



**Carleton**  
UNIVERSITY

# **Second Language Acquisition and Corrective Feedback**

**Eva Kartchava**

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Albert Street Education Centre

# Form-Focused Instruction

- “pedagogical events that occur within meaning-based approaches to L2 instruction, in which a focus on language is provided in either spontaneous or predetermined ways” (Spada, 1997, p. 73)
  - **Spontaneous**: react to learners’ errors as they occur in communication (i.e., corrective feedback)
  - **Pre-planned** activities focus on remedying any form-related issues the students may face in the learning process (i.e., grammar teaching)
- Language focus is important in SLA for it allows learners to:
  - to gain **awareness** of the target forms, which
  - helps them **notice the gap** between what they know and the target (Schmidt, 1990; 2001) => positive changes in the accuracy of L2 productions



**Corrective Feedback**

# Corrective Feedback

- CF – “any reaction of the teacher which clearly transforms, disapprovingly refers to, or demands improvement of the learner’s utterance” (Chaudron, 1977, p. 31)
- “responses to learner utterances containing an error” (Ellis, 2006)
- Can be provided in:
  - **Oral discourse**
  - Writing
  - Technology-mediated communication

# What are errors?

- Errors are deviations from the **target language**
  - Pronunciation
  - Grammar
  - Vocabulary
  - Pragmatics

# Where do errors originate?

- Source of errors
  - Slip / Lack of attention
  - Interlanguage development
    - E.g. *talk/talked, play/played, eat/\*eated, put/\*puted*
  - L1 influence
    - E.g. *I am 12 years old./\*I have 12 years old.*

# How frequent is oral feedback?

- **Non-classroom settings:**
  - Rare, and usually not preferred (Schegloff et al., 1977)
  - Possible, depending on:
    - Relationship between L2 learner and his/ her interlocutors
    - Personality of the interlocutor
    - How inclined the interlocutor is to provide language-related information to L2 learner
- **Classroom:**
  - Many errors are typically responded to
    - Lowest: 48% during 10 hrs of ESL among Haitian Creole and French L1 speakers (Panova & Lyster, 2002)
    - Highest: 90% (= feedback every 0.65 minutes!) during 10 hrs of German as a foreign language lessons in Belgium with 3 high-school classrooms of Dutch L1 speakers (Lochtman, 2002)
    - *Novice teachers*: 19% in 10 hrs of instruction to 54 ESL learners in Montreal (Kartchava et al., forthcoming)

# How is CF provided?

- Lyster & Ranta (1997) => most influential classification of CF techniques for the L2 classroom
- **6 types:**
  - Explicit correction
  - Recasts
  - Prompts (previously “*Negotiation of Form*”)
    - Clarification Requests
    - Metalinguistic feedback
    - Elicitation
    - Repetition

# Corrective Feedback Techniques

(Lyster & Ranta, 1997)

- **Explicit correction** - explicitly provides the learner with the correct form with an indication that his/her rendition was incorrect
  - S: \*The dog run fastly.
  - T: “Fastly” doesn’t exist. “Fast” does not take –ly. You should say “quickly”.

Lightbown & Spada (2013)



# Corrective Feedback Techniques

(Lyster & Ranta, 1997)

- **Recasts** - refer to “the teacher’s reformulation of all or part of a student’s utterance, minus the error” (p. 46)
  - S: \*Why you don’t like Marc?
  - T: Why don’t you like Marc?

Lightbown & Spada (2013)

- *4 types:*
  - *Regular, isolated, integrated, and interrogative*

Error: \*more ease. I feel, to learn...

<i>4 types of Recasts</i>
<b>Isolated recast</b> <b>“Easier”</b>
<b>Regular recast</b> <b>“So, you said it’s easier now.”</b>
<b>Integrated recast</b> <b>“It’s easier now. How difficult was it before?”</b>
<b>Interrogative recast</b> <b>“How (much) easier is it now?”</b>

# Corrective Feedback Techniques

(Lyster & Ranta, 1997)

- **Clarification requests** indicate to Ss that either their utterance has been misunderstood or is incorrect in some way => and that a repetition or a reformulation is needed.
- Phrases like “Pardon me”, “Excuse me”, “What do you mean by...?” may be used to indicate the presence of an error
  - T: How often do you wash the dishes?
  - S: Fourteen.
  - T: **Excuse me.** (Clarification Request)
  - S: Fourteen.
  - T: **Fourteen what?** (Clarification Request)
  - S: \*Fourteen for a week.
  - T: **Fourteen times a week?** (Interrogative Recast)
  - S: Yes. Lunch and dinner.

