

# Does Oral Corrective Feedback work? Empirically-Supported Insights for Improving Intelligibility

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# DEFINING OUR TERMS

## Oral Corrective Feedback

- Oral feedback on spoken errors



Topic of today's talk  
as opposed to . . .

# DEFINING OUR TERMS

## Written Feedback

- Written feedback on student writing



a separate topic

see Ferris, Truscott, Evans, Hartshorn

# DEFINING OUR TERMS

Corrective Feedback

= Error Correction

- of previously 'learned' material



topic of today's talk  
as opposed to . . .

# DEFINING OUR TERMS

## Teachable Moments

- *How far along are you?*
- *Not far. I live in Cambridge.*



# DEFINING OUR TERMS

## Intelligibility

– The new ‘Pronunciation’

“seen as a basic requirement in human interaction.”

Munro, M. (2011). The intelligibility construct: Issues and research findings. *Center for Intercultural Language Studies Series*. University of British Columbia.

# DIFFERENTIATING KEY TERMS

In relation to listener perception:

- Accent is about perceived differences
  - degree of difference from local variety
- Comprehensibility is about listening effort
  - perceived ease of comprehension
- Intelligibility is about how much the listener understands
  - degree of actual comprehension

Derwing, T., Munro, M. (2009). Putting accent in its place: Rethinking obstacles to communication. *Language Teaching*, 42(4), 476- 490.

# INTELLIGIBILITY TRAINING GOAL

- Mutual Intelligibility
  -  understanding others
  - being understood 

Reed, M., Michaud, C. (2005). *Sound concepts: An integrated pronunciation course*. New York, NY: McGraw-Hill.



# ABSTRACT

- Learners report wanting grammar and pronunciation corrective feedback.
- Teachers report being unwilling, uncertain, or uncomfortable providing feedback.
- Missing / mispronounced noun & verb endings are stigmatizing and adversely impact intelligibility.

# FEEDBACK SURVEYS: CATHCART & OLSON, 1976

## Students preferred:

- more error correction
- provided more frequently (“most of the time”)
- focused on pronunciation and grammar



## Teachers preferred:

- less error correction
- provided less frequently

Cathcart, R., & Olsen, J.E.W.B. (1976). Teachers' and students' preferences for the correction of classroom conversation errors. In J. Fanselow & R. H. Crymes (Eds.), *On TESOL '76* (pp. 41-53).

# FEEDBACK SURVEYS: MANTELLO, 1997

## Selective Feedback Preference:

learners request:

devote more time

to a smaller number of errors



Mantello, M. (1997). A touch of . . . class! *Canadian Modern Language Review*, 54 (1), 127–31.

# FEEDBACK SURVEYS: SCHULTZ, 2001

- 94% of U.S. & 95% of Colombian students preferred oral error correction during class



- only 48% of U.S. and Colombian teachers believed that students' errors should be corrected (p. 255).

Schulz, R. (2001). Cultural differences in student and teacher perceptions concerning the role of grammar instruction and corrective feedback: USA-Colombia. *The Modern Language Journal*, 85(2), 244-258.

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## Studies and Surveys on Teachers' Concerns/ Native Speaker Reactions to Errors

Allwright (*On TESOL*: 1975) found disagreement in the field regarding:

what errors to correct

when and how to correct them

Hendrickson (*Modern Language Journal* 62, 1978) found that three types of errors are typically corrected:

those that occur frequently

those that impair communication

those that are stigmatized

Beebe (*Idiom* 9(2)1978) found that errors are labeled derisively by native speakers as sounding:

comical

incompetent

childish

Major (*IRAL*, 1995) found lack of 3<sup>rd</sup> person singular verb ending evokes strong negative NS reactions:

uneducated

low class

unintelligent

Sources of the teacher's dilemma

# INSTRUCTOR RELUCTANCE

## Communicative Classrooms:

characterized by:

- +High levels of communicative ability
- Low levels of grammar accuracy/ error-free production

Harley & Swain, 1984; Lightbown & Spada, 1990

# INTELLIGIBILITY INSTRUCTION SURVEYS: MACDONALD, 2002

Teacher reluctance to teach pronunciation:  
attributed to:

- poorly articulated curriculum objectives
- poorly articulated ESL Center policies
- lack of resources for addressing pronunciation
- no knowledge of how to assess pronunciation
- reluctance to monitor students' speech

Macdonald, S. (2002). Pronunciation views and practices of reluctant teachers. *Prospect*, 17(3), 3-18.



# ABSTRACT

- Learners report wanting grammar and pronunciation corrective feedback.
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# NEGATIVE SOCIAL EVALUATION

“ . . the verb is a little despot...”

Pinker, S. (1994). *The Language Instinct: How the Mind Creates Language*, p. 113.

Errors which Native Speakers notice but ESL Teachers ignore:  
*Missing 3<sup>rd</sup> Person, Singular, Present Tense verb ending*

Teachers call it "a local error"

NS judges call it "baby talk"

"uneducated"

"low class"

"unintelligent"

Major, R. (1995). Native and nonnative phonological representations. *IRAL*, 33 (2).

“is stigmatized & should be corrected.”

Major, R. (1987). Foreign Accent: Recent Research and Theory. *IRAL*, 25, 185-202.

# MISSING VERB MORPHOLOGY

“Inflectional morphemes present special difficulty for learning” (Jiang, 2007)

- Low suppliance of 3<sup>rd</sup> Person (Long, 2003; Lardiere, 1998)
- Low suppliance of Past tense morpheme (Lardiere, 2003)

# METACOGNITION ELICITED VIA STUDENT RESPONSE SYSTEMS (CLICKERS)



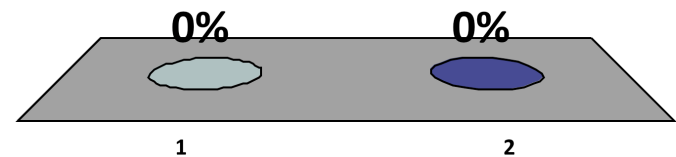
# SUBJECTS

- Level D- and E-level students
- A- to E-Level academically-oriented IEP
- Pronunciation Elective

If time words are present (for example *yesterday*, *last week*, *two years ago*, etc.), it's not necessary to produce the ending on the verb: Past Tense *-ed* Endings are optional.

1. True

2. False ✓

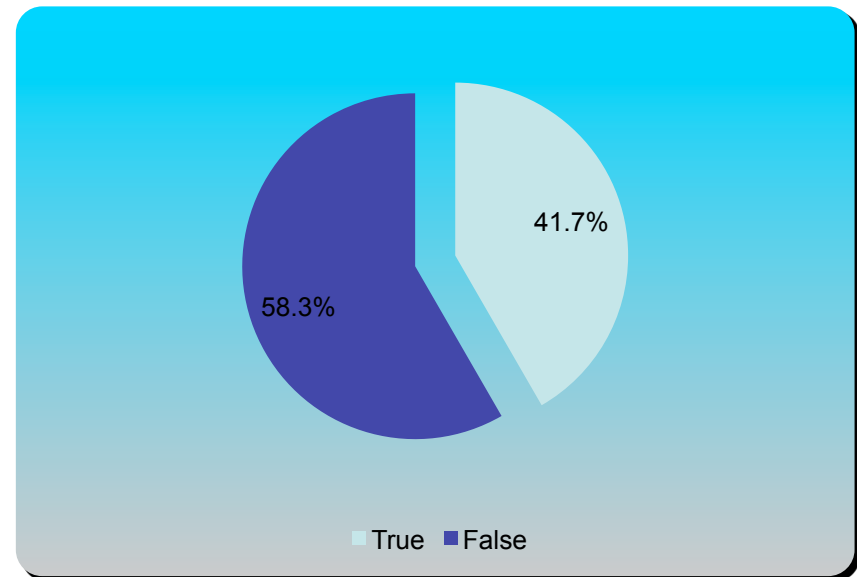


If time words are present (for example yesterday, last week, two years ago, etc.), it's not necessary to produce the ending on the verb: Past Tense *-ed* Endings are optional.

5: True 41.67%

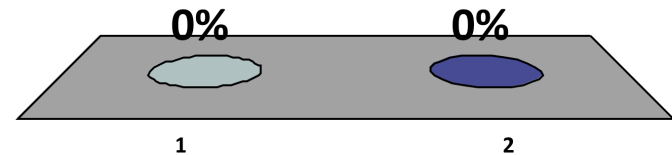
7: False 58.33%

**12 Totals 100%**



Each sentence has one error.  
Which error is more serious?

