

The place of corrective feedback within the practice of French teachers, in the framework of French courses in Iran

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Background: Corrective feedback, a kind of classroom management tools, consists of information transmitted from the teacher to the learner after analyzing how the learner has progressed during the execution of a task (Senécal, 2016). Indeed, corrective feedback is a lever that contributes to the acquisition of knowledge, at the center of teachers' practices.

Aims: The aim of this study is to verify the place of corrective feedback applied by teachers in French courses in Iran.

Sample and Methods: This research was carried out by the qualitative method, observations and by the corrective interventions of five teachers acting within nine online French conversation courses in level spectrum from A2 to B2. We detected the corrective sentences and corrective feedback techniques used by the teachers.

Results: According to the results, from the six feedback techniques, “basic feedback” such as “rephrasing” is the most frequent feedback technique among others in levels B1 and B2 and the least frequent one in level A2. On the other hand, “directive feedback” including “explicit correction” is the most frequent technique at A2 level. In addition, “coaching feedback” that gives the learner metalinguistic cues and encourages him/her to improve his/her approach is used by teachers in all levels.

Conclusions: The results obtained in this research prove that using appropriate feedback techniques at different language levels has a great importance and they should be taken into consideration by teachers and education stakeholders.

Keywords: Corrective Feedback, French Teaching, Feedback Techniques.