

ABSTRACT

Implicit and explicit corrective feedback in EFL and CLIL contexts

Over the last decades, communicative language teaching methods tended to overlook the importance of explicit teaching. Recently, there has been a return to focus-on-form methodologies or CLIL approaches, where form and meaning are presented in a balanced way. However, teaching techniques and their effect on learner interlanguage are still in need of analysis. This paper explores the use of one such technique, corrective feedback (CF), in an EFL and a CLIL classroom and analyzes the extent to which context influences the use of explicit and/or implicit CF moves. Results point to qualitative differences between these two settings and the need for more detailed research on the topic.

Keywords: CLIL, EFL, CF