

TeachingEnglish

# Utilizing oral feedback techniques to enhance reflective learning in ELT classrooms

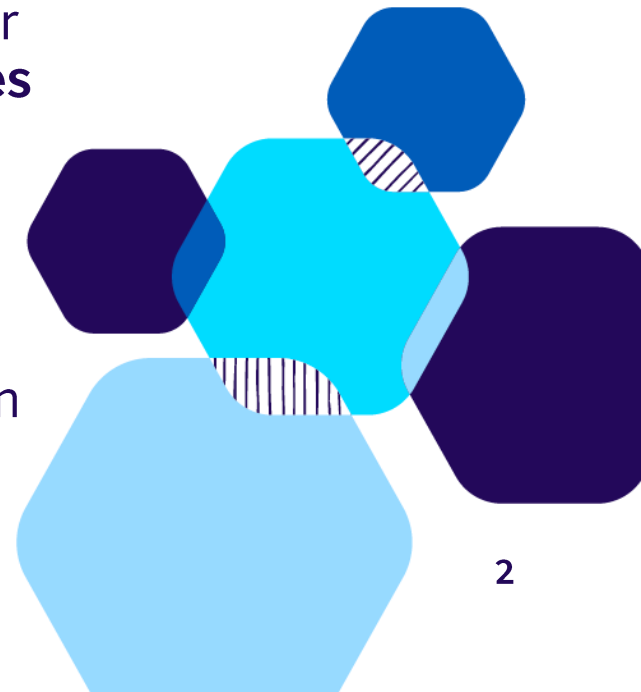
Dr Kefyalew Woreta Haile

Saturday 28 June 2025



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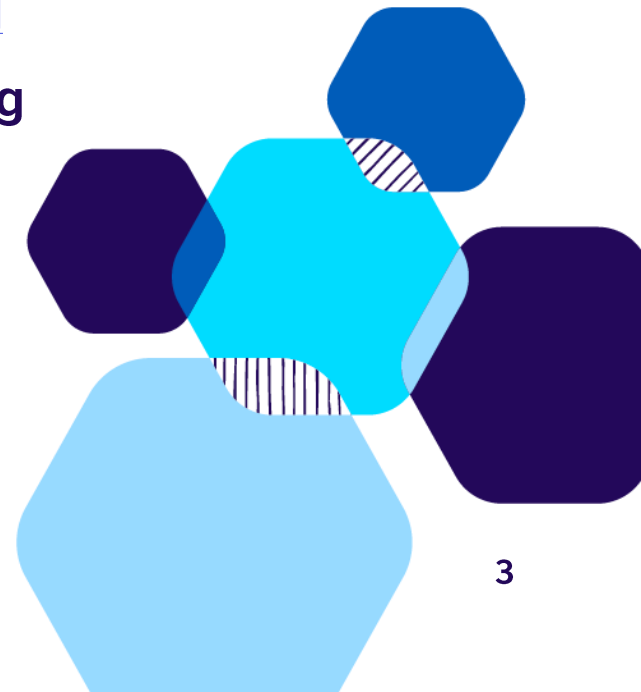
# Housekeeping

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# Pre-webinar polls:

How familiar are you with giving oral feedback to help students reflect on their learning?

- a. I'm familiar with it and use it. **68%**
- b. I've heard of it but need more practice. **26%**
- c. I'm new to it and eager to learn. **5%**

Which of these oral feedback techniques do you often use in your ELT classroom? (You can choose more than one.)

- a. Descriptive: Pointing out what was done well or needs improvement. **67%**
- b. Facilitative: Helping students think and reflect. **83%**
- c. Directive: Giving clear steps or instructions. **50%**
- d. Corrective: Directly correcting errors. **17%**
- e. Motivational: Using positive words to encourage students. **67%**