# Corrective Feedback Techniques

(Lyster & Ranta, 1997)

- **Metalinguistic feedback** - “contains either comments, information, or questions related to the well-formedness of the student’s utterance, without explicitly providing the correct form” (p. 47).
- This technique indicates the presence of an error and generally provides information about its locus and nature through metalinguistic clues
  - S: \*We look at the people yesterday.
  - T: What’s the ending we put on verbs when we talk about the past?
  - S: /e-d/

# Corrective Feedback Techniques

(Lyster & Ranta, 1997)

- **Elicitation** - refers to the use of many strategies teachers adopt to *elicit* the correct form from the students. L & R name *pausing* (e.g., “It’s a ...”), *asking questions* (e.g., “How do we say X in English?”), and *asking Ss to reformulate their own utterances* (example below) as examples of these strategies.

– S: \*My father cleans the plate.

– T: (Excuse me), he cleans the \_\_\_\_\_?

– S: Plates?

# Corrective Feedback Techniques

(Lyster & Ranta, 1997)

- **Repetition** - refers to T's repetition of the learner's incorrect utterance generally with a change in intonation (rising, in most cases)
  - S: \*I have three new toy.
  - T: Three new toy?
  
  - S: \*We is...
  - T: **We is?**

# Corrective Feedback Techniques

(Lyster & Ranta, 1997)

- **6 types:**

- Explicit correction

- Recasts

- Prompts

- Clarification requests

- Metalinguistic feedback

- Elicitation

- Repetition

Supplied by **TEACHER**

Supplied by  
**STUDENT**

# Distribution of CF types

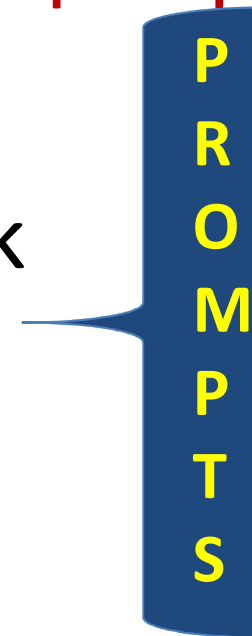
## 1. Provide the correct form (input-providing)

- Explicit correction
- Recasts



## 2. Elicit the correct form (output-pushing)

- Clarification request
- Metalinguistic feedback
- Elicitation
- Repetition





# How effective are these CF techniques?

- No consensus among the researchers, but effectiveness 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

# Uptake

- “a student’s utterance that immediately follows the teacher’s feedback and that constitutes a reaction in some way to the teacher’s intention to draw attention to some aspect of the student’s initial utterance” (Lyster & Ranta, 1997, p. 49)
- Uptake can be in the form of:
  - **Repair**
    - student produces a sentence that shows the feedback has been heard and results in a correct sentence
  - **Needs repair**
    - There is an indication that the student has noticed the teacher’s feedback, but the error is not corrected)
  - **No uptake**
    - The conversation continues with no indication that the student has noticed the feedback

# Uptake

(Lyster & Ranta, 1997)

<i>Feedback</i>	occurrence	repair	Needs-repair	No uptake
recast	55%	18%	13%	69%
elicitation	14%	46%	54%	0%
Cla. req.	11%	28%	60%	12%
Metalinguistic	8%	45%	41%	14%
Explicit	7%	36%	14%	50%
Repetition	5%	31%	47%	22%

# CF type affects production of uptake

## RECASTS

- Used the most by teachers in the content-based L2 classrooms (emphasis is on meaning), BUT lead to the smallest % of uptake from Ss... *Why?*
- Recasts => IMPLICIT
  - **Require complex processing** (VanPatten, 2004)
    - Double challenge: keep focus on meaning AND form = taxing on information processing system
  - **Ambiguous** - Ss may think that **T is responding** to the content, not form, of their utterance (Lyster, 1998a)
  - Ss **do not** necessarily **notice** recasts (esp., low-proficiency ones, Philp, 2003)
- Noticeability of recasts is limited by:
  - Error type (Mackey *et al.*, 2000)
  - Length (Philp, 2003)
  - Explicitness (Ammar & Sato, 2010a)
  - Individual variables
    - Proficiency level (Philp, 2003)
    - Working memory capacity (Mackey *et al.*, 2002)
    - Attention switching ability (Ammar & Sato, 2010a)
    - Anxiety (Sheen, 2011)
    - Beliefs about CF (Kartchava & Ammar, 2013)

# CF type affects uptake

## PROMPTS

- Are not used a lot, but generate more uptake than recasts... *Why?*
- Prompts => EXPLICIT
  - Clearly mark the error
  - Allow learner multiple trials to produce the target form
  - Help learners revise their hypotheses about L2
  - Easier to notice than recasts (Ammar, 2008; Kartchava & Ammar, 2014)

