Giving effective feedback that corrects our students’ errors is an important language teaching task. Although there are many different corrective feedback strategies, many teachers rely solely on recasting, or correctly restating incorrect learner output without explicitly drawing attention to the error.

In this webinar, we will:

• discuss several corrective feedback strategies
• examine corrective feedback examples
• explore how these strategies can be applied more effectively than recasting alone
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Strategic Corrective Feedback in the EFL Classroom

Dr. Juli Sarris

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Agenda

• Strategic corrective feedback overview
• Feedback on student writing
• Feedback on student speaking
• Reflect on how you can apply corrective feedback in your classroom
Strategic Corrective Feedback
Consider this scenario

Have you ever read a student essay that is really well done? The content is excellent, the essay is well-organized and cohesive. There is at least one error in every sentence. Some errors are grammar, some are vocabulary, some are spelling, some are connectors and transitions. How do you decide what to correct? Do you correct everything, and risk shutting down the student? Should you focus on form or meaning? Or both? How do you choose? How will you know your corrections will contribute to the student’s learning?

I was in that situation. I think we have all been in that situation. Giving feedback to students is somewhat of an art, but we teachers can make informed choices about how much and what type of feedback we give our students. These important decisions about feedback are what we will explore together today.
What is Corrective Feedback (CF)?

One way of assessing our students.

1. Teacher notices an error in student’s writing or speaking.
   - grammar
   - pronunciation
   - word choice
   - spelling
   - etc.

2. Teacher corrects the error.

Hmm. I heard an error in grammar.

I think we should do this.
How can corrective feedback be strategic?

We think about our response.
We are intentional about our response.

• stay focused, targeted, specific
• choose what to correct
• decide how and when to correct
• be kind and empowering
Why is corrective feedback important?

• Powerful way for students to learn
• Errors are common in language learning
• Supported by SLA theory and research
Should the focus be on form or meaning?

- Teacher must make these decisions.
- Consider:
  - context
  - relationship with student
  - timing

Hmm. I understood what she meant…

I think we should does this
Let’s hear from you!

What challenges have you faced in giving corrective feedback to your students?
What is the connection between CF and theory?

- Noticing hypothesis
  - student must notice the correction

- Comprehensible input
  - the correction must be within the student’s ability to understand
Strategic Corrective Feedback: Student Writing
Theory regarding written CF

Students need an opportunity to *notice, think, and self-correct*.

Student notices + thinks + self-corrects = long-term memory

Long-term memory = long-term learning
Written corrective feedback

Three types for today’s focus:
• Direct
• Indirect
• Metalinguistic
  • *meta* = thinking; reasoning; cognition/brain
Let’s hear from you!

What differences do you see between direct and indirect corrective feedback?

Direct corrective feedback
This town has many parks. That town not have many parks.

Indirect corrective feedback
This town have many park. That town not have many park.
This town have many park that town not have many park.

- Should it be singular or plural?
- Many is followed by the plural
- Remember last week when we talked about negation?

- See my note above
- This is a comparison, so use a connector here
Let’s hear from you!

Which type of written corrective feedback do you think would best support long-term language learning?
Why?

Direct, Indirect, or Metalinguistic?
Comparing types of written CF

<table>
<thead>
<tr>
<th>Type</th>
<th>Sentence</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct</td>
<td><em>I can to cook dinner tonight.</em></td>
<td>The teacher corrects the error for the student.</td>
</tr>
<tr>
<td>Indirect</td>
<td><em>I can to cook dinner tonight.</em></td>
<td>The teacher identifies the error, but does not correct it.</td>
</tr>
<tr>
<td>Metalinguistic</td>
<td>*I can to cook dinner tonight. What form of the verb follows <em>can</em>?</td>
<td>The teacher identifies the error, and suggests the <em>language</em> needed to make the correction.</td>
</tr>
</tbody>
</table>
Theory revisited

Indirect and metalinguistic offer opportunity to notice, think, and self-correct.

Student notices + thinks + self-corrects = long-term memory

Long-term memory = long-term learning
Strategic written corrective feedback

What to correct: form vs. meaning
  • context – grammar class vs. content-area class

What to correct: surface level vs. discourse level

When to correct: immediately or later as a mini-lesson?

How to correct: direct? indirect? metalinguistic?

How much to correct: not so much that it stifles the student

Example:

  I have a dog. His name is Rover. My cat eats a lot. Rover likes to play.
Let’s hear from you!

The form and meaning are correct. But, is it organized properly?

I have a dog. His name is Rover. My cat eats a lot. Rover likes to play.
Best practices for corrective feedback on student writing

• Build relationships with students first!
  • students will be more accepting of written feedback

• Make informed, strategic choices about what to correct.
  • correct anything not understandable
  • grammar? spelling? meaning? discourse?

• Consider context.
  • grammar lesson vs. vocabulary lesson vs. content lesson

• Enhance student learning by asking them to self-correct.
Let’s hear from you!

Consider the written CF you would provide.
- punctuation?
- spelling?
- grammar?
- organization?

How would you offer CF?
- direct?
- indirect?
- metalinguistic?

