

EXPLORING BANGLADESHI NON-NATIVE ENGLISH LANGUAGE
TEACHERS' BELIEFS AND CLASSROOM PRACTICES OF ORAL
CORRECTIVE FEEDBACK IN THE SECONDARY LEVEL

By

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A thesis submitted to the Department of BRAC Institute of Languages (BIL) in partial
fulfillment of the requirements for the degree of
Masters of Arts in TESOL

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Declaration

It is hereby declared that

1. The thesis submitted is my/our own original work while completing degree at Brac University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

Student's Full Name & Signature:

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Ethics Statement

I declare that the thesis titled “Exploring Bangladeshi non-native English language teachers’ Beliefs and Classroom Practices of Oral Corrective Feedback in the Secondary level” is submitted to the Brac Institute of Languages (BIL), Brac University, in partial fulfillment of the degree MA in TESOL. No part of this dissertation copied or plagiarized from published or unpublished copied or unauthorized from other published work of other writers and that all materials, borrowed or reproduced from other published or unpublished sources have either been put under quotation or duly acknowledged with full reference in appropriate place(s). I understand that the program conferred on me may be cancelled/ withdrawn if subsequently it is discovered that this portfolio is not my original work and that it contains materials copied, plagiarized or borrowed without proper acknowledgement.

Abstract

This study investigated the relationship between stated beliefs of Bangladeshi non-native English language teachers about Oral Corrective Feedback (OCF) and their actual classroom practices. A qualitative approach was adopted to conduct the study. Four teachers with varying degrees of educational qualifications and teaching experiences teaching English at Secondary level in two different Bangla medium Schools participated in the present study. Teachers' stated beliefs and classroom practices of oral corrective feedback were investigated through interview, classroom observations and stimulated recall. For analyzing the data, all the results linked to the central research questions were interpreted in details both individually and through detailed analysis. Teachers' statements of belief about OCF were compared to their real classroom practices and the results showed some significant consistencies and inconsistencies in the teachers' stated beliefs. The differences are very prominent in the point of experiences. These results indicated a somewhat tenuous relationship between the teachers' practices and stated beliefs regarding OCF. Finally, the participation in the present study, especially the stimulated recalls, seemed to have provided the teachers with opportunities to reflect on their stated beliefs and classroom practices of oral corrective feedback.

Keywords: Non-native teacher of English; Classroom practice; Oral Corrective Feedback; Stated beliefs.

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List of Acronyms

T	Teacher (when appropriate, a number is assigned to each student to identify each one of them, such as T1 and T2)
S	Student (when appropriate, a number is assigned to each student to identify each one of them, such as S1 and S2)
Ss	Students
CF	Corrective Feedback
OCF	Oral Corrective Feedback
L1	First Language
L2	Second Language
FFE	Focus on Form Episodes
...	Utterance continues (i.e., omitted; may include utterances of the researcher in case of Interviews and Stimulated Recalls)

Chapter 1

1.1 Background

English has become the modern lingua franca and the most crucial gear of this new communication euphoria. English as a subject of top importance in training the students to take up the challenges of the competitive survival and growing globalization in developing countries (Salahuddin, Khan, & Rahman, 2013). Developing English language skills would require to face the challenge of Economic Sustainability in the Sustainable Development Goals(Amin & Greenwood, 2018).

In Bangladesh, During the Pakistan period, as a legacy of British rule, English was a second language. The educated or even fairly educated people had to use English in offices, education and other purposes. However, after the war of liberation in 1971, in independent Bangladesh, the official status of the English language changed to a foreign language (Salahuddin et al., 2013). In this monolingual country Bangla has been given priority in higher prestige in all domains of the society, primarily in education. Since the outcome of the policy was a drop of English proficiency among the learner community. (Rahman et al.,2019). Moreover, the EFL situation in post liberation Bangladesh, English has regained an important unofficial status English is used in many government, semi-government and private organizations along with Bengali (Ainy, 2001). It is one of the subjects taught from Class I to Class XII in both government aided and private schools. Thus for students who study at least to graduation level, English is taught as an essential subject for more than fourteen years of their educational life. There are enormous challenges to both learners and English teachers in Bangladeshi mainstream classrooms because of very few exposure of English language apart from the English textbook.

If we go through to the English syllabus of Bengali medium schools and colleges then one thing is highly noticeable and that is, in every chapter there are some areas where students can work on their speaking but if we think about the board exams, listening and speaking activities are completely overlooked. As a result, both teacher and students do not feel the necessity to practice listening and speaking in class rather they focus on reading and writing. Though listening, speaking, reading and writing are the important elements of a language, it becomes very difficult for a teacher to observe each student at a time in a big class. Therefore, the teacher cannot make

them perform (Khan, 2013). In general, public examination results indicate that students perform poorly in English, with a high failure rate compared to other subjects (Rasheed, 2012). For that reason, a teacher has the responsibility to provide proper feedback and approach to the student with unique needs, interests, aptitudes and personalities to overcome this difficulty so that they will be motivated and interested to learn their target language for increasing individuals' abilities in today's changing world. In that case, teacher's corrective feedback could work as one of the most powerful motivated tools in second language acquisition. So that the learner can learn whether the answer is correct or not and where improvement is needed as well as provide the learner with enough information and guidance to produce the correct target form successfully (Gitsaki & Althobaiti, 2010). According to Littlejohn (1999), error correction is essential to acquire a language successfully (as cited in Hoque, 2008, p.164). Alqahtani (2011) and Rydahl (2005) mentioned in their study that oral feedback is one of the most powerful tools to help the learner to master knowledge and higher proficiency in English as well as meaning-focused approach is most useful in language teaching responded by the participants' teacher.

Researching teachers' beliefs is useful in understanding teachers' classroom decision making (Ernest, 1989). Fang (1996), argues that beliefs tend to affect behaviour. Teachers' beliefs are complex and can be affected by many variables, such as length of teaching experiences (Richardson, 1996), Several studies have shown that many teachers have a positive perception of oral corrective feedback, while a few studies perceive feedback practices as having negative impact on the feelings and emotions of the learners (Méndez & Cruz, 2012). In contrast, some also show that the relationship differs between teachers (e.g., Almarza 1996); yet, others show that teachers' stated beliefs and practices are not necessarily congruent (e.g., Phipps & Borg 2007), which leads Pajares (1992) to claim that stated beliefs can be an unreliable measurement of actual practice.

1.2 Context of the study

In the context of Bangladeshi Bangla medium secondary level schools, most of the students get less chance to use English outside their classroom because the first language Bangla is the medium of regular communication here (Ahmed, 2018). The teachers have to manage large classes and use mostly Bangla in the classes. Although, some schools in the cities provide special care on English learning, others do not give so much importance and use appropriate teaching

strategies (Ahmed, 2018). Though NCTB English text books include listening and speaking activities in every chapter but in board exams, there is no listening and speaking test. So teachers and students do not feel the necessity to practice listening and speaking, rather than they focus on reading and writing. (Khan, 2013). In this type of setting, students participate in the class discussion only if they are prompted by the teacher. When they make errors, their teacher indicates their error and provides the correct form or asks them to try to correct their own language errors. So, students' utterances or responses following the teacher's feedback is mostly seen to be implemented orally in the classroom since it seems more effective and time saving for the secondary level students (Esha, 2015). Research shows that the ESL learners often use silence as a strategy to overcome the fear of learning the targeted language. They are often fearful about making a mistake (Safford & Costley, 2008). It becomes very difficult for a teacher to observe each student at a time in a big class so the teacher cannot make them perform (Khan, 2013).

Borg (2006) stated that, "The social, institutional, instructional and physical settings in which teachers work have a major impact on their beliefs and practices" (p. 275). It is noticeable that these factors are present in Bangladeshi context. So it has significance to study on Bangladeshi English teachers' beliefs and practices. Borg (2003) also suggests that contextual factors, such as the social, psychological and environmental realities of the school and classroom may hinder language teachers' ability to adopt practices which reflect their beliefs. Thus, as Basturkmen, Loewen, and Ellis (2004) claimed, it is natural to see that some of teachers' stated beliefs are realized in classroom practices whereas others are not. Karim et al., (2020) witnessed a consistency between teachers' beliefs and practices. Here, beliefs had a visible influence on participant teachers' practice. Rahman et al.(2020) stated that cognition plays a significant part in language teacher decision –making. This study, therefore, is an initial effort regarding English teachers' beliefs and practices on OCF in Bangladesh.

1.3 Statement of the problem:

Research regarding teachers' beliefs and practices regarding OCF are still very limited in South Asian countries. Most of the research regarding beliefs and practices have been conducted with student teachers and beginning teachers, research with in-service teachers in real classroom settings seems to be relatively little (Savasci-Acikalın, 2009). Besides, most of the research with

in-service teachers collected self-reported data through surveys regarding their practice without classroom observation (Beck et al., 2000; Hashweh, 1996; Haney et al., 1996; Hancock & Gallard, 2004) or with few observations (Haney & McArthur, 2002; Mellado, 1998).

