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FEEDBACK ON ORAL PRODUCTION AT BEGINNER LEVELS

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TAL! Den fællesskandinaviske konference om mundtlighed/mundtlig kommunikation i fremmedsprogsundervisningen

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Write a sentence about
feedback on oral production.

It can be:

A definition

A question

A concern

A complaint

A good idea

...



COMMUNICATIVE APPROACH

- Interaction in the target language
- Negotiation of meaning
- Authentic materials
- Explicit focus on the learning process
- The learners' personal experiences are central
- (Intercultural) communicative competence as the desired goal
- Focus on meaning, form and function



THE PARADOX OF ORALITY



The most important component of language learning for both teachers and learners



the teaching of speaking is often a quite neglected area within the language classroom, where writing is favored



It is hard to get the learners to speak in the class

TEACHING SPEAKING – A NEGLECTED AREA?

Swedish teachers' TL use in the classroom – results from the TAL project:

When?

- When talking to the whole group
- Greeting the group, giving instructions

How much (medium during years 7-9)?

- 0-10 % of the time: c. 5 %
- 11-25 % of the time: c. 25 %
- 26-50% of the time: c. 40 %
- 51-75 % of the time: c. 22 %
- 76-100 % of the time: c. 6%

Erickson et al. (in press)



HARD TO GET LEARNERS TO SPEAK - OBSERVATIONS FROM THE TAL PROJECT

What was tested?

- Oral production
- Oral interaction

How?

- Tasks in line with the Swedish syllabus/GERS A2.1
- Monologue about “me and my school”
- Dialogue with peer about plans for a school visit from abroad



HARD TO GET LEARNERS TO SPEAK - OBSERVATIONS FROM THE TAL PROJECT

- Observations and students' comments:
 - Anxiety provoking tasks
 - Unfamiliarity with the situation, especially spontaneous interaction
 - Students found interaction easier than production
 - Variation, but generally very little speech production

See also Granfelt et al. (2021)



> Working with orality is complex!





ORAL PROFICIENCY - GOALS

- > Fluency
- > Accuracy
- > Complexity
- > Adequacy
- > Intelligibility - comprehensibility





ORAL PROFICIENCY – RESOURCES/CHALLENGES

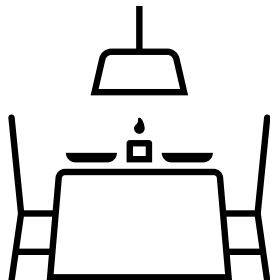
- › Pronunciation – sounds, stress, intonation patterns
- › Pragmatics - Speech acts and politeness
- › Gambits – discourse markers
- › Communication strategies
- › Vocabulary!



THREE ORAL MODALITIES

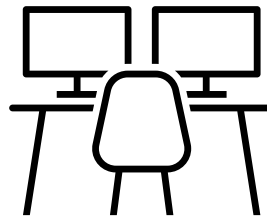
Transactional speech:

Requests, ordering,
offers, suggestions



Interactional speech:

