

# How to give meaningful feedback whilst testing speaking skills

## Welcome!

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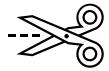


I'm delivering speaking feedback to my students in Ukraine

## Top 5 factors that shape meaningful feedback

- Ask your students how they feel about feedback
- Focus on key criteria
- Provide examples
- Prioritize your feedback
- Try different techniques

## Ask your students how they feel about feedback



**Concise** (just mistakes) / **Extended** (extra practice)



**General** (overall performance) / **Analytical**  
(overall performance, mistakes analysis,  
strategies)



Voice recording / Report by email



Feedback in person / shoot a video-feedback



## Ask your students how they feel about feedback

Lower-level students - > concise and general feedback

Higher-level students - > extended and analytical feedback

## Focus on key criteria

Assessment criteria from IELTS, TOEFL, Cambridge tests

IELTS	TOEFL	Cambridge
Fluency and Coherence	General description	Grammar and Vocabulary
Lexical Recourse	Delivery	Discourse Management
Grammatical Range and Accuracy	Language Use	Pronunciation
Pronunciation	Topic Development	Interaction Communication

## Please discuss:

1. What do we mean by accuracy?... range?... fluency?... coherence and cohesion?... pronunciation?
2. What's most important for lower-level / higher-level students to make it more meaningful?



## Focus on key criteria

Lexical Resource	Grammatical range	Fluency	Pronunciation	Coherence
Collocations	Control of simple grammatical forms	Pauses while talking	Intonation	Linking words
Phrasal verbs	Attempts complex grammatical forms	Vocabulary related pauses or natural hesitation	Stress	Logic
Advanced vocab	Uses a range of simple and complex grammatical forms	Repetition of ideas	Individual sounds	Extent
Idioms				Relevant
Academic/Business vocab when talking on abstract topics				

## Prioritize your feedback

Slips VS Errors

Please discuss:

1. What is the difference between slips and errors?
2. Do we always need to correct slips and errors?

## Prioritize your feedback

### Slips VS Errors

**Slips** → minor mistake, it is made accidentally

Actions:

- Correct on-the-spot
- Use gestures
- Self-correction

**Errors** → student's gap in knowledge

Actions:

- Do not correct every single error
- Prioritize feedback
- Provide practice exercises

