

**Individual Paper Session 23**  
**Classroom**  
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**2:15-2:45pm**

**The influence of training on teachers' use of delayed feedback: an exploratory study**

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A significant body of research has theorized and empirically demonstrated the differential effect of various types of feedback on language development. However, whilst this research suggests that teachers' choice of feedback techniques may impact on the degree and rate of development, very few studies have investigated what factors influence teachers' feedback practices and whether training can lead to the introduction of techniques recommended by research.

This paper reports on a study that explored the influence of education on teachers' feedback techniques. The study involved five instructors, with varying levels of experience, teaching an introductory French course at a tertiary level. Prepared conversations that students acted out in front of their teacher three times over a teaching semester and which were followed by the teacher's provision of delayed feedback were chosen as the context for the focus of the study. A teacher training activity was introduced during the semester with the aim of: 1) encouraging teachers' reflection on their current corrective repertoires; 2) reducing the teachers' use of explicit negative feedback (grammatical explanations); and 3) increasing the teachers' use of negotiation moves that foster learner participation in the correction of errors.

It was hypothesized that explicit negative feedback would dominate in the teachers' discourse at the beginning of the semester and that negotiation would increase under the influence of the training activity. The audio recordings of the corrective sessions of the first and the last conversations were transcribed and coded.

Results indicate that the effect of the training activity varied depending on the teachers' level of experience. While the inexperienced teachers moved from using solely explicit negative feedback in the correction of the first conversation to negotiating form in the last conversation, the experienced teachers either used negotiation as soon as the first conversation or introduced fewer strategies eliciting students' response.