

### **Corrective feedback: Explicit correction**

Clearly indicating that the learner's utterance was incorrect, the teacher provides the correct form.

#### **Example 1**

S: She told us that was the, that she was having the time of her life.

T: She-she told, she said that what?

S: She said, she said, she had the time of her life.

T: She had had

S: She had had a time of her life on the Greek island.

#### **Example 2**

S: Two years ago, I was hiking.

T: No, I went, I went hiking.

S: I went hiking for three months.

#### **Example 3**

T: Who is he, S1? He looks very familiar.

S: He is my favorite actor, Brad Potter.

T: Okay. Let me see...when does he feel happy? Can you guess?

S: He feel happy when he is with his wife, I think

T: (with a smile) He feels (The teacher writes "he feels" on the board).

S: Right. He feels happy when his wife is around.

T: Where does he live?

S: He may lives in Heillywood with his wife.

T: He may live, not lives (with an emphasis on "s")

S: Yeah, he may live in Heillywood.

## Glossary

**Deductive:** *Deductive* teaching or learning is when a rule is explicitly provided first. The rule is learned more by practice. The sequence is usually from rule presentation with examples to practice. The opposite is *inductive* teaching or learning. In this case, examples or meaningful activities are introduced first. Sometimes rules are provided at the end or sometimes they are not introduced. In this case, it is the learners' role to figure out the rules. The background and proficiency level of the learners and the complexity of the rule are important factors to consider when deciding which method to use.