

# INTERACTION & FEEDBACK

---

Foreign Language Acquisition & Communication II

Class 1

- What activities did you do in your foreign language classroom?
- What activities did you enjoy most? Were they helpful?
- Do you think that classroom activities helped you improve your L2? Any particular skills?

## Interaction Hypothesis (Long, 1996)

- Communication is meaning-negotiation: participants negotiate what was not understood.
- Negotiation of meaning:
  - What do you mean?
  - I do not understand the word *submission*?
  - Could you repeat it, please?
- Communication strategies for mutual comprehension: repetitions, confirmation checks, comprehension checks and clarification requests
- Through interactions, incomprehensible input becomes comprehensible input through feedback from interlocutor(s) and pushed output.

# Feedback

- Interaction triggers feedback from an interlocutor (teacher, classmates).
- Feedback  $\Rightarrow$  Restructuring interlanguage  $\Rightarrow$  L2 development
- Explicit feedback
- Implicit feedback

## Six types of feedback

- **Explicit correction** (i.e., the teacher supplies the correct form and clearly indicates that what the student said was incorrect.)

NNS: I go to Hiroshima yesterday.

NS: No, you must change the verb form. You said yesterday, so the correct verb form is *went*.

- **Recasts** (i.e., the teacher implicitly reformulates all or part of the student's utterance).

NNS: Why he want this house?

NS: What does he want this house?

- **Clarification requests** (i.e., the teacher uses phrases such as “Pardon?”).

Ex. S: He pass his house.

T: Sorry?

S: He passes, he passed, ah, his sign.

- **Metalinguistic feedback** (i.e., the teacher provides comments or questions related to the well-formedness of the students’ utterances).

Ex. S: I goed to the store.

T: Not goed. (or What is the past tense form of *go*?)

S: Oh, went. I went to the store.

- **Elicitation** (i.e., the teacher directly elicits a reformulation from the students).

Ex. T: When was he born?

S: On 1984.

T: He was born ..... Pay attention to the preposition.

S: In 1984.

- **Repetitions** (i.e., the teacher repeats the student's ill-formed utterance, adjusting intonation to highlight the error).

Ex. S: I goed to the store. “(F) Chocolate.”

T: You goed to the store? “(F) Chocolate.”

S: I went to the store. “(M) Chocolate.”