1. I rike your new car.
2. He like your new car.





Each sentence has one error.  
Which error is more serious?

1. I rike your new car.
- ✓ 2. He like your new car.



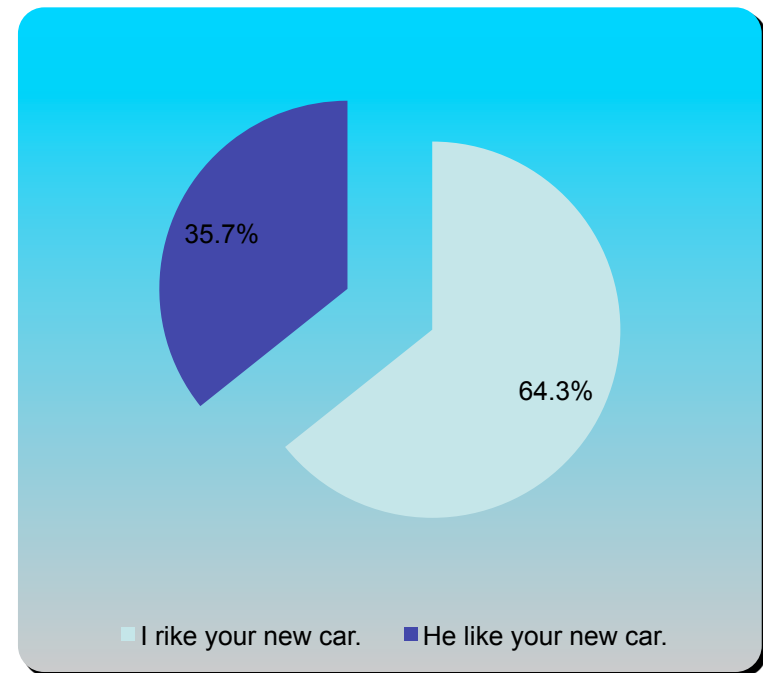
**Each sentence has one error. Which error is more serious?**

**Responses**

9: I rike your new car. 64.29%

5: He like your new car. 35.71%

**14 Totals 100%**



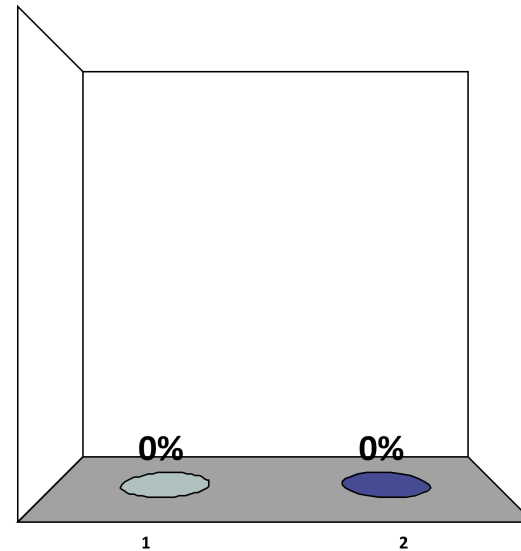
# MORPHO-SYNTAX MORPHO- PHONOLOGY INTERFACE

- + Declarative Knowledge (students know the rules)
  - + Supplied in controlled drills
  - + Accuracy in grammar tests
- Procedural Knowledge (students don't use the rules)
  - Not supplied in spontaneous speech
  - Not supplied when reading aloud

**Phonological factors are responsible, not  
grammar deficiency** (Reed, PSLLT Proceedings, 2012)

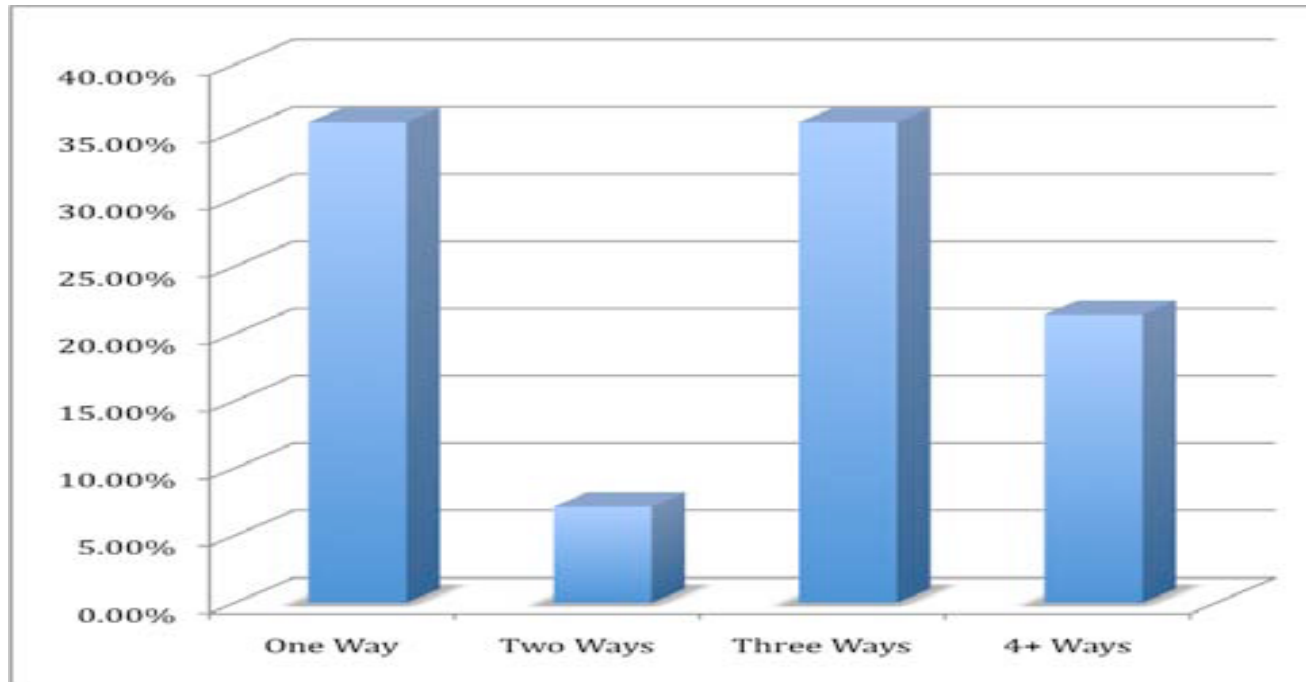
# How many ways are there to pronounce –ed endings on regular verbs?

