

Oral Corrective Feedback in the EFL Classroom - An Empirical Investigation of Forms- and Message- Focused Phases of EFL Lessons

Research Question:

In how far is oral corrective feedback given in phases of a lesson that focus on forms in contrast to phases of a lesson that focus on message regarding different types of errors?

1. To what extent does oral corrective feedback take place?
2. What types of oral corrective feedback are used?

Theoretical Background

Error Types

(1) grammatical errors (2) lexical errors (3) errors in pronunciation

Types of Oral Corrective Feedback (OCF):

- | | | |
|----------------------------|-----------------------------|-------------------------|
| (1) explicit | (5) metalinguistic feedback | (9) sound |
| (2) implicit reformulation | (6) clarification request | (10) delayed correction |
| (3) echoing | (7) peer feedback | (11) no feedback |
| (4) elicitation | (8) non-verbal ways | (12) self-correction |

Phases of a Lesson

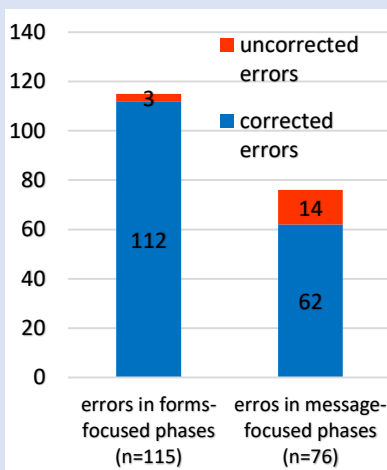
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|---|---|
| (1) <u>focus on forms</u>
→ errors should always and immediately be corrected
→ explicit feedback types preferred | (2) <u>focus on message</u>
→ OCF is reduced to a minimum (only if the error would lead to a communicative breakdown)
→ researchers' opinions on how to give feedback are divided |
|---|---|

Informants & Data Collection Procedure

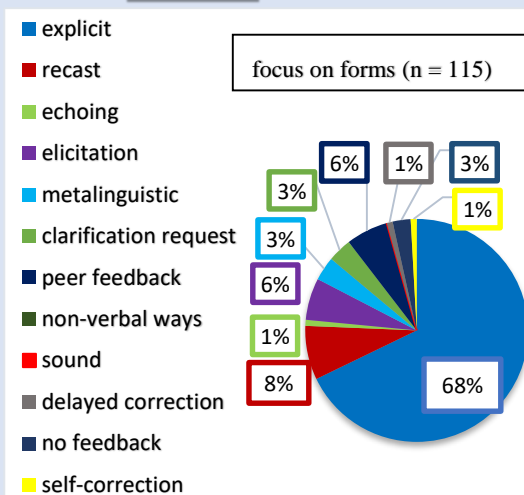
- 3 classes of year seven & their teachers of a German secondary school in Bonn
- each class: observed over ten school lessons
- standardised, open, not-participating observation

Class:	Date:	Lesson:			
notes	Student ID	sentence and its correction	type of error / mistake (1) = grammar (2) = vocabulary (3) = pronunciation	type of correction (1) = explicit (2) = implicit reformulation / recast (3) = error repetition / echoing (4) = elicitation (5) = metalinguistic feedback (6) = clarification request	(7) = peer feedback (8) = non-verbal ways (9) = sound (10) = delayed correction (11) = no feedback (12) = self-correction
					focus on forms / focus on message (f) = form (m) = message

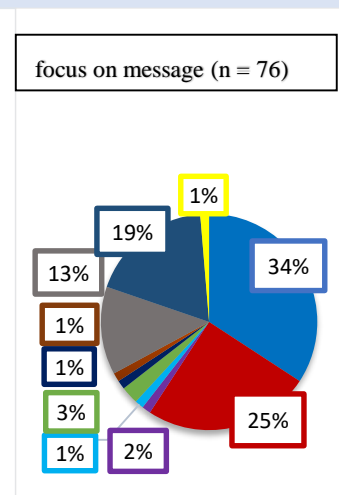
Extent of OCF



Results



Types of OCF



Discussion & Conclusion

- OCF is generally more often given in forms-focused phases than in message-focused phases
- f-f p: not to miss the teachable moment of new grammatical structures & new vocabulary
- m-f p: whether a correction takes place or not is depending on the extent in which an error interferes with the comprehension of an utterance (independent of the error type)
- explicit OCF is used in both phases to a great extent – but twice as much in forms-focused phases
- explicit OCF has many advantages; explicit feedback types are generally alleged to be more effective than implicit ones in forms-focused phases; apart from explicit OCF, delayed feedback, recasts and no feedback show significant theoretical advantages in message-focused phases
- a variety of feedback types is profitable to address different learner types