中小学英语教师发展丛书

SEAMEO RELC PORTFOLIO SERIES

语言教学中的反馈

Giving Feedback in Language Classes

● Marilyn Lewis 著
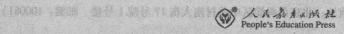
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RELC PORTFOLIO SERIES

Series Editors: Willy A. Renandya & Jack C. Richards

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丛书总序

自上个世纪80年代以来，我国的教育经历了数次重大的变革，就中小学英语教育而言，三次重大的课程改革推动着英语教育的发展，教学质量迅速提高。在这些改革的浪潮中，首当其冲的是一线教师。他们必须提高专业基础，掌握先进理论，更新教育观念，优化教学方法。

实践证明，高素质的教师队伍不仅来自于各个层次的教师职前培训和职前教育，更来自于教师终身的职业专业化发展过程。在这个发展过程中，教师首先要忠于教育事业，关爱学生，以立德树人为本，努力做到"学为人师，行为世范"。同时，为了在教学中能够帮助学生学会具有积极的学习态度和学习方法，教师自身不仅要有精湛的英语专业知识和能力，还要有教育学科方面的知识和教学行动研究的能力。更为重要的是，教师的教育教学观念和业务水平必须与时俱进。

由此可知，中小学英语教师的职业综合性很强，创造性要求很高，而且要在不断的变革中承受很大的压力。然而，教师的工作辛苦，在身心负荷很重的情况下，要把英语教育与自己的理想联系起来，当作自己终身奋斗的事业，而不仅仅是一种谋生的手段，这的确不易。令人欣喜的是，过去30年，在改革的潮流中涌现出了一批又一批高素质的英语教师和教研人员，他们成了骨干、带头人。他们忠于本职，潜心钻研，学习理论，勇于实践，积累经验，获得了成绩，成为研究型的英语教师。他们真正具有了可持续性发展的能力，展现了"教师发展"的美好人生，为我们树立了榜样。

《中小学英语教师发展丛书》的出版目的就是为了帮助更多的中小学英语教师成为上述那样的高素质教师、研究者和课程与教材的开发者。全套丛书共有12个选题，涉及英语教育的五个研究课题：教学技能、教学方法、教学资源开发、教学评价和教学研究等。

这12本小册子不同于许多深奥难懂的理论丛书，其特

点是：

一、理论阐述深入浅出，文章短小精悍，所用的英语语言文字通俗易懂，又有旁注，不同水平的英语教师都能轻松地看懂。读者既能从中汲取外语/二语教育和教学的理论，而且可以从中学到英语，提高自己的英语水平。数十页一本的小书用不了多时就能读完，这可以使读者产生成功感，激发他们持续不断阅读的兴趣。

二、丛书的作者都长期从事英语教育和教学工作，具有丰富的英语作为外语或二语的教学理论和实践经验。每册书围绕一个专题，理论紧密联系实际，既有理论依据，又有方法和案例，因此对实际教学有很强的针对性。例如有关词汇、语音、阅读和听力教学技能的介绍，教师读后便可实践，可取得立竿见影的效果。

三、这套丛书以教师的发展为出发点和归宿，特别注意采用启发式和互动式的方法呈现新的语言学理论观点，而不是生硬地灌输某些观点。每个专题的讨论几乎都由提问的形式开始，设置不同形式的任务，引导教师在完成任务的过程中预测并思考作者的观点。这样一来，教师必然要参与专题的讨论、动脑思考、动手实践、"读""练"结合，把理论与实践联系起来。作为读者的教师，此时已不是"客体"，被动地接受书中的观点，而是"主体"，可以分析、实验、验证、批判，甚至可以补充或发表不同的见解。充分利用这套书的长处，教师可以取得较大的收获。

我希望，越来越多的英语教师能够克服困难，挤时间充分利用此类书籍，研读理论，联系实际，思考问题，立题研究，提升自己。要知道，教师的魅力来源于勤奋而又有创造性的工作，来源于广泛的阅读和深入的思考。只有这样，才能成为高素质、高水平的英语教师，提高教学质量，进行教学研究。我也希望，出版界的同行们努力为中小学教师开拓更多的选题，把理论书籍编得通俗易懂，使其真正成为教师们的"益友"，让教师感到它们亲切友好，容易接受，好懂、适用。

刘道义
2007 年 9 月于北京

Series Editors' Preface

The RELC Portfolio Series consists of short practical resource booklets for ESL/EFL teachers. Booklets in the series have the following characteristics:

- They are practical and techniques-oriented.
- They are written in an accessible, non-academic style.
- They focus on both principles and procedures.

