**Types of corrective feedback in the classroom, Roy Lyster and Leila Ranta**

**In general there are four main types of oral correction**

* **Self-correction:** the teacher may help the student recognize his mistake/error and may also help him correct it.
* **Peer-correction:** A student may be aided by his peer in identifying and correcting his mistake/error.
* **Class-correction:**The entire class may pay attention to the utterances of students, identify the mistakes in them, and correct them accordingly.
* **Teacher-Correction:**When spotting a mistake made by a student, a teacher may intervene in order to correct it.

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**Five types of oral correction**

* **Explicit correction**

refers to the explicit provision of the correct form. As the teacher provides the correct form, he clearly indicates that what the student said was incorrect (e.g. ‘Oh, you mean …’, ‘You should have said…’)

* **Recasts**

involve the teacher’s reformulation of all or part of a student’s utterance, minus the error. Recasts are generally implicit in that they are not introduced by ‘You mean’, ‘Use this word’, or ‘You shoud say.’

* **Clarification requests**

Indicate to students either that their utterance has been misunderstood by the teacher or that the utterance is incorrect in some way and that a repetition or a reformulation is required. A clarification request includes phrases such as ‘Pardon me…’ It may also include a repetition of the error as in ‘What do you mean by…?’

* **Elicitation**

Refers to at least three techniques that teachers use to directly elicit the correct form from the students. First, teachers elicit completion of their own utterance (e.g., ‘It’s a …). Second, teachers use questions to elicit correct forms (e.g., ‘How do we say x in English?’). Third, teachers occasionally ask students to reformulate their utterance.

* **Repetition**

Refers to the teaher’s repetition of the student’s erroneous utterance. In most cases, teachers adjust their intonation so as to highlight the error.

Source: *How Languages are Learned*, Spada & Lightbown pp. 139-142