



WHAT, WHEN, HOW AND WHO? QUESTIONS RELATED TO ORAL NEGATIVE FEEDBACK REVISITED

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Ellis (2009)



NF is clearly a topic of importance in teacher education programs and there is growing evidence that it can play an important role in enhancing linguistic accuracy.



key issue



Teacher educators :
How to handle this complex issue.



Aim

To present a review of key issues regarding error correction in the foreign language classroom for teacher trainees, foreign language teaching practitioners and researchers interested on NF in the language classroom.

1 Approaching the concept of negative feedback in oral interaction

Positive Feedback (PF) affirms that a learner response to an activity is correct (Ellis, 2009).

Negative Feedback (NF) is considered to be any response towards errors and mistakes made by the students.

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1 Approaching the concept of negative feedback in oral interaction

‘error correction’

‘error treatment’

‘corrective feedback’

(Lightbown & Spada, 1999)

‘negative evidence’

(Dekeyser, 1993; Oliver, 1995;
Long & Robinson, 1998)

‘interactional feedback’

(Mackey, Gass & McDonough, 2000)

‘negative feedback’

(Perdomo, 2008)

1.1 Keywords related to Negative Feedback



Uptake

Intake

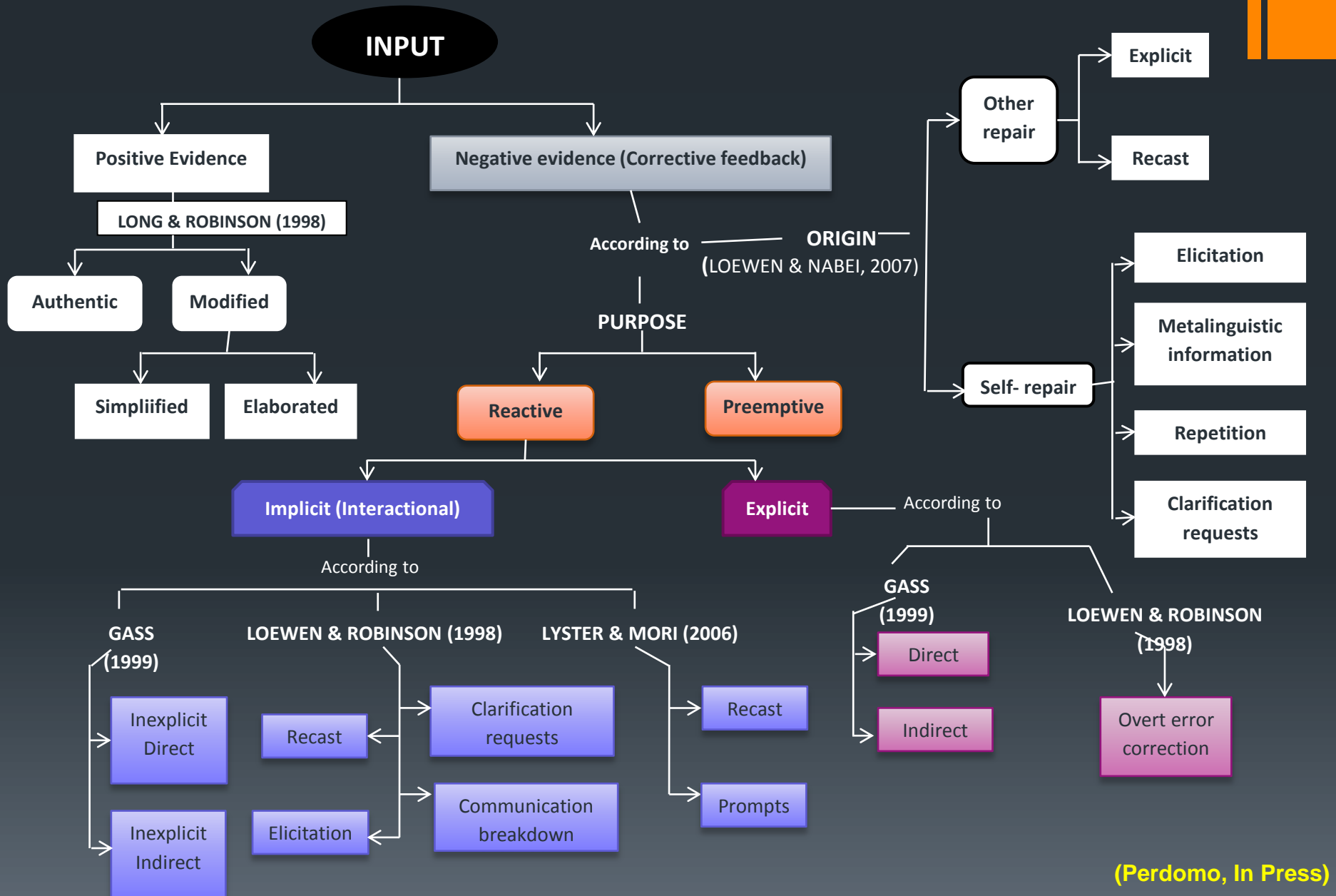
Saliency

Repair

Noticing

Feedback recognition

1.2 A taxonomy for Negative Feedback



2 Importance of NF in the language classroom

NF constitutes an ideal “dimension” of “practice” in that all language teaching practitioners will need to make decisions about whether, how, and when to correct their students’ errors. (Ellis, 2009).

2 Importance of NF in the language classroom

NE let's teachers know about students progress and input needs.

Learners' output is also input for themselves and their classmates, hence lack of NF may cause that some hypotheses stay incorrect (Shachter, 1998).