## About the speaker

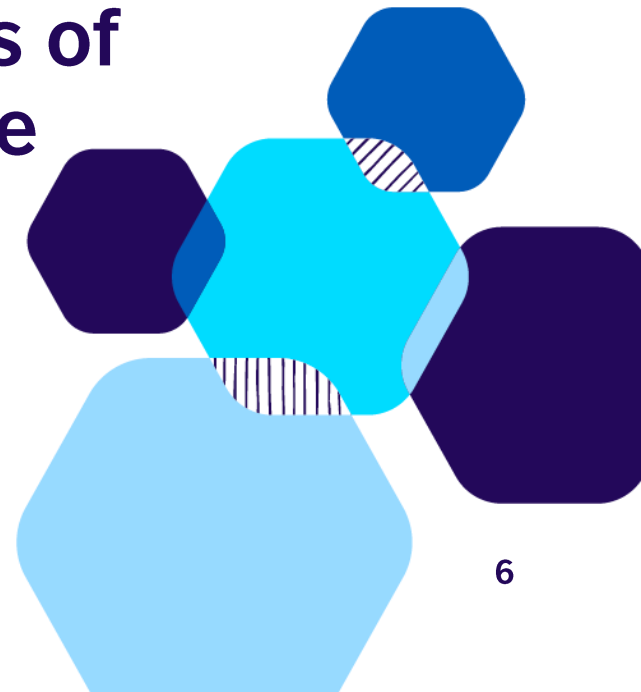
Dr. Kefyalew Woreta Haile is assistant professor of TEFL, senior lecturer and researcher at Wolaita Sodo University in Ethiopia, specialized English Language Teaching (ELT), and particularly in reflective learning, communication, questioning and feedback strategies, in ELT. He has over 17 years of teaching experience across various educational levels. Dr. Kefyalew has participated in British Council webinars, earning multiple professional development certificates. He has published different articles indexed in Scopus and reviewed journal articles as well. He offered training to secondary school teachers and university instructors in innovative ELT methods to improve language learning. He is eager to collaborate with school teachers and teacher educators to share his expertise and contribute to the professional growth of English language teachers worldwide.



# Objectives

- To discuss how oral feedback facilitates reflective and self-regulated learning.
- To enhance teachers' awareness of the use of classroom-based oral feedback techniques to assess students' progress.
- To introduce teachers to practical applications of oral feedback techniques to enhance reflective learning.

*Let's learn, reflect, and grow together!*



# Feedback Memories

What comes to your mind when you hear about  
'oral reflective feedback' techniques?



Let's see your words in the chat.

# Reflection

Think about how you usually give oral feedback to your students. Would you say your feedback approach is more “conventional” or more “reflective”?





# The Feedback Shift in ELT Classrooms: From Traditional to Reflective

## Conventional Feedback

One-way correction

Error focused

Teacher-driven

Vague praise/criticism

Passive reception

## Reflective Feedback

Two-way dialogue

Learning-focused

Shared responsibility

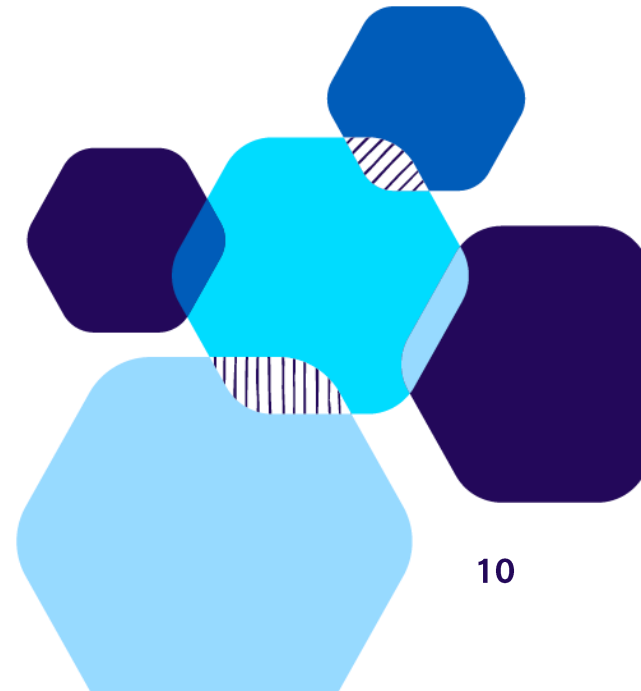
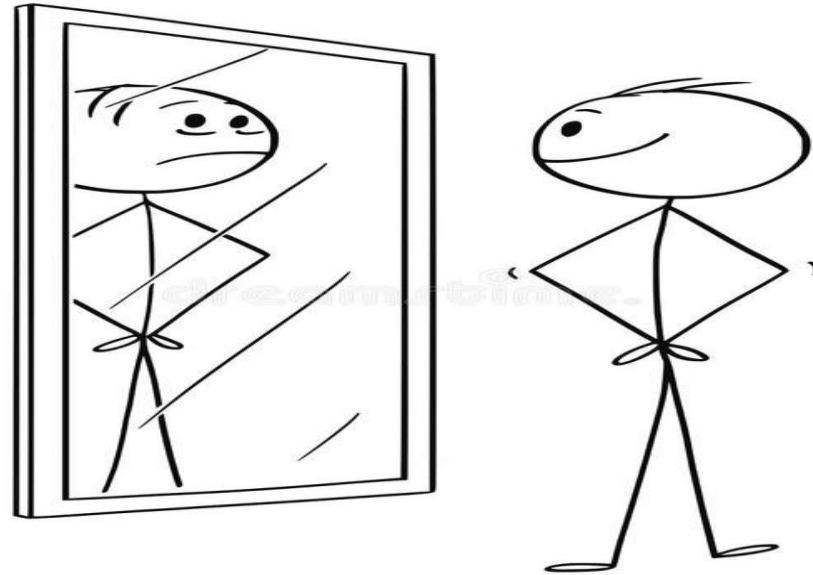
Reflective and actionable

