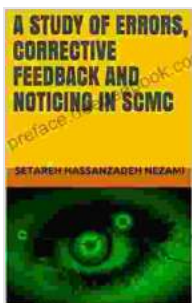# Study of Errors, Corrective Feedback, and Noticing in Synchronous Computer-Mediated Communication

In the context of language learning, errors are an inevitable and essential part of the learning process. Errors provide opportunities for learners to notice gaps in their knowledge and to make adjustments to their understanding. Corrective feedback, in turn, is essential for helping learners identify and correct their errors, and for promoting long-term learning. Noticing, the process of paying attention to and becoming aware of linguistic features, is also crucial for language learning, as it allows learners to identify and focus on the aspects of language that they need to improve.

In recent years, there has been growing interest in the role of synchronous computer-mediated communication (SCMC) in language learning. SCMC platforms, such as video conferencing and chat rooms, allow learners to interact with each other and with teachers in real time, which provides opportunities for errors, corrective feedback, and noticing to occur naturally.

A STUDY OF ERRORS, CORRECTIVE FEEDBACK AND NOTICING IN SCMC by Jean Teulé

★★★★★ 5 out of 5

Language	: English
File size	: 835 KB
Text-to-Speech	: Enabled
Screen Reader	: Supported
Enhanced typesetting	: Enabled
Print length	: 51 pages

The purpose of this article is to provide a comprehensive overview of the research on errors, corrective feedback, and noticing in SCMC. The article will first discuss the nature of errors in SCMC, and then examine the different types of corrective feedback that can be provided in this context. Finally, the article will explore the role of noticing in SCMC, and discuss the implications of these findings for language teaching and learning.

Error Correction in SCMC

Errors are a common occurrence in SCMC, and they can take a variety of forms. Some of the most common types of errors in SCMC include:

- **Grammatical errors:** These errors involve mistakes in grammar, such as incorrect verb tense or subject-verb agreement.

- **Lexical errors:** These errors involve mistakes in vocabulary, such as using the wrong word or using a word in the wrong context.

- **Pronunciation errors:** These errors involve mistakes in pronunciation, such as mispronouncing a word or using the wrong intonation.

- **Discourse errors:** These errors involve mistakes in discourse, such as using inappropriate language or failing to follow the rules of conversation.

While errors are a natural part of the language learning process, they can also be frustrating for learners. Errors can lead to misunderstandings, and they can make it difficult for learners to communicate effectively. As a

result, it is important for teachers to provide corrective feedback to learners in SCMC.

Types of Corrective Feedback in SCMC

Corrective feedback can be provided in a variety of ways in SCMC. Some of the most common types of corrective feedback include:

- **Explicit correction:** This type of feedback explicitly points out the error and provides the correct form. For example, a teacher might say, "The correct form is 'I went to the store,' not 'I goed to the store.'"

- **Implicit correction:** This type of feedback does not explicitly point out the error, but instead provides the correct form in a way that allows the learner to infer the error. For example, a teacher might say, "I went to the store yesterday" in response to a learner's utterance of "I goed to the store."

- **Repetition:** This type of feedback simply repeats the learner's utterance, but with the correct form. For example, a teacher might say, "I went to the store" in response to a learner's utterance of "I goed to the store."

- **Metalinguistic feedback:** This type of feedback provides information about the language itself. For example, a teacher might say, "The past tense of 'go' is 'went.'"

The type of corrective feedback that is most effective in SCMC will vary depending on the learner's needs and the context of the interaction. However, research has shown that explicit correction is generally the most effective type of feedback for promoting long-term learning.

The Role of Noticing in SCMC

Noticing is the process of paying attention to and becoming aware of linguistic features. Noticing is essential for language learning, as it allows learners to identify and focus on the aspects of language that they need to improve.

There are a number of factors that can affect noticing in SCMC. These factors include:

- **The type of corrective feedback:** Explicit corrective feedback is more likely to promote noticing than implicit corrective feedback.

- **The learner's attentional focus:** Learners who are more focused on the form of their language are more likely to notice corrective feedback.
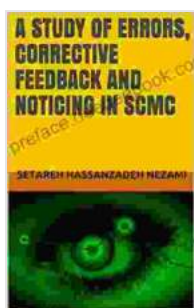
- **The learner**

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