1. One way
2. Two ways
- ✓ 3. Three ways
4. More than three ways



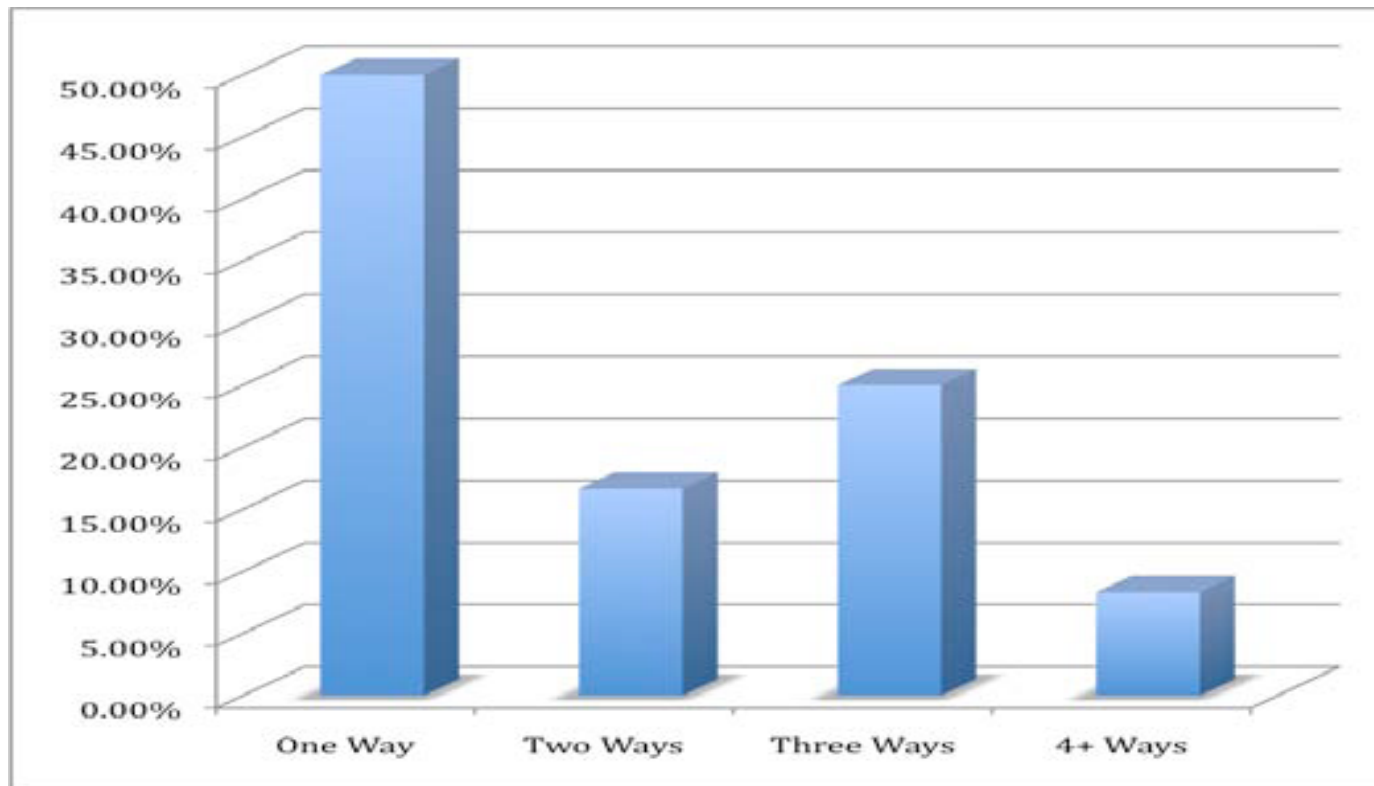
# PRE-INTERVENTION RESPONSES

## COMPARISON GROUP N=14; 5 CORRECT RESPONSES



# PRE-INTERVENTION RESPONSES

TREATMENT GROUP N=12;  
ONLY 3 CORRECT RESPONSES



# ABSTRACT

- Learners report wanting grammar and pronunciation corrective feedback.
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# INTELLIGIBILITY DATA ELICITED VIA STUDENT RESPONSE SYSTEMS (CLICKERS)





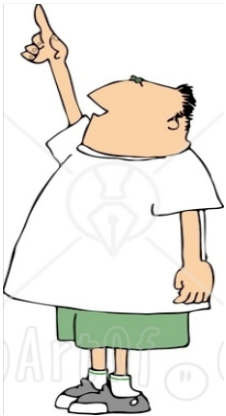
Which picture best illustrates this sentence: 

“He looked it up.”

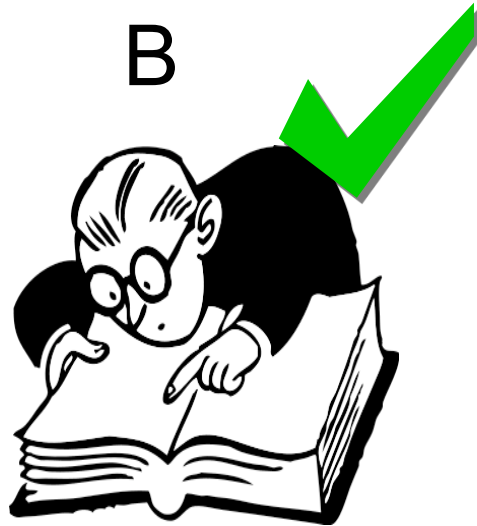
1. A

2. B

A



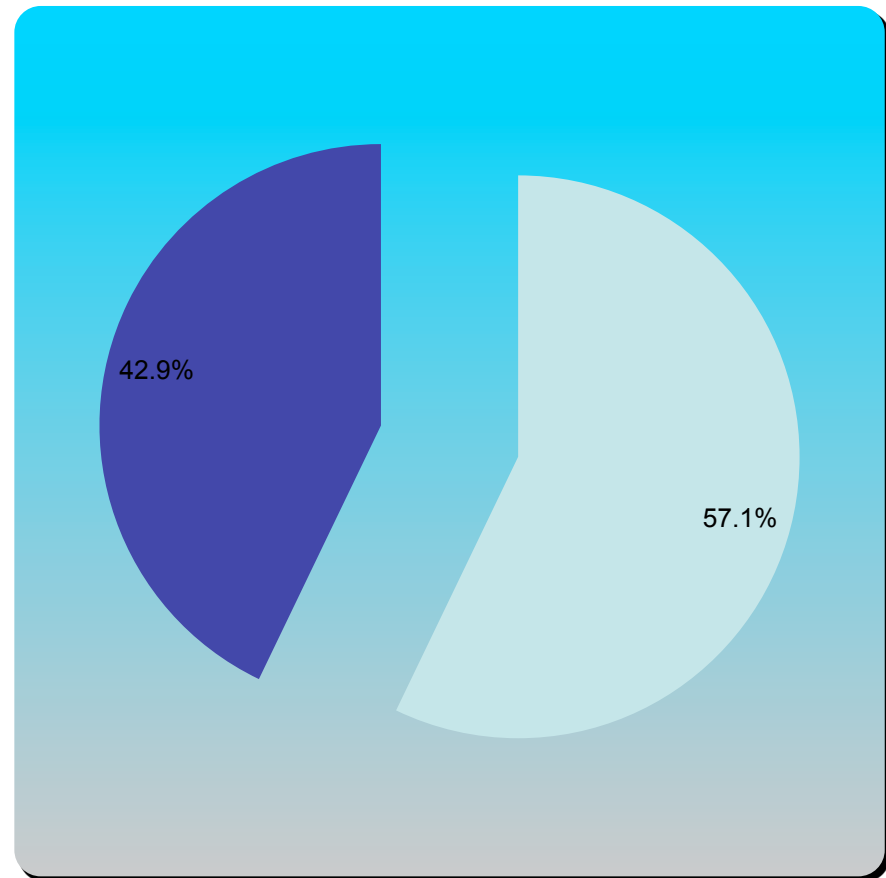
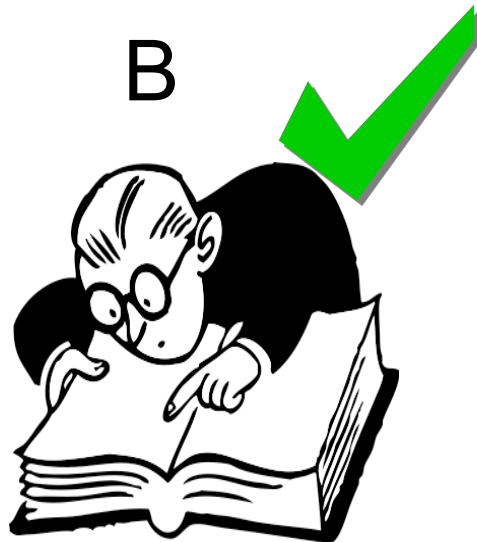
B



Which picture best illustrates this sentence: 📢

A:  $n = 6$

B:  $n = 8$



# ACOUSTIC IMAGE MISMATCH

Acoustic Image  $\neq$  Acoustic Signal

“For any target, if a learner’s pronunciation does not match that of other English speakers, listening comprehension is compromised.”

Reed, M., Michaud, C. (2011). An integrated approach to pronunciation: Listening comprehension and intelligibility in theory and practice. In J. Levis & K. LaVelle (Eds.). *Proceedings of the 2<sup>nd</sup> Pronunciation in Second Language Learning and Teaching Conference, Sept. 2010*. (pp. 95-104), Ames, IA: Iowa State University.

# CALL FOR EMPIRICALLY-SUPPORTED TEACHER COGNITION

## EMPIRICAL DATA NEEDED:

“Much of the work in language teacher education has been animated more by tradition and opinion than by theoretical definitions, documented study, or research understandings” (p. 398)

Freeman, D., & Johnson, K.E. (1998). Reconceptualizing the knowledge-base of language teacher education. *TESOL Quarterly*, 32, 397-417.

# EMPIRICAL INVESTIGATION

Topic of investigation:

an instructional approach designed to convert explicit pronunciation knowledge to implicit pronunciation knowledge, thereby increasing intelligibility, and decreasing negative social evaluation.

# EXPLICIT/ IMPLICIT DISTINCTION

**Explicit:** rule learning in SL acquisition  
declarative/ accessible knowledge  
controlled/ conscious

the result of conscious effort to work out  
underlying rules with which regularities  
can be captured.