Active engagement



Look at the picture and define what oral reflective feedback mean to you.

What do you see in this image?



# Definitions of Oral Feedback

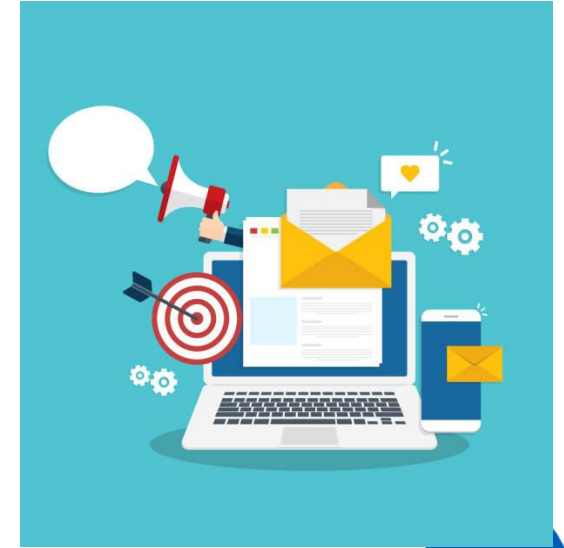
- It is information that guides learners to think critically about their responses, progress, & develop strategies for future improvement (Hattie, 2007).
- It is an instructional tool that actively engages learners in continuous reflection on how they approach, manage, & assess their performance progress (Har, 2013).



# Questions for reflection

When is oral feedback most helpful for facilitating reflective learning?

- A. When it helps the learner think & find ways to improve.
- B. When it gives confidence & helps plan what to do next.
- C. When it gives the right answer & explains why.
- D. When it only gives praise & correction.



## Quote for Reflection

*“My approach to assessment is like farming apples. I tend my apples every day & monitor each tree every day. At harvest time, I assess the quality of the fruit.”*

From Assessing Learning Course.

<https://www.teachingenglish.org.uk/training/courses/teachingenglish-assessing-learning>

1. What does this metaphor mean?
2. How can we apply this in our classrooms?



## Important Tips from the metaphor

Make oral  
feedback part  
of everyday  
learning  
process.

Focus on  
progress, not  
just  
outcomes.

Encourage  
students to  
reflect on  
their learning  
regularly.

Monitor  
progress,  
give regular  
feedback, and  
adjust  
teaching as  
needed.

*“When feedback becomes a reflective dialogue, it shapes learners to think, question & grow”  
(Manuel et al., 2024 ).*

# Common Feedback Techniques used in Lessons.

Match each method with its corresponding feature in Column B.

## Column 'A'

- A. Facilitative
- B. Descriptive
- C. Motivational
- D. Directive
- E. Peer-to-peer

## Column 'B'

1. "I noticed you tried to use past tense. Good effort!"
2. "Keep going — you're almost there!"
3. Nice! "Can you explain that in another way?"
4. "Tell your friend one thing they did well."
5. "We say '*He goes*', not '*He go*'. "Why do you think we add -s?" here?"

