



ORAL CORRECTIVE FEEDBACK

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DEFINITION OF KEY TERMS

EFL: English as a foreign language (e.g. Brazil, China, Italy)

ESL: English as a second language (e.g. NZ, Australia, Canada)

Oral Corrective feedback: teachers' feedback on students' oral errors (Mackey, 2007)

Oral errors: errors in learners' spoken language (grammatical, phonological, lexical, & semantical)

Uptake: a learner's response after corrective feedback (successful or unsuccessful)



WHERE DO ERRORS COME FROM?

1. **Interlingual errors**

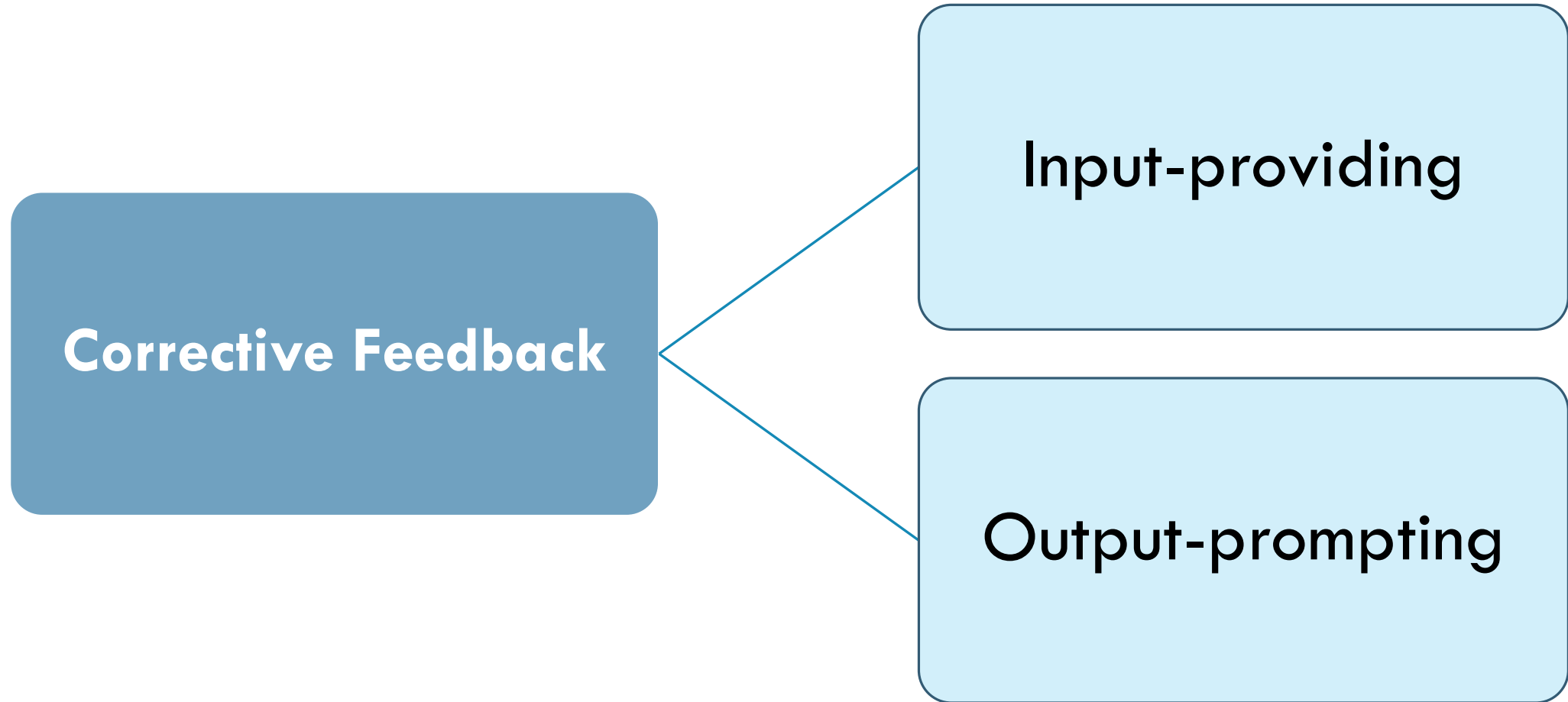
e.g. *I have 12 years old.*

2. **Intralingual errors** *put/*puted*

e.g. *talk/talked, play/played, eat/*eated,*

3. **Others (Slips / Lack of attention/incorrect instructions)**

TYPES OF CORRECTIVE FEEDBACK



INPUT-PROVIDING

Declarative Recast:

S: John *buy*, he always *buy* books

T: **John always buys books**

S: yes

Explicit Correction:

S: my job is *interested*

T: **no, not interested, interesting**

S: interesting

Interrogative Recast:

T: Last week you went camping, how was it?