Recently, Rahman et al., (2019) studies on how teachers experience the phenomenon of CLT based curriculum reform and finds the prior beliefs regarding English teaching and learning and their practices are found to be one of the main barriers to implement the curriculum. Karim et al., (2020) studied on teachers' beliefs about teaching before and after the completion of the TESOL programs and finds a dramatic change took place of their beliefs. Rahman et al., (2020) studies on impact of apprenticeship of observation on novice EFL Teachers' Cognition and Practice. The findings suggest that the prior learning experience of English teachers has influenced their cognition and has taken on a typical track.

Yet, those studies do not work specifically in teachers' belief and practice regarding OCF. There is scarcity of existing studies that have explored teachers' beliefs and practices regarding OCF closely with real class observation and interviews in secondary level EFL students especially in Bangladesh. This study aims to investigate English teachers' beliefs and practices on OCF in the context of Bangladesh.

Borg (2003) called for investigations for specific aspects of language teaching in relation to teacher cognition. In this study, the specific aspect of teaching is considered as teachers' beliefs and classroom practices of oral corrective feedback. Owing to discrepancies between stated beliefs and classroom practices, Basturkmen, Loewen and Ellis (2004) claimed that fact that OCF is such a common practice across various L2 teaching contexts, and due to the paucity of studies that have investigated L2 teachers' use of OCF through both classroom observations and an inquiry into their stated beliefs, this topic is worth investigating further. Moreover, Basturkmen, Loewen, and Ellis (2004) also stated the effect of teaching experience on the relationship between stated beliefs and classroom practices has not been addressed sufficiently yet.

Although the communicative approach to language teaching has been widely practiced all over the world, it is felt that language classrooms in Bangladesh are still largely traditional (Rahman et al., 2019) it could be worth studying if teachers have adequate understanding of dealing with students errors in their oral performances (e.g. Russel, 2009).

Research shows that most of the teachers in South Asian countries are getting training from various institutions but the training ideas are not reflected in the classroom situation (Azad, 2015). Al-Faki and Siddiek (2013) stated that teachers are not able to apply proper feedback and approach to correct learners' error utterance because of huge class size, time constraints, heavy curriculum and lack of knowledge regarding feedback strategies which are used to best meet the needs of their classroom.

(Rahman & Singh, 2020) synthesized the descriptive observational research on CF by L2 teachers about their key linguistics focus in providing CF , find the most frequently used timing in providing CF etc . here, teachers believe regarding the aspects of OCF in the context of Bangladesh has not been reported widely. Since there is a lack of the existing research, it is important to investigate the beliefs and practices of OCF to find out whether this is the nature of the OCF behaviour among the secondary English teachers in Bangladesh .

It is in this broad context of the situation of the English language in Bangladesh that this study attempts to explore how these teachers provide oral corrective feedback in the classroom and what they think of their actions. In the context of teaching and learning language, teachers' feedback is one of the most powerful influences for developing the student's performance or to improve the student's self-awareness, confidence and enthusiasm for learning.

1.4 Purpose of the study:

The present study explores a new angle on how stated beliefs and classroom practices of OCF are connected to the teachers' stated beliefs of teaching. This decision was made in the hope that, by triangulating the data, the depth of the analyses would be more insightful. Especially, by comparing stated beliefs of teaching and those of OCF, the reliability of the latter could be raised.

Borg (2003) stated that much research has been conducted with native speaker teachers working with small groups of motivated adult learners studying in universities or private institutions. In contrast, we have minimal insight into state school settings (secondary) where languages are taught by non-native teachers to large classes of English, and may not be studying the language voluntarily. Investigations of such settings, then, are another priority.

Kamia (2014), call for analysis of OCF that teachers provided consciously and OCF provided unconsciously. This study attempts to find out either the teacher provided the OCF consciously or unconsciously.

The purpose of the study is to find out the differences between stated beliefs and classroom practices on oral corrective feedback of non-native English speaking teachers in secondary schools in Bangladesh. This study will also examine any possible relation their teaching experiences have on their beliefs and classroom practices on oral corrective feedback.

The present study was designed to explore Bangladeshi non-native English teachers' beliefs regarding OCF and their actual practices through fine grain analysis with multiple data sources. It also investigates the relationship between beliefs and practices and attempts to identify the teachers' level background factors that influence beliefs and practices in the secondary schools of Bangladesh.

1.5 Research Questions

The study is guided by the following research questions.

Central Research Question:

1. To what extent do Bangladeshi non-native English language teachers' beliefs and classroom practices match regarding Oral Corrective Feedback in the secondary level?

Specific Research Questions:

1. What are the stated beliefs of four EFL non-native English teachers concerning OCF?
2. What are the classroom practices of these four EFL teachers regarding OCF?
3. How are the beliefs and classroom practices of these four teachers related to each other?

1.6 Significance of the study

Research regarding teachers' beliefs and practices regarding OCF are still very limited in South Asian countries. Most of the research regarding beliefs and practices have been conducted with student teachers and beginning teachers, research with in-service teachers in real classroom settings seems to be relatively little (Savasci-Acikalın, 2009). Besides, most of the research with in-service teachers collected self-reported data through surveys regarding their practice without classroom observation (Beck et al., 2000; Hashweh, 1996; Haney et al., 1996; Hancock & Gallard, 2004) or with few observations (Haney & McArthur, 2002; Mellado, 1998).

There is scarcity of existing studies that have explored teachers' beliefs and practices regarding OCF closely with real class observation and interviews in secondary level EFL students especially in Bangladesh and India. This study, therefore, one of the few efforts that have investigated secondary level English teachers' beliefs and practices on OCF in the context of Bangladesh, and contribute to the growing scholarship in the field of teacher cognition and OCF research globally.

The findings of the present study will provide useful resources for improving English teachers' beliefs and teaching practices in Bangladesh and other developing countries with similar cultural backgrounds. Knowledge about beliefs regarding teaching-learning aspects and the knowledge about teaching practices will inform classroom teachers on how beliefs influence teaching practices regarding OCF. In order to bring any changes in education, teachers should know about their present status regarding teaching learning. Clear examples of the present teaching practice will give them a chance to look into the matter about whether they are on the right track, as suggested by the secondary teacher education curriculum of Bangladesh. In-service and pre-service teachers will find the result as a typical operational model about traditional, transitional and modern English teachers' actual behaviour in a real classroom context.

Pre-service teachers may use the method of the study to investigate their own belief about teaching-learning and actual teaching practices to improve their own performance. Training developers may find the results useful in a sense to see how varieties of questions and feedback of the study involve learners into dialogical discussion.

One possible outcome of research on this issue could be to promote teachers' self-reflection and facilitate self-awareness of gaps that might exist between their stated beliefs and classroom practices, rather than to convince teachers to harmonize these two. By doing so, teachers can realize that they need not worry about the discrepancies between these two, and when they recognize the existing gap, they can instead utilize the opportunity for their own growth as professional teachers. It is important to recognize that despite the fact that beliefs and classroom practices are what every teacher has and does, their exact relationship is still underexplored. The researcher sincerely hopes that the present study has made a contribution to fill that gap.

By casting light on the affective aspect of OCF, This Study hopes to increase the understanding of teachers' beliefs to learn more about the ways in which they can influence classroom actions and in turn, the language teaching and learning processes.

The participants of this research are not aware of different types of OCF. What they shared in the interviews are from their experiences and from what they saw their teacher did. During the interviews, the researcher did not mention any term such as Recast, OCF, Uptake etc. to them. After the interviews, the researcher framed their answer in different types of OCF list. This is the most unique feature of this research.

The findings from this research could help teachers as it can help them make better decisions regarding the use of oral corrective feedback in real classroom settings.

1.8 Thesis Outline

This thesis paper is composed of the following chapters:

Chapter 1 provides the background and context of the subject that is being researched upon, the purpose for which the research is being done. The significance and scope of the research as well as the research questions that are being asked to gather data for the study.

Chapter 2 discusses the literature review on teachers' Beliefs and Classroom Practices regarding Oral Corrective Feedback with the relevant data that have been produced so far by numerous researchers on the topic .

Chapter 3 talks about the methods that were used to collect the data for the research paper. The qualitative method for data collection had been applied in the form of interviews and class observations.

Chapter 4 incorporates the data collected through qualitative method and analyses of the outcome from the feedback received.

Chapter 5 compiles the results of the data collected.

Chapter 6 concludes and discusses the limitations of the study. It provides suggestions for future academics on ways to improve the scenario.

Chapter 2

Literature Review

2.1. Corrective Feedback

The term Corrective Feedback defined as any feedback provided to a learner, from any source, that holds evidence of learners' language error form which may be oral or written, implicit or explicit (Russell & Spada, 2004, p.134). Saville-Troike (2007) defines feedback as a type of interaction that can boost L2 acquisition by showing learners where they go wrong and providing them with correct required alternatives. Concerning corrective feedback (CF), any information from any source concerning what learners perform to stimulate L2 acquisition is defined as corrective feedback (CF) (Cornillie, Clarebout, & Desmet, 2012). Furthermore, Nassaji and Kartchava (2017) define CF as any information whether oral or written that highlights learners' erroneous utterances.

