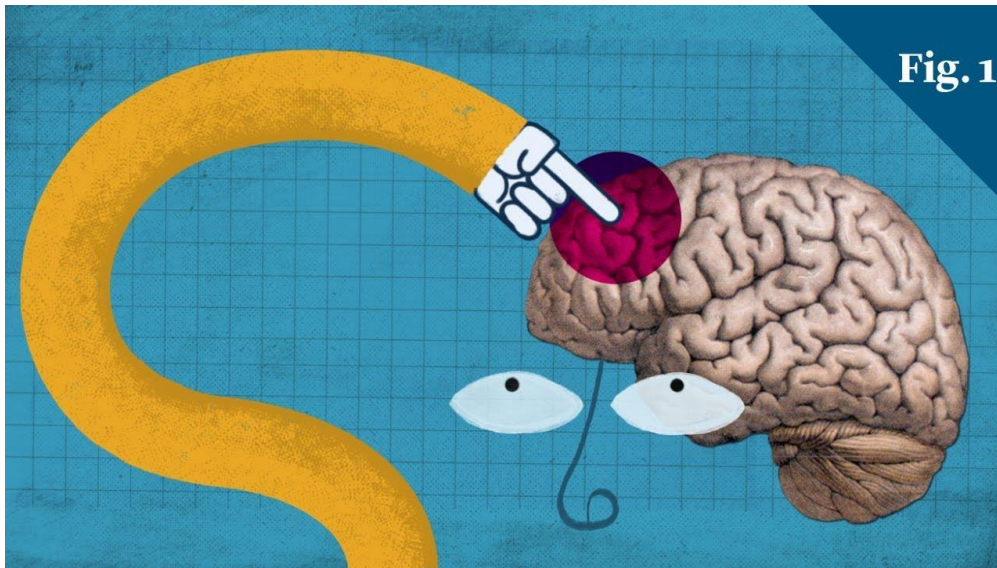
Look at the above ideas, what do they refer to? Do they work? Discuss your experiences with your group.

THE TEENAGE BRAIN

BEFORE YOU WATCH

How different was your thought processes and decision-making ability as a Teenager compared to now?

Were you rebellious/obedient/shy/conflicted/confused/overconfident/stubborn/idealistic.....?



WHILE YOU WATCH:

1. What makes it difficult to be a teenager?
2. From the neuroscience perspective when does the brain finish the period of adolescence?
3. What is the importance of these different areas of the brain?
 - limbic system
 - Prefrontal cortex
 - Striatum
4. What are healthy risks that Teens can take?
5. What are some positive aspects of teenage behaviour?

WATCH HERE

[Why the teenage brain has an evolutionary advantage - YouTube](#)

FEEDBACK + MOTIVATION

How do you usually give feedback to your students? Discuss with your colleagues and find out what techniques you use? Are they similar or different?



TYPES OF ERRORS

It is common practice to categorize errors as a way of deciding which corrections will be most beneficial.

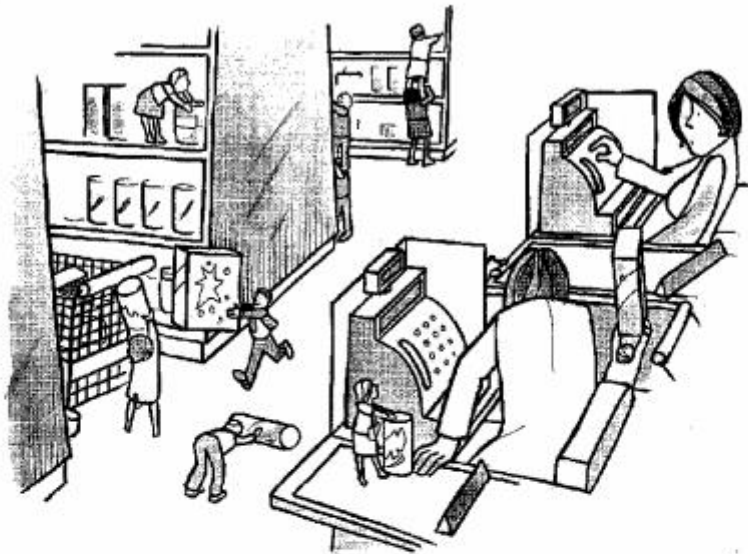
Useful categories include the following:

- **'Global errors'**, i.e. those which interfere with comprehension, rather than **'local errors'**, which do not affect intelligibility,
- Errors that are made **frequently** by the student(s), rather than **infrequent** error types,
- **'Stigmatizing errors'**, i.e. those which may offend the target reader or listener,
- Errors that are specific to the kind of spoken interaction that students are engaged in, or to the genre of text they are writing (such as **degrees of formality**),
- Errors that can, after some prompting, **be self-corrected** by the student,
- Errors that are related to areas of language which have recently been studied in class.