Writing sample from https://aresecure.dpsk12.org/public/assessadmin/test.pdf WIDA Level 3, grades 6-8
Which of these is more effective?

I am married with a wonderful person!

I am married with to a wonderful person!

I am married with a wonderful person!

She ate dinner in 6:00 pm.

Option 1: Is it with or to?

Option 2: WE TALKED ABOUT THIS LAST WEEK!!!!! 😞
Written corrective feedback for large classes

- **Workshopping format**
  - “Trade and correct” in small groups
  - teambuilding first!
  - model and give examples
  - give directions of what to look for
  - they can give direct or indirect corrective feedback

- **Group assignments**
  - intentional grouping
  - frequent “check ins” and drafts
Strategic Corrective Feedback: Student Speaking
Three focuses for today

• Recast correction
• Direct correction
• Metalinguistic correction
  • remember metalinguistic?
• Strategic
  • intentionally choose a method
  • based on many factors
Recasts

• Repeating what the student said with a correction
• Most common type of correction
• Results in less self-correction
  • most often, the student does not notice the recast

Less self-correction => less long-term learning
Let’s hear from you!

How would you correct the student using a recast?

She had a lot of advices for me
Direct correction

• Also very common
• More noticing
• No self-correction => less long-term learning

In English we say I am 10 years old.

I have 10 years.
Let’s hear from you!

How would you correct the student using direct correction?

She had a lot of advices for me

________

________
Metalinguistic corrective feedback

Teacher points out the error, and the student self-corrects.

Many alternatives:
• Remember from yesterday’s class?
• Is it I have 10 years or I am 10-years-old?

Noticing + self-correction = long-term learning

I have 10 years.

How do we say our age in English?
Let’s hear from you!

How would you correct the student using a metalinguistic correction?

She had a lot of advices for me

________

________
Your turn!

I am very interested in **PHOtography**.

I was so boring last weekend!

I am very interested in **PHOtography**.

I was so boring last weekend!
## Comparing types of spoken CF

<table>
<thead>
<tr>
<th>Type</th>
<th>Sample Interaction</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recast</td>
<td>S: I can to cook dinner tonight. T: I can cook dinner tonight.</td>
<td>The teacher corrects the error for the student but does not clearly point out that the student has made an error.</td>
</tr>
<tr>
<td>Direct</td>
<td>S: I can to cook dinner tonight. T: In English we say I can cook dinner tonight</td>
<td>The teacher identifies the error and corrects it for the student.</td>
</tr>
<tr>
<td>Metalinguistic</td>
<td>S: I can to cook dinner tonight. T: What form of the verb follows can?</td>
<td>The teacher identifies the error, and suggests the language needed to make the correction.</td>
</tr>
</tbody>
</table>
What kind of CF is this?

Direct, Recast, or Metalinguistic?

I want to major in Biology

What syllable is stressed in a word with the –logy suffix? Remember from last week?
What kind of CF is this?

Direct, Recast, or Metalinguistic?

I want to major in Biology

Oh, you want to major in biOlogy!
I want to major in Biology.

In English, we stress the syllable directly before the –logy suffix. So, it would be biOlogy.
I’m never going to talk in class again!

It’s pronounced major. Say it correctly...MAJOR!

I want...

It’s pronounced want. Say it again...WANT!

...to major...
Setting priorities for spoken corrective feedback

- **What** to correct: understandable?
- **What** to correct: pronunciation? word form?
- **When** to correct: immediately or later as a mini-lesson?
  - do you really want to stop the flow of the conversation?
- **How** to correct: recast? direct? metalinguistic?
- **How much** to correct: not so much that it stifles the student
Best practices for corrective feedback on student speaking

• Build relationships with students first!
  • students will be more accepting of spoken feedback

• Make informed choices about what to correct.
  • correct anything not understandable
  • word choice and pronunciation

• Consider context.
  • presentation skills lesson vs. vocabulary lesson vs. content lesson

• Enhance student learning by asking them to self-correct.

• Do NOT overcorrect!
Spoken corrective feedback for large classes

• Choose “focus” students
  • 3-5 different students in each class/activity

• Group assignments
  • intentional grouping
  • frequent “check-ins”

• Use listening skills!
  • Dictation => peer discussion/negotiation and correction
  • Small group read-alouds and repeated reading for fluency and confidence
Strategic Corrective Feedback: Reflection
How you can analyze your current practice

• Review your CF on written assignments from students.
  • tally/count direct, indirect, and metalinguistic

• Ask a colleague to observe.
  • tally/count recast, direct, and metalinguistic

• Challenge yourself to practice and use metalinguistic corrective feedback with student writing and speaking.
Let’s hear from you!

What is one strategy that you learned today?

How will you use different types of corrective feedback in your classroom?

Reflection Questions

1. In written work, how do you typically indicate to a student that they have made an error? How well do you think your current strategies work?

2. In spoken activities, how do you typically indicate to a student that they have made an error? How well do you think your current strategies work?

3. Which strategies from today’s session might you add to your corrective feedback toolkit? Why?