1. **Work in groups. Match each corrective feedback type with its definition and its example.**

Corrective feedback types

Explicit correction	Elicitation	Metalinguistic clues	Paralinguistic signals
Recasts	Clarification requests	Repetition	

Definitions

The teacher asks questions, gives information or makes comments on the formation of the student's utterance. She may also provide grammatical explanations.	The teacher indicates that the student has made an error by using a gesture or facial expression.	The student's utterance is reformulated, but without directly indicating that it was wrong.	The teacher indicates that the student's utterance has not been understood and that the student needs to repeat it.
The teacher directly elicits a reformulation by repeating part of the student's utterance without the error, pausing to allow the student to complete it.	The teacher clearly says that what the student has said is wrong and provides the correct form.	The teacher repeats the student's error and changes intonation to draw attention to it	

Examples

S: Yesterday I find some information on the internet. T: (gestures with hand over shoulder to indicate the past)	S: They wrote a REport. T: They wrote a rePORT	S: When they sign the treaty? T: It's a question. Remember auxiliary-subject-verb.	S: The scientists examined three mouses. T: Excuse me?
S: Water is freezing at 0°C. T: No, we don't say "Water is freezing". We say "water freezes at 0°C".	S: Cervantes and Shakespeare died on April 23, 1816. T: Cervantes and Shakespeare died on April 23 …	S: Henry Ford built the first machine. T: Henry Ford built the first MACHINE?	

(See Ellis 2009a)

2. **Other corrective feedback types:**

Eliciting answers from the class; Multiple feedback; Delayed feedback; Peer correction

Explicit modelling*

S: The brain helps the muscles.
T: No. Say after me 'The brain is used to control the muscles'.

*example taken from Schuitemaker-King (2013, p.5)

Can you think of any other types?