Greetings, small-talk,
compliments



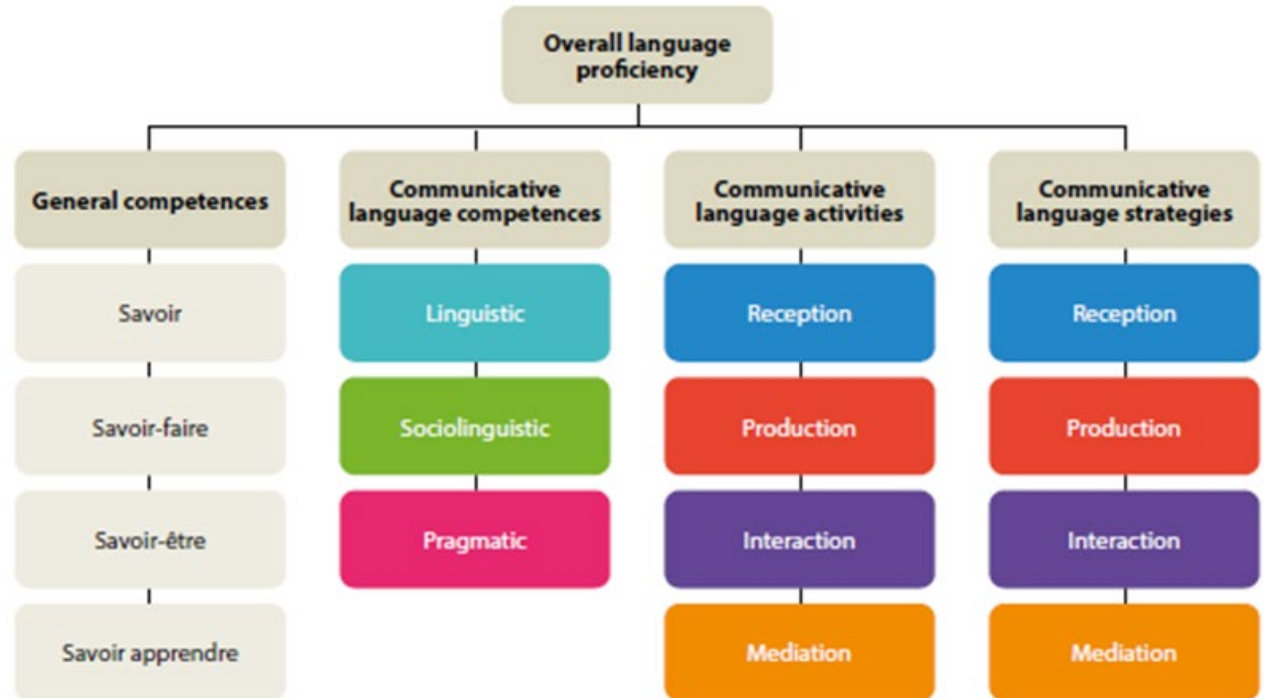
Oral communication:

