

Feedback and Techniques Cheat Sheet by keys4blade via cheatography.com/71838/cs/18217/

Recommendations

Feedback should always be given equally not give everytime praise to students that are doing well during the course and not always correct the ones that are having trouble with some topics of the class.

We need to give praise and correct at the same time because the student needs to feel that his/her knowledge about the language has to develop even more, not that they have struck a wall where they wouldn't be able to learn anymore.

That way they will dominate all of the four skills (listening, reading, writing and speaking) and the teacher will guide them through this path.

Definition

Feedback is the way in which the teacher communicates to the students how he or she is doing in the process of learning a new language.

Mainly there are two types of feedback: positive and negative.

Positive feedback has to do on how good the student has performed and to praise the learner to motivate them to learn more and more.

Negative feedback has to do on the different errors that the students commits when producing the language, this one can really hurt the learning process as it may make the student to quit learning the language forever.

Feedback and Techniques



Examples of giving feedback

| Correction: | Sandwich | Peers |
|---|--|--|
| When giving correction to the students to | Praise their strengths and areas where they | Have them talk with their classmate but not someone that they consider a friend or always talk |
| try make it | performing | with, give them a |
| simple like | good, tell | handout with some |
| "That's not | them what | specific points |
| it/Not quite | you expect | about the language |
| there yet", | from them | and give feedback |
| give them | and how it | to each other using |
| a complete | differs from | those notes. This |
| explanation | their | should help the |
| of what | performance | students to |
| they need | in the class | communicate their |
| to fix | (that it may | thoughts better as |
| because | be not really | they will not feel |
| giving | good) and | pressured because |
| those | finally tell | they are talking with |
| types of | them how | the teacher. |
| corrections | they are | |
| will | adapting to | |
| confuse | the new | |
| the | subjects of | |
| students. | the class. | |



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