
Abstract

This study examines the types of corrective feedback given to L2 learners as well as learners’ uptake in English Grammar classes at English Department of Universitas Airlangga. Using Lyster and Ranta’s (1997) observational scheme, the writer observed and analyzed 425 minutes of transcribed interaction between a lecturer and L2 learners in English Grammar classes. The first finding is that recast was mostly used in the interaction. Recast did not lead to the highest learner’s uptake, but it generated the most learner’s repair in form of incorporation. Repetition was never used. Metalinguistic feedback was the second most used type and led to the highest uptake. In addition, it was considered as the most effective corrective feedback. The other types of feedback followed. Secondly, L2 learners had different responses after being given the feedback, including repair and needs repair. In conclusion, the lecturer used different types of corrective feedback that led to learners’ uptake, moreover, L2 learners found the provision of corrective feedback helpful in making them realize their incorrect utterance and improving their language learning. For further studies, the writer suggests observing longer classroom interaction and conducting certain tests to reveal whether or not learners remember to apply the correct form in further use.

Keywords: classroom interaction; corrective feedback; English grammar; learner’s uptake; oral activity.