Corrective feedback practices of future English as a Second Language teachers

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- Objective 1: to observe the strategies and techniques employed by pre-service ESL teachers to provide corrective feedback on writing to high school students. These can either be direct corrections, when the teacher provides the correct answer, or indirect corrections, when the teacher signals the errors for the students to self-correct.

- Objective 2: to examine to what extent teachers’ beliefs concerning error correction coincide with their corrective feedback practices and their perceptions of their practices.

- Participants were 18 pre-service ESL teachers who provided corrective feedback to 61 high school learners during a semester.

Facts
- Most frequently corrected errors included spelling mistakes, verb tense errors, and vocabulary or lexical choice.
- Those who participated in a grammar pedagogy course used more indirect coded corrections than their no-grammar peers.
- The “treatable” or “non-treatable” nature of the errors appears to have influenced the teachers’ choice of corrective feedback strategy.