



Corrective Feedback

explicit

occurs when a teacher clearly indicates when a student makes a mistake

Student - "I can go fastly." **Teacher** - "You mean to say fast or quickly. Fastly is not a word."

repeating a student's incorrect statement, but in the grammatically correct form, without explicitly pointing out the error

Student - "Did he went to the park this weekend?" **Teacher** - "Did he go to the park this weekend?" **Student** - "I don't know. That is why I am asking."

recast

clarification
request

occurs when a teacher asks a student for clarification

Teacher - "How often do you study English?" **Student** - "Three."
Teacher - "Excuse me?" **Student** - "Three." **Teacher** - "Three what?" **Student** - "Three hours." **Teacher** - "You study for three hours a day?" (Recast) **Student** - "Yeah, or until I fall asleep."

occurs when a teacher asks a student related to the correctness of a student's utterance

Student - "Yesterday, I walk to the park." **Teacher** - "What do we add to regular verbs to make them past tense?" **Student** - "e - d"

metalinguistic
feedback

elicitation

Teachers elicit correct forms from students through utterance completion, questions, and reformulation requests.

Student - "Can I trash my garbage?" **Teacher** - "Excuse me, can I throw away..." **Student** - "Can I throw away my garbage?"

This occurs when a teacher repeats the student's erroneous utterance. The teacher will usually say the mistake with a higher tone.

Student - "Why is we studying?" **Teacher** - "Why is we studying?"

Student - "Why are we studying?" (Note: Speakers of AAVE will sometimes use the verb "is" for both singular or plural nouns. Learning the grammar of non-standard English forms will help you if you decide to teach in a non-Korean context.)

repetition



To Note



Recasts are the most common form of corrective feedback in the classroom. Unfortunately, student uptake (uptake refers to a student making a direct adjustment to their language) is less likely to occur after a teacher recast; i.e., recasts often go unnoticed by students. Student uptake is more likely to occur after clarification requests, metalinguistic feedback, and repetitions.

Recasting is not a "bad" thing to do in the classroom. As a teacher, you must be aware that direct or explicit forms of feedback might cause a student to feel bad about themselves, and they could lose motivation. Teachers should note that all forms of feedback are useful in the classroom, and ultimately, a teacher should know what types of feedback to give to each student.

You can give feedback to the entire classroom if you see some common mistakes in your essays or speaking assignments. For example, after grading your weekly essays, make notes on the board of the common mistakes. Directly addressing the mistakes on the board, without singling out a student, can help students maintain motivation.