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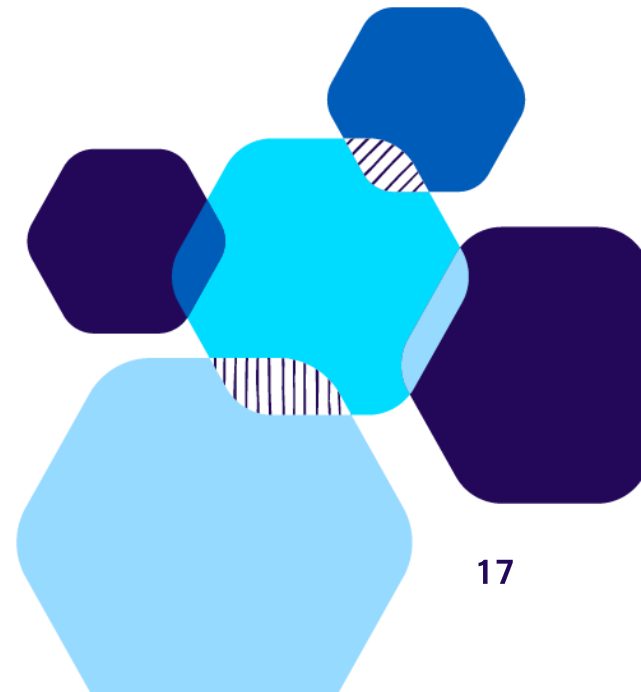
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**To what extent do these feedback techniques reflect your current practice?**

**Let's see your reflection  
in the chat**



## 6 types of feedback techniques and their classroom

Feedback techniques	Purpose	Practical tips	Feedback prompts
<b>Facilitative</b>	Guide students to think & reflect.	<ul style="list-style-type: none"><li>• Ask guiding questions instead of giving answers.</li><li>• Give students time to think.</li></ul>	“Is this verb the same for ‘I’ and ‘he’? “Which form do you think is correct here?”
<b>Descriptive</b>	Encourage students’ reflection about the quality of their performance.	<ul style="list-style-type: none"><li>• Help learners notice their strengths by describing what was done well &amp; needs improvement.</li></ul>	<ul style="list-style-type: none"><li>• “You used ‘went’ for the past tense. Can you find another sentence used in past tense?”</li></ul>

## 6 types of feedback techniques cont'd...

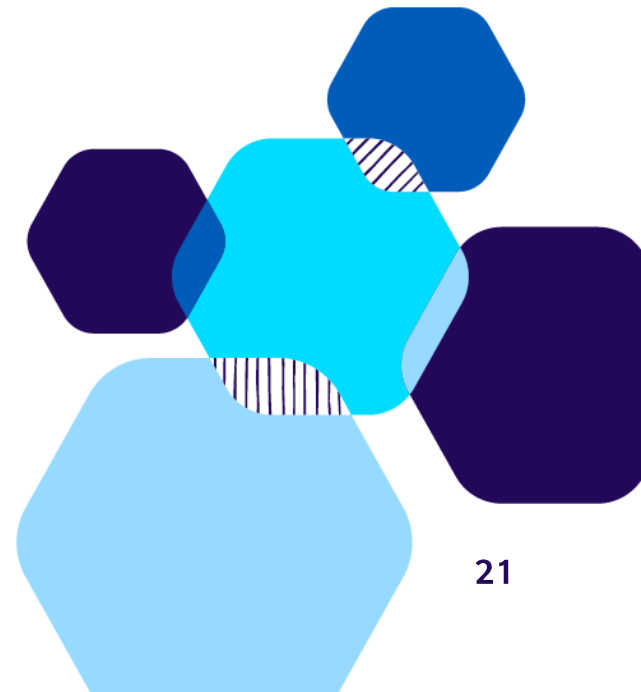
Feedback techniques	Purpose	Practical tips	Feedback prompts
<b>Directive</b>	Helps learners know exactly what to change or improve.	<ul style="list-style-type: none"><li>• Give clear, simple guidance.</li><li>• Important if followed by guiding prompts.</li></ul>	<p>“Great! You used ‘is’ in the sentence.”</p> <p>“Why do we say ‘He is,’ not ‘He are’?”</p>
<b>Motivational</b>	Build confidence & foster reflection.	<ul style="list-style-type: none"><li>• Recognize the effort &amp; progress.</li><li>• Use encouraging language.</li></ul>	<p>“You understood the main idea. Great!”</p> <p>“What helped You understand it well ?”</p>

