Correction of the Negative Feedback in Teaching Italian Language as L2 at the University of Banja Luka

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ABSTRACT

Focusing on three types of corrective feedback strategies in the acquisition of Italian language as L2, namely explicit corrections, recasts and prompts, the current paper's aim is to demonstrate how these strategies improve the acquisition of L2 in learners whose level is B1/B2. Which one give the best effects in the correction techniques?Which strategy is mostly accepted by the learners? Can these strategies be used in the written feedback? Some answers demonstrate that the effects of explicit corrections, recasts and prompts have rarely been examined from learners' own perspectives and more studies in this direction are needed.