

TABLE OF CONTENTS

CHAPTER 1: INTRODUCTION	9
1.1. <i>Issues involved in oral corrective feedback research and practice</i> .	10
1.2. <i>Source and types of oral corrective feedback</i>	13
1.2.1. <i>Teacher versus peer feedback</i>	14
1.2.2. <i>Types of oral corrective feedback</i>	15
CHAPTER 2: THEORIES OF SECOND LANGUAGE ACQUISITION AND CORRECTIVE FEEDBACK	25
2.1. <i>Innatist theories versus cognitive theories of second language acquisition</i>	25
2.1.1. <i>Limited support for corrective feedback: The Monitor Model</i>	28
2.1.2. <i>Support for corrective feedback: Cognitive theories</i>	31
2.1.2.1. <i>Corrective feedback and interaction: Input, output and noticing</i>	31
2.2.2.2. <i>Corrective feedback and skill-acquisition theory</i>	35
2.2. <i>Corrective feedback and sociocultural theory</i>	37
CHAPTER 3: THEORIES OF LANGUAGE TEACHING AND CORRECTIVE FEEDBACK	41
3.1. <i>Teaching speaking skills: Fluency versus accuracy?</i>	41
3.2. <i>Corrective feedback in different teaching approaches: Communicative approach versus task-based approach</i>	49
CHAPTER 4: RESEARCH ON ORAL CORRECTIVE FEEDBACK	59
4.1. <i>Research questioning the effectiveness of oral corrective feedback</i>	60
4.2. <i>Descriptive research: Classroom observations</i>	64
4.2.1. <i>Frequency and types of oral CF</i>	65
4.2.2. <i>Uptake, modified output and repair</i>	71
4.3. <i>Experimental research</i>	81
4.3.1. <i>The effects of oral corrective feedback on second language acquisition</i>	81

4.3.2.	<i>Comparing the effects of different types of oral feedback ..</i>	85
4.3.2.1.	<i>Recasts</i>	87
4.3.2.2.	<i>Recasts versus prompts</i>	90
4.3.2.3.	<i>Recasts versus explicit correction</i>	97
4.3.2.4.	<i>CF on pronunciation and vocabulary</i>	101
4.3.2.5.	<i>Extensive versus intensive CF</i>	106
4.3.2.6.	<i>CF timing: Immediate versus delayed CF</i>	111
4.3.2.7.	<i>Scaffolded feedback</i>	114
4.3.3.	<i>Oral corrective feedback and individual learner differences</i>	120
4.4.	<i>Attitudinal research: Teachers' and students' beliefs</i>	133
4.5.	<i>Suggestions for further research on oral corrective feedback</i>	149
4.5.1.	<i>Descriptive studies</i>	149
4.5.2.	<i>Design of experimental studies</i>	150
4.5.3.	<i>Research on the effectiveness of different CF-types</i>	151
4.5.4.	<i>Research on CF-timing</i>	154
4.5.5.	<i>Research on individual differences and CF</i>	155
4.5.6.	<i>Research on the impact of oral CF on accuracy, fluency and complexity</i>	156
4.5.7.	<i>Research on teachers' and students' beliefs about oral CF</i>	158
CHAPTER 5: PEDAGOGICAL RECOMMENDATIONS ON DEALING WITH LEARNERS' ERRORS		159
5.1.	<i>Factors affecting the decision to provide feedback</i>	159
5.1.1.	<i>Type of learning activity</i>	160
5.1.2.	<i>Type of error</i>	162
5.1.3.	<i>Student factors</i>	163
5.1.4.	<i>Teacher factors</i>	165
5.2.	<i>Becoming aware of one's feedback practices</i>	166
CONCLUSION		169
REFERENCES		173