

### 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 committed; 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.



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