Corrective Feedback

How you can make a time-consuming necessity more effective and manageable
Types of Corrective Feedback (CF)

- **Direct Correction (DC)**—accurate version is given with/without a cryptic explanation/reminder of the rule.

- **Indirect Correction (IC)**—error is highlighted. Students must correct and may be asked to redraft piece incorporation corrections.

- **Indirect Correction with error coding**—same as above but with a code which indicates type of error.

- **Editing Instruction (EI)**—students are given training in proof-reading more effectively. EI can be explicit or implicit.

- **Process writing**—the students are asked to rewrite several drafts of the same piece. Each re-draft deals with a different level of the texts.
Understanding writing
The limitations of Working Memory

![Diagram of the memory system showing sensory memory, short term memory, working memory, and long term memory.](image)
The 3R technique


- The 3R technique involve
  - reading the text
  - reciting aloud all information that can remembered without looking the text, and then
  - rereading the text (i.e., read-recite-review—hence 3R name)

- The 3R technique incorporate: retrieval practice (the recite part the technique) and processing feedback (obtained when the text reviewed)
And now a little experiment...

- If I say one you will say one
- If I say two you will say one, two
- If I say three you will say one, two, three,...
- If I say four you will say one, two, three, four, ...etc.
The writing process

• Wording
• Sentence-building
• Transcribing

Task Environment

Writing Assignment
Topic Audience

Text
Produced
So Far

Writer’s Long Term Memory
Knowledge of Topics
Knowledge of Audience
Stored Writing Plans
Knowledge of Sources based on literature search

Planning
Generating
Organizing
Goal Setting

translating

Revising/Reviewing
Reading
Editing

Monitor
Self-monitoring: Reading vs Editing

Task Environment

Writing Assignment
- Topic
- Audience

Text
- Produced
- So Far

Writer’s Long Term Memory
- Knowledge of Topics
- Knowledge of Audience
- Stored Writing Plans
- Knowledge of Sources based on literature search

Planning
- Generalizing
- Organizing
- Goal Setting

Translating

Monitor

Reading

Editing
The Translating process

- The proposition is **created**
- The proposition is **worded**
- Words are **temporarily stored** in Working Memory
- Words are arranged in the **correct syntactic pattern** and grammar permutations (e.g. agreement) are carried out
- **Graphemic representation is temporarily stored** in Working Memory
- The sentence is **written down**
Fluency vs Accuracy

- Fluency as: **how much** one can write about a specific topic intelligibly in a given amount of time
- Fluency as: **how fast** one can write **accurately** (one’s degree of automaticity in producing error-free language)
- Deciding to what extent one should prioritise accuracy over fluency or give them equal emphasis is one of the most important decisions in designing and teaching a language course
- How **accurate and fluent** do you expect your students to be?
Students should receive training in both dimensions of production.

Teachers should assign written tasks with different foci:
- tasks which promote fluent communication
- tasks which promote focus on accuracy. This can include:
  - translations
  - dictations
  - essays
  - editing tasks,
  - Etc.
Does CF work?

- Research evidence is **mixed**
- Most studies **don’t show** that CF has a **significant impact on accuracy or proficiency**
- In many studies, groups treated with traditional CF (direct and/or indirect correction) on form **did not outperform** groups treated with CF on content
- Indirect correction + error codes seem to work more effectively when it involves **a long sustained process of self-monitoring**
- Training students in becoming **better editors** of their written output has yielded encouraging results.
Does CF work?

➢ Research evidence is mixed

➢ Take Chandler (2003)’s findings: she calculated that teachers’ marking time amounts on average to around 1 minute per 100 words, the time being slightly less (around 48”) if one simply underlines errors. Then consider that

▪ correction of whole texts can achieve significant results (i.e. 10% reduction in error rate) provided the students write in the region of 5,000 words a semester on first drafts.

▪ many types of error are resistant to eradication (Alroe, 2011).

➢ In other words, improvements accompany large amounts of writing and consequently large amounts of correction.

➢ Now do the maths: is this modest benefit worth the effort?
Should we correct?

