Oral Corrective Feedback as a Catalyst for Second Language Development

Professor Roy Lyster
McGill University

January 24, 2018 (Wednesday)
12:45 – 14:00
Room 401-402, Meng Wah Complex, HKU
Chair: Professor Angel Lin

Abstract:

Theoretical perspectives that run the gamut from skill acquisition theory to cognitive-interactionist and sociocultural orientations posit that corrective feedback is not only beneficial but may also be necessary for moving learners forward in their second language development. At the same time, four meta-analyses of primary studies have together provided strong empirical support for its overall effectiveness. Even though the provision of corrective feedback has consistently proven more effective than its absence, there are still many variables that interact to moderate its effectiveness.

This talk will identify different types of oral corrective feedback and then focus on their relative effectiveness as attested by empirical classroom research. A range of variables that moderate their effectiveness will be identified to illuminate the challenges that teachers face in providing feedback despite the positive outcomes of empirical studies. Corrective feedback that creates opportunities for students to engage in contextualized practice will be presented as more effective catalysts for language development than feedback intended only to promote noticing of target forms during interaction.

About the speaker:

Roy Lyster is Professor Emeritus of Second Language Education at McGill University in Canada. He has a PhD in Applied Linguistics as well as a B.Ed. and M.Ed. from the University of Toronto, and an MA from the Université de Paris VII. His research examines content-based second language instruction and the effects of instructional interventions - such as teacher scaffolding and corrective feedback-designed to counterbalance form-focused and content-based approaches. He is author of a module called Content-Based Language Teaching published by Routledge in 2018, and two books: Learning and Teaching Languages Through Content published by Benjamins in 2007 and Vers une approche intégrée en immersion published by Les Éditions CEC in 2016.

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