TASK 1

Can you correct the following typical errors?

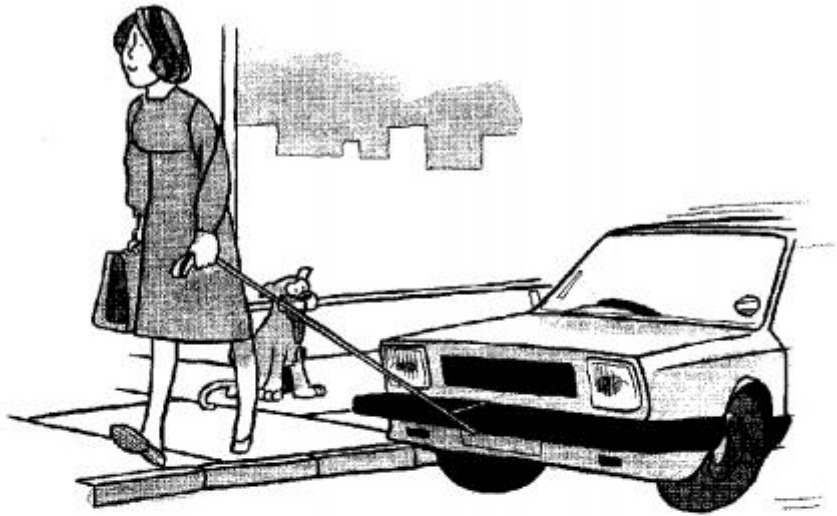
2



'There were very little people in the supermarket this morning.'

Little is the opposite of *much*, and is used with uncountable nouns e.g. 'I have very little time.' If you use *little* with a plural noun, it means *small*, e.g. 'There were some beautiful little houses near the beach.'

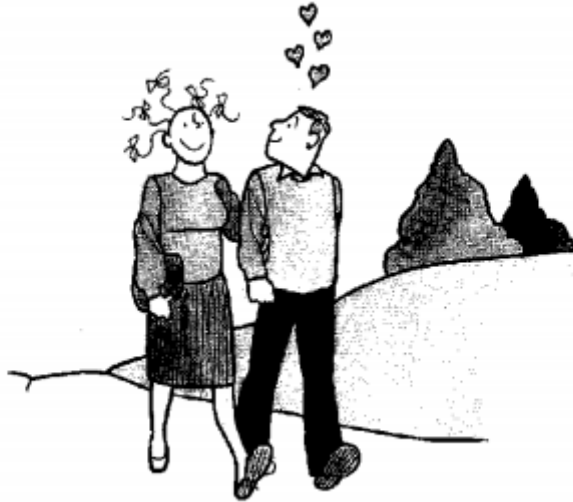
CORRECTION:



'Philippa usually goes to work with her car.'

If you went somewhere *with* your car, it would be the same as going with another person, i.e. it would accompany you.

CORRECTION:



'My girlfriend has beautiful hairs.'

You talk about *a hair* and the plural *hairs* when you can count them,
e.g. 'There was a hair in my soup', or worse, 'There were some hairs in my soup.'

CORRECTION:



'After putting on my new dress, my husband told me that the taxi had arrived.'

You can join two actions using *after + ...ing*, but only if the same person does both the actions, e.g. 'After having a shower, my husband went out.' This means 'My husband had a shower. Then he went out.'

