Corrective feedback episodes in CLIL and EFL classrooms: Do teachers’ and learners’ beliefs influence classroom behaviour?

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Corrective feedback (CF) is a teaching technique that has been shown to be beneficial for second language learning (Lyster et al., 2013). Among other factors, instructional setting has been found to affect the quantity and quality of Corrective Feedback Episodes (CFEs; Lyster & Mori, 2006; Sheen, 2004). Learning contexts such as immersion and English as a Foreign Language (EFL) have been extensively investigated; however, there is one instructional approach that has been barely examined, Content and Language Integrated Learning (CLIL; Llinares & Lyster, 2014). This study aims to fill this gap by comparing teachers’ CF techniques and learners’ uptake in CLIL classrooms and in a more traditional learning context, EFL. Besides, teachers’ and learners’ beliefs about CF were examined and compared with classroom behaviour.

We recorded and analyzed the oral interaction between two teachers (of Business English (CLIL) and of English (EFL)) and 25 high school learners (age: 17-18) studying those two subjects. A total of 13 EFL and 15 CLIL lessons were examined and all CFEs were tallied. Furthermore, a questionnaire on CF beliefs was administered to 20 EFL and 11 CLIL teachers as well as to the participant learners and their answers were compared. Finally, data was triangulated by performing a qualitative comparison of the teachers’ and learners’ beliefs with CFEs.

Results showed significant differences between EFL and CLIL teachers as to CF provision but great similarity as far as the beliefs of the two groups of teachers regarding CF. The general findings pointed to a mismatch between teachers’ beliefs and actual classroom practices. Data from the learners’ questionnaire revealed a more positive attitude towards CF that did not accurately match their response to CF. Results will be discussed in the light of previous literature and pedagogical implications will be drawn.

Keywords: beliefs, EFL, CF, CLIL.