

Teacher Feedback Techniques for Oral Language Development

Adapted from Lyster & Ranta (1997), as cited in Mitchell, Myles & Marsden (2019), Second Language Learning Theories

TECHNIQUE	DEFINITION	EXAMPLE
CORRECTION INPUT	The teacher explicitly tells the student they have made an error, and provides the correction.	S: All my friends got something for me
		T: No, I want you to use the word gift
RECAST	The teacher only reformulates the part of the sentence containing the error	S: When I met him for the first time, I did not know what he looks like
		T: ... what he would look like
CLARIFICATION REQUEST	Without any indication of the presence of an error, the student is invited to explain the meaning of what just said	S: What you ate last night?
		T: Pardon?
		S: What did you eat last night?
METALINGUISTIC FEEDBACK	The teachers gives some indication as to how correct the student's utterance	S: Over the weekend, I played tennis and go to a party
		T: Please be consistent with the past tense
		S: Over the weekend, I played tennis and went to a party
ELICITATION	The teacher specifically invites the student to reformulate the error	S: In that shop, there is a lot of people
		T: In that shop, there...
		S: In that shop, there are many people
ERROR REPETITION	The teacher repeats the same student's utterance, vocally highlighting the error(s)	S: Ms. Penny have blue eyes and short hairs
		T: Ms. Penny have blue eyes and short hairs?
		S: Ms. Penny has blue eyes and short hair