3 What to correct?



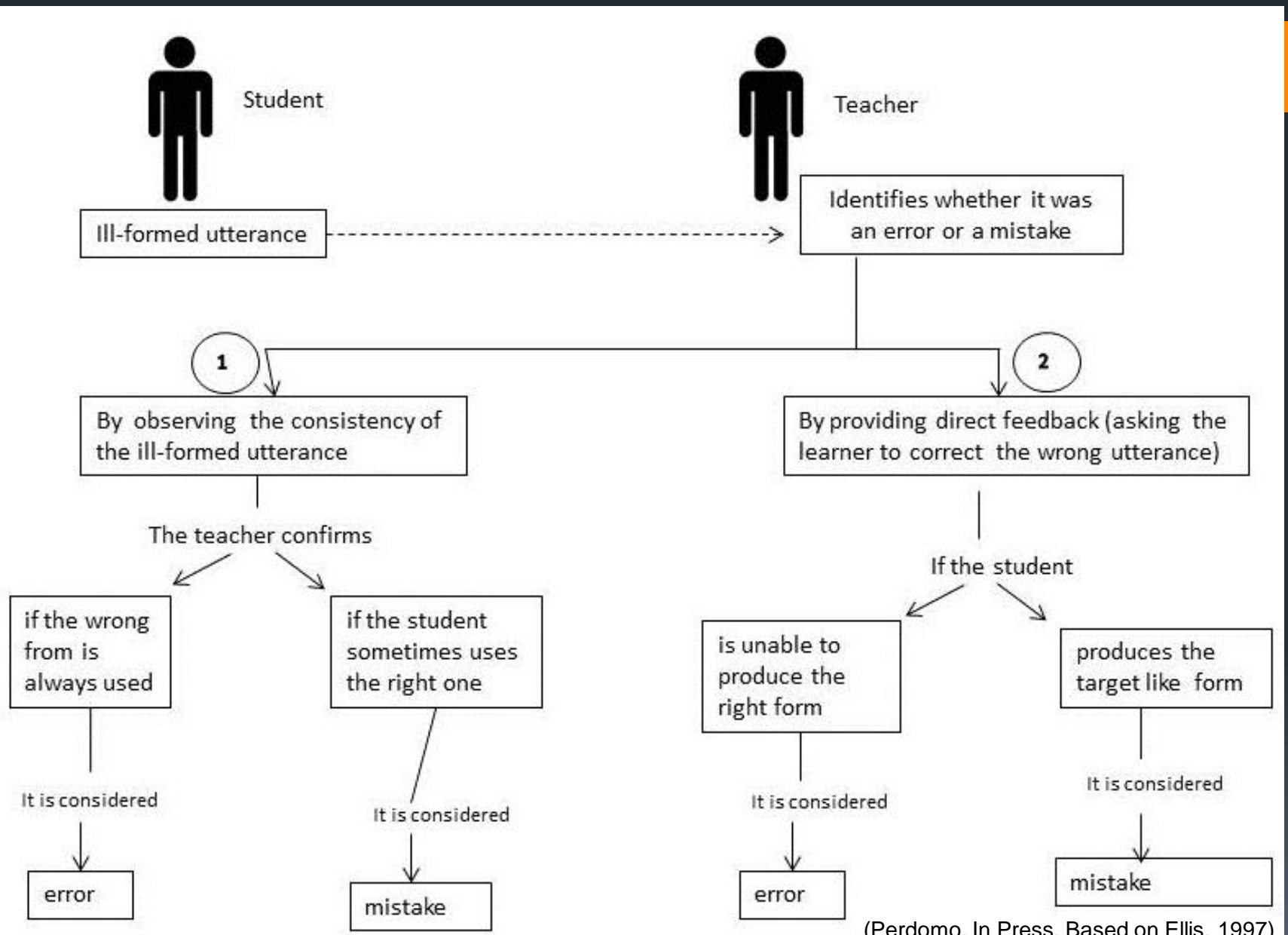
Attempt



Failure produced when a student tries to use a structure he or she does not know and takes it from another language

(Chaudron, 1977)

3 What to correct?



(Perdomo, In Press. Based on Ellis, 1997)

3 What to correct?

'global errors'

errors that hinder communication because they do not let the hearer to get the intended message

'local errors'

those affecting a part of the sentence and did not prevent the message to be understood

(Burt, 1975)

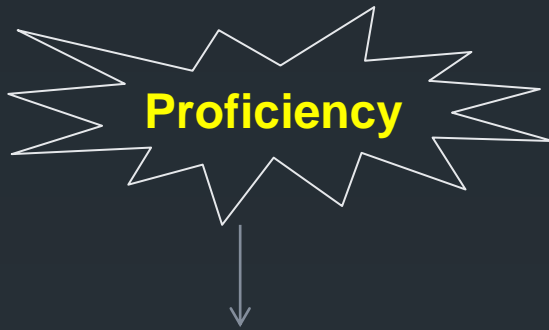
4 When should students be corrected?



(Tomczyk, 2013).



5 How should students be corrected?



Implicit NF= less effective.

Explicit NF= more effective

(Perdomo & Rodríguez, 2002)

6 Who should correct?

Self correction

Peers

Teachers

7. Some variables related to NF

Teachers and students beliefs about negative feedback might influence teachers' choices and NF effectiveness (Hernández & Reyes, 2012; Rassaei, 2013; Kartchava & Ammar, 2014).

7. Some variables related to NF

Rassaei (2015) observed that high anxiety level students tend to benefit more from implicit NF like recast.

Ellis (2009) posits that teachers should monitor the extent to which NF causes anxiety in learners and should adapt the strategies they use to ensure that anxiety facilitates rather than debilitates.

Conclusions

What to correct?

Students might require NF when making errors and sometimes when making mistakes, but it would not be necessary when attempts appear.

Conclusions

When to correct?

Immediate-implicit NF would be useful for oral activities in communication-centered classes.

Delayed-explicit NF would be pertinent when grammatical accuracy is the goal.

Conclusions

How to correct?

Focus = accuracyexplicit NF

Focus = communication any form of implicit NF

Conclusions

Who should correct?

Peer correction should be a theme for discussion in the classroom, a culture of relaxed peer correction would be beneficial for students.

Conclusions



More empirical data is needed to answer specific questions.

Research in classroom would be helpful to answer remaining questions.

References

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THANK YOU
FOR **YOUR** ATTENTION

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