**Teacher’s feedback as a key to learner’s success**

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I absolutely agree with the statement that lesson planning is very important and responsible process. For me it is hard to imagine the productive lesson without such vital components as objectives, approaches and effective methods, positive and accurate feedback and of course focus on learners needs, because learner is a center of the learning process. I as a young teacher attended a professional development meetings and feel inundated with new strategies, after I wanted to try them all. When I plan my lesson, firstly I try to identify the learning objectives, design appropriate activities and develop strategies to obtain feedback on student learning. I can say with confidence that only those lessons where learners are centered, engaged collaborate and involved in the process would be considered as successful. I also noticed from my own experience that learners learn by doing, by projecting, by making so each of the strategy used during the lesson must actively engage all learners. While my lesson planning I try to abide by the following components which need to be taken into consideration: always keep in mind the lesson objectives; plan my lesson with the consideration of learners’ needs, interests, age, psychological and social peculiarities and not just the context; listen to learners’ voice and give opportunity to do most of the talking; select and focused on open-ended topics, where is learner depending on his or her background could freely express the opinion on a given issue; prepare a situation of success; provide my learners with effective and accurate feedback.

I strongly believe that successful lesson plan addresses and integrates these key components:

1. Objectives for student learning (they are clear and understandable)
2. Teaching learning activities (activities developing learning process)
3. Strategies to check students understanding and involving ( need to frequently step offstage and motivate learners involving into the process)
4. Effective, steady, consistent feedback (along with individual feedback (written or verbal), need to provide whole-group feedback on patterns they see in the collective class' growth and areas of need)

So what exactly does make a good teacher able to conduct an excellent lesson? I think the answer is obvious a teacher who really cares about his/her teaching, but cares even more about the learning of the students. Analyzing the lesson conducted on the theme “Music makers” in the 7 grades I could definitely say that it was successful and productive. So, for me it is really important to formulate the objectives in the way and share them with the learners, so that they would also know where they are going and what is expected from them. Letting my learners know what they will be learning and doing in class will help keep them more confident and engaged and on track.  I absolutely agree that the lesson objectives were achieved by the learners, since they were: learner-oriented- I tried to emphasize what the learners are expected and highly motivated to do. In my lesson it was done through aged appropriate tasks such as reading the text and making dialogs with supporting comments; perspective of an appropriate outcome- clarifies the purpose and learning goals, and provides explicit criteria on how learners can be successful. It's also good to present examples to learners so they can see what the end product looks like, each learner knew that by the end of the lesson they are supposed to have a clear picture and a summary of information about young musician , as well as making their own dialogs; clear and understandable- the language and to be more specific the verb chosen for the lesson objective should be aimed to describe a definite action of learners, which in my case was “to read the story”, “to make a dialogue”; achievable- at the end of the lesson learners were able to see the results of work and compare with the set of lesson objectives, which in my lesson was assessment based on checklist.

My lesson focuses mainly on developing reading skills and other skills such as: listening, speaking and writing played here as sub skills.  The activation of critical thinking at the beginning of the lesson by making predictions and applying the personal ideas engages the learners.  To help learners bring their knowledge of the world to understanding a text I do lead-in activities, before the class look at the text. In my lesson it was lead–in activity which involved looking at the pictures around the text and title from the presentation and tried to predict what the text will be about. Other positive aspects of this lesson are all learners engaged working with text in pairs. In this case I played the role of monitor and guide, but learners acted the main roles. They read the text, they interacted with the text, they reread, retold, discussed in pairs and finally they had an answer. The lesson is effective in terms of effort, time, activities and student centeredness. As I mentioned before my professional development based on purpose: “*feedback as a way for improving learners’ progress in language performance*” thus, I tried to provide each step of my lesson with steady, consistent feedback, otherwise how do learners know are they moving in the right direction or not? I agree that it is very important along with individual feedback (written or verbal), provide whole-group feedback on patterns in the collective class' growth and areas of need. I also noticed that students also need to be given opportunities to provide feedback to me that I can adjust the learning process, materials, and instruction accordingly. I firmly agree that helpful feedback is goal-referenced, tangible and transparent, actionable, learner-friendly, timely, ongoing, consistent and accurate.

Of course, since the lesson is a living process with its own unexpected twists it was quite predictable that within particular stages some difficulties may occur. In my case, this difficulty happened during the presentation stage where each pair of learners presented a self-made dialogue based on characters from the text, this task was tricky one, because learners should create a dialogue according to the roles they had, as I mentioned before characters(with specific behavior line ) from the read text. Some of learners were “lost for ideas” and feel constrained because according to given criteria (they had the certain characters for dialogue) they feel themselves framed. At that particular stage I was of two minds how to support these learners, because the main objective here was to encourage learners think creatively. I tried to act as a prompter here and scaffold my learners by anticipating the difficulties they may face with by giving feedback and guide while presentation and highlighted the main aspects to be used in dialogs, according to the given assessment criteria, which I gave in advance, so that they knew what to expect in the dialogue.

Another difficulty that I faced with during my lesson was whether it is appropriate to correct learners’ pronunciation during their communicative activity or not. While planning the lesson I had to decide that the focus of my lesson was to develop learners’ language competence with the help of positive, steady and consistent feedback and whether it was possible to focus on accuracy or fluency. Thus, I tried not to interrupt my learners while presentation, just I gave them constructive feedback after all. However, what I faced with was the fact that actually it was not as important as I thought it would be, because partially some of the learners were quite skillful in both self-correction and peer-correction.

So, I strongly believe that the objectives, resources, methods, approaches and ways of giving feedback chosen for this particular lesson, were chosen correctly and their usage supported effective teaching and learning process, since basically I focused on helpful, goal-referenced, tangible, transparent, actionable, learner-friendly, timely, ongoing and accurate feedback and cooperative learning which is known to be one of the most effective approaches to encourage students’ learning. Since the main objective of the cooperative learning to provide outcomes that benefit both individual and the group, after the analysis of my lesson I could definitely say that this objectives were achieved. For example, even though each learner had his or her own character in the dialogue, they still acted and behaved as a team, supporting each other where it was necessary. It can be confirmed by learners’ active participation which let draw a conclusion that learners were interested and highly motivated in the learning process.

Analyzing the lesson, I could definitely say that I achieved the expected outcomes; however, there are some ways to improve my lesson. Thus, next time organizing dialogue creating activity, I guess I have to remember and listen to my learners’ voice and prepare more learner-centered criteria for creating a dialogue, try to forget about frames for my learners and give them more freedom and chance to make assessment criteria by themselves. Also I will try to be more a person who stands back and guide distantly, than a person who stands near and do the most of the work.

Thus, I want to say that in order to be effective the lesson does not have to be ideal that describes each possible answer, not does it have to anticipate each learner’s response or question. Instead, it should provide you with general outline of teaching goals, learning objectives and means to accomplish them. It should be a way of what you want to do and how you want to do it. An effective and productive lesson is not one in which everything goes exactly as you planned, but one in which both learners and teacher cooperate friendly and learn from each other during the lesson.

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