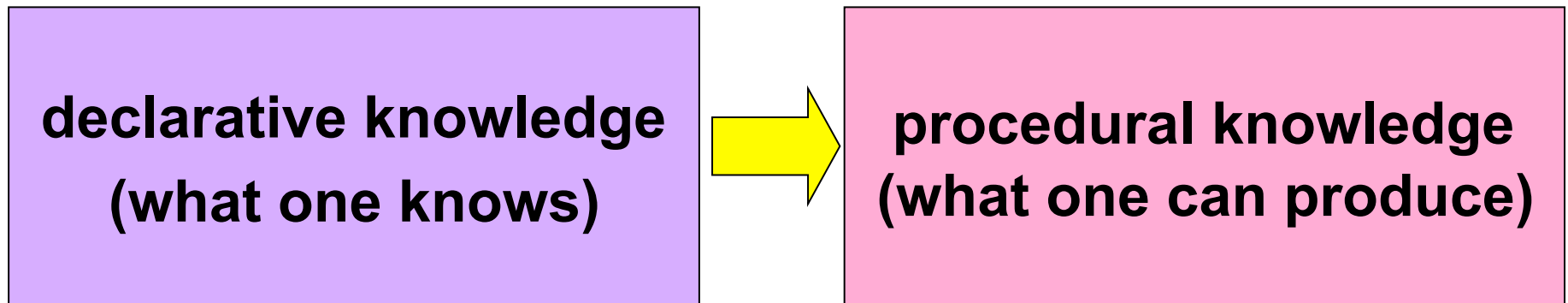
(Reber, 2003; Bialystok, 1978; Ellis, 1977)

# EXPLICIT/ IMPLICIT DISTINCTION

**Implicit** processes in skill learning:  
**procedural/ inaccessible knowledge**  
**automatic/ unconscious** (Reber, 2003)

Acquisition of knowledge that takes place independently of the conscious attempts to learn and largely in the absence of explicit knowledge about what was acquired. (Perruchet, 2008; Robinson, 2002)

# EXPLICIT TO IMPLICIT KNOWLEDGE TRANSFER (HOW) CAN THIS BE DONE?



Dekeyser, R. (2007). Skill acquisition theory. In B. VanPatten & J. Williams (Eds.), *Theories in second language acquisition* (pp.97-113). Mahwah, NJ: Erlbaum.



# COMPETENCE DEFICIT MODEL

Explicit language knowledge

⇒ Implicit language knowledge

it can't be done

(Johnson & Newport, 1989; Newport, 1980)

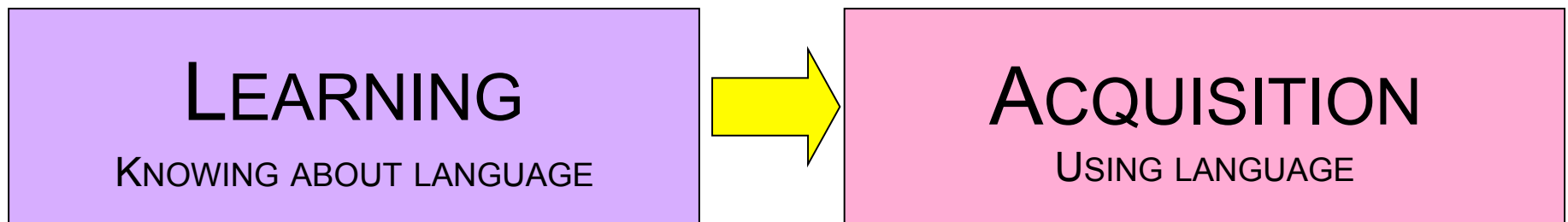
# TRANSFERABILITY HYPOTHESIS

...with time, experience, sufficient input,  
automaticity increases

it can be done

DeKeyser, R. (2003). Implicit and explicit learning. In C. Doughty, & M. Long (Eds.) *The Handbook of Second Language Acquisition*. Malden, MA: Blackwell, pp. 313-348.

# KRASHEN'S MONITOR MODEL



**THREE CONDITIONS:** (it can be done under these conditions)

Time

Focus on Form

Rule Knowledge

Krashen, S. (1985). *The input hypothesis: Issues and implications*. NY: Longman.

# GAP-BRIDGING MECHANISM

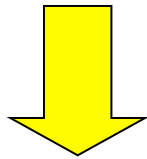
EXPLICIT INSTRUCTION?

“may be helpful in allowing students to build their implicit knowledge”\*

\*Robinson, P. (2003). Attention and Memory in SLA. In C. Doughty & M. H. Long (Eds.) *Handbook of second language acquisition*. Oxford: Blackwell.

# GAP-BRIDGING MECHANISM

EXPLICIT INSTRUCTION



**declarative knowledge  
(what one knows)**



**procedural knowledge  
(what one can produce)**

“is not sufficient to develop accuracy and automaticity” ❖

❖Reed. M. (2012). The effect of metacognitive feedback on second language morphophonology. In. J. Levis & K. LeVelle (Eds.). *Proceedings of the 3rd Pronunciation in Second Language Learning and Teaching Conference*, Sept. 2001. (pp. 168-177). Ames, IA: Iowa State University.

# GAP-BRIDGING MECHANISM

OUTPUT?

“Output practice, then, does not simply serve to increase access to previously acquired knowledge. Doing and learning are synchronous”\*

\*Larsen-Freeman, D. (2003). *Teaching language: From grammar to grammaring*. Boston: Heinle, p. 114.

# GAP-BRIDGING MECHANISM

OUTPUT?

"while output itself does not create completely new declarative knowledge, it can facilitate the process of the transition of declarative knowledge to procedural knowledge"

K. de Bot, 1992, 1996

## ***BUT. . .* INTERLANGUAGE GRAMMARS FOSSILIZE**

“Learners will fail to acquire the more difficult rules (e.g., inversion & verb-end) once they have achieved communicative adequacy.

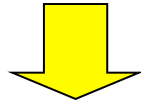
Learners may need form-focused instruction to make them aware of grammatical features that have little communicative importance and yet constitute target language norms.”

Ellis, R. (1989). Are classroom and naturalistic acquisition the same?, *Studies in Second Language Acquisition*, 11, 305-28.

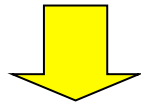


# CIRCULAR REASONING

FORM-FOCUSED INSTRUCTION



**declarative knowledge**



**communicative adequacy**  
(with fossilized errors)



**procedural knowledge**



# THE NECESSARY & SUFFICIENT GAP-BRIDGING MECHANISM: CF

## Metalinguistic Prompts

formerly “Error Correction”



## In One Transactional Move:

indicate

- ~occurrence of an error
- ~locus of the error
- ~nature of the error

prompt

- ~self-correction (uptake with repair)

# NECESSARY & SUFFICIENT CONDITIONS FOR METACOGNITIVE FEEDBACK

Prompted Production that is:

- brief and immediate\*  
delivered in one transactional move
- targeted
- consistent
- sustained over time

\*Doughty & Varela (1998). Communicative Focus on Form. In C. Doughty & J. Williams (Eds.) *Focus on Form in Classroom Second Language Acquisition*. Cambridge, U.K.: Cambridge University Press, 114-138.

# RESEARCH QUESTIONS

1. Will metacognitive prompts result in increased production of targeted inflectional morphemes in spontaneous speech?
2. Will metacognitive prompts result in increased production of targeted inflectional morphemes in oral reading?
3. Will metacognitive prompts result in increased accuracy of targeted inflectional morphemes in spontaneous speech?
4. Will metacognitive prompts result in increased accuracy of targeted inflectional morphemes in oral reading?

