

## Linguistic feedback

In the area of Applied Linguistics and SLA, feedback has simply been defined as “responses to learner utterances containing errors” (Ellis, 2006). But why is feedback so important? In a brief, the goal of instruction is not to present new information continuously, but to provide subsequent opportunities for assimilation and consolidation of knowledge. Another way to put it is to say that good teaching promotes student participation. Learners need repeated opportunities to retrieve and restructure their knowledge so they can become more competent. Research findings consistently suggest that feedback plays a key role in *scaffolding\** to promote competency development (Lyster, 2004) because different types of corrective feedback push students to modify their linguistic output. This demand (*output hypothesis\**, Swain, 1985) will, in turn, help learners move their language forward as they either reshape *mental representations\** or strengthen associations in memory.

According to Lyster and Ranta (1997), corrective feedback may be divided into three different categories: Recasts, Explicit correction, and Prompts. Prompts, in turn, subdivide into four new types.

Type of CF	Definition	Example
Recasts	teacher’s reformulation of all or part of a student’s utterance, minus the error	St.: I didn’t <i>take</i> coffee today. T.: You didn’t have coffee today.
Explicit correction	Explicit provision of the correct form. As the correct form is provided, the teacher clearly indicates that what the student had said was incorrect	“Not X. You should say Y.”
Prompting	Techniques used to prompt a student to find the problem in an ill-formed utterance and make the necessary correction.	
Clarification request	A signal that the utterance is ill-formed in some way and that a reformulation is required	"Pardon me! What do you mean by X?"
Metalinguistic feedback	Metalinguistic comments generally indicate that there is an error somewhere	There is an error in the verb tense.
Elicitation	Technique used to elicit completion of an utterance by	“No, not that. It’s a...”
Repetition	Repetition of the student’s erroneous utterance usually with an intonation adjustment so as to highlight the error	You didn’t <i>slept</i> ?

Table 16: Feedback techniques