

### **Corrective feedback: Elicitation**

The teacher directly elicits the correct form from the learner by asking questions (e.g., “How do we say that in French?”), by pausing to allow the learner to complete the teacher’s utterance (e.g., “It’s a...” ) or by asking learners to reformulate the utterance (e.g., “Say that again.”). Elicitation questions differ from questions that are defined as metalinguistic clues in that they require more than a yes/no response.

#### **Example 1**

S: Yeah, in, in India she began to feel sick and she went to doctor, the doctor in India, but that doctor said it, it is not so serious.

T: It, not it is, the doctor said it...

S: Doctor said, uh, it w-, it was not serious

T: mhm

#### **Example 2**

S: Who is he?

T: He is my uncle.

S: What he does?

T: Can you think of a better way? How can you change it?

S: What do he does? No...that sounds very strange...what does he do?

T: Thank you! (shows the student two big thumbs) He is a singer.

#### **Example 3**

T: He likes to go swimming and scuba-diving.

S: In winter, too? Where does he lives?

T: I guess we need some correction here (with a smile)

S: Where do he lives?

T: Please think about a better way of putting it (with a facial expression)

S: Where...does he ...live? (in a rising tone)