As said by (Long, 2006), CF is a provision of either negative or positive evidence, both of which refer to an utterance provided about what is or what is not accepted in the FL. Therefore, CF plays a vital role in creating the kind of scaffolding that teachers need to provide to individual learners to promote continuing L2 growth (Lyster, Saito & Sato, 2013, p. 01).

2.2. Oral Corrective Feedback

The term Oral corrective feedback has been defined by numerous authors in a very similar way at different times. One of the earliest definitions of OCF is that it considers as the teachers' reaction only delivers for the improvement of the learner utterance, defined by Chaudron in 1997 (as cited in Coskun, 2010, p.1). Ellis, Loewen, and Erlam (2006) pointed out that it is the response of learner's error utterances. This response can be transformed by indicating the error that has been made by the student, or by supplying the correct target language form, or by metalinguistic information in relation to the nature or error for L2 development (p.340).

2.3. CF types

Based on their descriptive study of teacher–student interaction in French immersion classrooms, Lyster and Ranta (1997) identified six different CF types, which they subsequently classified into two broad CF categories: reformulations and prompts. Reformulations include recasts and explicit correction, because both these moves supply learners with target reformulations of their non-target output. Prompts include a diversity of signals other than reformulations that push

learners to self-repair (i.e. elicitation, metalinguistic clues, clarification requests, and repetition). Drawing on this classification and On knowledge gained from a considerable amount of research on CF since 1997, Sheen & Ellis (2011: 594) suggested a similar taxonomy of oral CF strategies, which accounts for the distinction between reformulations and prompts as well as the distinction between implicit and explicit CF (see Figure 1).

	Implicit	Explicit
Reformulations	Conversational recasts <ul style="list-style-type: none"> • a reformulation of a student utterance in an attempt to resolve a communication breakdown • often take the form of confirmation checks 	Didactic recasts <ul style="list-style-type: none"> • a reformulation of a student utterance in the absence of a communication problem Explicit correction <ul style="list-style-type: none"> • a reformulation of a student utterance plus a clear indication of an error Explicit correction with metalinguistic explanation <ul style="list-style-type: none"> • in addition to signalling an error and providing the correct form, there is also a metalinguistic comment
Prompts	Repetition <ul style="list-style-type: none"> • a verbatim repetition of a student utterance, often with adjusted intonation to highlight the error Clarification request <ul style="list-style-type: none"> • a phrase such as 'Pardon?' and 'I don't understand' following a student utterance to indirectly signal an error 	Metalinguistic clue <ul style="list-style-type: none"> • a brief metalinguistic statement aimed at eliciting a self-correction from the student Elicitation <ul style="list-style-type: none"> • directly elicits a self-correction from the student, often in the form of a wh-question Paralinguistic signal <ul style="list-style-type: none"> • an attempt to non-verbally elicit the correct form from the learner

Figure 1 : Corrective feedback types (as cited in Lyster, Saito & Sato, 2013, p.4)

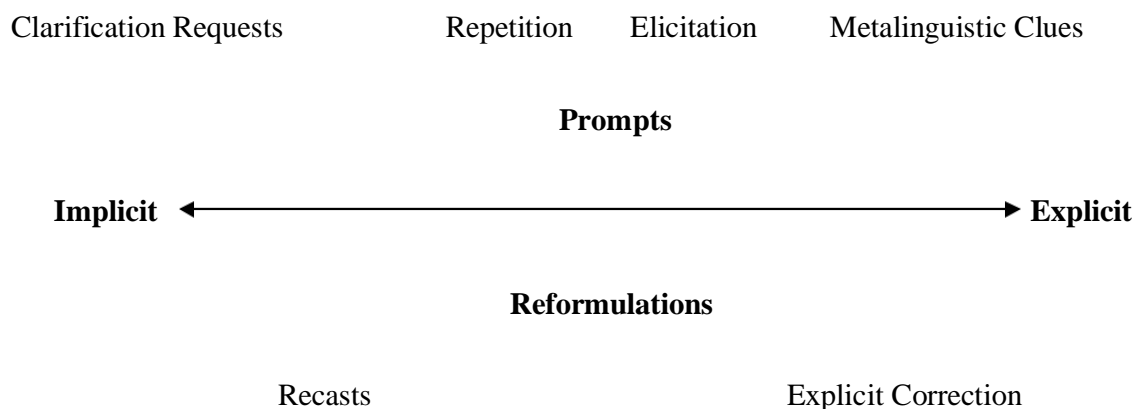


Figure 2 : The types of corrective feedback (Lyster et al., 2013, p.5)

Table 1. Types of OCF, definitions and examples (Centeno & Ponce, 2019, p.42)

Types of Corrective Feedback	Definition	Examples
<p>Recast (Lyster & Ranta, 1997) (Recategorized as Input-providing by Ellis, 2009, p. 8)</p>	<p>An utterance that involves the teacher's reformulation of all or part of a student's utterance, minus the error (Lyster & Ranta, 1997, p. 46), usually contrasting the utterance with the learner's erroneous utterance through prosodic emphasis on the problematic form (Ellis, 2009, p. 8). Recasts occur immediately after the erroneous or inappropriate utterance. (Yoshida, 2010, p. 302)</p>	<p>L: I went there two times. T: You've been. You've been there twice as a group? (Ellis, 2009, p. 9)</p>
<p>Metalinguistic Cues/ Explanations/Feedback (Lyster & Ranta, 1997) (Recategorized as Output-prompting by Ellis, 2009, p. 8)</p>	<p>An utterance that provides metalinguistic comments, feedback, or questions without providing a reformulation. (Yoshida, 2010, p. 302)</p>	<p>T: Can you find your error L: Mmm T: It is feminine (Lyster & Ranta, 1997, p. 47)</p>
<p>Elicitation (Lyster & Ranta, 1997) (Recategorized as Output-prompting by Ellis, 2009, p. 8)</p>	<p>An utterance that strategically pauses in the middle of the utterance to elicit a learner's completion. The teacher uses a partial repetition of the learner's erroneous or inappropriate utterance or asks the learner questions (excluding the use of yes/no questions) to elicit the learner's reformulation. (Yoshida, 2010, p. 302)</p>	<p>L: I'll come if it will not rain. T: I'll come if it? (Ellis, 2009, p. 9)</p>
<p>Repetition (Lyster & Ranta, 1997) (Recategorized as Output-prompting by Ellis, 2009, p. 8)</p>	<p>An utterance by either a teacher or a classmate that repeats a learner's erroneous or inappropriate utterance highlighting the error by means of emphatic stress.</p>	<p>L: I will showed you. T: I will SHOWED you. L: I'll show you (Ellis, 2009, p. 9)</p>

	(Yoshida, 2010, p. 302)	
Clarification Request (Lyster & Ranta, 1997) (Recategorized as Output-prompting by Ellis, 2009, p. 8)	An utterance that asks a question for clarification. (Yoshida, 2010, p. 302)	L: What do you spend with your wife? T: What? (Ellis, 2009, p. 9)

Multiple Feedbacks:

Lyster and Ranta (1997) said that, Multiple Feedback refers to combinations of more than one type of feedback in one teacher turn. Their analysis revealed that a small number of teacher feedback turns (almost 15%) involved multiple feedbacks. For example, repetition clearly occurred with all other feedback types with the exception of recasts: in clarification requests (“What do you mean by that?”), in metalinguistic feedback (“No, not that. We don’t say that in English.”), in elicitation (“How do we say that in English?”) and in explicit correction (“We don’t say X in English; we say Y.”) (p. 48). Therefore, corrective feedback focuses both on accuracy and comprehension which are characterized by the conversational and didactic functions.

2.4. Linguistic Focus

Long and Robinson (1998) The label focus on forms refers to the belief that languages can be taught item by item in a gradual and additive manner. Once all the discrete items have been presented to the learner in a linear way, it is assumed the learner will have a complete knowledge of the language and he/she can use the language for communication effectively.

Based on Ellis, Loewen and Basturkmen (1999), Types of linguistic items in their FFE(Focus on Forms Episodes)s:

Grammar: determiners, prepositions, pronouns, word order, tense, verb morphology, auxiliaries, subject-verb agreement, plurals, negation, question formation etc.

Vocabulary: the meaning of open-class lexical items, including single words and idioms.

Spelling: the orthographic form of words.

Discourse: textual relations, such as text cohesion and coherence, and pragmatics, such as the appropriate use of specific forms according to social context.

Pronunciation: suprasegmental and segmental aspects of the phonological system.

2.5. Time

According to Brookhart (2008), “If feedback does not deliver in a timely manner; it could have a negative impact on students’ learning. A general principle of timing of feedback is that teachers should provide the feedback while students are mindful about the topic, assignment and performance in question” (p.10-12). Research shows that a little bit of delay in providing feedback is helpful in task processing because students get time to think before receiving the feedback in relation to difficult tasks (Amy, 2015).