Presentations, speeches



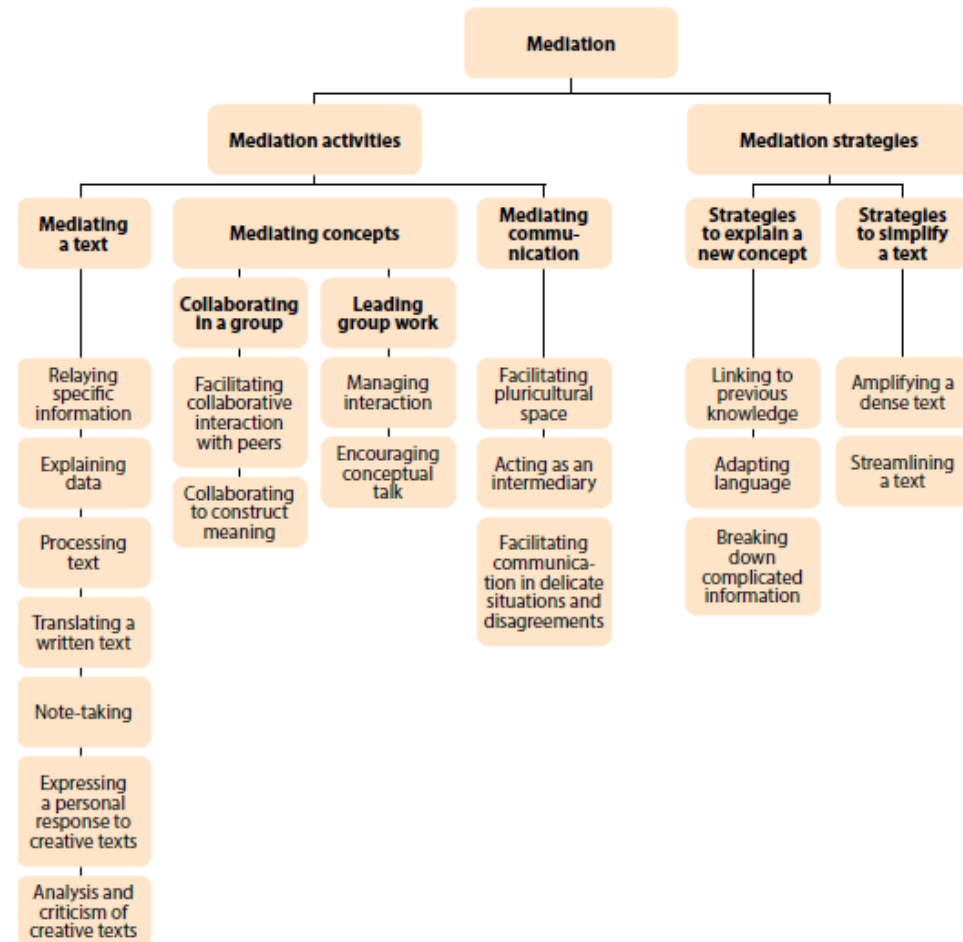
MEDIATION

Figure 1 – The structure of the CEFR descriptive scheme²⁸



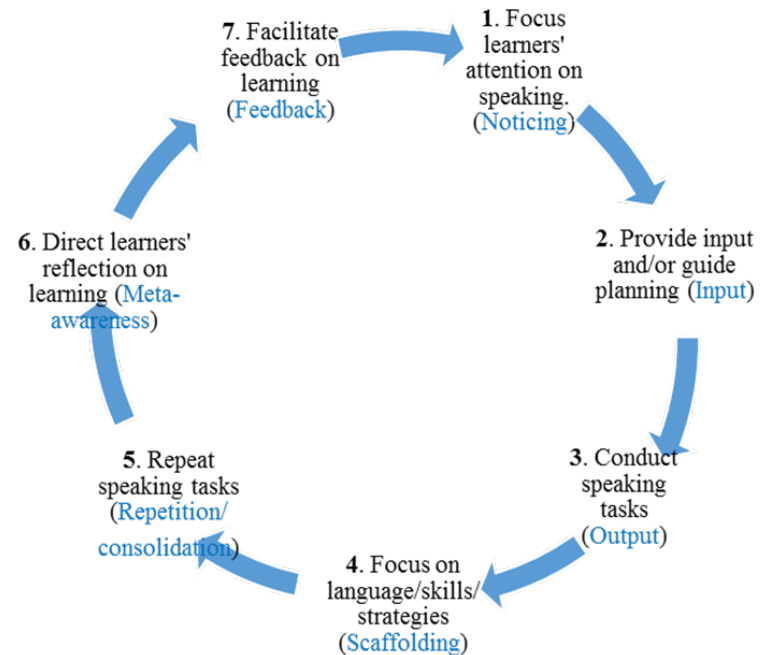
MEDIATION

In mediation, the user/learner acts as a social agent who **creates bridges** and helps to construct or convey meaning, **sometimes within the same language, sometimes across modalities** (e.g. from spoken to signed or vice versa, in cross-modal communication) and **sometimes from one language to another** (cross-linguistic mediation). The focus is on the role of language in processes like creating the space and conditions for communicating and/or learning, collaborating to construct new meaning, encouraging others to construct or understand new meaning, and passing on new information in an appropriate form.