# FOCUS OF INVESTIGATION

1. Suppliance of required Plural Count Noun and Past tense, Regular Verb morphemes in the Obligatory Context (SOC)
2. Selection of the correct Allomorph
  1. Unvoiced coda consonant → /s/ /t/
  2. Voiced coda consonant → /z/ /d/
  3. Sibilant or /t/ or /d/ Coda → /ɪz/ /ɪd/

# PARTICIPANT POOL

SUBJECTS:

Convenience Sample: D- & E-level students  
in A – E-level academically-oriented IEP

Pronunciation Elective

Random Assignment:

- ~ control group
- ~ treatment group

# MATERIALS

## Speaking Diagnostic

- Self-paced, administered in the Lang. Lab

## Elicited Responses

- Spontaneous, captured via MP3 recorders, Turning Point SRS (clickers)

## Student Self-Assessment

- In-class, written questionnaire responses

## Metacognitive Assessment

- pre/post intervention

# POST-INTERVENTION RESPONSES GAINS IN METACOGNITION

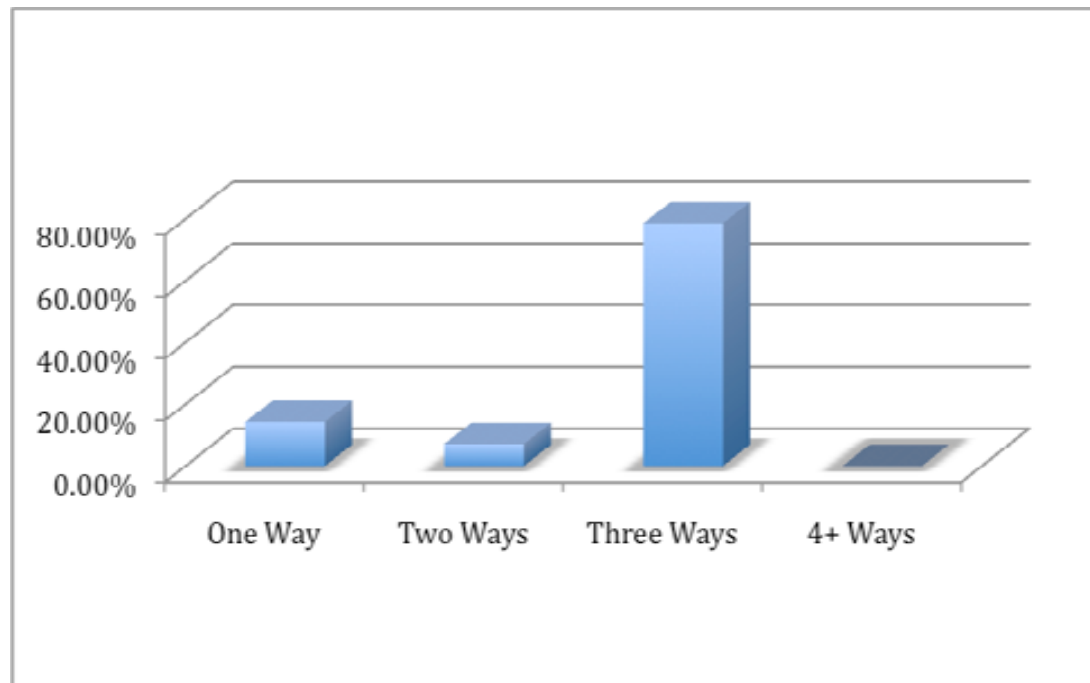
## Missing Verb Endings

Only 1 student per group  
maintained that-*ed* endings  
on regular past tense verbs  
are optional

**IMPROVEMENT**



# METACOGNITIVE GAINS: ALLOMORPHS COMPARISON GROUP N=14

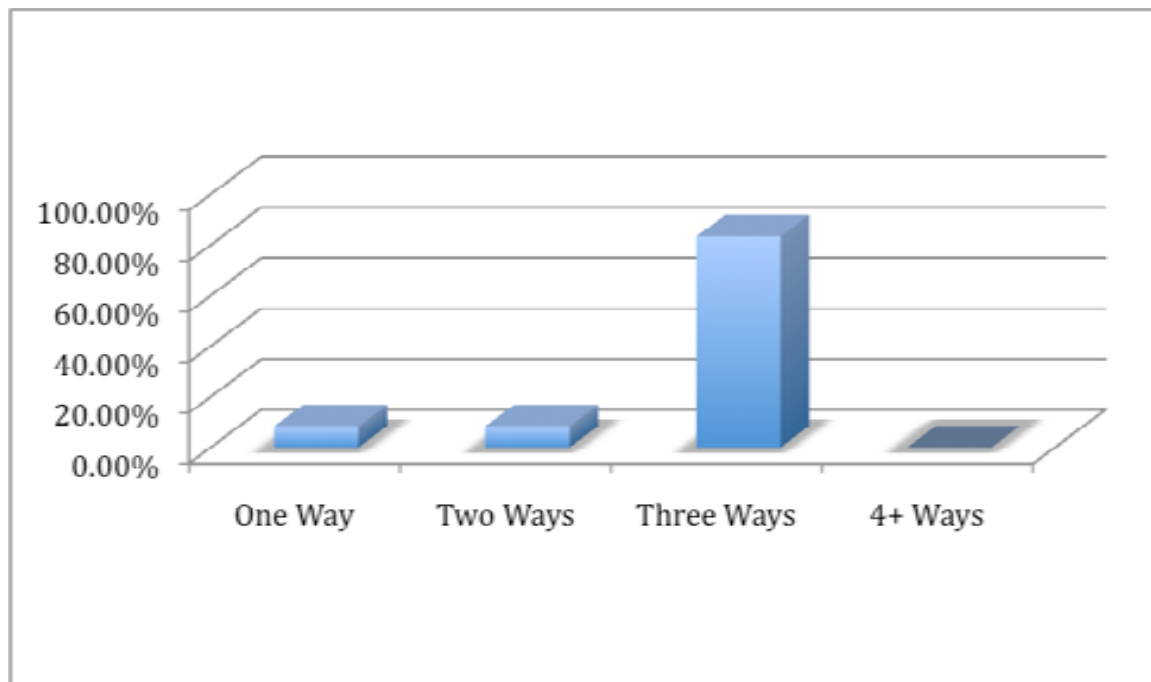


11 Correct Responses & 3 Cases of Misunderstanding:

1 way: “add -ed”

2 ways: ± Regular

# METACOGNITIVE GAINS: ALLOMORPHS TREATMENT GROUP N=12



10 Correct Responses & 2 Cases of Misunderstanding:

1 way: “add -ed”

2 ways: ± Regular

# Suppliance of Noun & Verb Morphemes

+ **Statistically Significant Within-Group Effect**  
attributable to:

Researcher-conducted 30' per 150' class period

Instructional Focus for 30' per class period:

~ample opportunities for targeted structures

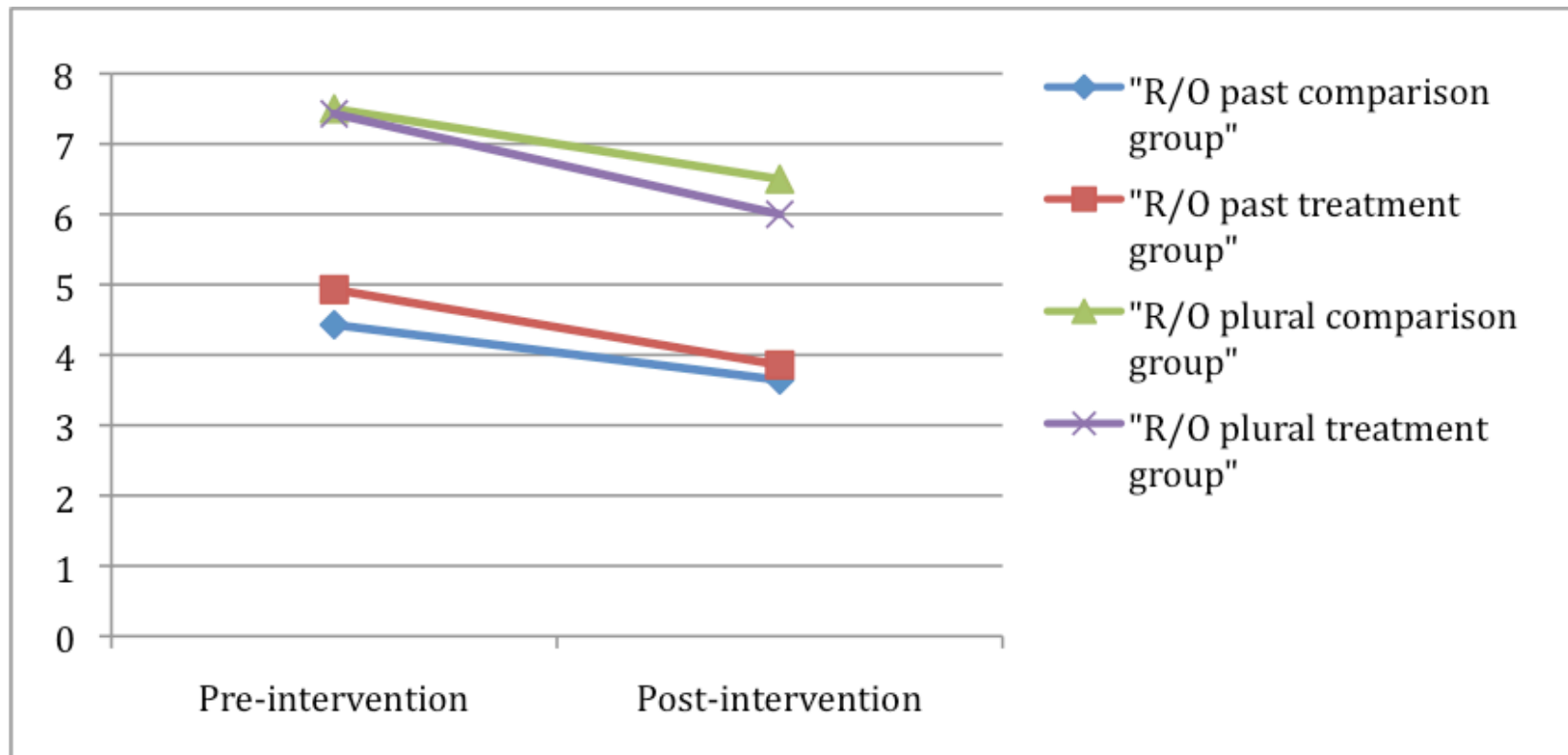
~targeted, immediate metalinguistic prompts

