Handout: Error correction definitions
 ***Implicit recast.*** Gives the correct language, as if to confirm the content of what was said.

***Explicit recast.*** Isolates the error and says it correctly, with clear emphasis on the correction.

***Explicit recast, with metalinguistic information.*** Isolates the error and says it correctly, with clear emphasis on the correction. Talks *about* the language that caused the error and/or explains the correction.

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***Implicit elicitation.*** Uses non-verbal techniques (e.g., raised eyebrow, puzzled look) to elicit self-correction.

***Explicit elicitation.*** Requests clarification or repetition, sometimes due to genuine miscommunication caused by error.

***Explicit elicitation, with metalinguistic information*.** Requests clarification or repetition, and talks *about* language to prompt self-correction.

S [reading ‘utiliser’ on board] yutilizer [pronounces ‘u’ like English ‘you’]

T: Now try it again, focusing on the first letter. Bring your lips really close together as you say the vowel.

S: utiliser

**A**

**B**

**C**

T: [points to word ‘ciencias’ on board]

S: ciencias [with hard ‘c’]

T: ¿cómo?

S: ciencias [with correct ceceo pronunciation]

**D**

**E**

**F**

T: ¿Qué es ‘flowers’ en español?

S: flores [without ‘es’ sounded out, floors]

T: flores

[Students are reading aloud].

S: La pollution [pronounced with English ‘tion’] est un problème

T: c’est *pollution*. [teacher adds emphasis]. Remember that the ‘-i-o-n’ endings are pronounced ‘ion’.

S: La fille est français [no ‘s’ sounded]

T: La fille est française.

T: ¿qué es? [points to a church]

S: Es una inglesia

T: [looks confused / puzzled]

S: Ah, no. Iglesia.

T: ¿Qué es ‘flowers’ en español?

S: flores [without ‘es’ sounded out, floors]

T: flores

S: Los chicos no estudia el arte

T: estud**ian** [teacher adds emphasis, raises voice]

S: Je ne mange pas la viande.

T: The noun, viande, follows a negative. What do you need after negative verbs?

S: de. Je ne mange pas de viande.

S: Les parents écoutent la radio [pronounces ‘-ent’]

T: Je ne comprends pas

S: err, écoutent [silent –ent]

S: El colegio hay tres profesores.

T: ***en*** el colegio hay tres profesores [adds emphasis on ‘en’].

**J**

**L**

**K**

**I**

**H**

**G**

S: En mi casa, hay tres … bedrooms

T: Do … Like the English word for a room with lots of beds in a hostel

S: Dormitorios!

[Student translates 'the tree’]

S: la arbre

T: **l’a**rbre, bien [teacher adds emphasis]

**I**

**L**