**Lightbown, Patsy M. & Spada, Nina: *How Languages are Learned*, Oxford: Oxford University Press, 2024**

**Correction techniques**

**Corrective feedback in the classroom**

pp. 150- 155

1. **Explicit correction**

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

1. **Recast**

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 should say’*.

1. **Clarification requests**

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 …?’*

1. **Metalinguistic feedback**

Metalinguistic feedback contains comments, information, or questions related to the correctness of the student’s utterance, without explicitly providing the correct form. Metalinguistic comments generally indicate that there is an error somewhere (e.g., *‘Can you find your error?’*).

Also, metalinguistic information generally provides either some grammatical terminology that refers to the nature of the error or a word definition in the case of lexical errors. Metalinguistic questions also point to the nature of the error but attempt to elicit the information from the student.

1. **Elicitation**

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.

1. **Repetition**

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