⇒  Student Uptake with repair

# Repeated Measures ANOVA

Past *-ed* (F[1,13] =82.65) p.<.001

Plural *-s* (F[1,13] =139.51) p.<.001



Significant declines in 'Required but Omitted' Noun & Verb errors

# Suppliance of Noun & Verb Morphology

- No Statistically Significant Between-Group Effect attributable to:

Comparison Group: (as expected)

inconsistent and infrequent corrective feedback

⊖ Uptake (⊖ repair)

Treatment Group: (unexpected: treatment protocol violated)

targeted but delayed corrective feedback

⊖ Uptake (⊖ repair)

# EMPIRICAL FINDINGS: DISCUSSION

## + Statistically Significant Within-Group Effect

- Researcher-led 30' / 2½ hour class meeting, both groups
  - target structures Output Practice: ample opportunities
  - Metalinguistic Oral Feedback: targeted, immediate, consistent

## – No Statistically Significant Between-Group Effect

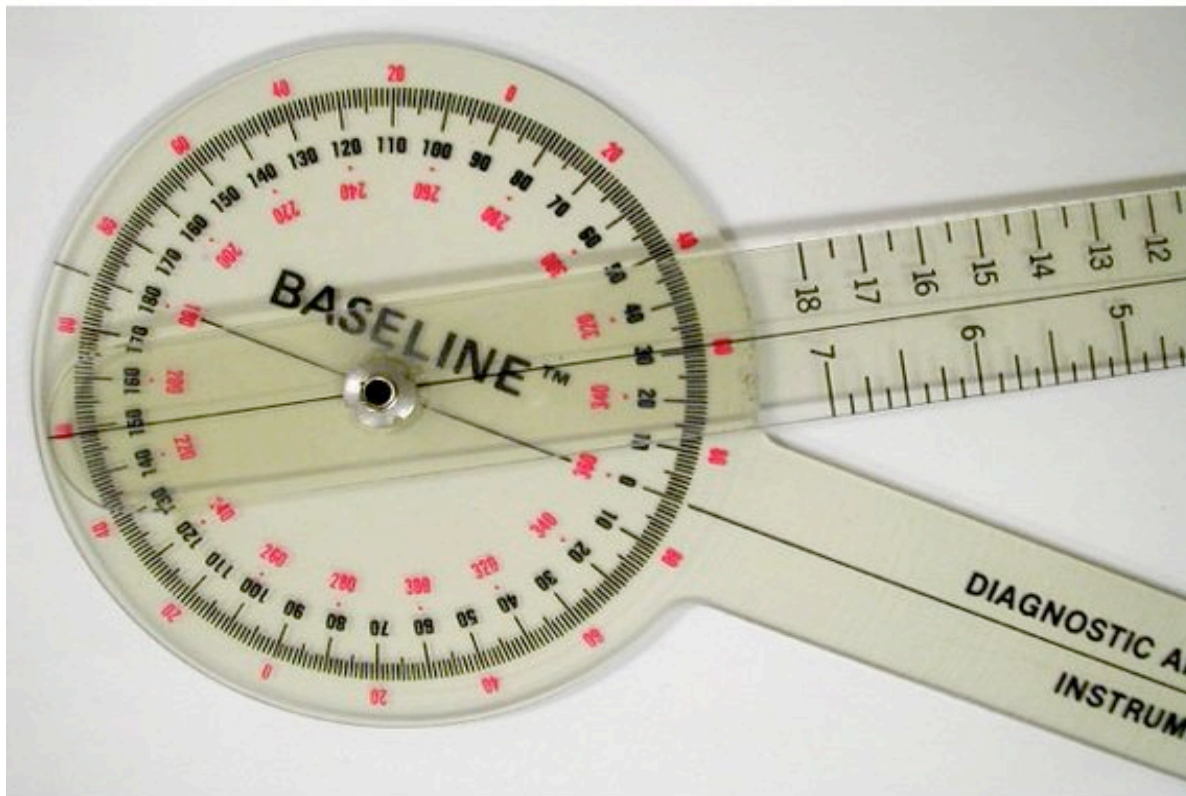
- Instructor-led 2 hours/class meeting, Comparison Group
  - target structures Output Practice: inconsistent & infrequent
  - Oral Feedback: inconsistent & infrequent
- Instructor-led 2 hours/class meeting, Treatment Group
  - target structures Output Practice: ample opportunities
  - Oral Feedback: delayed, delivered as a post-activity summary

# SITUATING ORAL CF IN AN EMPIRICALLY-SUPPORTED INSTRUCTIONAL APPROACH

1. **Baseline Data: Diagnostic Needs Analysis**
  - Determine metacognitive & skill starting point
2. Instruction Framework: Levels of Competence
  - Make the approach transparent
3. Explicit Instruction: Teaching Talk
  - Establish Declarative Knowledge
4. Output Practice: Ample Opportunities
5. Oral CF: Metalinguistic Prompts (scaffolded output)
6. Formative Assessment
  - Assess Procedural Automatization

# INSTRUCTIONAL APPROACH

## GATHER BASELINE DATA





# PRE-TEST/ INSTRUCTION/ POST-TEST

## Speaking and Listening Diagnostics

- Metacognitive
- Skill-based
  - Read-aloud task/ Spontaneous speech
  - Cloze task/ Tell-backs/ Comprehension Questions

## Speaking and Listening Assessment

- Metacognitive
- Skill-based
  - Read-aloud task/ Spontaneous speech
  - Cloze task/ Tell-backs/ Comprehension Questions

# METACOGNITIVE AWARENESS: INTONATION

(SAMPLE)

1. How important is it to say the correct number of syllables in a word?  
----Very important----Somewhat important ----Not very important
2. How important is it to use correct stress in words?  
----Very important----Somewhat important ----Not very important
3. If I can understand every word in a sentence, then I've understood the meaning of the sentence.  
-----Agree-----Disagree

# Metacognitive Awareness: Intonation

(sample)

4. In general, intonation doesn't change the meaning of individual English words. Therefore, it's not essential for clear communication.

---- Agree-----Disagree

5. Intonation and stress can change the meaning of sentences.

---- Agree-----Disagree

6. When I read aloud, I know which words to stress and why.

----Agree-----Disagree

## SPEAKING DIAGNOSTIC: READ ALOUD

- Include all/ or targeted Consonant & Vowel Sounds
- Include Word-initial and word-final monomorphemic Consonant Clusters
- Include Noun and Verb Inflectional Morphology requiring 2- and 3-consonant clusters
- Include italicized words, quotes, sentence-internal punctuation, etc.

# SAMPLE DIAGNOSTIC: THE NORTH WIND



Handbook of the International Phonetic Association (1999). Cambridge University Press, p. 39.