S: it is, it was so hard to .. *went* to the destination

T: **Oh it was hard to get there was it?**

S: (continues talking)

Metalinguistic FB:

S: it depends *for* the person

T: **for depend we use 'on'**

S: (continues talking)



OUTPUT-PROMPTING

Clarification Request:

S1: he is a *cruel* (wrong) person

T: sorry what do you mean?

S2: cruel

S1: cruel

T: cruel

Repetition:

S1: My mum *going* home

T: *Your mum going home?*

S2: is

T: yes

Elicitation:

S: depends *to* their objects

T: **depends.. (pause)**

S: depends on their object

T: depends on, well done

Re-ask:

S1: *what wearing he*

T: **the question was what is he wearing?**

S2: she's wearing jeans

T: (nods) yes

OUTPUT-PROMPTING

Direct Question at others:

T: what does enthusiasm mean?
S1: *anxious*
T: no, what does enthusiasm mean?
(*looks at others for answer*)
S2: interest
T: yes

Non-Verbal FB:

S: I *go* to the park
T: (**indicates with hand that it's past**)
S: I went

Metalinguistic Cue:

S: I *go* to the park yesterday
T: **Yesterday is finished, it's past**
S: went
T: yes



OCF CLASSIFICATIONS



	<u>Implicit</u>	<u>Explicit</u>
<u>Input-providing</u> (Novice) (For new structures)	<ul style="list-style-type: none">• Recast	<ul style="list-style-type: none">• Explicit Correction• Metalinguistic FB
<u>Output-prompting</u> (Intermediate and higher) (For already taught structures)	<ul style="list-style-type: none">• Clarification Request• Repetition• Re-ask	<ul style="list-style-type: none">• Metalinguistic Cue• Elicitation• Direct Question at others• Non-verbal FB

IMPLICATIONS?

Five key questions (Hendrickson, 1978)

1. Should errors be corrected?
2. **When** should errors be corrected?
3. **Which errors** should be corrected?
4. **How** should errors be corrected?
5. **Who** should do the correcting?



SHOULD ERRORS BE CORRECTED?

- The effectiveness of corrective feedback is *variable*; it may only work *partially* and *gradually*.
- But if there's anything that is even less effective than correcting... **It is not correcting.** (Ur, 2015)
- It is now quite clear that correcting learner errors is **beneficial** for L2 acquisition. (Ellis, 2017; Li & Vuono, 2019)
- Correction is beneficial in both communicative (fluency) and in accuracy oriented lessons. (Ur, 2015)

WHY IS OCF IMPORTANT?

Empirically:

Numerous studies have found **OCF** to **facilitate L2 development** in different **contexts**.

(e.g. Ammar & Spada, 2006; Ellis et al., 2006; Kaivanpanah et al., 2015; Kartchava and Ammar, 2014; Mackey et al., 2007; Mackey et al., 2000; Oliver & Mackey, 2003; Russel, 2014; Shabani & Ghasem Dizani, 2015; Yang & Lyster, 2010).