➢ Regular CF shows students we care about their work
➢ Research shows that students and parents want work to be corrected
➢ It has some benefits, albeit limited
➢ The issue is not so much if we should correct but, rather:
  ❖ when (which errors, which students, which contexts)
  ❖ how
  ❖ how often
  ❖ how much time should one devote to CF rather than planning or resourcing teaching and learning
Why doesn’t correction work?

The best wy to get a
you focus on the
you’re o
Why is the power of CF limited?

➢ L2 acquisition does not occur as a sudden revelation

➢ The acquisition of a grammar item requires a lot of practice across a wide range of contexts and regular feedback on its use

➢ Learning grammar from a correction scribbled in the margin of a written piece is unlikely to have a deep impact, especially because corrections are often less than clear

➢ Students do not pay enough attention to corrections and even when they do, they do not follow up on them

➢ CF does not usually develop the motivation to correct

➢ Memory loss occurs at a very fast rate (next day most info will be forgotten)
So *when* does CF work?

- It appears that CF is more effective when:
  - it focuses *only on a narrow range* of items;
  - it addresses *‘easy’ rules* rather than complex ones;
  - the Ss are *motivated*;
  - the Ss have a *higher level of proficiency*;
  - it is *extensive* rather than intensive;
  - it *raises students’ awareness of their mistakes* and
  - it involves a *sustained long-term effort on their part* to eradicate them.
Understanding error
### Errors from lack of knowledge

- Errors that **are beyond the Ss’ developmental level** are not likely to be learnt. Correction may yield modest gains;

- With errors related to **complex rules**, a correction scribbled up in the margin of an essay is likely to be ineffective;

- Errors that relate to **easy rules** are more likely to be retained but will require follow-up.
The writing process

A proposition ('idea') is generated

The proposition (idea) is worded

Words are temporarily stored in Working Memory

Words are arranged in sentence form

Graphemic representation is temporarily stored in Working Memory

The sentence is finally written down
In writing, each level of processing competes for attention with the others;

A deficit at one level may impact the overall production process by slowing it down and/or causing processing-inefficiency errors;

The risk of divided attention and of processing-inefficiency errors is evidently greater in less skilled writers;

Working systematically on developing automaticity at each level of production is likely to enhance overall fluency and accuracy.

The most common mistake made by language teachers is to get the students to talk/write too soon, before mastery has been attained.
Errors from low monitoring

- However high the cognitive demands in Working Memory, in writing the L2 learner has much more time to self-monitor and edit than in speaking.
- However, some students will be very meticulous in the way they edit their work, going through their piece over and over again, whilst other will not.
- Learner-writers who do not invest time in monitoring their output are referred in the literature as ‘low monitors’. These are more likely to have more mistakes in their written pieces.
- Identifying the ‘low monitors’ in your classes as early as possible is crucial
- With these learners, metacognitive enhancement is key.
The way forward
1. Error-prevention strategies

Prevention is the best Treatment
Top tips for error prevention

➢ Don’t rush! Are you going to production too soon?
➢ If you know that your students at a given stage (e.g. year 7) keep making the same mistakes; teach the structures those mistakes relate to more extensively
➢ Pitch work at the right level in order to reduce the cognitive load;
➢ Give them more planning time;
➢ Enhance their predictive metacognition (i.e. get them to predict their mistakes on approaching a given task);
As an experienced practitioner, you know what mistakes your students are more likely to make at specific stages in their development.

Hence, why don’t you invest more time and resources into:

- better scaffolding the process;
- teaching them more thoroughly, focusing on developing automaticity (more focus on skill and less on knowledge?)

Do sit down with your team and identify the problematic items and plan for their systematic recycling over the year(s).
➢ Teach **chunks and patterns** rather than single words and a myriad of rules, as this is less conducive to cognitive load;