## • RECASTS + PROMPTS

- More noticeable than recasts alone (Kartchava & Ammar, 2014)

Research consistently shows that explicit types of CF yield larger gains than implicit ones (**in writing, too**)

# Effectiveness of CF and Context

- Classroom
  - Prompts more effective than Recasts
    - (e.g., Lyster, 2004; Ammar & Spada, 2006; Loewen & Nabei, 2007; Yang & Lyster, 2010)
- Language laboratory
  - Recasts more effective than models/ no CF
    - (e.g., Long, Inagaki, & Ortega, 1998; Doughty & Varela, 1998; Mackey & Philp, 1998)
  - Recasts and Prompts are equally effective
    - (McDonough, 2007; Lyster & Izquierdo, 2009)

# Putting it all together

- Provision of oral CF in the L2 classroom is **important** to increase learner accuracy
- **Six types of feedback** have been identified in L2 classrooms
  - Recasts are used by teachers the most, but lead to least uptake
  - Prompts are used less but are more effective in getting a learner to react to and learn from the feedback
  - Prompts & [Recasts + Prompts] are more noticeable
- BUT, things are not clear-cut =>
  - The **choice of CF** a teacher would use depends on
    - **Explicitness** of the technique
    - Instructional **context**
    - Desired learner **response**

# Practically speaking...

- **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”
  - Delayed CF – may promote reflection, leading to deeper understanding of “how”
- Some teachers believe that correction interrupts communicative flow – **NOT SO!**
  - Students **expect** correction in class (Lyster & Ranta, 1997; Schulz, 1996, 2001; Kartchava, forthcoming)
  - Certain corrective techniques (e.g., **metalinguistic feedback**) have been shown not to intrude unduly in the communicative flow of the activity but to **focus overtly and briefly on form** (Ellis, Loewen, & Erlam, 2006)



# Practically speaking...

- **WHICH errors should be treated?**
  - Most prevalent/ systematic ones
  - Target language (lesson's objectives)
- **Who should do the correcting?**
  - Teachers AND learners
  - Self-correction allows learners to:
    - Automate the retrieval of target language that they already possess
    - Confront own errors to revise hypotheses about L2
- **How?**
  - With a variety of techniques, to reach all learners
  - **Consistently**

# Promoting oral fluency and accuracy

- Good speaking activities allow for
  - Rehearsal
    - Ss rehearse real-life situations in the safe environment of a classroom using **authentic** language in **meaningful contexts**
  - Feedback
    - T and Ss see progress
    - Appropriate feedback ensures satisfaction and encourages confidence into further study

# Activity ideas to promote fluency and accuracy

- **Debates** (Gatbonton, 1994)
  - Scenario: Jane has won \$200,000 in a competition.  
*How should she spend the money?*
  - Students are assigned to groups => Jane's parents (mother/ father)/ sister/ aunt/ boyfriend & Jane => How would you spend money if you were Jane?
  - In groups, Ss brainstorm possible ways to spend the money from the perspective of the assigned character
  - The possibilities are debated as a class (CF provided)

# Activity ideas to promote fluency and accuracy

- **Alibis** (Wright, Betteridge & Buckby, 1984)
  - Scenario: **A crime was committed last Saturday and everyone is a suspect.** Each team of 4 needs to come up with an alibi. Pairs are interrogated separately by the whole class to find inconsistencies (CF provision)
  - In groups of 5, four people receive a card that depicts his/her activities at the time in question; the fifth person's card is blank and s/he has to invent what s/he was doing. All share their statements and cross question another. Then, all guess who the culprit is (when the actual culprit confesses), sharing their stories with the rest of the class (CF provision)

# Activity ideas to promote fluency and accuracy

- **Consensus-building** (Gatbonton, 1994)
  - In groups of 4, Ss pretend that they **live in the same household and have chores to share**
  - Together they decide **how to divide** the household **chores and who has to do what and when** => record these in the chart (next slide)
  - Later, each member of the group interviews **other people from another group** about the way their group divided up the household tasks
  - The findings are shared with the class (CF provided)

# Household Chores

Chores	Mon.	Tue.	Wed.	Thrs.	Fri.	Sat.	Sun.
Prepare supper							
Do the dishes							
Do the shopping							
Vacuum the floor							
Do the laundry							
Feed the pet							
Take out the garbage							
Walk the dog							
Wash the car							
Do the repairs in the house							
Babysit							

**Thank you!**

[eva.kartchava@carleton.ca](mailto:eva.kartchava@carleton.ca)