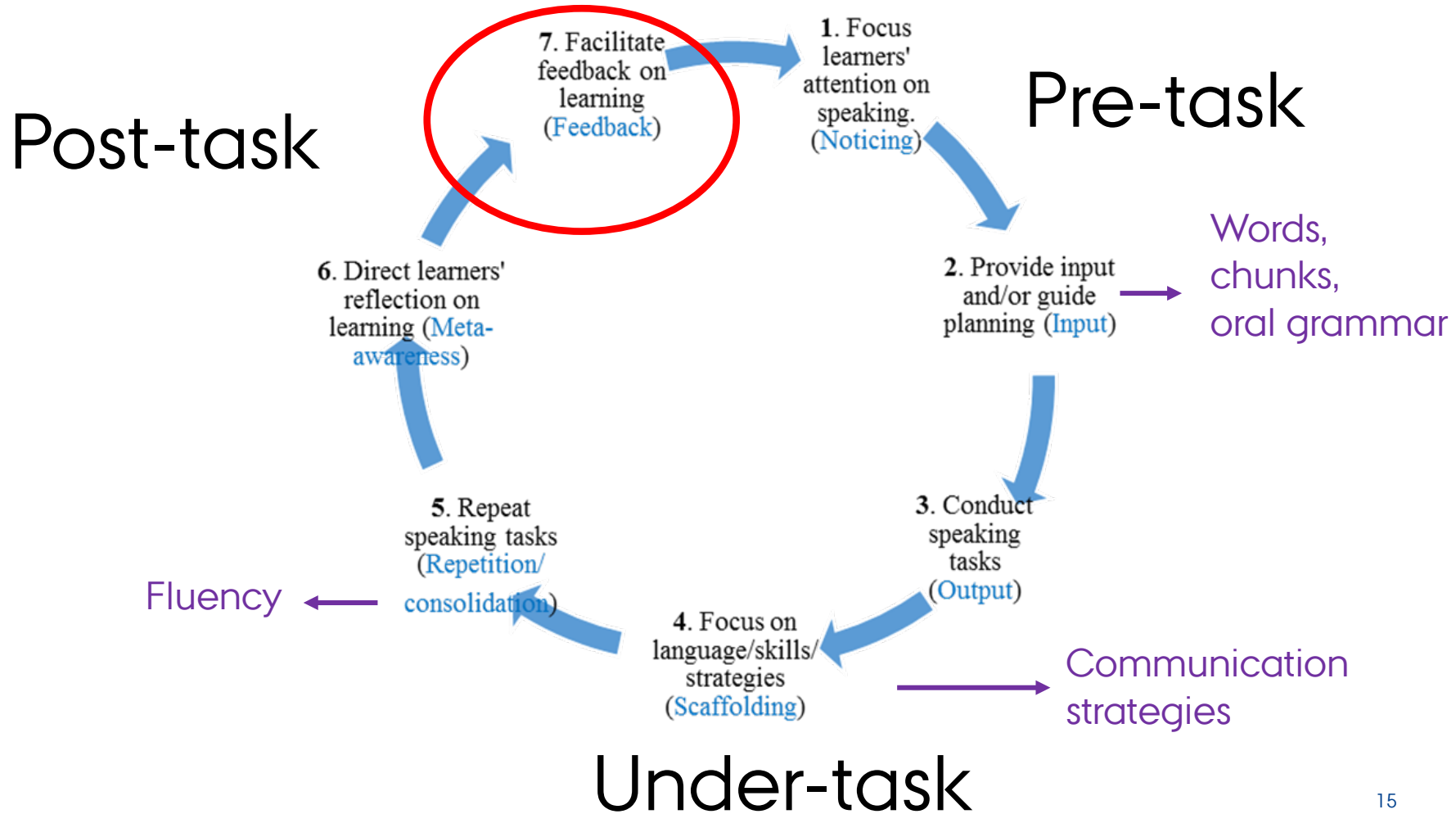


TEACHING ORAL PROFICIENCY

- “Teaching speaking” vs. “doing speaking”
- Direct vs. indirect teaching
- The “teaching speaking cycle” (Goh & Burns 2012)



Vijayarathan, 2017





FEEDBACK TYPES

- > Summative
- > Positive
- > Oral
- > Direct
- > Immediate
- > Teacher

- Formative
- negative
- Written
- Indirect
- Delayed
- Peer

The learner him/herself

- Explicit correction
- Correction w/metalinguistic explanation

- Repetition, recast, repetition request, clarification question, non verbal feedback
- Error marking, correction with codes



5 KEY ASPECTS OF CF (CORRECTIVE FEEDBACK)

Should learners' errors be corrected?

When should learners' errors be corrected?

Which errors should be corrected?

How should errors be corrected?

Who should do the correcting?



WHAT DO TEACHER GUIDES SAY? ELLIS 2017

Positive as well as corrective feedback important	
Do CF with care to avoid a negative affective response	
CF in accuracy work rather than in fluency work	
Immediate CF in accuracy work and delayed CF in fluency work	
Selective CF: errors vs. mistakes, global vs. local errors	
Use a variety of techniques	
The teacher provides clues, the learner makes the correction	



WHAT DOES RESEARCH SAY? ELLIS 2017

Positive as well as corrective feedback important		CF fosters noticing and uptake with repair and leads to acquisition; both in controlled and free production
Do CF with care to avoid a negative affective response		Guides focus on the affective dimension and neglect the cognitive aspect
CF in accuracy work rather than in fluency work		Need for CF in fluency work
Immediate CF in accuracy work and delayed CF in fluency work		Not researched enough but perhaps right
Selective CF: errors vs. mistakes, global vs. local errors		CF should be selective, but no evidence about errors/mistakes, global/local
Use a variety of techniques		A theory-based taxonomy. Output prompting more effective than input providing
The teacher provides clues, the learner makes the correction		Yes, but teacher corrections can also be effective