<table>
<thead>
<tr>
<th>Adverbs (Place and times)</th>
<th>Verbs</th>
<th>Nouns</th>
<th>Adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>In spiaggia (at the beach)</td>
<td>porto (I wear)</td>
<td>una sciarpa (a scarf)</td>
<td>blu (blue)</td>
</tr>
<tr>
<td>A scuola (at school)</td>
<td>portiamo (we wear)</td>
<td>una giacca (a jacket)</td>
<td>bianca (white)</td>
</tr>
<tr>
<td>In palestra (at the gym)</td>
<td></td>
<td>una cintura (a belt)</td>
<td>grigio (grey)</td>
</tr>
<tr>
<td>Avanti'eri (the day before yesterday)</td>
<td></td>
<td>una camicia (a shirt)</td>
<td>gialla (yellow)</td>
</tr>
<tr>
<td>A casa (at home)</td>
<td></td>
<td>una maglietta (a shirt)</td>
<td>marrone (brown)</td>
</tr>
<tr>
<td>In genere (usually)</td>
<td></td>
<td>una cravatta (a tie)</td>
<td>arancione (orange)</td>
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<tr>
<td>In discoteca (at the nightclub)</td>
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<td>una gonna (a skirt)</td>
<td>nera (black)</td>
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<tr>
<td>ieri (yesterday)</td>
<td></td>
<td>una cappello da baseball (a baseball cap)</td>
<td>rossa (red)</td>
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<tr>
<td>Venerdì (on Fridays)</td>
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<td></td>
<td>verde (green)</td>
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<td>Sabato (on Saturdays)</td>
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<tr>
<td>Il fine settimana (at the week-end)</td>
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<tr>
<td>Il fine settimana passato (last week-end)</td>
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<tr>
<td>Quando esco (when I go out)</td>
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<td>Quando vado in centro (when I go to the town centre)</td>
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<td></td>
<td></td>
<td>un gilet (a vest)</td>
<td>blu (blue)</td>
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<tr>
<td></td>
<td></td>
<td>un pulllover (Jumper)</td>
<td>bianco (white)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>un pantalone (a pair of trousers)</td>
<td>grigio (grey)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>un cappello (a hat)</td>
<td>giallo (yellow)</td>
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<td></td>
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<td>un top (a top)</td>
<td>marrone (brown)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>un abito da uomo (a men's suit)</td>
<td>arancione (orange)</td>
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<td></td>
<td></td>
<td>una uniforme (a uniform)</td>
<td>nero (black)</td>
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<td></td>
<td></td>
<td>un vestito (a dress)</td>
<td>rosso (red)</td>
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<td></td>
<td></td>
<td>verde (green)</td>
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<td>caize (socks)</td>
<td>blu (blue)</td>
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<td></td>
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<td>scarpe (shoes)</td>
<td>bianche (white)</td>
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<td>grigie (gray)</td>
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<td>gialle (yellow)</td>
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<td>marroni (brown)</td>
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<td>arancioni (orange)</td>
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<td>verdi (green)</td>
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</table>

**SINGULAR FEMININE NOUNS**

**SINGULAR MASCULINE ADJECTIVES**

**PLURAL FEMININE NOUNS**

**PLURAL MASCULINE ADJECTIVES**
➢ Model extensively through comprehensible input and lots of pattern repetition;

➢ In planning a lesson on a given structure, ask yourself:
   ▪ What mistakes are my students more likely to make?
   ▪ Why? (e.g. Transfer? Cognitive overload?)
   ▪ How can I scaffold the process so that I can prevent them from happening or at least minimize their occurrence?
2. Attention to formal accuracy

Grammar matters.
Focused Correction
How to implement a **Focused Correction** approach:

- select **2 or 3 FCA (focus correction areas)** per term;
- raise your **students’ awareness** of these errors and why they should work on eradicating them;
- **model strategies** which will help them get rid of those mistakes through think-aloud;
- provide **extensive editing practice**;
- make the structures the target error areas refer to your ‘**universals**’ or at least practise them extensively in lessons.
Grade the essays based on

- Effective communication (e.g. 70%)
- Focus Correction Areas (e.g. 30%)

Differentiate by:

- increasing the number of FCAs for more able pupils
- using L.I.F.T.
Focused Correction + L.I.F.T.