Titles in the series provide teachers with practical ways of applying new ideas in their own teaching. In addition, they could be used as the basis for workshops and in-service courses and can also be combined in different ways according to needs.

Marilyn Lewis's booklet, *Giving Feedback in Language Classes*, provides lots of practical ideas on giving feedback in the classroom. She discusses the causes for learner errors and provides useful guidelines for dealing with them.

Giving Feedback in Language Classes will provide a useful resource for classroom teachers who are interested in improving their feedback practices and in helping their students become better users of the language.

We are grateful to the contributors to the RELC Portfolio Series for sharing their expertise with other teachers and teachers in training. Their willingness to do so without compensation has made it possible to publish these booklets at a price that is affordable to language teachers in the SEAMEO countries.

Willy A. Renandya
Jack C. Richards

内容简介

本书系统介绍教师教学中的一项重要任务——反馈的相关问题和研究，为教师更好地做好这项工作提供理论上和实践上的指导和帮助。

各章主要内容如下：

第一章"实践，目的和影响"介绍了教师在反馈的过程中需要考虑的问题，如应该在什么时机，以什么样的方式，以及由谁来作出反馈等等；教师的反馈可以达到几个目的，如为师生提供信息，为学生提供教学建议、语言输入、学习动机，以及引导学生独立学习等；教师的反馈方式对于学习者会有一定的影响，学习者对于反馈的态度也决定了教师的反馈是否会起到积极的作用。

第二章"反馈的重点"介绍了针对"错误"的反馈。"错误"(error) 与"失误"(mistake)是两个不同的概念。错误的种类有很多，包括缺省错误、形式错误、事实错误等等。除了针对"错误"的反馈之外，针对正确的、成功的语言运用同样需要合理的反馈。教师在反馈中需要一定的评价框架来使自己的反馈具有多样性，从而产生更积极的效果。

第三章"由谁做出反馈"介绍了三种反馈的来源：教师、同伴和学生本人。教师反馈是最常见的反馈方式，主要通过"标记"法，面批及全班集中进行反馈。同伴反馈是另一种即时而有效的反馈方式，本章提供了多种同伴反馈的实施建议。个人修正有利于培养学生独立学习的习惯，但需要教师做适当指导。

第四章"通过日志反馈"介绍了三种写日志的常用方法。第一种是自由式日志，这种方法有利于师生间的自由交流；第二种是提供一定的写作框架，如提问、提供选项、

提供句子开头等；第三种是电子日志，这种日志在时间上更具灵活性，并使有些学生写起来更放松。

第五章"口头反馈的个案研究"介绍了一个针对教师口头反馈的个案调查研究，其中提供了研究的过程和方法及发现的问题，包括文献研究，提出问题，研究对象，研究方法，常用反馈语归纳，其他表达方式，话语反馈的隐含意义，反馈中的歧义。

第六章"相关问题"中介绍了三个相关的问题。首先，反馈是学习者的责任还是教师的责任，多数人认为需要教师和学习者共同关注。第二个问题是反馈中的情感因素。有时教师为避免唐突和生硬会运用间接的评价语言，这样可能会造成误解或歧义，所以有时需要用母语做出评价并作相应的后续讨论；最后，教师要对自己所作的反馈进行评价，以便更有效地做好这项工作。

第七章"总结"提供了不同国家对于反馈的研究结果和观点供读者思考。

另外本书各章还针对反馈的不同环节和相关问题设计了多个学习任务，以便读者更好地将理论与自身的教学实践相结合。附录中还为部分学习任务提供了参考答案。

Introduction

Teachers used to talk about "correcting" the speech and writing of language students. Now the term they use more frequently is "giving feedback" because they see their role as doing more than hunting for mistakes. Giving feedback means telling students about the progress they are making as well as guiding them to areas for improvement.

