Maximizing the Potential of Oral Corrective Feedback

Theoretical perspectives that run the gamut from skill acquisition theory to cognitive-interactionist and sociocultural orientations posit that oral corrective feedback is not only beneficial but may actually be necessary for moving learners forward in their second language development. This view has been substantiated by four meta-analyses of primary studies that together provide 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. First, this talk will identify different types of oral corrective feedback and focus on their relative effectiveness as attested by empirical classroom research. Next, a range of variables that moderate their effectiveness (e.g., instructional setting, discourse context, linguistic target, learner age) will be outlined to shed light on the complexity of the decision-making process in which teachers must engage to provide corrective feedback with optimal effectiveness. Finally, various dichotomies typically associated with oral corrective feedback (e.g., implicit vs explicit, recasts vs prompts, immediate vs delayed) will be diffused with a view to making a case for the use of a wide range of different types as a means to maximize its potential.

講師　**Dr. Roy Lyster**　**McGill University**

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日時　2月8日（金）14：40－16：10

申し込み方法
お名前・ご所属をご明記の上、メール、電話・FAXいずれかの方法で、お申込みください。
〆切は2月4日（月）になります。

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参加費無料です！

Roy Lyster is Emeritus Professor of Second Language Education at McGill University in Montreal. 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 designed to counterbalance form-focused and content-based approaches. He was co-recipient with Leila Ranta of the 1998 Paul Pimsleur Award for Research in Foreign Language Education and was presented the Robert Roy Award by the Canadian Association of Second Language Teachers in 2017. 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.

主催：宮城教育大学英語教育講座・教員キャリア研究機構（小学校英語教育研究領域）