

Teachers' Use of Corrective Feedback and Students' Uptake in EFL Speaking Lessons at a High School in Mekong Delta

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Corrective feedback holds a crucial position in language teaching and learning, yet there remains a scarcity of research examining how teachers implement corrective feedback in relation to students' speaking performances and their uptake. Delving into the intricate dynamics of teachers' corrective feedback and its consequential impact on students' uptake, this study presents a descriptive study utilizing qualitative approach to shed light on the strategies employed by teachers to provide corrective feedback on students' speaking performances, as well as the extent to which students respond to this feedback within an English as a Foreign Language (EFL) context. The research was conducted through observations of the instructional practices of three teachers along with the responses of one hundred and one students at a public high school in the Mekong Delta region. The results highlight that recasting and explicit correction were the most frequently used techniques. It also indicates that explicit correction, metalinguistic feedback, repetition, and clarification requests prove effective in facilitating students' error recognition. Through this exploration, the study not only provides insights into the specific techniques employed in EFL teaching but also underscores the broader implications for pedagogical practices in language education.

Keywords: oral corrective feedback, uptake, recast, high school

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