- Focused correction works very well in synergy with L.I.F.T.;
- After modelling how L.I.F.T. works, tell them to focus their mainly or even exclusively on questions on the targeted areas;
- This approach works best with younger and less able learners who may lack the inquisitiveness that L.I.F.T requires as a pre-requisite.
Extensive treatment

<table>
<thead>
<tr>
<th>Elapsed time since learning</th>
<th>Retention (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>immediately</td>
<td>100</td>
</tr>
<tr>
<td>20 minutes</td>
<td>58</td>
</tr>
<tr>
<td>1 hour</td>
<td>44</td>
</tr>
<tr>
<td>9 hours</td>
<td>36</td>
</tr>
<tr>
<td>1 day</td>
<td>33</td>
</tr>
<tr>
<td>2 days</td>
<td>28</td>
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<tr>
<td>6 days</td>
<td>25</td>
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<tr>
<td>31 days</td>
<td>21</td>
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</table>
Developing automaticity

- One pen one die
- Piranhagrama
- **Gap-fil madness** – sentence gaps to be filled against the clock. Students compete for fastest time.
- Translation races
- Quickfire translations
- Doing any task we normally do under time constraints and repetition
The Ss, working in groups of 2 or 3, are given a set of L2 sentences to copy or L2 copies to translate under time constraints.

They are given a dice and a pen per group.

Whoever casts a 3 has the right to write.

When one student wins the right to write, the other two take turns at casting the dice.

The student who finishes first or manages to complete the most sentences is the winner.
Piranha-grama race (part 1)

**Step 1 (pre-task)** - Ask students – in groups of 4 – to brainstorm on an A3 sheet (in 5 minutes) as many sentences as possible on a given topic (e.g. what I did last weekend). Teacher walks around and provides corrective feedback. At the end of the brainstorming, A3 sheet is removed.

**Step 2 (set-up)** – Ss stand at each of the four sides of a desk. Each side has a sheet (see picture) with a grid consisting of 4+ rows and 5+ columns - the number of columns depending on the sentence pattern you’re practising. The grid will be blank, except for 1 or 2 cells per row in which you will have strategically placed a word to elicit a specific grammar structure. (e.g. French: ‘sommes’ because you want them to produce ‘allés’. Each grid has a heading indicating a part of speech (e.g. time marker, subject, verb, preposition, etc.).

**Step 3 (the race)** – Ss now have 5 minutes to go around the table tasked with placing one word each in each grid as they rotate from sheet to sheet, so that (1) it fits the columns heading, (2) it is grammatically correct and (3) the final product on each row is a meaningful sentence ;
# Piranha-grama race – Grid to fill in

<table>
<thead>
<tr>
<th>Time marker</th>
<th>Subject</th>
<th>Verb</th>
<th>Preposition</th>
<th>Noun (place)</th>
<th>Verb</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hier</td>
<td>je</td>
<td>au</td>
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<td>piscine.</td>
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<td></td>
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<td></td>
<td>est restée</td>
<td></td>
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<td>ennuyeux !</td>
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<tr>
<td>Ce matin</td>
<td>ils</td>
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Metacognitive enhancement
The role of metacognition and self-monitoring

- Self-monitoring in L2 writing refers to the strategies one uses to monitor their own writing process.
  - It involves **self-awareness** (this is how I ‘work’, what I do, what I am good and less good at);
  - Self-awareness may trigger **problem identification** (I usually make this mistake);
  - Problem identification may trigger the use of resources or strategies in order to tackle the issue(s) identified (e.g. *I tend to get verb endings wrong, so I need to check and double check them more thoroughly?*; *I am not sure of how to use the imperfect, I will do some research*)
- Self-monitoring can be taught and can enhance L2-writing accuracy
- In my PhD study I significantly enhanced the self-monitoring of 20 writers of Italian training them in Feedback-handling and Editing strategies
Understanding ‘Low monitors’

Discuss in pairs:

Q1: Why are certain students less keen and proficient editors of their own writing than others?

Q2: Are you a ‘high monitor’ or a ‘low monitor’?

Q4: What can be done to tackle ‘low monitors’?
Teacher/resources induced errors

➢ **Explanations** – e.g. ambiguous explanations, examples or rules of thumbs that overgeneralize a phenomenon (e.g. always put the article before a noun in French).

➢ **Resources** – e.g. vocabulary lists that provide incorrect or misleading translation of words.

➢ **Cognitive overload** – giving students too much to deal with, e.g. asking beginners to write long pieces about a topic they have only practised for a few weeks; long and over-crowded lists of vocabulary to refer to or learn.
Self-monitoring – Problem identification

- **Pre-task**
  planning the task (e.g. brainstorming)

- **In-task**
  checklist on the board
  L.I.F.T.

