

Types of Corrective Feedback

1. **Explicit correction.** Clearly indicating that the student's utterance was incorrect, the teacher provides the correct form.

S: [...] *le coyote, le bison et la gr...groue.* (phonological error) [...] the coyote, the bison and the cr...crane."
T: *Et la grue. On dit grue.* " And the crane. We say crane."

2. **Recast.** *Without* directly indicating that the student's utterance was incorrect, the teacher implicitly reformulates the student's error, or provides the correction.

S: *L'eau érable?* (grammatical error) "Maple sap?"
T: *L'eau d'érable. C'est bien.* "Maple sap. Good."

3. **Clarification request.** By using phrases like "Excuse me?" or "I don't understand," the teacher indicates that the message has not been understood or that the student's utterance contained some kind of mistake and that a repetition or a reformulation is required.

S: *Est-ce que, est-ce que je peux fait une carte sur le ...pour mon petit frère sur le computer?* (multiple errors) "Can, can I made a card on the ...for my little brother on the computer?"
T: Pardon? "Pardon?"

4. **Metalinguistic clues.** *Without* providing the correct form, the teacher poses questions or provides comments or information related to the formation of the student's utterance (for example, "Do we say it like that?" "That's not how you say it in French," and "Is it feminine?").

S: *Euhm, le, le éléphant. Le éléphant gronde.* (multiple errors) "Uhm, the, the elephant. The elephant growls."
T: *Est-ce qu'on dit le éléphant?* "Do we say *the* elephant?"

5. **Elicitation.** The teacher directly elicits the correct form from the student by asking questions (e.g., "How do we say that in French?"), by pausing to allow the student to complete the teacher's utterance (e.g., "It's a....") or by asking students to reformulate the utterance (e.g., "Say that again."). Elicitation questions differ from questions that are defined as metalinguistic clues in that they require more than a yes/no response.

S: *...Ben y a un jet de parfum qui sent pas très bon...* (lexical error) "...Well, there's a stream of perfume that doesn't smell very nice..."
T: *Alors un jet de parfum on va appeler □ a un...?* "So a stream of perfume, we'll call that a...?"

6. **Repetition.** The teacher repeats the student's error and adjusts intonation to draw student's attention to it.

S: *Le...le girafe?* (gender error) "The...the giraffe?"
T: *Le girafe?* "*The* giraffe?"

Source:

Tedick, D. and Gortari, B. (1998). Research on Error Correction and Implications for Classroom Teaching. The Bridge, *ACIE Newsletter*. Center for Advanced Research on Language Acquisition, University of Minnesota, v1. [Online] <http://www.carla.umn.edu/immersion/acie/vol1/May1998.pdf>