

## Learners' feedback preferences: Survey findings

### In-session students

**Table 1. Perceived usefulness of feedback materials (66 respondents)**

	Feedback material	% approval
A	T's comments on parallel pairs	100
B	Videotape of two class students	70
C	T's comments on video-ed Ss	86
D	Audiotape of two fluent NNS	56
E	Audiotape of two NSs	92
F	Transcript of the two NNSs	48
G	Transcript of the two NSs	86

**Table 2. Timing of external samples (% of approvers)**

	Pre	Post
<b>D</b> Audiotape of two fluent NNSs	46	54
<b>E</b> Audiotape of two NSs	31	69
<b>F</b> Transcript of the two NNSs	37	63
<b>G</b> Transcript of the two NSs	28	72

### Pre-sessional students

**Table 3. Perceived usefulness of feedback materials (class of 10 learners)**

	Feedback material	% approval
<b>A</b>	T's comments on parallel pairs	100
<b>B</b>	Videotape of two class students	90
<b>C</b>	T's comments on video-ed Ss	90
<b>D</b>	Audiotape of two fluent NNSs	80
<b>E</b>	Audiotape of two NSs	100
<b>F</b>	Transcript of the two NNSs	80
<b>G</b>	Transcript of the two NSs	100

**Table 4. Timing of external samples (% of approvers)**

	Pre	Post
<b>D</b> Audiotape of two fluent NNSs	25	75
<b>E</b> Audiotape of two NSs	60	40
<b>F</b> Transcript of the two NNSs	25	75
<b>G</b> Transcript of the two NSs	50	50

**A framework for using comparators in task-based speaking instruction**

<b>PRE-TASK</b>	<b>Self-access centre</b>		NS audio/video
			NS transcript
			NNS audio/video
			NNS transcript
			etc.
<b>TASK CYCLE</b>	<b>Classroom</b>	<b>X</b>	Private performance in parallel pairs
			Audio recording of parallel pairs
			Public performance by one pair
			Audio/video recording of 'public' pair
			etc.
<b>POST-TASK</b>	<b>Classroom</b>		Teacher feedback on parallel pairs
<b>(LANGUAGE STUDY)</b>			<i>Proof-listening</i> during 'public' replay:
			- self feedback (from recorded pair)
			- peer feedback (from rest of class)
			- teacher feedback
			<i>Speaking Log</i> during 'parallel' replay
			- teacher review of (response to) Log
			<i>Self-transcribing</i> of 'parallel' replay
			- editing of transcript
			- reformulation by teacher
			- discussion of teacher's version
			Repetition of task with previous partner
			Repetition of task in new pairs
	<b>or</b>		etc.
	<b>Self-access centre</b>		NS audio/video
			NS transcript
			NNS audio/video
			NNS transcript
			Repetition of task with previous partner
			Repetition of task in new pairs
			etc.

For further discussion, see Lynch (2009: 141-43)

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