Being able to give useful feedback depends on examining students' work carefully. This examination gives information not only about individual learners but also the whole class's learning process. It shows trends, and leads the teacher to see which of the language aspects being introduced in class are really being absorbed into students' language use.

Not many books deal only with feedback, although there is information in more general teaching books. Teachers, though, are very interested in how to give students feedback. Here are some common concerns:

- Should I be correcting students' oral errors?
- What difference does it make if I correct all my students' essay mistakes?
- Can students find their own mistakes?
- Are there any shortcuts to spending hours on marking students' writing?
- Does it matter if it takes a while to mark and return students' essays?
- What are the latest ideas about the best way to give feedback?
- Some sensitive students seem to be defeated by seeing their work corrected. Do other teachers find that?
- Has anyone asked students what they think about feedback?

This booklet addresses questions about why, when and how

to give feedback in language classes. The advice and examples are based on many different contexts: classes of children and groups of adults, classes in English speaking communities and in places where there are few out-of-class opportunities to use the language. Although the examples are all given in English, the same principles could apply to the teaching of any language.

This booklet also includes tasks that help you reflect on current practice and consider new ways of giving feedback.

· *Marilyn Lewis*

Contents

1 Practices, Purposes and Effects

When teachers think about giving feedback on students' language they often think in terms of choices. For oral feedback[1] the choices could include these:

- Should I interrupt while the student is speaking or wait until later?
- Is it better to correct a student discreetly one-to-one or should the whole class hear the feedback?

When it comes to feedback on writing[2] there are similar choices:

- Should I mark work in progress or the final product?
- Is it better for the teacher or the student to find the mistakes?
- Should I give a mark or a comment?
- What are my options if marking takes up too much of my time?

Other choices apply to any kind of feedback:

- Who is the best person to give feedback, the teacher or other students?
- How many different ways are there of giving feedback?

In looking for answers to these questions, teachers are often concerned about the effects of their feedback choices on students' future actual language use and on their attitude to language learning.

This chapter starts by considering teachers' beliefs about the purpose for feedback and then discusses some possible effects of feedback. Your starting point for thinking about feedback is to discover the practices of teachers you are working or studying with. The first task gives you the chance to do this.

1. 口头反馈: 学习者得到的来自教师或其他学习者的口头评论或信息。

2. 书面反馈: 学习者得到的来自教师或其他学习者的书面评论或信息。

本小节介绍一个调查教师反馈行为的问卷，为了解教师反馈收集资料。

Task 1.1

Examining Teachers' Practices

Use the following questionnaire to examine the feedback practice of teachers you know. If those teachers are willing to do more than simply complete the questionnaire, you could conduct follow-up interviews to ask them the reasons for their practice.

Combine the results with other people's to build up a picture of how feedback is given by teachers in your district.

1. Who usually gives the feedback in your classes?
   ☐ The teacher   ☐ Peers   ☐ The writer/speaker
2. How is feedback given?
   ☐ Orally   ☐ In writing   ☐ By e-mail   ☐ On tape
3. At what stage are comments given?
   ☐ While they are talking/writing   ☐ After they stop
4. How detailed is the feedback?
   ☐ General   ☐ Specific
5. What is the feedback about?
   ☐ The form of the language
   ☐ The fluency of the speaker/writer
6. Who hears or reads the comments?
   ☐ The whole class   ☐ Only the student concerned
7. For students' writing, where are the comments put?
   ☐ In the text   ☐ At the end

Until they examine their own practice, many teachers are not sure exactly how they give feedback on spontaneous oral language[1]. Having an observer in the class can provide information about whether and how often a teacher does any of the following things when a student gives a wrong answer:
- Ignore it (temporarily or permanently)

1.指教师针对学习者的学习任务作出的即时的口头反馈。

- Correct the error of fact but not the form (or vice versa)
- Prompt the speaker to find the error
- Ask someone else to find the error
- Correct and explain the error

PURPOSES OF FEEDBACK

The questions you asked teachers were about *how* they give feedback. Another set of questions could investigate their reasons for giving feedback in language classes. Common answers might include:

- I think my feedback makes a difference to their language.
- I give feedback with the intention of making students more independent of me next time.
- We are expected to write comments on students' writing in this school, otherwise the parents would complain.

