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**Corrective Feedback in Language Teaching.**

**Types of corrective Feedback**

* Oral Feedback - direct
* Written Feedback – delayed (always explicit!)

|  |  |  |
| --- | --- | --- |
|  | Implicit | Explicit |
| Input-providing | Conversional recasts Reformulation to resolve a problem, help keep fluency smooth. | Didactic recasts  Reformulation of student utterance for the sake of correctness |
| Explicit Correction only  Signal error, supply correct form. |
| Explicit Correction with metalinguistic explanation Signal Error, Supply correct form, comment metalinguistically. |
| Output-prompting | Repetition  No highlighting, copy the error. | Metalinguistic clue Metalinguistic statement aimed at eliciting a correction |
| Clarification requests Draw attention to utterance, indicate that sth was not understood | Elicitation  e.g. by prompting question elicit correct form |
| Paralinguistic signal  Elicit the correct form from the learner by use of non-verbal signals. |

See conclusions: most efficient in the classroom situation: explicit and output-prompting CF

Written CF strategies

|  |  |  |
| --- | --- | --- |
|  | Direct | Indirect |
| Metalinguistic Information | Provide correct form with explanation (grammar) | Use of error code.  VT-Verb Tense  WO-Word Order |
| Use brief grammatical explanation.  Error types numbered in text and explained at end of text. |
| No Metalinguistic Information | Provide correct form only.  Reformation of entire form or paragraph. | Errors indicated but not located, correct form not supplied.  Cross edge |
| Errors indicated and located. Correct form not supplied.  Underline |

**Corrective Feedback Theories**

Cognitive Theories of CF

🡪Learning is acquisition

🡪 Focus: mind of learner

Cognitive theories seek to account for how CF assists acquisition in interaction.

CF assists learning when learners focus on meaning, commit errors, and receive feedback that they recognize as corrective. This is how they receive information not just about form but also about form-meaning mappings.

|  |  |
| --- | --- |
| Interaction hypothesis  – Long, 1983 | Negation of meaning arising when a communication problem arises results in interactional modifications that provide the input needed for L2 learning |
| Output hypothesis  – Swain, 1985 | Learners learn from their own output, as it requires them to stretch their interlanguage so as to meet communicative goals. |
| Noticing hypothesis  – Schmidt, 1994 | Learning is enhanced when learners pay conscious attention to specific linguistic form in the input to which they are exposed. |

Skill-acquisition theories also use IH, OH, NH.

*🡪 Window of opportunity* (Doughty, 2001)

Key feature of cognitive theories: the CF should fall within the open WoO; be given at a time when the learner is cognitively primed to benefit from the feedback. Doughty argues that feedback needs to be given more oor less immediately if it is to activate the cognitive mechanism of language learning.

Sociocultural Theory and CF

🡪 Learning is participation (rather than acquisition)

🡪 Focus on social interaction, not the mind of the learner

* CF in SCT is necessarily oral
* CF is taylored to a learner’s individual need (no general/universal set for all learners)

Learning affordances arise when the interaction enables the participants to construct a *zone of proximal development*, so that the learner comes to be able to perform a language feature through the scaffolding provided by an interlocutor, from where the unaided performance of the feature can be reached.

🡪 *Zone of proximal development*

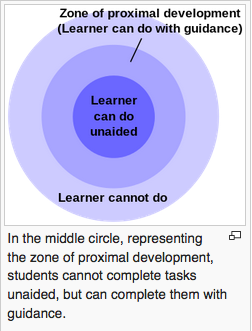
🡪 *scaffolding*

🡪 guide toward self-regulated learning

🡪 feedback is a key element in the SCT approach.

🡪 highly flexible interactive assistance through feedback

🡪 teacher is more of a mediator



**Pedagogical positions**

**Correction Y/N?**

Hendrickson, 1978: YES

* Hypothesis testing possible
* Students wish correction

Humanists (Penny Ur): NO

* avoid errors in audiolingualism, so they rarely occur.
* assessment/learning must be non-judgmental
* promote positive self-image

**When to correct?**

**Accuracy vs. fluency**

delayed CF so as not to interrupt fluency

* recording conversations and identify errors after
* review simply (e.g. after role play activity)
* review and repair (ditto; more efficient!)

**Which errors to correct?**

Selective correction: some approaches:

* only focus on errors and drop mistakes
* correct global, not local errors
* provide rules of thumb (Krashen) – Simple and portable rules that are easily learnable.

*🡪 Global errors affect overall sentence organisation*

*🡪 Local errors affect simple elements in a sentence (e.g. morphology errors)*

**Problems with above approaches:**

* Under time pressure: not so easy to identify which is global or local
* Not all rules can be condensed into rules of thumb.

**How to correct?**

Problem: teachers’ CF is inconsistent and lacks precision.

When teachers respond variably to the same error made.

However, inconsistency may not simply be seen as problematic, as it may reflect a teacher’s attempt to cater to individual needs.

**Who corrects errors?**

Teacher? Teachers are often advised to give a student an opportunity to self-correct. Proof of western learner-centeredness.

Self? 🡪 often students’ want teacher to assess them. Also, they may lack the linguistic knowledge needed to correct own errors.

Peer? 🡪 peer reviews not to be idealized, good reviewing takes good preparation.

**Oral corrective Feedback**

🡪 see Conclusions

**Written corrective Feedback**

🡪 see Conclusions

**🡪 Conclusions:**

* Learners almost unvariably express a wish to be corrected.
* CF oral & written is equally effective 🡪 CF promotes acquisition
* CF is effective in planned and unplanned language use situations
* No evidence supporting the Window-of-opportunity hypothesis (interlanguage-aimed) could be found. The clearest evidence comes from the fact that written CF (invariably delayed) has shown to be effective. Both on-line/immediate and off-line/delayed CF can promote linguistic development.
* Classroom: most efficient are **explicit and output-prompting CF**, rather than implicit and input-providing. For example **explicit feedback in conjunction with metalinguistic clues** is more likely to result in learning than recasts.
* To work for acquisition: learners must be conscious that they are being corrected! No hidden corrections, only **overt corrections** are effective
* One function of CF: assist learners’ **self-correction** 🡪 learners who self-correct learn faster (growing evidence suggests)
* Self-correction may best be achieved by CF that is fine-tuned to individual learner’s level of L2 development and their capacity to benefit from CF.   
  Teacher: probe implicit forms of FC to find out what will enable the learner to self-correct.