- **Post-task**
  Editing checklist
  After the feedback

- **Post-feedback**: what errors have I made? Why?

- **Action plan**: what errors am I going to look out for in the next essay?
## Pre-task

### Error checklist

<table>
<thead>
<tr>
<th>Errors made in current essays I want to focus on</th>
<th>How many of these errors have I made before?</th>
<th>Errors I want to focus in next essay</th>
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Learner Initiated Feedback Technique

How to Lift for Huge Gains
L.I.F.T. (Learner Initiated Feedback Technique)

1. Students do a piece of written work;

2. As they write, they ‘L.I.F.T’ - leaving queries/thoughts in the margin, as they write the piece, whenever they get stuck – if using Google Doc, they will do this by using the ‘comment’ function;

3. The teacher provides feedback in response to the student’s queries/doubts. This can occur as a written dialogue or orally.
“Hoy en día los jóvenes no tienen buenos modales; siempre están pegados a sus móviles, a menudo dicen palabrotas y no le tienen respeto a los ancianos.”

Escribe un blog (de +/- 220 palabras) sobre la cultura de los jóvenes, menciona:

- Cuáles son los modales más importantes para ti
- Una cosa que hacen los jóvenes hoy en día que te parece maleducado
- Si crees que los jóvenes ahora son menos respetuosos/educados que la generación de tus padres
- En qué ámbito se debería, a tu juicio, aprender buenos modales

En mi opinión, hay 3 modales muy importantes que cada persona debería de demostrar. Primero, ser amable y respetuoso a los demás. Esto incluye cosas básicas como pedir por favor o perdón y dar las gracias. Pero también la manera de la que te comportas alrededor de ciertas personas y aprender adaptarse a diferentes entornos, culturas y individuos. Segundo, ser una persona positiva. A la gente les gusta estar con personas que sacan lo mejor de ellos mismos. No solamente les haces sentir bien a los demás, pero también te haces feliz a ti mismo. Finalmente, es importante a ayudar a la gente cuando puedas. La gente lo apreciará mucho si les pudieras ayudar en cualquier manera cuando lo necesiten. A cambio, te devuelven el favor.
La mala educación - Vidhyaa Barathan

- Si crees que los jóvenes ahora son menos respetuosos/educados que la generación de tus padres
- En qué ámbito se debería, a tu juicio, aprender buenos modales

Desde mi punto de vista, es imprescindible tener buenos modales. Para mí, creo que los modales más importantes son saludar a la gente y abrir la puerta a los demás. No estoy totalmente a favor de ponerse la servilleta, pero muchas personas piensan que es realmente importante.

A mí modo de ver, una cosa que hacen los jóvenes hoy en día qué me parece maleducado es cuando no le tienen respeto a los ancianos. Por ejemplo, se ha dicho que muchos chavale(OK, but too informal - better to use jóvenes, or a synonym like 'adolescentes'), han perdido los buenos modales como no hablar sin palabras, especialmente a los personas mayores.

No me sorprende que los jóvenes ahora sean menos respetuosos que la generación de nuestros padres. Esto es porque los niños son más privilegiados y hoy en día, hay un montón de jóvenes que son egoísta - maleducados y consentidos. La generación de nuestros padres fueron amables amable, sencillos y humildes con mucho menos tecnología.

Además, no cabe duda de que se usted debe aprender los buenos modales de los tuyos.
L.I.F.T. using Google Docs - Examples

Vittoria SCARDIGLI
08:15 Today
Buen o buena?

Dylan Vinales
12:02 Today
http://www.spanish.cl/Grammar/Notes/apocope-adjetivo.htm
Buen is the short (apocopated) form of 'bueno' :D
So - buena

Henrietta Teh
09:40 15 Feb
Is this an ok way of saying "for the good of society?"

Dylan Vinales
07:24 19 Feb
mejor: para el bien de la sociedad

Henrietta Teh
09:40 15 Feb
Is this an ok way of saying "for the good of society?"

Dylan Vinales
07:24 19 Feb
mejor: para el bien de la sociedad

Henrietta Teh
22:24 15 Feb
I am not sure if this is a strong point to include.