CORRECTION:

1



**'I usually read a magazine while I cut
my hair.'**

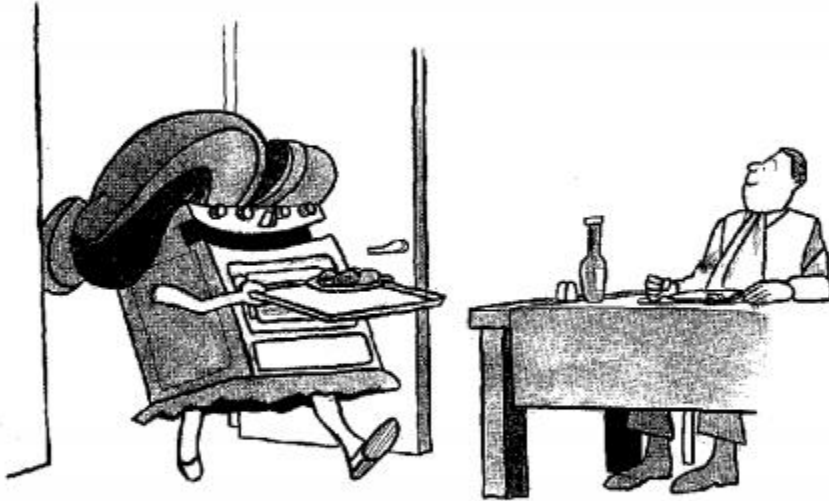
If you cut your hair it means that you do it *yourself*. Only a few people cut their own hair, but not while reading a magazine!

CORRECTION:

Have my hair cut (by a professional) = I had my hair cut

Get my haircut/ get my nails done=painted/ have my house cleaned/have my teeth fixed/have my car washed

7



'My landlady is a very good cooker.'

CORRECTION: cooker = an electric appliance

My mother is a very good cook

TASK 2

Do your students make any of these mistakes when they speak English?

How would you correct them?

Common L1 (First Language) Errors for **ITALIAN SPEAKERS**.

1. The final consonant in a word is often given a vowel sound:

I wenta to schoola ona the busa.

2. The main difficulties lie in the areas of stress and rhythm. Equal stress is often given to all words in a sentence:

I ate SOUP for lunch	✓
I ATE(A) SOUP(A) FOR (A) LUNCH(A)	X

3. There is no equivalent of /h/ in Italian:

House → 'ouse'
Hope → 'ope'
However → "owever'

4. The auxiliary 'do' has no equivalent in Italian:

Where he work?	X
I not smoke.	X

5. Double negatives are often used:

I don't do nothing yesterday. X

6. Students also have difficulty making negatives with infinitives:

It is important to don't say anything. X

7. *Have/Make/Do* and *Take* are often confused:

Have you hungry? X

We did a party. X

I took a coffee. X

8. The equivalent of '*explain*', '*suggest*' and '*say*' can have 2 objects in Italian:

Please explain me your problem. X

Can you suggest us a good restaurant? X

Say me the truth. X

9. Some uncountable English words have countable equivalents in Italian e.g.

news/furniture/information/luggage/advice/weather/spaghetti/bread:

It's a terrible weather. X

Can I have 2 breads? X

10. The third person 's' is regularly omitted by Italian speakers:

He go to the shop and he buy a lot of things and then he return home.

X

Are there any more mistakes that students make when moving from Italian to English?

GROUP ERROR CORRECTION

Can be done daily or weekly.

Write the first sentence on the board and see if your class can find the mistake and correct it. Then give a copy of the other sentences to students in pairs. Ask them to identify and correct any errors. You could make it competitive.

- A. *Where you go on Friday night?*
- B. *I didn't go nowhere at the weekend.*
- C. *It is better to don't drink too much coffee.*
- D. *I always take a coffee in the morning but never in the afternoon.*
- E. *Can you suggest me some Irish food to try?*
- F. *Every day in Ireland it's a terrible weather!*
- G. *My brother everyday he go to the beach and he swim in the sea.*
- H. *Have you hungry now?*
- I. *I hope have a hamburger with Henry in his house after I make my homework.*

