**ASSESSMENT AND GIVING FEEDBACK**

**Introduction**

 Older methods insisted on immediate feedback (correction), recent trends tend to adopt a more tolerant approach. The Audio lingual approach tried to avoid mistakes through very controlled steps. This is why there is little need for correction. The cognitive approach advocates think that mistakes are regrettable, but are unavoidable part of learning and they should be corrected whenever they occur. The same view was shared by Selinker who believes that correcting them is a way of bringing the learner inter-language closer to the target language(1972, 1992). Whether their source is interference, transfer, over- generalization, or incomplete knowledge, the communicative approach sees errors are as a normal phenomenon. While not all mistakes need be corrected, correction should be focused on mistakes that interfere with the aim of receiving and conveying meaningful messages. "We have to be sure that we are using correction positively to support learning." (Edge 1989:20). The humanistic approaches stress the promotion of positive self-image of the learner as a person and a language learner. Assessment therefore should be positive or non-judgmental. To acquire a skill successfully, learners need feedback on how well they are doing. It is important to provide them with constant, honest assessment.

**Why shouldn't Teachers correct every mistake?**

1. Over-correction develops a barrier, students will be afraid of making mistakes, and thus will not speak or study English with pleasure.
2. Pupils will hate teachers.
3. Students will think they are dumb and not good enough to learn English.
4. Over-correction takes too much time; it is tiring to both teachers and students.
5. It is impossible to correct all errors.
6. Students will not process all these corrections, and will forget them.

**Why should teachers correct every mistake?**

1. If not corrected at once, learners will keep on making mistakes.
2. If a teacher does not correct mistakes, s/he is not a real teacher.
3. If there is no feedback, learners will think everything is okay, and there are no areas for improvement.

**Principles for Giving Effective Feedback**

 One of the teachers roles is giving feedback to their learners in a variety of ways. Teachers can encourage peer correction by teaching learners polite ways to offer feedback. Teachers can ,also, tactfully point out students mistakes. Whatever the method used, teachers assessment should be used together to help our students want to learn. Feedback should always be positive and constructive( constructive feedback is to show students specifically which aspect of their performance needs improvement and to provide specific suggestions for how to improve it.) in order to help learners develop autonomy and take charge of their learning process. When giving feedback, keep in mind:

1. Give feedback as soon after the event as possible.
2. Focus on the positive.
3. Feedback needs to be given privately whenever possible, especially more negative one.
4. Stay in the "here and now", don't bring up old concerns or previous mistakes, unless this is to highlight a pattern of behaviors.
5. Focus on the behaviours that can be changed, not personality traits.
6. Talk about and describe specific behaviours, giving examples where possible and do not evaluate or assume motives.
7. Use "I" and give your experience of behavior.
8. When giving feedback, suggest alternative behaviours.
9. Feedback is for the recipient, not the giver- be sensitive to the impact of your message.
10. Encourage reflection.
11. Don’t overload; identify two or three key messages that you summarize at the end.

At the end remember that:

1. If kids do not feel able to learn, there will be no learning.
2. You're what you repeatedly do.
3. "Excellence is not a single act, but rather a habit." (Aristotle)