

- Feedback can refer to the teacher's comments and behaviours relating to student performance (praise, criticism, grading, rewards, punishment). It can also refer to information teachers receive from their students' opinions of how the class is going and how they are performing. In addition to the content of feedback, the intention of the person providing the feedback, the way in which it is given, and the way in which it is interpreted by the person receiving it all affect motivation.
- Feedback in the form of praise, stars, class points, merit marks, certificates and stickers, is more effective than punishment as a motivating force for good behaviour, but most motivating is private praise and genuine teacher interest.
- Studies with children: if children were offered prizes for drawing activities they had chosen of their own free will, they were much less likely to choose the same activities again than children who did not receive prizes.
- Informational focus: when learners interpret feedback as informational rather than controlling, motivation is maintained or increased, since information provides them with clues to help them perform better. An information-free "Good job!" makes learners feel good very briefly, but means little in terms of ways to improve. Indiscriminate praise, or praise which is given only to those who meet some general norm, often lower the feelings of self-competence and self-efficacy of other learners.

Types of feedback/assessment

Both of the two major trends in primary assessment focus on evaluating young learners' knowledge of English, but the approaches are very different.

External formal assessment

- Focuses on 'standardized tests': many schools administer their own institutional standardized exams, and many others are required to administer national standardized tests at certain intervals during the primary school period. This kind of test is rapidly growing in popularity around the world.
- National, state, or institution-mandated standardized tests are timed, and typically have multiple-choice formats, fill-in-the-blank formats, etc. Test items are decontextualized and non-interactive.
- Focuses on the 'right' answer: test scores are seen as sufficient feedback for student evaluation.
- Fosters extrinsic motivation.

Performance assessment

- Focuses on individualized assessment, in which care is taken to address not only what the learner was actually taught, but also the formats and activities through which the learner was taught, such as songs, TPR, pictures, role-plays, stories, pair work, and so on. The learner is assessed using the same kinds of materials he/she was exposed to in class, including short reports, projects, dialogues, and portfolios.
- Untimed, free-response formats allow for open-ended, creative answers.
- Interactive, communicative tasks in context.
- Individualized feedback.
- Fosters intrinsic motivation.

Home/school connection

A strong home/school connection brings together the child's two worlds of home and school. It helps each individual child learn and grow cognitively, socially, and emotionally with the full support of significant others; and helps parents better understand the teacher's methods in the classroom.

- Speak with parents about the child's progress, with equal time given to what the child does well and any learning challenges the child is facing.
- Learn about the traditions, values, and beliefs of the parents.
- Trust parents to help at home; the development of ideas, concepts, and processes can be done in any language.
- Have regular school conferences with the parents to share information and examples of the student's work.
- Encourage the parents to monitor (without specifically providing answers) the child's homework, providing reinforcement not for "right" or "wrong" answers but for the child's taking the responsibility to do the work.

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