Pronunciation Errors

ELEMENT	Number Tally	Examples
Wrong Vowel		
Wrong Consonant		
Final Consonant Deleted		
Consonant Cluster Deletion		
Wrong number of syllables: extra syllable		
Wrong number of syllables: missing syllable		
Wrong syllable is stressed		
Missing contrastive stress		

Morphology Error

ELEMENT	Number Tally	Examples
Plural Ending Missing		
Plural Ending Mispronounced		
Past Tense Regular Verb Ending Missing		
Past Tense Regular Ending Mispronounced		
3 <sup>rd</sup> Person Singular Present Tense Ending Missing		
3 <sup>rd</sup> Person Sing. Present Tense Ending Mispronounced		
Past Participle Regular Verb Ending Missing		
Past Participle Regular Verb Ending Mispronounced		
Possessive –'s Ending Missing		
Possessive –'s Ending Mispronounced		
Irregular plural Ending missing		
Irregular Plural Ending mispronounced		
Irregular Past Tense/Participle ending missing		
Irregular Past Tense/ Participle Ending mispronounced		

Grammar Error

ELEMENT	Number Tally	Examples
No Subject		
Double Subject		
Count/ Noncount Noun Error		
Noun/ Pronoun Agreement Error		
No Verb		
Verb Tense Error (missing or wrong tense)		
Verb Phrase Error (collocation/ phrasal verb error)		
Wrong Word Form (Part of Speech)		
Subject – Verb Agreement Error		
Topic/ Comment Sentence Structure		
Transitive/ Intransitive Verb Error		
Article Error		



## BRING ON THE LEARNING REVOLUTION SIR KEN ROBINSON (2010)

### Listening Diagnostic

### Assess language-mediated listening skills

#### – Fireman's Narrative:

- Self-contained story
- 1-minute, 19-seconds in duration
- Assess language-mediated listening skills
  - connected speech features
    - » linking, /h/ deletion (/h/ ⇒ ∅)

# LISTENING DIAGNOSTIC: TED TALK

- Authentic Speech Sample: 1-minute 19-second excerpt
  - A self-contained story within the TED Talk
- Cloze Task
  - Provide content words; \_\_\_ blanks for function words
- Comprehension Questions
  - T/F; Multiple Choice
- Strategy Survey
  - List the strategies you use to understand a lecture
- Comprehensibility Survey
  - Likert Scale: easy ↔ difficult to understand





BRING ON THE LEARNING REVOLUTION  
SIR KEN ROBINSON (2010)

1. Now I was up in San Francisco \_\_\_\_ while ago  
doing \_\_\_\_ book signing.
2. Uhm. \_\_\_\_\_ this guy buying \_\_\_\_\_ book,
3. and he's \_\_\_\_\_ 30s.
4. And I said, "What \_\_\_\_\_ do?"
5. And \_\_\_\_\_, "I'm a fireman."

# SITUATING ORAL CF IN AN EMPIRICALLY-SUPPORTED INSTRUCTIONAL APPROACH

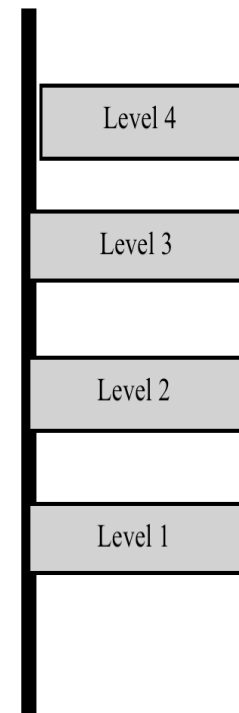
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# A Model of Learner Progress: Achieving Unconscious Competence

You need to discover what your errors are and how to correct them.

This table shows how to make progress in grammar & pronunciation.

	The Four Levels of Competence	
	Consciousness	Competence
Level 4	-	+
Level 3	+	+
Level 2	+	-
Level 1	-	-



*Consciousness* means being aware of errors and thinking about how to correct them.

*Competence* means not making errors.

Reed, M., Michaud, C. (2005). *Sound Concepts*. New York, NY: McGraw-Hill.

# A Model of Learner Progress: Achieving Unconscious Competence

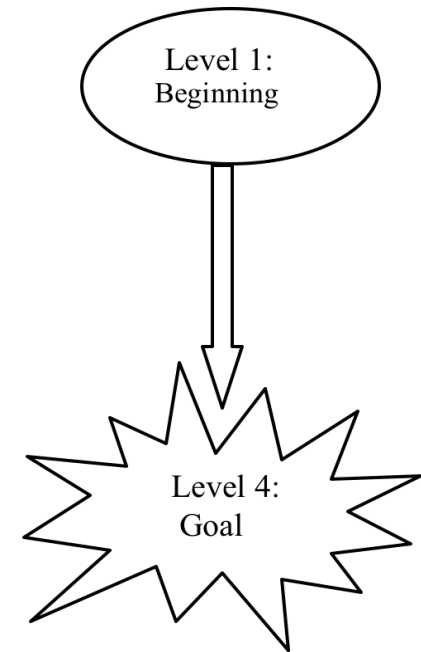
## *The Four Levels of Competence*

At the beginning of your English grammar or pronunciation class you were at **Level 1—unconscious incompetence**. You made mistakes in listening and speaking, and you did not know what your specific problems were.

As your teacher introduces grammar or pronunciation concepts, you will be at **Level 2—conscious incompetence**. You still make mistakes, but you are starting to understand what kinds of mistakes they are.

When you are at **Level 3—conscious competence**—you will have a lot of work to do. You need to be thinking about your errors and trying to correct them. Your teacher will help you do that.

**Level 4—unconscious competence**— is the goal for you and your classmates. At Level 4, you should be listening and speaking accurately, without needing to think about it all the time.



# SITUATING ORAL CF IN AN EMPIRICALLY-SUPPORTED INSTRUCTIONAL APPROACH

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# Teaching Talk: The Language of Instruction

Teaching Talk



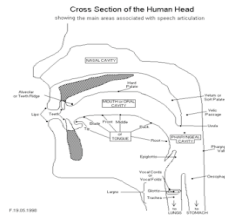
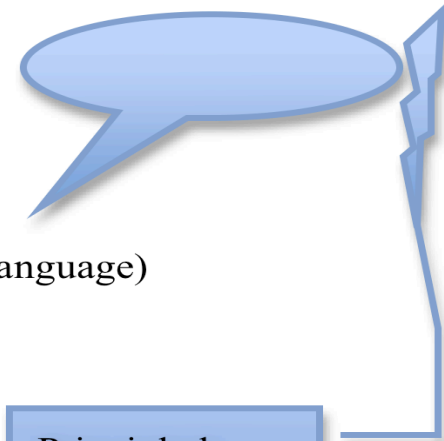
Tell-backs

+

Prompted Production →

new acoustic image

(Meta-language)



(language)



self-correction



spontaneous production

Principled  
Approach to  
Corrective  
Feedback

# SCRIPTING TEACHING TALK

## Scripting the language of instruction

- Step 1: What will students say as a result of instruction
- Step 2: What will you say to present the instruction
  - How will you prompt the students to correct errors with the target structure?
- Step 3: What will students say to prompt themselves to self-correct?

# TEACHING TALK → TELL BACKS

## THE SANDWICH APPROACH

### The Language of Instruction

- Succinct
- Minimalist



### Explication, Elaboration, Examples



### The Language of Instruction

- Succinct
- Minimalist



**Tell Backs** (students tell you back using the Language of Instruction)



# Teaching Talk:

## The Language of Instruction

**Make the language you use to introduce the concept or rule the same language you use to correct the student:**

*T: What is the final sound of the word: is it /t/ or /d/?*

*T: Can you add the extra syllable? Yes or no?*

**The language of instruction becomes the same language the student uses to self-correct (prompted production):**

*T: What questions do you ask yourself?*

*S: What is the final sound of the word: is it /t/ or /d/?*

*S: Can I add the extra syllable? Yes or no?*

**The language of instruction is the language the student uses to internalize the rule and self-monitor:**

*S: Is the final sound /t/ or /d/? Can I add the extra syllable?*

Theory

## Checklist:

### How do you say the “-ed” ending on regular past tense verbs?

*Look:* Find the simple (root) form of a verb, without any endings.

*Ask:* What is the final sound (not letter)?

*Is it:* /t/ or /d/?

If *yes*. . . ✓

Add an extra syllable.

⇒ Say “-ed” as [ɪd].

If *no*. . .

*Ask:* Is the final sound unvoiced?

If *yes*. . . ✓

There is no extra syllable.

⇒ Say “-ed” as [t].

If *no*. . .

There is no extra syllable.

