

The Harm of Overcorrection in SLA and Team Teaching Strategies to Overcome Them

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This short presentation first describes the differences between acquiring a first language and a second language, as understood in current SLA literature. Next it gives an explanation of the potential harm of hypercorrection on ESL students' speech output, before providing three tactics to replace overcorrection. Examples and scenarios are all applied specifically to the team teaching classrooms in order to aid Assistant Language Teachers and certified Japanese Teachers of English.

Second Language Acquisition differs from First Language Acquisition in three important ways. First, the SLA process includes the phenomenon of interlanguage, something that is not easily recorded, unlike the stages of FLA. Second, SLA without corrective feedback carries the risk of error fossilization. Last, unlike FLA, SLA requires corrective feedback in order for learners to successfully acquire linguistic competency. Though corrective feedback is required, it's not always easy to determine what is helpful and what is hypercorrective on the second language teacher's part. The harm of overcorrection are varied and contested, but they could potentially have an effect on a student's affective filter and confidence, preventing full acquisition. This presentation touches on three strategies: recasts, elicitations, and metalinguistic feedback that could potentially help. It provides scenarios and answers for both Assistant Language Teachers and certified Japanese Teachers of English to use as practice to effectively combat overcorrections.