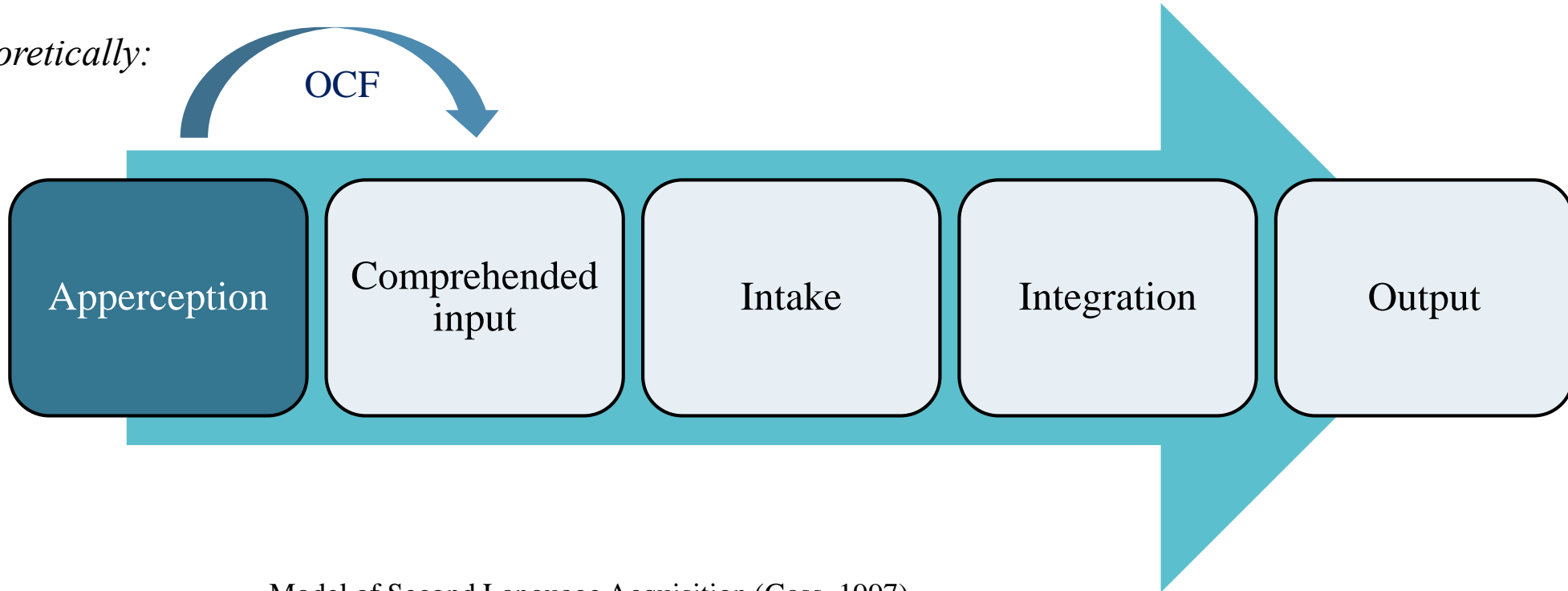
By exploring the **short- and long-term** effects of receiving OCF on the acquisition of different target language forms.

(e.g. Loewen & Philp, 2006; Lyster & Mori, 2006; Lyster & Ranta, 1997).

OCF can provide learners with **opportunities to receive comprehensible input, self-correct, and test their language hypotheses in production** (e.g. Long, 1996).

WHY IS OCF IMPORTANT?

Theoretically:



Model of Second Language Acquisition (Gass, 1997)

WHEN?

- Both immediate and delayed feedback are effective, but immediate feedback has showed more advantage. (Li et al., 2016)
- Because in **immediate** feedback, learners have **opportunities** to apply the feedback in immediate performance, but in delayed feedback, they have no opportunities.
- Immediate CF **doesn't** always disrupt fluency. (Ellis, Basturkmen and Loewen, 2001)
- Learners want to be corrected at the moment they make the error. (Harmer, 2005)
- ‘**Window of opportunity**’ (i.e., at that moment when the learner is struggling to express him/herself). (Doughty, 2001)

WHEN?

- Learners will be better able to recall rules and forms in a *communicative context* if they had acquired them in such a context.
- **Immediate feedback** occurring while learners **communicate** is more likely to result in the kind of L2 knowledge that can be accessed **later for communication**.
- Overall, teachers should consider incorporating **both** corrective strategies. (Li, 2018)
- Choice depends on activity: if accuracy-based (*correct immediately*) or fluency-based (*methodologists propose correcting later*)

WHICH ERRORS?

- Correct ‘errors’, not ‘mistakes’ (Corder, 1967)
- Focus on ‘**global**’ rather than ‘**local** errors’ (Burt, 1975)
 - **Global errors**: affect overall sentence organization (*wrong word order, missing or wrongly placed sentence connectors, syntactic overgeneralizations*)
 - **Local errors**: affect single elements in a sentence (*errors in morphology or grammatical functions*)



WHICH ERRORS?

- Two issues: (1) **which specific errors** should be corrected?, (2) whether CF should be **unfocused** (i.e. address all or most errors learners make) or **focused** (i.e. address just one or two types).
- Research provides no case for focusing just of ‘global’ errors;
- Teachers regularly correct ‘*local*’ errors and this has shown to be effective;
- And, is arguably *needed*.

- Focused CF is more effective than unfocussed CF:
 - Identify specific linguistic targets for correction in different lessons,
 - Ensure that learners know they are being corrected

HOW?



- Simple ‘recast’ was most often used, but least ‘uptake’
- Recasts may not be perceived as correction at all!
- The best results are gained from **explicit corrective feedback** + some active processing.
- In communicative interactions, we make corrections unobtrusive to not disturb the ‘flow’ –use recasts, not self-correction.
- But these may **not** be perceived correction, or go unnoticed => waste of time!
- If we correct, make sure ‘**uptake**’ occurs, even if slows things down.



HOW?