On the other hand, in order to achieve target language speaking skills, errors should be necessarily corrected timely in the classroom; otherwise various aspects of a learners’ interlanguage may get fossilized. Some errors should require immediate correction and others may require delayed correction or be ignored at all (Brookhart, 2008). Read(2015) stated, not to wait too long to give feedback as it can have less impact on the student achievement and also make it harder for the student to understand exactly what needs changing.

In addition, according to Grant Wiggins (2002), good feedback is provided “timely” rather than in an immediate manner. Similar findings are presented by Tomczyk (2013) who revealed that immediate correction interrupts a student’s utterance that might have its negative consequence, responded by the secondary level teachers and learners.

Amount: Provided the right amount of feedback, make a clear understanding of what the students already know and take them from that point to the next level. According to Goldilocks principle, the good amount of feedback is “Not too much, not too little, but just right”. That is to say, teachers should provide the just right amount of feedback based on student readiness and needs

in order to know what they need to work on but not too much that the work has already been done for them (Brookhart, 2008, p. 12).

2.6 Teachers' beliefs

In recent years, there has been a change about understanding of teachers as people who master a set of general principles and theories developed by experts towards a view of teaching as a thinking activity and teachers as people who build their own personal and practical theories of teaching (Fang 1996; Borg 2002; Richards 1998). Associated with this conceptualization of teaching as a thinking activity has been an increase in research into teachers' beliefs (Borg 2002).

The term beliefs is defined as statements teachers made about their ideas, thoughts, and knowledge that are expressed as evaluations of what 'should be done', 'should be the case', and 'is preferable' (Basturkmen et al., 2004, p. 244).

The term 'belief' has been used in various fields such as sociology, psychology, philosophy, as well as general education (Zheng, 2009; Borg, 2003).

Zheng (2009) recognizes some cohesions in the diverse definition given to the term 'teacher beliefs'. First, beliefs are taken to be 'psychologically held understandings, premises, or propositions felt to be true. Thus, beliefs are the preamble and dynamic structures that act as a filter through which new knowledge and experience are screened for meaning.' The second common is 'both the professional development of teachers and their classroom practices are influenced by educational beliefs.' This means that teachers' planning, decision-making, and behavior in the classroom are affected by their educational beliefs.

2.7 The relationship between stated beliefs and classroom practices

Earlier research confirmations that beliefs have a strong effect on behavior (e.g., Fang 1996);

as well, in language teaching, there is a strong relationship between classroom practices and cognition of L2 teachers (e.g., Borg 2009).

Pajares (1992) states that few would argue that the beliefs teachers hold influence their perceptions and judgments, which, in turn, affect their behavior in the classroom.

In contrast, some also show that the relationship differs between teachers (e.g., Almarza 1996); yet, others show that teachers' stated beliefs and practices are not necessarily congruent (e.g., Phipps and Borg 2007), which leads Pajares (1992) to claim that stated beliefs can be an unreliable measurement of actual practice.

There are some possible reasons for such differences. As previously pointed out, beliefs and stated beliefs do not always conform to each other; therefore, even if teachers' practices are congruent with their beliefs, they may not harmonize well with their stated beliefs. Considering another argument, Borg (2003) suggests that contextual factors, such as 'the social, psychological and environmental realities of the school and classroom,' may 'hinder language teachers' ability to adopt practices which reflect their beliefs.'

Thus, as Basturkmen, Loewen, and Ellis (2004) claim, it is natural to see that some of teachers' stated beliefs are realized in classroom practices whereas others are not.

In summary, it is evident that the relationship between stated beliefs and classroom practices of teachers is sufficiently complex to which neither a perfect match nor a complete mismatch can be expected.

2.8 Early Research

A good number of studies investigating oral corrective feedback (OCF) have been conducted to gain a clearer understanding of its importance. Numerous studies have shown that OCF is commonly provided in L2 classrooms for a variety of kinds of errors across a wide range of educational contexts and also investigating OCF from the learners' perspective. For example, Lyster, Saito and Sato (2013), Lyster and Ranta (1997), Mackey and Philp (1998), Oliver (1995), Lyster and Saito (2010).

While some scholars have recently devoted to the study of EFL/ESL teachers' beliefs about OCF and their relationship to classroom actions (Carazzai & Santin, 2007; Farrokhi, 2007; Junqueira & Kim, 2013; Kamiya, 2014; Mori, 2002, 2011; Roothoof, 2014) results have been diverse.

Some researchers concluded that teachers' beliefs about OCF and classroom actions are congruent (Carazzai & Santin; 2007, Kamiya, 2014; Mori, 2002, 2011; Junqueira & Kim, 2013), although others have shown that beliefs and actions are not always in agreement (Farrokhi, 2007; Roothoof, 2014). They shifted their attention to L2 teachers' cognition regarding the use of OCF.

A considerable body of research, alternatively, advocates that teachers' beliefs about teaching and learning affect their teaching practices and affect many aspects of their professional work. However, these beliefs and practices influence many contextual and teacher's levels factors (Ernest1988).

Borg (2003) reviewed a selection of research from the field of foreign and second language teaching into what is referred to here as teacher cognition – what teachers think, know, and believe and the relationships of these mental constructs to what teachers do in the language teaching classroom. Within a framework suggested by more general mainstream educational research on teacher cognition.

However, thus far, there have been only a handful of such studies that include classroom observations as one of the data sources. Among them, particularly relevant to the present study;

Basturkmen, Loewen and Ellis (2004) analyzed the stated beliefs and classroom practices of focus on form for three English as a second language (ESL) teachers via classroom observation, interviews, cued response scenarios, and stimulated recalls, and concluded that the teachers' stated beliefs and classroom practices were not congruous to each other to a large extent. What was interesting in the study was that one of the teachers had only one year of teaching experience whereas the other two teachers had 11–15 years of teaching experience, and the inconsistencies were observed more often in the inexperienced teacher's behavior than in that of the experienced teachers. Owing to such discrepancies between stated beliefs and classroom practices,

Kamiya (2014) examined the relationship between stated beliefs of four native ESL teachers about teaching and OCF and their actual classroom practices. The study took place at an intensive English program in the USA. The students came from various countries. The researcher found that their stated beliefs of teaching were found to be in accordance with their stated beliefs concerning OCF. Kamiya (2014) reached similar conclusions: the participant

teachers believed that creating a comfortable environment for students was crucial, and therefore, they avoided the use of explicit correction, which could potentially humiliate learners, and instead opted for a more implicit type of OCF, such as recasts. N. Kamia (2014), calls for analysis of OCF that teachers provided consciously and OCF provided unconsciously.

Centeno and Ponce (2019) described the beliefs held by an Argentinian EFL teacher about OCF and to describe how her beliefs might shape this teacher's classroom practices regarding the provision of OCF at a specific context; Argentinian EFL university . A qualitative approach was used, and data was collected by implies of videotaped classroom observations, teacher stimulated recall interviews and a semi-structured teacher interview. The results appeared that teacher's beliefs and her classroom actions were not always congruent, especially when she was faced with an ambiguous situation. In the end, the beliefs that had stronger connections to emotions were the ones enacted in her classroom practices.

Alam (2014) investigated science teachers' beliefs and their real practices closely through fine grain investigation of their upheld and ordered beliefs with different data sources. It also investigates the relationship between beliefs and practices and attempts to identify the background factors that influence teachers' beliefs and practices in lesson implementation in the secondary schools of Bangladesh. The result shows most of the teachers have traditional beliefs and they conduct teacher centered classes.

These differences recommend that further research is required in order to understand this relationship in a more complete fashion. What is more, none of these studies has focused on the Secondary level non-native English teachers' beliefs and practices on OCF especially in Bangladesh. This is the most unique feature of this research is The participants of this research are not aware of different types of OCF. They share their experiences naturally. Also, during the interviews, the researcher did not mention any term to them. After the interviews, the researcher transcribed their answers and listed the different types of OCF they mentioned.

This research intends to contribute to a better understanding of the relationship between teachers beliefs and practices regarding OCF.

Chapter 3

Research Methodology

This chapter presents an overview of the research methodology to find out the differences between stated beliefs and classroom practice on oral corrective feedback of non-native English speaking teachers in secondary schools in Bangladesh. It will also examine any possible relation their teaching experiences have on their beliefs and classroom practices on oral corrective feedback.

3. 1 Research method

The study used a qualitative approach because data and evidence are gathered from classroom observations and interviews. Before this, a pilot test was performed to ensure the reliability and validity of the survey and interview questions. This pilot study helped the researcher to make a few necessary changes like the way of asking questions, observation techniques etc, that were later incorporated in the study.