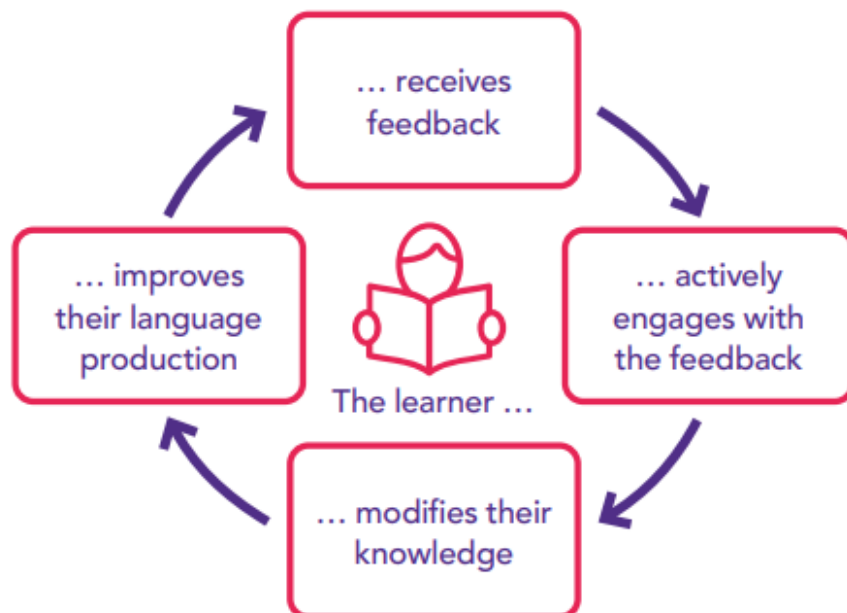
When your class are doing speaking exercises, keep a pen and paper handy to write down any errors you hear and create your own lists of sentences.

GIVING EFFECTIVE FEEDBACK

Feedback can be both **summative** (an evaluation, typically given by a score, of a student's work or at the end of a period of study) and **formative** (information that is intended to help the learner in some way, given continuously during learning).

This distinction is often captured in the terms 'assessment of learning (AoL)' and 'assessment for learning (AfL)'.

1. Effective feedback is about the learning task rather than the learner.
2. Effective feedback is specific and related to learning goals.
3. Effective feedback is appropriately challenging.
4. Effective feedback entails the active involvement of the learner.
5. Effective feedback is a combination of the positive and the negative.



The choice of feedback techniques available to teachers is wide, but may be broadly categorized by the degree of directness.


	TECHNIQUES FOR FEEDBACK ON SPOKEN LANGUAGE	TECHNIQUES FOR FEEDBACK ON WRITTEN LANGUAGE
INDIRECT  DIRECT	<ul style="list-style-type: none"> • The teacher says that they do not understand the learner's utterance. • The teacher uses rising intonation to repeat the phrase and stresses the error it contains. • The teacher repeats the beginning of the phrase which contained the error, but stops before the error in order to elicit the correction. • The teacher gives a short clue to the way an error needs to be corrected (e.g. 'Past tense?' or 'Article?') • The teacher provides the corrected form and stresses the correction. • The teacher gives a short explanation of why an error needs to be corrected and provides the correct form. 	<ul style="list-style-type: none"> • A mark in the margin indicates that there is an error in a particular line of text. • An error is underlined, but no further information is given. • A mark in the margin, accompanied by an error code (such as 'Sp' for spelling, or 'WO' for word order), indicates that there is an error of a particular kind in a particular line of text. • An error is underlined, accompanied by an error code. • An error is underlined, accompanied by a brief explanation of why a correction is needed. • A correction is provided. • A correction is provided, accompanied by a brief explanation of why the correction is needed.

Figure 2. Examples of more or less direct techniques for giving corrective feedback on speaking or writing tasks

TASK 3

Look at the chart above. What kind of feedback do you usually give? Is it effective? What tips do you have? Would you like to try any new techniques?

TASK 4

CEFR A2 LEVEL

SPOKEN INTERACTION + CONVERSATION

- A. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time. Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord.
- B. Can understand what is said clearly, slowly and directly to him/her in simple everyday conversation; can be made to understand, if the speaker can take the trouble.
- C. Can make and respond to invitations, suggestions and apologies.
- D. Can agree and disagree with others.
- E. Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly.

Watch this Speaking Exam with two A2 young Italian Students.

[A2 Key for Schools Speaking test - Luca and Federica | Cambridge English - YouTube](#)

What feedback would you give? Make some notes + share with the class.

See Examiners comments:

<https://camengli.sh/38szc4P>

Sources:

<https://thedevelopingteacher.files.wordpress.com/2016/01/swan-learnerenglish.pdf>

'Is that what you mean?', Paul Hancock, Penguin English, 1990.

Kerr, P. (2020). Giving feedback to language learners. Part of the Cambridge papers in ELT series. [pdf] Cambridge: Cambridge University Press