LESSON 9. FEEDBACK, REPAIR AND POLITENESS IN PEDAGOGICAL INTERACTION (HYBRID CLASSROOMS)

The lesson familiarizes students with feedback and repair strategies as essential components of pedagogical interaction and classroom discourse, with special attention to politeness and face-saving strategies in hybrid learning environments (offline + online).

By the end of the lesson you will be able to:
• identify different types of teacher feedback and repair strategies;
• analyse how feedback influences learner motivation, confidence and interaction;
• distinguish between supportive and face-threatening feedback;
• apply polite and effective feedback strategies in hybrid foreign language classrooms.

CONTENT OF THE LESSON

⬡ SPARK

1. Think about the following statements (individually, then discuss in pairs or breakout rooms):

• "How teachers correct mistakes matters more than the mistakes themselves."
• "Feedback can either encourage learners to speak or silence them."
• "In online classes, feedback must be even more careful and supportive."

2. Reflect on the questions:
   • How did your teachers usually correct mistakes?
   • Which type of feedback made you feel more confident as a learner?
   • Is correcting mistakes online more sensitive than offline? Why?

⬡ INPUT

1. Watch & observe (mini video task)

Teacher shows 1–2 short video fragments from:
• **Edutopia – "Giving Effective Feedback to Students"** (edutopia.org)
• Optional: **Teaching Channel – "Positive Error Correction Strategies"** (teachingchannel.com)

In hybrid mode: students watch the clips online before the lesson via LMS / Telegram / Google Classroom.

While watching, note down:
• how the teacher corrects students' mistakes;
• tone of voice and choice of words;
• students' reactions to feedback.

After watching, discuss in pairs / breakout rooms:
• Which feedback strategies seem most supportive?

2. Reading: Feedback and repair in pedagogical discourse

Read the adapted extract (based on Brown & Levinson, 1987; Walsh, 2011; Ur, 2009).

Feedback refers to the teacher's response to a learner's contribution. In classroom interaction, feedback can serve different functions: evaluating correctness, guiding learners towards self-correction, or supporting learners emotionally. Repair refers to strategies used to deal with errors or communication problems during interaction.

Feedback can be **explicit** (direct correction) or **implicit** (recasts, prompts, clarification requests). **Repair strategies** include reformulation, elicitation, repetition with rising intonation, and delayed correction. Research shows that overly direct or negative feedback may threaten learners' "face" and reduce willingness to participate.

According to politeness theory, effective teachers use **face-saving strategies**, such as softening criticism, praising effort before correction, and encouraging self-repair. In hybrid classrooms, feedback is also provided through written comments, private chat messages, emojis, audio or video feedback in LMS. The choice of channel and tone is crucial for maintaining respectful and supportive interaction.

3. Fill in the gaps

Use the following words:
feedback – repair – politeness – motivation – face – correction

1. Teacher _____ influences how students feel about their performance.
2. _____ strategies help deal with errors during interaction.
3. Direct _____ may threaten a learner's _____ .
4. _____ strategies help maintain respect and trust.
5. Supportive feedback increases learner _____ .
6. Delayed _____ is often less face-threatening than immediate correction.

Check your answers with a partner.

4. Identify the feedback type

Read the teacher responses and identify the strategy used:

A. "Good idea. Let's try to say it in another way."
B. "Almost right. Can you think again?"
C. "Not correct."
D. Teacher reformulates the student's sentence correctly without comment.

Decide whether each example is:
• explicit correction
• recast
• elicitation
• affective/supportive feedback

Discuss your answers in pairs.

⬛ FOLLOW-UP ACTIVITIES

1. Case analysis: Feedback and politeness

Work in small groups (3–4), face-to-face or in breakout rooms. Read the situations:

a) In a face-to-face lesson, a student makes a mistake. The teacher says loudly:
"No, wrong! You never listen!"
b) In an online lesson, a student writes an incorrect answer in the chat. The teacher corrects it publicly without explanation.
c) The teacher says: "Good attempt. Can you try again using the past tense?"

For each case, discuss:
• What type of feedback is used?
• Is it face-threatening or face-saving?
• How could the teacher reformulate the feedback more politely?

Prepare a short **"Polite Feedback Version"** for each case.

2. Feedback transformation task

Rewrite the following teacher responses in a more supportive and polite way:

1. "Wrong answer."
2. "You are not prepared."
3. "That's not how it's done."

Compare your versions with another pair.

3. Hybrid micro-practice

In groups of 4:
• one teacher;
• two offline students;
• one online student.

Task:
The "teacher" conducts a 5-minute activity and uses:
• at least one recast;
• one elicitation strategy;
• one piece of affective feedback (praise or encouragement).

Observers note:
• tone and wording;
• balance between correction and support;
• reaction of online vs offline students.

4. Reflective journal (for trainee teachers)

After the lesson, write a short reflective entry (10–15 sentences):

• What did I learn today about feedback and repair?
• Which feedback strategies do I personally prefer?
• Which strategies do I need to develop?
• How can I give polite and supportive feedback in online environments?

Upload the entry to LMS or share with the instructor.

⬛ ASSESSMENT ASSIGNMENTS

1. Write **10 examples of polite teacher feedback** for a hybrid foreign language classroom:
   • at least 3 recasts;
   • at least 3 elicitation-based corrections;
   • at least 2 affective feedback examples.

Criteria for assessment:
• rationality – 0.5
• accessibility (clear and appropriate for learners) – 0.5

• relevance and clarity – 0.5
Total: 1.5 points maximum.

2. Fill in the SAC. Revise the material if your learning is not well.

 SAC (Self-Assessment Checklist)

№	The key points of the lesson	Know	Know not well	Don't know
1	Types of feedback and repair strategies			
2	Politeness and face-saving in correction			
3	Supportive vs face-threatening feedback			
4	Feedback strategies in hybrid classrooms			

Glossary (Lesson 9)

feedback – teacher's response to a learner's contribution
repair – strategies used to deal with errors or communication problems
explicit correction – direct indication that an error has occurred
recast – reformulation of a learner's utterance without overt correction
elicitation – prompting learners to self-correct
affective feedback – feedback that supports learners emotionally
face – a person's public self-image
face-threatening act – an action that may damage a learner's self-esteem
face-saving strategy – a strategy that protects learners' dignity
politeness – respectful and considerate use of language
delayed correction – correction provided after an activity
hybrid classroom – a learning environment combining offline and online instruction
written feedback – comments provided in LMS or chat
audio/video feedback – spoken feedback recorded for learners
learner confidence – students' belief in their ability to use the language

For reading / viewing

1. Brown, P., & Levinson, S. *Politeness: Some Universals in Language Usage*. CUP, 1987.
2. Ur, P. *A Course in Language Teaching*. CUP, 2009. pp. 242–252.
3. Walsh, S. *Exploring Classroom Discourse*. Routledge, 2011.

4. Edutopia. *Giving Effective Feedback to Students*. (edutopia.org)
5. Teaching Channel. *Positive Error Correction Strategies*. (teachingchannel.com)