Dylan Vinales
07:48 19 Feb
yes - but be more specific. At the end 'en algunos países' could be narrowed down to a more specific example like Estados Unidos... or just 'porque la brecha es tan grande'. Or mention a specific case like a top footballer - ¡Messi gana 2 millones de euros cada mes!
The student leaves 1/3 of the sheet blank. This is where they will write the queries or concerns they have.

The teacher writes their responses in the blank space in the margin in cryptic form when it suffices and/or will invite the students to have a one-on-one conversation about the issue.

The teacher may elect not to respond, if they believe the student is not developmentally ready to learn from the feedback.
L.I.F.T - Advantages

- Students write down their thoughts in real-time
- They reflect on what they know (gaining confidence) and identify problems.
- You can give specific, targeted feedback- resources/links, direct answers or other can be provided directly.
- Students become more self-reliant, resourceful and develop new learning strategies.
- TIME: Relatively quick to do for both student and teacher.
L.I.F.T – Potential pitfalls

Some students may:

- Ask questions that lack depth (easily resolved by the student) e.g. “How do you say regimes?”
- They might get lazy and as a result develop over-reliance on teacher.
- Not interact (sufficiently) with the teacher replies to their comments.
Does L.I.F.T. affect the way you approach writing? How? (2 responses)

Yes, it makes me more self-reflective when I am writing an essay, which is better as I consider every small thing that I am writing, and wonder whether it is correct (I do this in general, but more than usual when using L.I.F.T.).

I feel my approach to writing is more analytical when I LIFT because I need to have LIFT in the back of my head as I write an essay. Furthermore, sometimes I remember my doubts from a previous essay when writing another. I would be like "I remember I had the same doubt from the previous essay and Mr V said I should ..."

In what way/how do you feel that L.I.F.T helps you improve (compared to writing essays without L.I.F.T)?
(2 responses)

I can actually learn and improve my mistakes. When I read my essays back, or when I need to reference them, the comments are always there, and I can look back at them and revise my mistakes. It also helps as I

I think LIFT helps me be aware of what I am actually writing. I am constantly reflecting on what I want to say and how I should write it. Without LIFT I feel, I am less aware of my doubts and I generally just try and guess the right way of writing a certain phrase. So when I read through my essay later, I forget where I had doubts therefore I won’t be able to improve on them. Without LIFT, I get feedback that is more general. With LIFT, the feedback is specific and targets any of my weak points in my writing. So I can clearly see where I can improve and what area I should focus on for the next essay. Also its nice to see if any of my doubts are actually correct! It gives me a confident boost for my next piece of writing.
With less proficient and/or less metacognizant learners, LIFT works best with FC, whereby the corrective feedback focuses solely or prominently on a few error categories (e.g. agreement);

The students LIFT whenever they have doubt about the target error categories;

LIFT+ FC yield great results when the focus on the target error categories is sustained over a relatively long period of time (e.g. a whole term) and the teacher makes a big deal out of them.
LIFT + Focused Correction (FC)

- Step 1 – Select the error category to target;
- Step 2 – Model how to use LIFT through think-aloud;
- Step 3 – Provide practice, e.g. : give students a text that contains many instances of the grammatical structure under focus, some of which erroneous;
- Step 4 – Students, in groups of 3, to underline/circle as many instances of the target structure as they can identify;
- Step 5 – Students ask questions in the margin of the sheet about items they are not sure about; teacher goes around and provides answers;
- Step 6 – Solution are provided and classroom discussion ensues;
- Step 7 - Similar task is set for homework.
# Self-monitoring – Problem identification

| ERROR 1 |
|---|---|---|
| **Error** | **Correction** | **Description of mistake and possible cause** |
| Je n’ai mangé pas la viande | Je n’ai pas mangé la viande | The order was wrong. The ‘pas’ bit should have gone before, not after the past participle ‘mangé’. I got confused with the use of pas in the present tense |

Now make up six sentences in which you use the grammar structure the error above refers to.

