Oral Corrective Feedback and Learner Uptake in the Unterstufe and Oberstufe of a German Gymnasium: A Quantitative Study

Background:
- Observation: Huge quantity of spoken learner errors in the EFL classroom.
  - Ability to handle inaccurately spoken learner output in a beneficial way is an important teaching skill.
  - How to best respond to ill-formed learner utterances?

Research Questions
- Frequency and effectiveness of oral corrective feedback (CF) differ significantly depending on the grade level of the EFL learning group.
- What is the distribution of oral CF types in EFL classes of the Unter- and Oberstufe of a German Gymnasium?
- In how far do learners of both grade levels benefit from CF?

Methodological Approach
- Unterstufe: grade 6, 31 learners, 2nd year of EFL learning, focus on form.
- Oberstufe: Q2 GK, 17 learners, 8th year of EFL learning, focus on message.
- Teacher: same in both groups, female, teaching experience 3 years.
- 16 EFL lessons (8 lessons per class), 720 minutes total (360 minutes each).
- Quantitative, naturalistic, reactive, structured, third-party observation.

Selected Results

Distribution of Feedback Types

<table>
<thead>
<tr>
<th>Feedback Type</th>
<th>Unterstufe (%)</th>
<th>Oberstufe (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explicit</td>
<td>23%</td>
<td>16%</td>
</tr>
<tr>
<td>Implicit</td>
<td>23%</td>
<td>20%</td>
</tr>
<tr>
<td>Non-verbal</td>
<td>2%</td>
<td>6%</td>
</tr>
<tr>
<td>Verbal</td>
<td>51%</td>
<td>68%</td>
</tr>
<tr>
<td>Peers</td>
<td>11%</td>
<td>8%</td>
</tr>
<tr>
<td>Learners</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Teacher</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Learner</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>Teacher-repair</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>Learner-repair</td>
<td>1%</td>
<td>1%</td>
</tr>
</tbody>
</table>

Discussion and Conclusions

Hypotheses
- Confirmed. More frequent and effective CF in elementary instruction of EFL learning than in the advanced course.

Prospective Research
- Further research necessary to provide a sufficient basis for reliable claims about effective oral error correction.

Selected Bibliography