## 6 types of feedback techniques cont'd...

Feedback techniques	Purpose	Practical tips	Feedback prompts
<b>Peer-to-Peer</b>	Promotes collaborative & reflection learning.	Encourage learners in giving & receiving feedback with support.	"Tell your partner one thing they could improve."
<b>Student-to-Teacher Feedback</b>	Encourage students to think about the feedback received from teacher & give input to the teacher.	Ask reflective questions in all phases of lesson deliveries.	"Are you happy with today's lesson?"

## Reflective Prompt

**How likely are you to change one aspect of your feedback techniques based on today's webinar?**

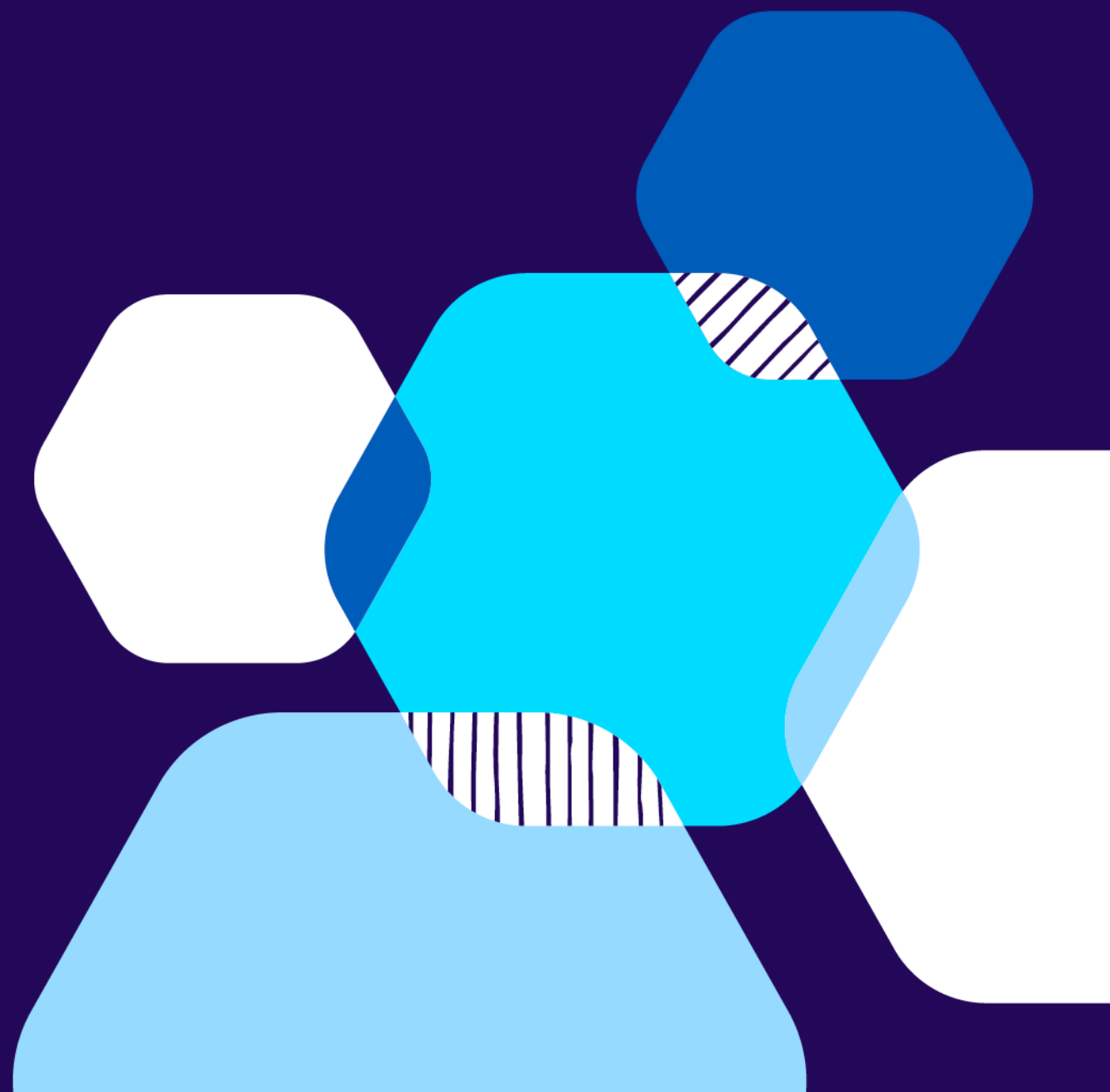


## Takeaway tips: to try out before our discussion on Telegram on Friday:

1. Reframe your oral feedback techniques change from correction to reflection.
2. Create space for student voice through peer-to-peer feedback & teacher facilitation.
3. Promote ongoing dialogue between teachers & students.
4. Emphasize oral feedback as a continuous, reflective learning process, not a one-time event.

“The more we cultivate a culture of reflection & growth in our classrooms, the more our students will internalize it in their own learning.” *John Dewey, 1938*

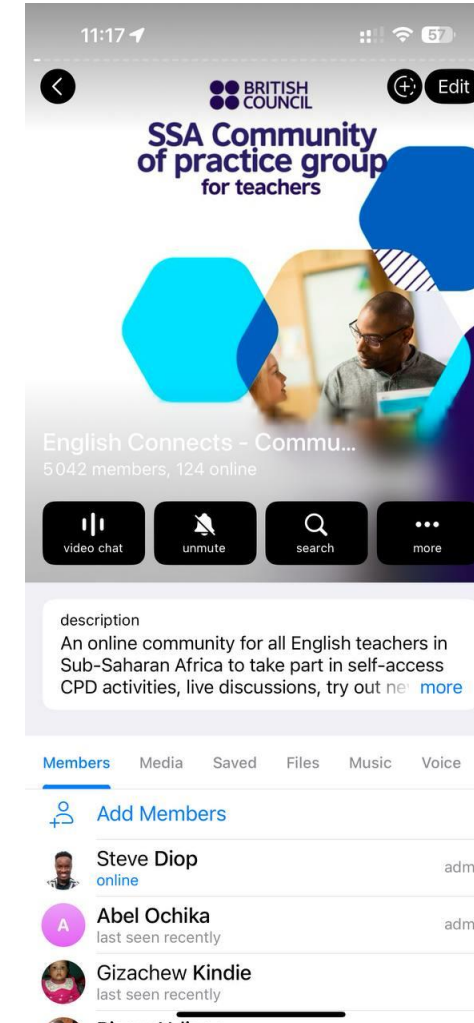
**Thank you**  
**Any questions?**



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## Use of L1s in ELT: applications for SSA classrooms

Join Salome Ikokoyo to discover practical ways to use local languages and mother tongues to help students learn English better in African classrooms.

**Date: Saturday 23 August 2025**

<https://bit.ly/3SNF8go>

The poster is for a webinar titled "Use of L1s in ELT: applications for SSA classrooms". It features the British Council logo and the "TeachingEnglish" brand. The speaker is Salome Ikokoyo, whose portrait is shown in a circular frame. The event is scheduled for Saturday 23 August 2025, with local times listed for Lagos, Khartoum, Pretoria, and Addis. A QR code is provided for registration, along with a link to the Regional Community of Practice on Telegram. The poster includes detailed registration instructions and a copyright notice for Salome Ikokoyo.

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### Use of L1s in ELT: applications for SSA classrooms

Join Salome Ikokoyo to discover practical ways to use local languages and mother tongues to help students learn English better in African classrooms.

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Click on this link to register:  
<https://bit.ly/3SNF8go>

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To join our Regional Community of Practice on Telegram, apply here:  
<https://bit.ly/4lgZMm8>

**Saturday 23 August 2025**

16:00 GMT  
17:00 Lagos  
18:00 Khartoum  
18:00 Pretoria  
19:00 Addis

Scan the QR code to register

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