Some teachers think of language reasons, others have learning reasons in mind and a third group are carrying out the requirements of their institution or the expectations of parents. Some teachers are also influenced by research they or others have done in their classrooms. Here are some of the research-based purposes that have been suggested for giving feedback in the language class. Some of the purposes are motivational and some have to do with providing students with information.

1. Feedback provides information for teachers and students

Feedback is a way for teachers to describe their learners' language. It gives teachers information about individual and collective class progress and, indirectly, is a form of evaluation on their own teaching.

For learners, feedback is an ongoing form of assessment which is more focussed than marks or grades. By highlighting strengths and weaknesses, the comments provide information about individual progress, unlike marks or grades, which tend to compare one student with another. The comments can also give direct information about language, by stating a rule or by

giving an example. One way to focus comments is to consider questions students may have about their language use. For example:

- How does the teacher think I'm coming along with my English in general?
- Did I do what was required for this particular task?
- How does my work this week compare with last week's?
- Why does the teacher say my work is good when I know everyone else is better than me?
- Why does the teacher say my work needs improving when I know I've done my best?
- How exactly am I meant to improve?
- What does this comment mean?

2. Feedback provides students with advice about learning

Teachers can provide students with more than simply descriptions of their language use. Comments can also be made on the students' learning processes. A common way for this to happen is through learning journals[1], as explained in Chapter 4.

3. Feedback provides students with language input

The teacher's written and spoken feedback provides students with meaningful and individual language input. The teacher's words, both in their form and their purpose, illustrate how language is used in one-to-one communication. That is why it is important to extend students' language by writing comments in language at a level slightly higher than the students' own current language use. This way students can learn new vocabulary and structures in context.

4. Feedback is a form of motivation

Feedback can be more motivating than marks or grades. It can encourage students to study and to use language to the best of their ability by taking into account whatever the teacher knows about the learners' attitudes. Both hardworking and underworking students need encouragement but it needs to be given in different ways. During a course, as teachers find out more about their

1.学习日志：学习者记录自己的学习经历或学习进度等。教师通过学习日志可以掌握学生的学习情况，并通过评论、提问、回答等方式与学生进行交流。

students, the encouragement can take personal circumstances into account.

5. Feedback can lead students towards autonomy

One long-term purpose of feedback is to lead students to the point where they can find their own mistakes. For example, one teacher sat with a student reading his work, stopping each time there was some minor error of form (a singular for a plural and so on). In each case the student could find the mistake himself. He realised that all he needed to do was to take a few minutes at the end to proofread his own work. Another way of describing what the teacher did is to compare it with scaffolding[1]. While a building is going up it needs scaffolding, but once it is finished the scaffolding can be taken away. The question of learner responsibility is revisited in Chapter 6 of this booklet.

1. 脚手架: 这里用来比喻在语言学习中，教师提供的例子、支持、指导和输入等。随着学习者独立学习能力的提升，教师逐渐减少支持。

Task 1.2

Practise giving feedback to students on the following vocabulary use by showing (a) how the "wrong" word could be used elsewhere and (b) which words would have been better in this sentence.

Example : S: We lived in a fat house.
          T: a. a fat person, a fat animal, a fat parcel
                b. a large house, a big house

Now try these:

● My little brother likes walking on one foot.
● Just put away with your problems and be happy.
● Where do you leave?
● I'm looking for some any pencil.
● What a slowly, slowly bus.
● I'm right here when you were looking for me.

[Answers in Appendix]

EFFECTS OF FEEDBACK

How are students affected when they hear their speech corrected

本小节阐释了教师反馈的方式和学生对于反馈的态度决定了反馈对不同的学生会产生不同的影响。