Based on the several other previous researches and studies in other contexts; Kamiya N (2014), Basturkmen, Loewen and Ellis (2004), Sánchez Centeno and Ponce (2019), the qualitative approach was followed for this current research to complement the study and to emphasize the different perspectives of the topic in the current context. The qualitative research method followed was exploratory and provided insights into the setting of the research in the context of Bangladesh and provided further suggestions. For this, common data collection methods such as teacher interviews and class observations were used that were later analyzed with individual interpretation to further support the qualitative data. The researcher used Audio recorder to record class observation and teachers' responses to pre- and post-observation interviews.

Teachers interview were taken to identify the teachers' reasoning for, and sources of, their cognitions about OCF, follow-up semi-structured interviews

3.2 Participants and setting

For this study, data were collected from two schools in Dhaka and Gazipur District in Bangladesh. Here English is taught as a second language or mandatory subject. All the teachers and students were from middle class to upper middle class families.

The Four teachers are non-native speakers of English. They all have between 1 to 15 years of teaching experience in the field of English Language Teaching and their age range is 25 to 45 involving both males and females. They teach only English classes at class 5-10. For two of them it was less than five years and another two teachers it was more than 10 years. The participants informed that they were teaching to an average of 35-40 (D School) and 45-50 (G School) students in each class.

The following section provides a brief profile of the teachers. In order to secure anonymity all of the participants' names and Schools names are pseudonyms and are briefly described as T1, T2, T3, T4.

T1 was in her 24 and working in G school for two years. This is her first Job as a teacher. She has a total of two years of teaching experiences within one year running in secondary level. She had started her teaching career in this school when she was a third year graduate student. Recently she had completed her BA in English now planning to do an MA or a B.Ed. She takes high school English classes, and this year she started taking SSC level classes in two sections. She is very passionate about teaching. She wanted to be a good English teacher so that she is grooming herself by reading online articles and watching YouTube tutorials on teaching.

T2 was in his 45 and working at G school for eight years. He has taught English at other schools for nine years. He had a total of seventeen years of English teaching experience within twelve years in secondary level. He has completed BA and B.Ed degrees. He also received many teacher training workshops from G school. He takes English classes from class 5-10.

T3 was in his 40 and working in D school for two years. He is highly experienced in English teaching, has experiences to teach English in a college and had total 12 years of teaching experiences within 10 years in SSC level. He completed his post graduate in English Literature.

His B.ed is running. He is very confident about teaching. To keep himself updated he has a habit to read various English Language books and articles regularly.

T4 was in her 26 and a newly hired teacher in D school working here for one year. This is her first Job. The only teaching training experience that he had was a three-weeks training session from this school. She is trying to educate herself by following some ELT YouTube tutorials and reading books about teaching.

To collect the data, the survey conductor visited all the participants and they were requested to contribute to the interview and observe their classes. The following table displays the experience level of the teachers:

Table 2 :Background information of teachers

Name of the Teacher	Gender	Age	Name of the school	Time at the school	Teaching experience of SSC level(years)	Total Teaching Experience	Educational Qualification	ESOL Qualifications (if any)	Classes they teach	Number of students per class
T1	Female	25	G	2 years	1 years	2 years	BA in English		6-10	40-45
T2	Male	45	G	8 years	12 years	17 years	BA Pass	B.ed	5-10	40-45
T3	Male	40	D	2 years	10 years	12 years	MA in English	B.ed (running) Teaching Workshop	9-10	30-35

								s from school		
T4	Female	26	D	1 year	1 years	1 years	MA in English	Training from D school	5-10	30-35

3.3 Data collection

For the collection of the data, the researcher contacted and visited several government and private Bengali medium secondary schools and asked for permission to observe classes, conduct interviews for collecting teachers' responses. Beforehand, the researcher issued an official application of permission from the research supervisor with the institution's formal approval for conducting the research. Later, the school administrative staff submitted this official application to the principals of the secondary schools to receive permission for collecting data in their schools.

The interview questions were designed earlier for asking the four English teachers. Before the data collection procedure, the purpose of the research was explained to the teachers and they were informed that their responses would be used for research purposes only. Classroom observation was for witnessing teachers' feedback or techniques used based on oral errors and student actions in the class. Despite their busy work schedule, they were very cordial, cooperative and sincere in keeping themselves clear.

The data were collected through an interview followed by classroom observation and then again a post observation interview, in total four interviews, eight classroom observations and eight stimulated recalls. A day before the classroom observation, a semi-structured interview was conducted, which lasted around 40 minutes. The objectives of the interview were to obtain the background information of the teachers' L2 education, their teacher training, their teaching

experiences, the current teaching context and their stated beliefs of teaching and the use of OCF while an audio-recorder was placed on the desk between the teacher and the researcher. Two 45-minute classes for each teacher while the researcher operated an audio recorder and took notes and sitting at the back of the classroom as a non-participant observer. This arrangement allowed the researcher to record all teacher-student interaction during the class including lectures and interaction between small groups as well as the whole class. The procedures of the lessons were similar in the sense that they mainly consisted of listening to a lecture from the textbook or short class discussion, followed by follow-up questions and answers for whole-class discussions. The medium of instruction was mainly English but the teacher and students were used plenty of L1 words and sentences. After the class a short question answer session was conducted with the teacher and researcher. It was about why the teacher give this types of feedback, why he/she ignored any particular error etc.

All the data were transcribed by the researcher, and proofread by the supervisor while listening to the audio files.

3. 4 Data Analysis

For analyzing the qualitative data, all the results of the teachers' interview, class observation and stimulated recall data linked to the central research questions were interpreted in detail both individually and through detailed analysis.

Later, from the research data, all 8 classroom observation notes and 4 teachers' recorded interviews were thoroughly examined and evaluated for analysis. They were divided into major themes based on the central research questions of this study as illustrated in the analysis chapters of this thesis.

3. 5 Challenges

There were some challenges that the researcher faced in conducting the research which should be noted. The biggest challenge for this research was when more than two government secondary schools refused to permit data collection to the researcher for unknown reasons, so only three private schools could be observed.

If more schools had provided permissions, the number of classroom observation data would be higher. Similarly, many school teachers who agreed and promised to participate and cooperate in

the teacher's interview later avoided the researcher's attempt to contact them even though they took the teacher interview questions and information sheet beforehand to read and respond for the research. So, the researcher's several attempts to contact them and getting no response in return was disappointing.

Therefore, in the end, only 4 teachers were cooperative enough to give their interviews for the research. If more teachers had participated, the number of teacher interview responses would have been higher as well. In addition, the school and board examinations and long term holidays and due to religious occasions limited the researcher from collecting extensive data for the research.

Then for the collection of data, the researcher contacted and visited 3 Bangla medium secondary schools and asked for permission to observe classes, conduct teacher's interviews and observe their classes. At first, the researcher went to a small school for data collection. The authority gave permission. But on the very first day, the researcher realizes that the teachers are not up to the mark. They do not have any ELT degree even though they did not complete their masters in the Department of English. So, the researcher came back from that school.

Then the researcher went to "D School" in Dhaka and "G school in Gazipur". Those are very well-reputed institutions. Getting permission from the school's authority was not easy for the researcher because all the institution has private teaching policies which they do not want to share with others, for the sake of that, they wanted to know the reason for conducting this kind of survey in their school. While conducting the survey, some of the teachers responded carefully and sincerely to interview questions. But some of the teachers gave average answers because of privacy issues of the institutions.

The first day at D School, the researcher had to wait 3 hours to reach the admin. Then she had to explain the plan and procedure. Then got chances to meet the principal, again the researcher had to explain and convinced him to get permission for data collection. Then the principal asked for an official application of permission from the research supervisor with the institutions formal approval for conducting the research.

Then the next day the researcher met the principal with a formal letter. Then he sent her to the Vice-principal. the researcher again had to explain the procedure to her. The Vice-principal introduced the four English teachers to the researcher. The researcher wanted to observe three classes of each teacher but the Vice Principal gave permission for two.

On the other hand, getting permeation from G school was comparatively easy. The principal gave permeation on the very first day by seeing the official application.

Before the data collection procedure, the purpose of the research was explained to the teachers and they were informed that their responses would be used for research purposes only. Two of the teachers did not agree when the researcher wanted to record their classes, but later the researcher made them convinced.

However, both were exciting and challenging experiences for the researcher.

Chapter 4

Results and Findings

Each teacher's stated beliefs about OCF will be considered in turn. Apparent inconsistencies in their beliefs will be noted. This section will also compare each teacher's practices and stated beliefs, pointing out both congruences and incongruences.

4.1 T1-

Beliefs

When 'T1' was asked to express her beliefs about Corrective feedback on Students' oral performances she said, "I think it is significant because it is a part of the teaching process, I believe errors should be corrected in a positive spirit, without being angry."

Then she was asked about there being no speaking test in the S.S.C Examination so if she thought a teacher needed to focus on improving students' oral skill? She replied, learning English will be incomplete if she does not emphasize on all the four skills. So she thinks it is important to emphasize on oral skill because it will be needed in their future.

She said 'In my two years of teaching experience, I observed students mostly made grammar errors. they cannot make correct sentences because of that. They also have lack of vocabulary"

She prefers to give importance to correct basic grammar errors like "tense" first. She believes to correct immediately whenever students make an error. She thinks students will improve after correcting their errors more and more.