⇒ Say “-ed” as [d].

*So, when saying the past tense ending:*

1. **Voiced** sounds use **voiced** endings, [d].
2. **Unvoiced** sounds use **unvoiced** endings, [t].
3. Sounds /t/ or /d/ use an **extra syllable**, [ɪd].

Practice

## Teacher Logs: The Teacher-Student Partnership in Action

Whatever form of log your students use, keep a corresponding list of selected items that you are helping students master; create a cumulative log for each class you teach.

Your “log” may be very simple and brief; it is no more than a reminder for you of what errors you are helping students monitor for. You should be able to easily recall the items on your log for a given class.

Example: Teacher log for intermediate speaking/pronunciation class

1. Third-person singular verb endings
2. Past tense verb endings (also in participles and passives)
3. Count noun plural endings
4. Possessive noun endings
5. Correct word-level stress in target vocabulary words
1. Contrastive stress where appropriate

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## *A Systematic Approach to Providing Facilitative Feedback*

*Students make so many errors—how do I know which errors to correct?*

**Do not correct any errors until you have introduced the concept or structure in class.**

**Students must be able to refer back to something** in order to successfully process your correction, or else your correction will go in one ear and out the other.

**An analogy to word processing/data entry might help illustrate this point.** When you create a document in a word processing program, you save the document and give it a name if you ever want to find it again. This is what students need to do mentally in this course:

**Students need to have a label, a name, for their pronunciation mistakes.**

Only when students understand the specific kind of mistake they made will they be able to correct it themselves in the future. Therefore, bringing students' attention to problems that they are not yet able to name will not result in lasting changes to their pronunciation.

### *A Systematic Approach to Corrective Feedback: A Teacher-Student Partnership*

Error correction is most effective when students themselves correct their error, rather than when teachers just recast it for them. Use the following steps to help students correct their own errors:

1. **Stop**—Stop students when they make errors which have already been addressed.
2. **Find**—When students are new to this process, identify their errors for them explicitly “You said, ‘use-ed,’ with two syllables. Look at your log or the checklist—how do you say that ending?” When students get more used to this process, prompt them to find their own mistakes: “Something’s not right there. Go back over what you just said—where’s the mistake?”
3. **Correct**—Require that students always correct their own errors.
4. **Freeze**—Tell students immediately when they produce the correct form. This “freeze-frame” lets students create a motor-memory of their pronunciation or grammar.

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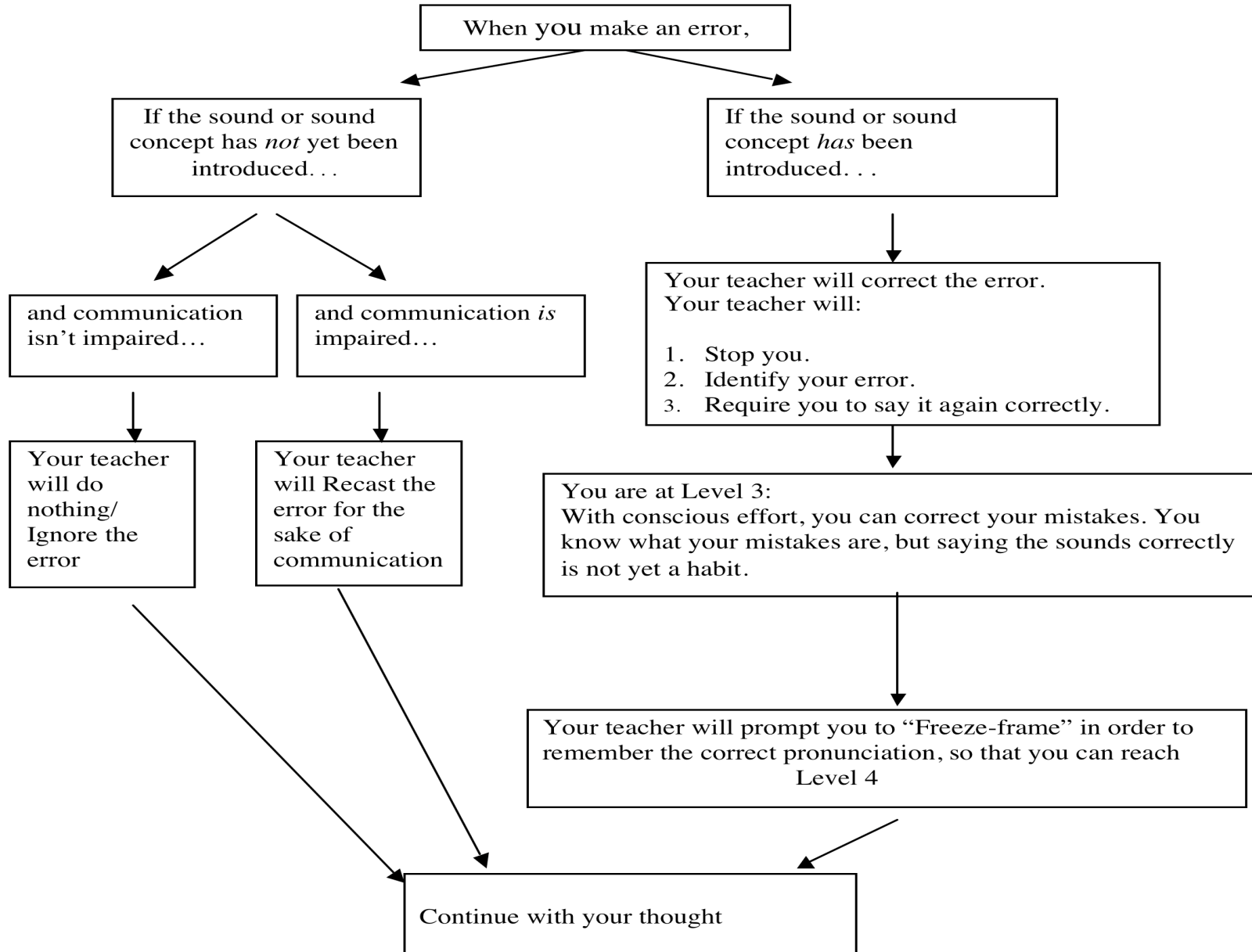
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**A Principled Approach to Facilitative Feedback:**  
A Teacher-Student Partnership

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This is what the process of moving through the four levels of competence looks like:



# FACILITATIVE FEEDBACK RATIONALE

## Teachers' Operationalized Goals:

- Students will be able to state their particular grammar and pronunciation problems
- Students will know and use appropriate strategies to self-monitor and self-correct
- Students will *change* their English grammar and pronunciation in order to “improve” it
- Students will keep track of their progress

# Sample Logbooks

Use a log to help you enter mistakes, label them by kind, and review a list of *your* biggest problems. If you keep making the same kinds of errors, use your log to help you correct them.



Everyone has different pronunciation problems. Look at the examples on the chart below to see the different difficulties three students had with the same word. To improve, students need to know what their individual mistakes are.

Word:	How should I say it?	How did I say it?	What was my mistake?	Other examples:
<i>Student 1:</i> speech	speech (1 syllable)	su-peech (2 syllables)	separating the first two consonants	su-trong/strong
<i>Student 2:</i> speech	speech (1 syllable)	es-peech (2 syllables)	adding a vowel sound at the front	es-port/sport
<i>Student 3:</i> speech	speech (1 syllable)	speech-ee (2 syllables)	adding a vowel sound at the end	each-ee/each

Practice



# Progress Logbook

Word or phrase	How should I say it?	How did I say it?	What was my mistake?	Other examples:
have done it	have done it	have /ə/ done it	inserted schwa between 2 words; listeners hear: haven't done it	the first /ə/ time

Practice

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# ASSESSING STUDENT PROGRESS

## metacognitive and skill level

- students can identify targeted structures/words/pronunciation points (they can say what they worked on throughout the semester)
- students can identify strategies to monitor for and self-correct these points
- students' speech and/or writing shows fewer errors with targeted structures, when compared to similar speech/writing samples from the beginning of the semester

# BRIDGING THE GAP BETWEEN EXPLICIT KNOWLEDGE AND ACCURATE SPONTANEOUS SPEECH

## MINIMAL ESSENTIAL ELEMENTS OF AN INSTRUCTIONAL APPROACH:

- Explicit Instruction + Tell Backs
- Abundant opportunities for Output Practice
- Targeted, Immediate, Consistent, Sustained  
Feedback: Metalinguistic Prompts



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