

# The efficacy of corrective feedback in an EFL classroom

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As English teachers in an EFL environment, corrective feedback is a necessity as well as an inevitability. It's natural for students to make errors when attempting to produce a L2 language that they are still learning. One of the roles of the teacher is to provide corrective feedback to ensure those errors are repaired. However, how corrective feedback is delivered is very dynamic with many variables. The method of delivery and the provider of feedback can significantly impact language acquisition. For example, some teachers may tend to use a select few preferred methods of providing corrective feedback; Consequently, they may find that those same methods are not as effective in different learning environments, different students, or various situations. Furthermore, teachers may feel they should be the facilitators of corrective feedback, when, in fact, the most effective feedback might come from the students' peers. This presentation focuses on a study analyzing various types of corrective feedback used in a Japanese junior high school English class as well as the results of the study, the effectiveness of the corrective feedback used and the implications thereof.

Bio: June Ha Kim is currently in graduate school at Akita International University, enrolled in the English Learning Teaching Practices program. He was previously an Assistant Learning Teacher in northern Japan for five years and has a Bachelor' of Arts in English from the University of Illinois, Chicago.

**Presenter:** KIM, June Ha (Akita International University)