Her preferred type of OCF is reformulation of learner's incorrect utterance to eliminate the error. She stated, without telling you did wrong, if I say the right form, they can pick it up. It allows them to modify their language. My favorite English teacher in high school corrected us in that way, I like to follow his style now'.

While sharing her teaching experience about OCF she explained, "within my short teaching career, I find some sincere students who take my feedback sincerely and develop themselves and

made very good results in SSC. I also found some students who were less active in study, but I was determined to make their English improve, day by day I gave them feedback, I repeated every time they made errors, now their grammar is comparatively good. I think feedback works more or less for every student.”

She thinks, with the teacher’s oral corrective feedback, students are satisfied most of the time and they acknowledge and respond to the teacher’s feedback, it helps students to notice their errors. She said female students are more responsive when the teacher gives any feedback.

Practices

I observed two of her classes in class 9. The topics were Unit Thirteen Lesson 1: ‘Media and modes of E-communication’ and Lesson 2: ‘Social network services’. Both were English 1st paper classes.

Because of her confidence in using repetition, it was expected that she would use it every time. However, she used it only two times and combined repetition with elicitation, in the beginning, gave elicitation with Meta-linguistic cue most of the time and use elicitation at the end.

She believed in positivity, it reflected her practice though she acted negatively for a few times. She had a welcoming face while students talked and while she gave any feedback to them. She also used immediate feedback which is also matched with her belief.

While class discussion students’ made many incorrect utterances’ but she didn’t correct those. Though he has believed to correct learners’ errors every time he has corrected errors only which are relevant to the text. It doesn’t match with her beliefs.

Her interaction with students was good. She conducted the whole class mostly in English but she has used Bangla many times. It seems students liked the way she gave OCF to them.

Example 1 (Explicit correction)

S - we find them when we use internet

T - you can say, while browsing internet

Example 2 (Repetition)

S- the symbol is called at

T- at the rate of

S-it is used email

T- an email address

Example 3 (Metal-linguistic explanation)

T- Look at the picture, are you familiar with them?

SS- yes, the picture of Facebook and Twitter.

T- *egulo k Logo bole. Mane protic.* (used L1)

[those are called Logo. Means protic in bengoli.]

Example 4 (Elicitation + Repetition)

T- What do you mean by social networks?

S- websites.... Facebook... twiter...

T- Try to make a complete sentence

S- Social networks are websites... ummm.. in the world..i mean... global friendships....

T- Social networks are websites which help people to make relations all around the world.

In a post observation interview, when she was asked about whether most of the OCF types did match with her beliefs, she said “I like repetition but that doesn’t mean I will always use only this type. Actually those come naturally depending on Ss error. When students are struggling to speak the right sentences I give them clues. If I always try to bring the correct sentences by themselves it will kill all the time to the class. So I didn’t use it all the time”. She added “I gave immediate feedback because he /she will forget the context. Sometimes I interrupt to help the student. She explained, “I have used L1 many times to make my students understand the concept better”.

4.2 T2-

Beliefs

He is from G school. He believed that errors should be corrected; if learners are not corrected, they will grow with their errors. He also believed that developing speaking skill is important for their future life.

He said, “In my seventeen years of teaching experience, I saw students struggle in sentence formation, they cannot clearly express what they actually want to mean.” He expressed a strong preference of OCF for grammatical structure. He said grammatical mistakes should be corrected every time because it is basic and it can make a difference in a student's utterance.

As a experienced teacher, he thinks, most beneficial feedback is to refers the correct form which clearly indicates the students utterance is incorrect and explain why it is incorrect.

He told, students are less willing to listen to the teacher, but many students still want their errors to be corrected. So, the teacher thinks that very little number of students actually improve themselves with the corrective feedback that the teacher provides.

In his teacher training, they were given some general ideas about feedback but nothing was taught or mentioned about the use of oral corrective feedback in English class specifically.

Practices

I observed two of his classes; both were English 1st paper classes in class 10. The topics were 'Unit 12, lesson 1 and lesson 2.

While students made any mistakes he responded negatively. Asked them "why you didn't study, you are so irresponsible, I taught that in the previous class" etc. Then he gave the correct answer directly to the class. He has used Explicit Correction most of the time that didn't match with his beliefs. He has used his preferred metalinguistic feedback very few times and also used recast only three times in two classes. However, many times he focused on grammar rules and explained it to the class which matches on her preferred OCF area.

He has used L1 several times. Class discussion part was very little comparative to the lecture part. He gave immediate feedback only for bookish errors that will come in the exam not the conversational one.

Example – 1 (Explicit Correction)

T – Where did Michael pass most of his time in Europe ?

S- Michale passes most of his European days in France

T- *passed hobe Passes na. ekhono eta paro na.* (used L1) [It should be passed, not passes, Still you cannot do it properly !]

Example – 2 (Recast)

S- He was a 19th-century Bengali poet and drama..umm... drama writer

T- dramatist

Example – 3 (Explicit correction with metalinguistic explanation)

S- She said she don't like selfish people

T- nooo... again you made tense mistake (angrily)

S-silent

T- didn't like

In a post observation interview, he explained “students have fear on English. In this situation if I speak English all the time then that will be more difficult for them. So I mixed bangla while talking to Ss”. He said “I do not explain why Ss made errors all the time, because they are in class 10. It is their revision class. I already explained those grammatical structures to them before”. While questioned about his Recast feedback, he replied that it comes naturally, it was not planned.

4.3 T3

Beliefs

He is from D School. When T3 was asked to express his beliefs about giving feedback on student's oral performance in English classes he was able to articulate his beliefs clearly, “I believe that, as a teacher, my success depends on how my students are improving themselves. Oral feedback is important because through the feedback process, the teacher is able to identify the language problems for the students and this system allows the teacher to analyze students' improvement of learning.”

When he was asked about there is no speaking test in the exam, so why do you provide OCF. He replied, “to conduct a successful communicative class, it's not possible to avoid speaking skill. He also added, the school authority has instructed us to conduct class in English and to focus on students' speaking skill.”

He said that grammatical error is most common in every class. He always tries to focus on this aspect more because grammar is basic. He said, “I like to give the correct answer and explain why. I also like pair correction, when one student unable to give the correct answer I like to ask another student to give the answer. But I do not like to go through a long discussion process, the major reason is lack of time”.

He said that generally female students always pay more attention by trying to listen and understand the error than the boys in the class. If they cannot understand the error, they ask questions to the teacher about the correct form of the error.

During teacher training, he had been taught that giving SS feedback is an important part of the teaching process. He said that he did not receive any training on different types and time of giving OCF.

He thinks students take oral feedback positively but sometimes they ignore the suggestions they have given and don't try to understand that it's for their betterment.

Practices

I observed two of his classes, one was a English 1st paper class grade 10 (boys section) other one was grade 9 (girls section). The topics were "May Day" (boys) and Renewable energy.

In English 1st paper class, while matching MCQ questions for students, he also explained the grammar rule shortly. That also matches his focused area. He has used Metalinguistic feedback many times which matches with his preferred OCF type, then he used explicit correction and also used recast a few times.

He did not give so much time for students self-correcting either he gives direct feedback and explains sometimes. He has given immediate feedback which also matches with his beliefs. He told me he would like to give OCF every time but in class he gave only bookish errors.

He was quite friendly most of the time while giving oral feedback but carried a composed so that students could not be unruly.

Example 1 (recast)

T- (to the class) look at the picture. Can you relate any historical event to this picture? What happened on this day?

S1- 1st May.. worker day..

T- yes.. Its about May day or International workers' day. Anyone want to elaborate?

S2- labors.. revolution for eight hour work time.... they strike

T- In the time of the Industrial Revolution workers went on strike demanding eight-hour workdays.

Example 2 (Metalinguistic Feedback)

S1- This is a picture of electric bulb

T- Do you know, who was it discovered by ?

S2- Thomas Alva Edison

T- Very good. Let's make it passive.

S2- silent

S1- electric bulb discovered byThomas Alva Edison

T- do we use V3 when we make passive? (Laugh)

S1- was discovered.

T – yes.

In the post-observation interview, when he was asked about types of feedback like recast and explicit correction did not match with his beliefs. He explained recast comes naturally while conversation. He added “it’s not possible to explain every error in only 45 minutes’ class so I used direct corrections”. He said he did not correct every oral error because that may discourage them to speak and time duration is also a big issue here.

4.4 T4-

Beliefs

She is from D school. When asked about her beliefs of giving feedback on student's oral performances, T4 replied, "I want to create a non-threatening environment for my students so I would like to give feedback positively so that they don't have to worry about asking questions and making mistakes... because I believe they can learn by mistake". She added, "learners usually commit different types of errors .. for being better language learners, I think they need to know the faults or errors they are committing. So If they can get feedback immediately, they will be able to correct their utterances and be careful in using them properly. So I believe feedback on oral performances is the instant and quick remedial measure in the language learning process."

