Definition

Feedback in language teaching is the response from the teacher after any student performance using the language.

Negative feedback is used when students commit a mistake. Its purpose is to change behavior towards the correct direction.

Positive feedback is used when students use language correctly. Its purpose is to reinforce accurate and appropriate use of the language.

Recommendations

Inclusion	Give **equal attention** to well-performing students as much as low-performing ones.
Moderation	Overdoing or underdoing feedback might result in students' distrust.
Variety	**Always change feedback techniques** so it doesn't seem automated.
Flexibility	Let mistakes happen and worry not to correct every single mistake or praise very single correct use.
Clarification	Either it's for positive or negative feedback, always **give simple reasons** for each feedback.

Techniques

Ask- Tell- Ask	It consists in a three-step sequence. First, the teacher (T) **asks** for the student's (S) self-assessment; second, T **tells** S the mistake that was commited; third, T **asks** S how he will improve to avoid the mistake next time.
Sandwich	The process has a similar structure as the previous one. First, T **praises** S by mentioning strengths; second, T **mentions the mistake**; third, T **praises** S's abilities to be better for next time.
Bridge	Lets the student know their **past** performance, compares it with their **present** performance, and then establishes expectations of their **future** performance.