

## GROUP INSTRUCTIONAL FEEDBACK TECHNIQUE

*The article offers Group Instructional Feedback Technique which is aimed to encourage both students to respond to assessment and teachers to improve effective teaching and learning in the classroom.*

Group Instructional Feedback Technique (GIFT) focuses on getting student responses to three questions related to their learning in the class. These questions basically ask, "What works?, What doesn't? What can be done to improve it?" In an ideal administration of the GIFT someone other than the teacher polls students on these questions, determines which are the most frequent responses, summarizes them and then reports back to the instructor.

This feedback is a Group Instructional Feedback Technique in two senses. First, it is already at least partially summarized and analysed by the time it reaches the instructor. And second, it allows the instructor to see his or her course through the eyes of a detached but sympathetic observer.

The GIFT is designed to provide instructors with a quick, rough summary of the most frequent responses, to three questions:

- 1) What do students think is helping them learn?
- 2) What is hindering their learning?
- 3) What specific suggestions do they have for improving learning in the classroom?

This process gives students a chance to compare their responses with those of their classmates. On the other hand, the Group Instructional Feedback Technique can stimulate related teaching goals such as:

- 1) develop ability to draw reasonable conclusions from observations,
- 2) learn to evaluate methods and materials in this subject,
- 3) develop ability to work productively with others,
- 4) cultivate an active commitment to honesty.

Since this technique can provide helpful feedback when there are problems in a class, it should be used before the problems become serious - preferably, well before the middle of the term.

The Group Instructional Feedback Technique could be implemented within the framework of "inter-visiting" activity, which might unite the instructors' efforts to reach the main goal - gradual professional mastering teaching techniques for perfection in gaining appropriate feedback.

Lacking detailed knowledge of the context and the students may prevent the visiting assessor from being able to understand and summarize the class's responses. To avoid this possibility, you could invite a visitor from your own specialty course, or at least, prepare that person to understand what he or she will experience in your class. If a colleague has been convinced to act as the "visiting assessor" the points of the poll to agree on can be defined as follows:

1. Give one or two examples of specific things your instructor does that really help you learn the material (e. g. modals, idioms, paragraph organization).
2. Give one or two examples of specific things your instructor does that make it more difficult for you to learn the material.
3. Suggest one or two specific, practical changes your instructor could make that would help you improve your learning in this class.

The procedure of the assessment has to be prepared carefully beforehand. It can include the following steps.

1. Decide exactly how you want the Group Instructional Feedback Technique questions worded, how much class time you will allow for the process.
2. Invite a trusted colleague. Schedule a mutually convenient date and ask the "visiting assessor" to come during the last fifteen or twenty minutes of class.
3. Prepare the students for the visit by letting them know who is coming, when, and why. Stress that your purpose is to find out how you can help them improve the quality of their learning.

The person who collects the data also has to meet certain demands:

1. Introduce yourself and remind students of the purpose of your visit. Write the questions on the board.
2. Allow students three or four minutes to write answers, and another three or four minutes to compare their answers with those of two or three students nearby.

3. The instructor may ask students to volunteer common responses. Write those common responses on the board.

4. Ask students to raise their hands to indicate agreement with common responses. Count or estimate the percentage of the students agreeing each time.

After having polled the students and obtained rough percentage of agreement on certain items,

you will gain details by reading written responses.

Make up a list of the most common written responses, particularly the suggestions, for the teacher you are assisting.

Thorough analysis of the received data and further consequent search of new focuses on students' knowledge acquisition can provide particular flexible approach to selecting more effective instructional techniques.

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## МЕТОДИКА ЗВОРОТНОГО ЗВ'ЯЗКУ У ПРОЦЕСІ НАВЧАННЯ АНГЛІЙСЬКОЇ МОВИ

*Статтю присвячено методиці зворотного зв'язку (GIFT), яка зводиться до пошуку шляхів до вдосконалення навчального процесу через посередницьке анкетування групи з метою виявлення проблем у навчальному процесі.*