She explained confidently, "though there are no marks in listening and speaking in SSC exam, but in 'English for Today' book there are many chapters where listening and speaking tasks are included. So to follow the curriculum a teacher needs to emphasize on students' oral skill also... and I believe it's an English teacher's responsibility to make her students acquire all the four skills."

This teacher expressed that she likes to engage learners actively in the language learning process. She doesn't believe in spoon feeding, she wants her students to learn on their own, she wants to help them as a guide. So when students make any error she gives clues so that they can guess the correct form and correct themselves on their own. She said students like to get compliments from the teacher as feedback, such as "Very good, excellent, well done, fantastic etc. but she also likes to explain clearly why the error happens.' She wants to make her class fear free for the students, she wants to make a friendly and comfortable classroom.

She also described that most students in class do not like to speak up if they do not understand anything, only 2 – 3 students ask if they do not understand their errors and are unable to correct it. It seems she is disappointed because of that. From the students' silence, speaking or watching their expression, she tries to understand whether students have understood or not.

She finds very few students who develop themselves in English because they are actually interested in learning English not only for passing the exam.

She has noticed "students struggled a lot to understand the proper meaning of texts, because of that they cannot give the correct answer in the exam hall. I notice they do not like grammar class,

they like English 1st paper class more. They have very poor grammar knowledge.” So she wants to focus mostly on grammar, pronunciation and vocabulary.

The teacher did not have any formal teacher training, but since she had a knack for teaching, she always tries to use oral corrective feedback as part of her teaching.

Practices

I observed two of her classes, both were class nine English 1st paper classes. The topics were Unit 7, lesson 7 : The wizard of Apple and Lesson 8 : Jobs’ childhood.

Her stated beliefs of teaching had an influence on her use of OCF. The first point, use of positive feedback with complements and body language, had an influence over it. She appreciates students with complements. She had a smiling face which brought a positive vibe in the class. On the other hand, she couldn’t make the students learn by themselves most of the time. She interrupted and gave the clue or the right answer while students were talking. She tried to make the class communicative but students tried to bring irrelevant conversation.

As a novice teacher her motivation level was very high and she was very energetic while conducting the class.

Majority of her responses were a combination of recast and meta-linguistic explanation; the remaining were explicit corrections. But the problem is she took much time to give feedback on every single error. That kills the lesson time. So she struggled with completing the task in time. At last moments if any student couldn’t give the right answer she gave the write answer to the class directly.

She has conducted the class mostly in English but also used the Bangla language a few times. When any student made an error she asked the same question to another student to give the correct answer. If the second one also did not give the correct answer, then he asked the same question to the third one. She believed pair learning, it reflected his practice.

Example 1 (Recast)

Z was asking the whole class the meaning of the word ‘interim’. One student raised his hand and said the right answer by using L1. She replied with a smile “good, you said it right.” If one student could not give the right answer, she asks another student to answer. If no student cannot reply, then she gave the answer to the class. She has used L1 in this part. This type of conversation happens many times in both classes in this teacher.

Example 2 (Explicit Correction)

S - I first met Sadia at 2010.

T- You should say- I first met Sadia in 2010, not at.

Example 3(metal-linguistic explanation)

S- He change people’s perspective

T- (interrupt) umm... grammar...

S- he has changed people’s perspective towards the computer

T – good (smile)

Example 4(recast)

S- Wi-Fi connection need in laptops....

T- Wi-Fi connection is needed

S- needed in laptops so that people can communicate with any other anywhere any time

T – each other anywhere any time

After the class she said “If there were more time I could take the class more perfectly and could make my students speak correctly on their own”. She explained, “I interrupted while my students were talking to give them clue and to help them to continue their speeches”. She also confesses that she was largely uncertain about how she should teach her class creatively. she is still struggling on time management. She has used various types of feedback which is lot more than her believes. She said those comes from continuing natural conversations not in conscious manner. Another reason for her using recast and explicit correction is, it is her 1st batch, she is still not an expert of explaining any solution, so she is trying to avoid explaining why and how the utterance is incorrect.

She said she has used little L1 specially in terms of vocabulary to make the lesson understandable to her students. She said she is conscious about students’ pronunciation but she didn’t use it in those two classes because the Ss did not make major pronunciation errors in those classes.

She said she is doing homework regularly to become a better teacher.

Chapter 5

Data Analysis

5.1 Table 3: Summary of main differences between stated beliefs and practices on OCF

	Teacher	Beliefs	practices	Comments
Preferred Type of Feedback	T1	Repetition, Positive feedback	Meta-linguistic cue , explicit feedback, Repetition, Elicitation + Repetition	Practice not strongly reflected in beliefs
	T2	Explicit correction with metal- linguistic explanation	Explicit correction, recast, metal-linguistic explanation	His belief and practice differed considerably from the other teachers
	T3	metal- linguistic explanation	Explicit correction , metal-linguistic explanation, Recast	Practice strongly reflected in beliefs
	T4	Implicit correction, Self- correction, Positive	Recast + Explicit correction, metal- linguistic explanation , use complements, pair	More passionate in teaching positively than other three teachers. Practice approximately

		feedback (complements) Pair feedback	correction	reflected in beliefs.
Linguistic Focus	T1	Grammar (tense) , vocabulary	Grammar (sentence formation) , vocabulary	Approximately practice reflected in beliefs
	T2	grammar	grammar	Practice reflected in beliefs
	T3	grammar	Grammar, vocabulary	Approximately practice reflected in beliefs
	T4	Pronunciation, grammar and vocabulary	grammar and vocabulary	Pronunciation is not mentioned by other teachers but did not get a chance to use it in practice on that specific class.
Time	T1	correct every time whenever students made an error. Immediate	Correct only relevant errors. Immediate feedback.	All four teachers made similar statements. Struggling in time management.

		feedback.		
	T2	give corrective feedback every time. Immediate feedback	Correct only which will come in the exam. Immediate feedback	made similar statements like others. Good at time management.
	T3	give corrective feedback every time. Immediate feedback	Correct most of the time specially when SS made bookish errors, immediate feedback, didn't take much time for giving feedback	Very good at time management Practice approximately reflected in beliefs
	T4	Immediate feedback, give corrective feedback every time	took much time to give implicit feedback , interrupt students' utterances, struggled with completing the task in time.	in the beginning practice reflected in beliefs Struggling in time management.

In order to highlight the main areas where the teachers' beliefs and practices were congruent and incongruent, table 3 summarizes their beliefs and practices in relation to the main features of OCF. There were three aspects of beliefs and practices regarding OCF (types of feedback, linguistics focus and time).

There are some points at which the teachers' practices clearly reflect their beliefs and several where they do not.

At this instant, teachers' preferred types of feedback varied the most, four teachers preferred four different types of feedback. Though T2 and T3 have meta-linguistic explanations in common and both of them are senior teachers. On the other hand, two novice teachers; T1 and T4 preferred giving Positive feedback commonly. In the interview they have mentioned one or two types of feedback (mostly meta-linguistic explanation) but in their classroom practice they have used so many more different kinds of feedback including their preferred ones. It was expected that they would use their preferred type of feedback most of the time but surprisingly they have used that specific feedback very few times and used other different types of feedback (mostly explicit correction).

All of them except T1 used recast and they said they were unaware about this type of OCF, T1 said, 'It comes as a part of natural conversation, not planned. All teachers mainly want to focus on grammar in common and it reflects their practices. T1 and T4 added vocabulary and it reflected on their practice. T3 didn't mention it though used vocabulary in his practice. Only T4 mentioned Pronunciation but did not use it in class. She explained, ' because in those specific classes students did not make major Pronunciation errors, so I did not get a chance to use it.' All four teachers made similar statements about timing. They all preferred immediate feedback and want to correct every time when their students make any error. In practice, none of them give feedback of every oral error and in stimulated recall, they said it's impractical. T3 said "it's not possible to explain every error in only 45 minutes' class so I used direct corrections"

5.2 Discussion

The first specific research question addressed the stated beliefs of four EFL non-native English teachers concerning OCF. It should be noted, the four teacher's stated beliefs about OCF were

not from the theories they have read because all of them have completed their major in English Literature except 'T2' who is only BA Pass. They don't have any TESOL/TEFL/ELT degree. The training they received (B.ed); there were no detailed episodes about OCF, they have just a general idea about feedback, not different types of feedback and terms of it. So what they believe and practice comes naturally from their common sense or what they learn from their teacher in their student life and from their teaching experience. The researcher also didn't ask questions by mentioning OCF terms, she paraphrased it and when they replied she matched and framed those ideas with theories. This is one of the main differences from previous research (e.g., Kamiya, 2014; Basturkmen, Loewen & Ellis, 2004; Centeno & Ponce, 2019). Their teachers had TESOL degrees and had detailed knowledge of OCF and they were conscious about it.