- For optimum effectiveness, CF should
 - a) be **explicit**
 - b) involve some measure of **active learner processing**
- Research shows that all OCF types help acquisition, IF the corrections are *salient* to learners. So, **explicit corrective is generally effective.**
- Feedback works best when combined with **explicit information** (Saito, 2013; Li et al., 2016), at least for errors relating to **new** linguistic structures (Li, 2018)
- **Avoid** providing **excessive** feedback, may cause processing overload to learners, especially beginners. (Li, 2018)

WHO?

- Research shows that learners do correct each other when working in *small groups* but **not** always consistently. (Ellis, 2017)
- Peer correction has shown to have **longer lasting effects** than teacher correction. (Sippel & Jackson, 2015)
- Peer CF effectiveness is mediated by **social dynamics** during interaction (Sato, 2017)
- Ideally **students** (either the student who committed the error or another student) rather than teacher should make the correction, but teacher should provide **clues** to help students locate their errors. (Rod Ellis, 2017)

HOW EFFECTIVE ARE OCF TYPES?

They may depend on:

1. The amount of **uptake** a technique generates,
2. Its degree of **explicitness (i.e. noticeability)**, and
3. The **context** in which it is used



(Eva Kartchava, 2017)

WHAT DO LEARNERS SAY?

- want to be corrected (Kartchava, 2018)
- believe corrective feedback is valuable
- prefer explicit and immediate correction
- prefer output-prompting over input-providing
- teacher correction > self-correction > peer correction

(Zhu & Wang, 2019)



IMPLICATIONS?



WHICH errors should be treated?

- Most prevalent/ systematic ones
- Target language (lesson's objectives)

WHO should do the correcting?

- Teachers **AND** learners
- Ideally, students. Teachers provide **clues** to help students locate their errors

• HOW?

- With a **variety** of techniques, to reach all learners (non-verbal/ + positive FB)
- **Consistently**

Eva Kartchava (2017); Rod Ellis (2017)

IMPLICATIONS?

WHEN should CF take place?

- No consensus, but immediate and delayed CF may contribute to learning in **different ways** (Ellis & Shintani, 2014)
- Immediate CF may help Ss to understand the “**why**” / good for **accuracy** tasks
- Delayed CF – may promote reflection, leading to deeper understanding of “**how**” / good for **fluency**

Eva Kartchava (2017); Rod Ellis (2017)

IMPLICATIONS?

- Some teachers believe that correction interrupts communicative flow – **NOT SO!**
- Students **expect** correction in class. (Lyster & Ranta, 1997; Schulz, 1996, 2001; Kartchava, 2018)
- Certain corrective techniques (e.g., **metalinguistic feedback**) have been shown not to intrude communicative flow of activity, and **focus overtly and briefly on form**. (Ellis, Loewen, & Erlam, 2006)

Eva Kartchava (2017); Rod Ellis (2017)

GUIDELINES FOR CORRECTING ERRORS

1. CF works, so teachers should **not be afraid** to correct students' errors in both **accuracy** and **fluency** work.
2. Teachers should explore their students' **attitudes towards** CF, explain the value of CF, and negotiate **agreed goals** for CF with them.
3. **Focused** CF is more effective than unfocussed CF, so teachers should identify specific linguistic targets for correction in different lessons. Teachers should ensure that learners **know they are being corrected**.
4. To encourage peer CF: 1) **model** corrective interactions for learners and **encourage** its use, and 2) train them to become **more effective interactants**, and 3) **monitor** its use. (Sato, 2017)

GUIDELINES FOR CORRECTING ERRORS

5. CF can be both **immediate** and **delayed**. Teachers need to experiment with the timing of the CF.
6. Teachers need to create **space** following the corrective move for learners to **uptake** the correction.

Why?

- ✓ Uptake shows feedback is noticed/registered in short-term memory (but, its absence not indicator of failure),
- ✓ it is real-time L2 production so facilitates fluency and the proceduralization of L2,
- ✓ it pushes learners for deep cognitive processing, thus facilitating L2 development (Li & Vuon, 2019).

GUIDELINES FOR CORRECTING ERRORS

7. Teachers be prepared to correct a **specific** error on **several occasions** to enable the learner to achieve full self-regulation.
8. **Anxiety** can negatively impact learners' ability to benefit from CF but teachers can minimize this danger by **scaffolding** students' responses to their CF.
9. Preference for receiving CF is **unrelated** to anxiety levels. (Li, 2018)
10. **Positive** as well as corrective feedback is important.
11. Teachers be selective in what they correct, focusing on '**errors**' as opposed to '**mistakes**' and on '**global**' rather than '**local**' errors.

THANK YOU

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