<table>
<thead>
<tr>
<th>1. Je n’ai pas fait mes devoirs</th>
<th>4. Je n’ai pas gagné le match</th>
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</thead>
<tbody>
<tr>
<td>2. Je n’ai pas regardé la télé</td>
<td>5. Je n’ai pas pris le bus</td>
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<tr>
<td>3. Je n’ai pas rangé ma chambre</td>
<td>6. Je n’ai pas vu le film</td>
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## Self-Monitoring – Scaffolding the reviewing process

### Editing checklist

Go through your piece checking the items on the list. Do one round of checking per item. Each time that you check an item tick the box if you are sure it is correct or put a question mark if you are not. If you put a question mark in, do remember to follow up with LIFT.

<table>
<thead>
<tr>
<th>Noun-Adjective agreement (does the adjective agree in gender and number with the noun it refers to?)</th>
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<td><strong>Singular / Plural</strong> (have you remembered to add the ‘s’ to plural nouns?)</td>
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<td><strong>Word order</strong> (is the order in French the same as English?)</td>
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<td><strong>Tense choice</strong> (is it the right tense?)</td>
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<td><strong>Verb formation</strong> (is it the right ending?)</td>
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<td><strong>Definite article</strong> (do you need ‘le’ ‘la’ ‘l’ or les before the noun? Check gender and number of noun.)</td>
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<td><strong>Imperfect vs Perfect tense</strong> (refer to your notes on this if you are not sure)</td>
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<td><strong>Negatives</strong> (refer to your notes on this if not sure)</td>
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Self-monitoring - Tracking progress overtime

ERROR AWARENESS SHEET

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Name: ________________________________  Date started: _________________
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<thead>
<tr>
<th>What was the mistake?</th>
<th>I wrote in a rush.</th>
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<tbody>
<tr>
<td>Why do you think you made the mistake?</td>
<td>I wrote in a rush</td>
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<tr>
<td>What is the correct version?</td>
<td>carries</td>
</tr>
<tr>
<td>1-2 sentences with the correct word.</td>
<td>A cloud carries water and when it is heavy it rains.</td>
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<tr>
<td>What can you do next time to avoid it?</td>
<td>Stay calm.</td>
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<tr>
<td>What was the mistake?</td>
<td>I added the wrong ending to carry.</td>
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<tr>
<td>Why do you think you made the mistake?</td>
<td>I forgot the rule.</td>
</tr>
<tr>
<td>What is the correct version?</td>
<td>ies carries</td>
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<tr>
<td>1-2 sentences with the correct word.</td>
<td>1. When I go back home, my grandpa always carries my bag.</td>
</tr>
</tbody>
</table>

When I go back home, my grandpa always carries my bag.

What can you do next time to avoid it? | To remember the rule. |

To remember the rule.
- Type of mistake?
  - Infinitive structure mistake

- Rule?
  - Always: Me gusta + INF

- Cause of the mistake?
  - Thought it had to be first person

- Correct version?
  - Ex: Me gusta comer

- 1-3 self-generated examples
  - Type of mistake?
  - Disagreement: Porque

- Rule?
  - Don’t mix feminine plural and masculine plural

- Cause of the mistake?
  - I used a structure without reading mine and mixed masculine and feminine
type of mistake
- putting 'el' or 'la' in front of wrong noun
  e.g. me gusta comen la pan (x)

rule
- if the word ends with 'a', I have to use 'la', and if the word ends with anything else, I have to use 'el'

causes of mistake
- get confused
- forgot
- wrote too fast and didn't notice

correct version
- e.g. me gusta comen el pan (✓)

self generated rules
- me gusta comer la pasta
- me gusta bastante la coca cola
- odio la ensalada
Advantages:
- Deep reflection leads to problems being resolved after fewer occurrences;
- Pupils develop an ability to self-correct which can be transferred to all future learning. In the long term, they become much more independent;
- Because pupils are more aware of mistakes, they may look for them in the editing phase of their essays.
Pitfalls:

- TIME: Requires teacher monitoring to avoid misconceptions propagating.

- Of limited value if not maintained.
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- TIME: Requires teacher monitoring to avoid misconceptions propagating.

- Of limited value if not maintained.
Fostering responsibility and enquiry in L2 writing

In conclusion, corrective Feedback should be less about teaching students the 'correct form' and more about training them to be more responsible for their accuracy by becoming more effective editors of their output and more proactive enquirers.

Fostering this sense of responsibility since the early stages of L2 learning (e.g. primary) will result in students who are more proactive, resourceful, metacognizant and less dependent on teacher feedback.