## Provide examples

Make comments on **positive things**: accurate use of the language



Make comments on **areas of development**



## Provide examples

- The **'sandwich approach'**
- Method of **'three kicks and kisses'**

## Try different techniques



Note all the errors for  
delayed self-correction



Put student's correct and  
incorrect sentences on the  
board



Use gestures or intonation



Record the student's speech



Color-code the mistakes

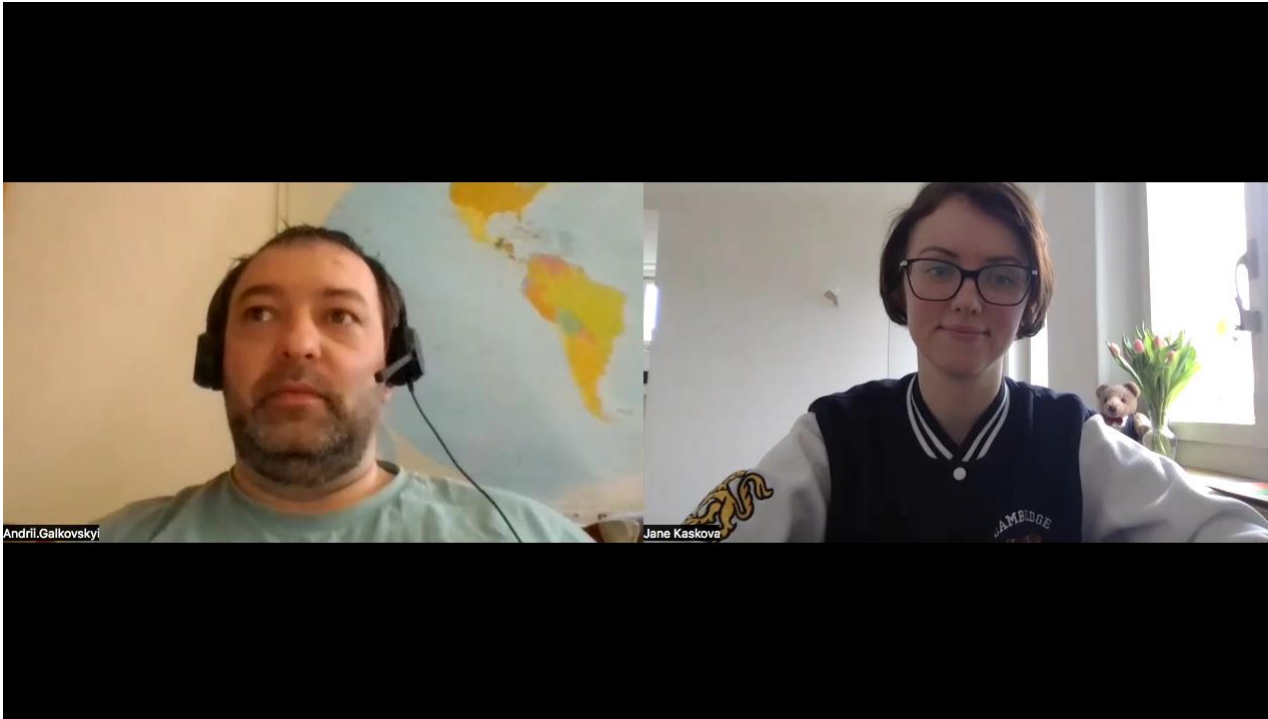
## Video

Name: Andrew

Level: Pre-Intermediate

Question: Where do you like traveling?

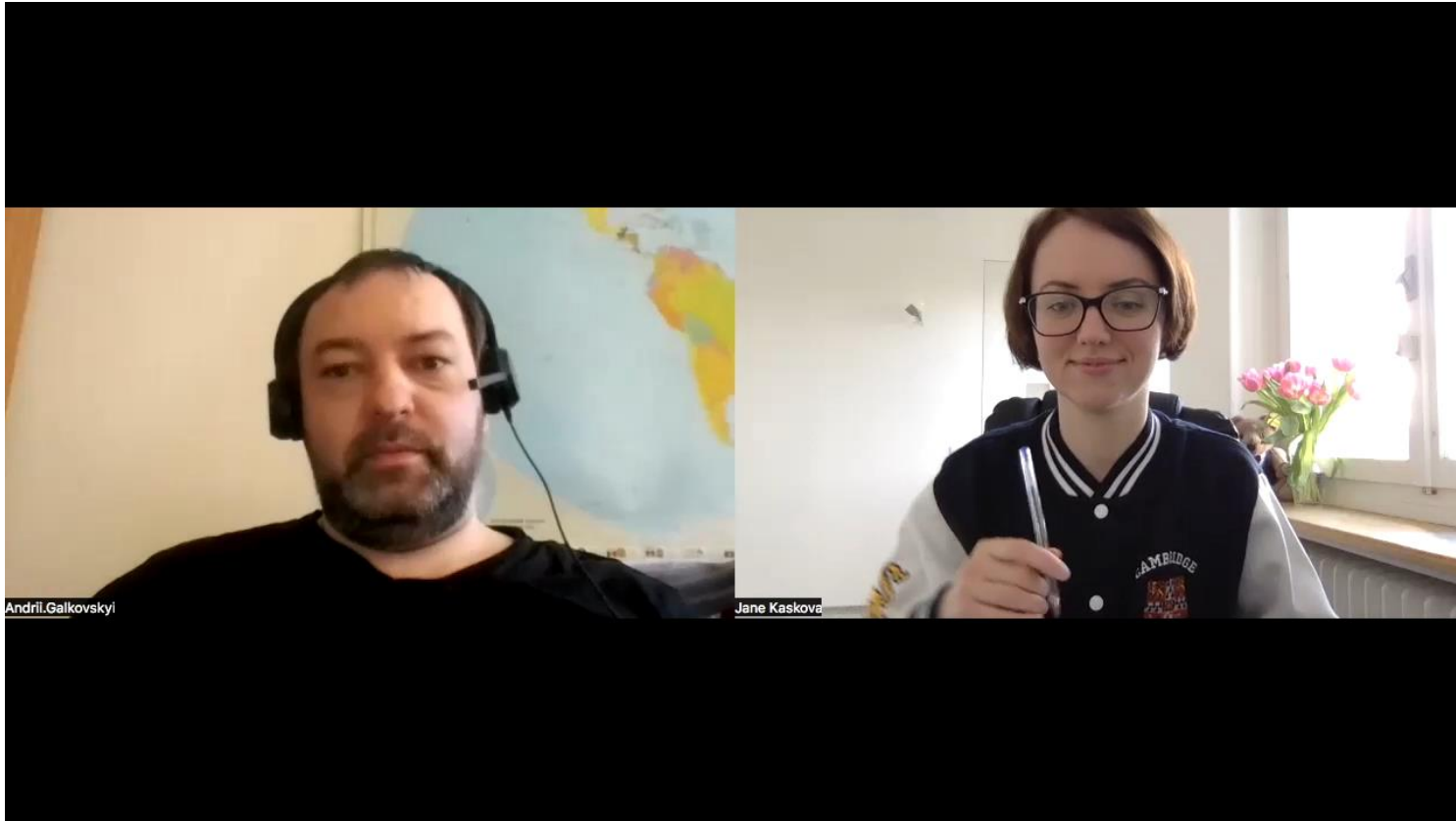
**Task:** note learner's mistakes - > discuss in pairs



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The consent form is signed





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# Thank you!

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