COULD YOU REPEAT THAT?

How to Correct Mistakes in the Speech of Language Learners

DR. MICHAEL REYES
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FIRST-YEAR COURSE STRUCTURE IN FRENCH STUDIES

Some context
PROBLEMS

FREN 150 STUDENTS

Frustrated. Not enough feedback on speaking from their UTA in tutorial.

FREN PROFESSORS

Uncertainty. Not enough certainty about SLA research to make recommendations to UTAs.
1. What does the literature say about best practices in OCF?

2. Do FREN 150 students notice a difference in the quality of feedback if UTAs are trained in best practices?

3. Do FREN 150 students’ speaking skills seem to improve as a result of feedback regime change from their UTAs?
**PROJECT TIMELINE**

**Phase 1**
- Literature Review
  - Determine best practices for OCF.

**Phase 2**
- Create Guide
  - Develop guide to train UTAs.

**Phase 3**
- Train UTAs
  - Train UTAs in best practices of OCF.

**Phase 4**
- Evaluate Effectiveness
  - Evaluate effectiveness of UTA training.

**Phase 5**
- Sharing Results
  - Sharing best practices with faculty.

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BEST PRACTICES IN ORAL CORRECTIVE FEEDBACK

Literature Review

Training Guide

Faculty Workshop

QSPACE
STUDENT PERCEPTION OF FEEDBACK FROM UTA

Question 12. *My tutor provided me with an appropriate amount of feedback.*

<table>
<thead>
<tr>
<th>FALL 2018</th>
<th>WINTER 2019</th>
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<td>3.98</td>
<td>4.29</td>
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Qualitative section: Students perceived fewer instances of the less-effective types of feedback in the Winter term than in the Fall term.
BUT WAS THE INCREASED CF EFFECTIVE?

UTAs measured student oral proficiency on the ACTFL scale at the end of each term via a 10-minute interview.

For most students:

Oral proficiency held constant across terms.
BUT...INSTRUCTORS AND UTAS IN FRENCH STUDIES NOW KNOW THE SCIENCE BEHIND CF USE

They know what types to use, when to use them, and why to use them.
ACKNOWLEDGEMENTS

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THANK YOU

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