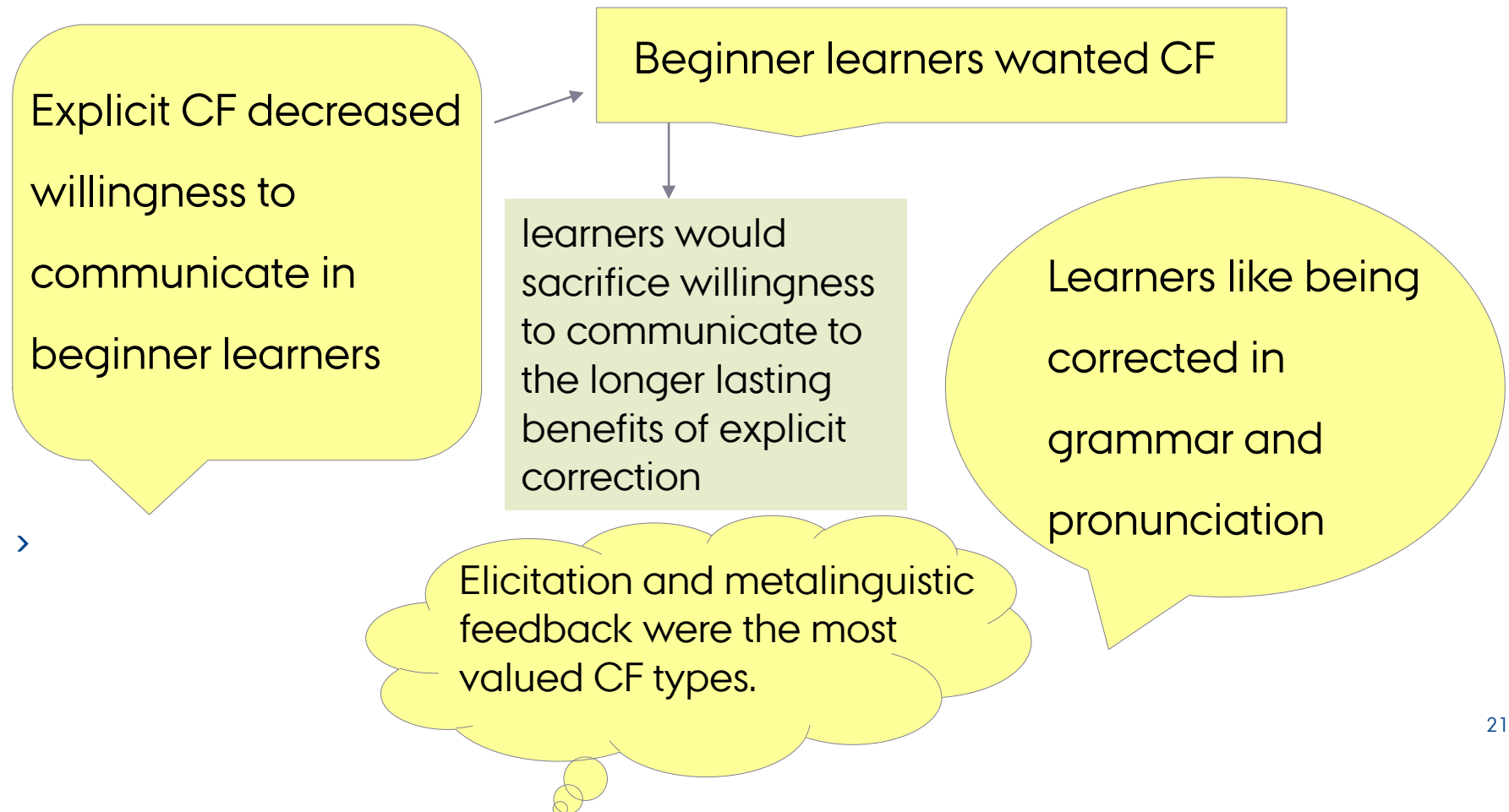
THE TIMING OF ORAL CF

QUINN & NAKATA 2017

Immediate CF	Delayed CF
Immediate cognitive comparison	Distributed practice effect
Skill acquisition induced through prompting	
Transfer appropriate processing	
Reconsolidation theory	

RESEARCH ON ORAL CF IN BEGINNER LEVELS

ZARE, SHOOSHTARI & JALILIFAR 2020





TEACHER COGNITION STUDIES



- > A research area that studies what teachers think, know and believe.
- > An unobservable dimension of teaching – the teachers' mental lives



ORALITY IN TEACHER COGNITION STUDIES

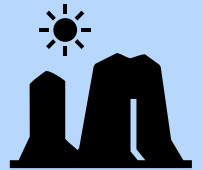
Teachers train orality through:

- Written exercises
- Reading aloud
- Dictation
- Grammar lessons
- Oral presentations
- Open questions

They focus on:

- Fluency rather than accuracy
- Adjusting orality to meet the learners' level
- The teacher's attitude as a motivation factor
- A positive environment to protect the learners affective state =
No correction of errors although CF generates learning

A study from the Faroe Islands
(Vijayarathan 2017)



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Thank you! 😊

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