However, examining their stated beliefs in depth, some themes that were shared commonly by all of them emerged, the statements of belief the teachers made are abstract, reflecting practical rather than theoretical knowledge. All the teachers agreed that OCF has high significance in English classes because and that it is beneficial to analyze students' language for improvement.

These findings are more in line with Katayama's (2007) revealed that 77.6% had a positive attitude towards receiving error correction because it improves students' accuracy in English. On the other hand, Chaudron (1977), Krashen (1987), Salikin (2001) and Truscott (1999) stated that, error correction hampers the natural process of learning of the target language and prevent the natural exposure of the language (as cited in Farahani & Salajegheh, 2015, p.10).

All four teachers believe error should be corrected every time whenever it happens and should give feedback immediately. All agreed that female students are more responsive to taking feedback than male students. All teachers have experienced significant changes in some students' language because of their constant feedback but surprisingly no one shares their failure story of applying OCF. All are agreed on giving OCF though there is no speaking test on the exam because it is their responsibility to make their students skilled in all the four skills of English. Explicit correction with a metal-linguistic explanation is commonly preferred by three of the teachers out of four. All teachers think grammar is the most important content to focus on for correction. All think students do not feel humiliated because of feedback but sometimes

students do not want to take it positively. The metalinguistic explanation is mostly mentioned by OCF types in their beliefs.

Contrary to previous studies, researchers found many discrepancies in their statements from previous studies. For example, in Kamiya (2014); Basturkmen, Loewen & Ellis (2004) found teachers don't want to use OCF very frequently because they believe it humiliates students, they are very conscious about it, they don't want to break down the communication. So they don't like explicit correction. Theory suggests not to correct all the time, some errors should require immediate correction and others require delay or ignored at all. Read, (2015). According to the Goldilocks principle, the good amount of feedback is "Not too much, not too little, but just right".

The second specific research question concerned the classroom practices of these four EFL teachers regarding OCF and the third research question addressed how are the beliefs and classroom practices of these four teachers related to each other.

In classroom practices, it has been seen that when they have asked about their preferred types of feedback they have mentioned one or two, but in the classroom they have used different types of feedback and they mix two types of feedback at a time. When the researcher asked them about it, they said, on class time feedback comes naturally and unconsciously depending on error types and nature of students. So here we see the use of Multiple feedback which is also unique from previous findings. Lyster and Ranta (1997) revealed that a small number of teacher feedback turns (almost 15%) involved multiple feedbacks. In this study teachers consciously used Explicit correction mostly, they also used Metalinguistic explanation very few times. But they mostly think Metalinguistic explanation is ideal. This is one of the apparent mismatches. Where Park's (2010) showed that recast is the most frequently chosen approach by both the teachers and students. Here, Recast also comes unconsciously many times, teachers explain that it comes naturally to continue the conversation. These statements are more in line with Basturkmen's (2012) "feedback is an unplanned aspect of teaching, for which teachers tend to rely on "automatic and generally unexamined behaviours" (p. 291).

Here, one distinctive point is, most of the time teachers give error correction by using negative body language and clarification requests are different from the theories. For instance, they said, “why don’t you study, you guys are so careless, why don’t you understand such easy stuff etc”. In other respects, there were clear differences, They all believed that they should correct every error but in class they have corrected only major errors that may cause less marks on exams. They said they did it because of time, in a 45 minutes’ class, it’s not possible to correct every error. Novice teachers wanted to focus on self-correction but in practice they didn’t follow it. All the teacher mostly focuses on grammar and vocabulary that match with their practices.

The central research question concerned to what extent do Bangladeshi non-native English language teachers’ Beliefs and Classroom Practices match regarding Oral Corrective Feedback in the Secondary level. Overall, the results showed a number of similarities in many ways. However, there were also a number of differences.

The four teachers’ stated beliefs can be categorized into two different criteria. The first criteria are about their experiences (novice and experienced) and the second criteria are about their schools (situated in Dhaka and out of Dhaka).

T1 and T3 are novice teachers, and have only one year of experience in secondary level. The similarities they have are, both of them are very passionate in teaching, and do homework to become a better teacher. They are very motivated about making a friendly classroom environment, so they want to give implicit feedback more, and want to correct their students on their own. In the classroom, They are lively, give positive compliments but they do not make their students correct implicitly all the time. Most of the time they gave explicit corrections like traditional teachers. But they also use recast, repetition and elicitation that matches with their belief types.

In contrast, T2 and T4, are very confident about making the class effective. They believed in Direct feedback. Their practice mostly matches with their beliefs. They are very good at time management. They are a bit strict then the novice teachers.

Novice teachers OCF influences what their teacher did in their students’ life and Experiences teachers OCF influences their teaching experiences. Previous studies showed that prior language

learning experience has a great impact on not only inexperienced teachers' stated beliefs of teaching but also their actual classroom practices either positively or negatively (Kagan, 1992a; S. Borg, 2009b; Legutke & Dittfurth, 2009). Novice teachers struggled with time management, firstly giving more time to make it implicit so that students bring irrelevant conversations that kill time. Because of that, in the last 15 minutes they conducted the class in a hurry and gave explicit OCFs at the last moments. On the other hand, experienced teachers gave approximately similar time for every feedback. And took little time for giving OCF.

T1 and T2 are from G school, which is out of Dhaka (Gazipur District). T3 and T4 are from D school which is in Dhaka. Here, the researcher noticed the school's standard differs in teachers OCF providing styles. In D school, Teachers are very conscious of providing instructions and OCF in English. They are conscious of students' oral performance and communicative teaching. They conducted the class mostly in English because they have mentioned the school authority gives importance to it.

On the other hand, teachers from G school conducted the class mostly in Bangla, class discussion part is also so limited. They also provide OCF in a negative manner then the teachers of D school. One of the main reasons is, the G school authorities do not give emphasis on those like D school. So institutions play an important role. This is another distinctive finding of the present study.

Chapter 6

Conclusion and Recommendation

6.1 Conclusion

This study attempted to explore to what extent do Bangladeshi non-native English language teachers' Beliefs and Classroom Practices match regarding Oral Corrective Feedback in the Secondary level. The results revealed that, there are some points at which the teachers' practices clearly reflect their beliefs (example: language focus, importance of providing OCF etc.) and several where they do not (types of OCF, timing etc). The differences are very prominent in the point of experiences. Teachers' believe and practice changes through time. The present study showed that, in addition to the four teachers', their prior language learning (for novice teachers) and teaching experience (for experienced teachers) had a great impact on their stated beliefs and practices regarding OCF. Another noteworthy finding in the present study was that Teachers have tendency to use L1 in classroom several times though they all believe speaking skill is very important for students' future. Teacher codes switch and code mix while giving OCF. Teachers have a tendency to give OCF negatively. However, the present study attempted to find out teachers' natural unconscious beliefs and Practices regarding OCF because they were not familiar with OCF theories. This attempt is distinctive from previous studies.

6.2 Limitations

First of all, this research is limited to exploring teachers beliefs and practices of oral corrective feedback in the classrooms of a Bangla Medium secondary school only. Other contexts such as the primary schools, colleges and universities or the English medium schools were not considered for this particular research context.

Another limitation is that classroom observation was conducted only twice for each teacher. Because a teachers' use of OCF may differ according to the nature of the class, no definite claims can be made regarding the use of OCF based on only two classroom observations.

Finally, if the relationship between stated beliefs and classroom practices are fluid, it would be ideal to collect data more longitudinally.

6.3 Further Research

While researching regarding beliefs and practices a numerous metaphor of research is felt to be explored. Some of which includes below:

1. Further extensive research is needed to extend the current research framework in the context of both the Bengali and the English medium schools and also the government and non – government schools of Bangladesh to investigate the relation between teachers’ beliefs and practices in OCF.

2. Students’ belief regarding teaching and learning should be explored because empirically it is evident that teaching is highly influenced by learners’ beliefs. If the learners have the view of traditional way of teaching and learning, they may not agree with the principles of inquiry approach of teaching and learning.

3. Researchers, for example, Mansour (2009) raised questions regarding teacher educators’ roles in developing teachers’ knowledge, beliefs and practices, as well as questions about teacher educators’ roles in changing teachers’ beliefs and practices. A number of researchers argue that any process of change in teacher education needs to be cognizant of the motivation and attitudes of teacher educators themselves (Robinson & McMillan, 2006; Welmond, 2002). Internationally, there has been a lack of attention to research on teacher educators (Robinson & McMillan, 2006). Therefore, this calls for research that focuses on teacher educators’ beliefs and views concerning their personal practical knowledge of teacher education programmers.

4. Researchers have argued that significant changes in teachers’ instructional practices come only after there are fundamental changes in teachers’ beliefs systems and that these changes are not necessarily linear. Therefore, there may be a lag time between changes in beliefs and changes in practices that was not captured by this study. Therefore, a longitudinal study is needed to explore how teachers’ beliefs change over a long period of time and how this change influences their practices.

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Appendix

Interview questions for teachers:

1. What is your view about giving feedback on a student's oral performance in English classes?
2. Since there is no speaking test in the S.S.C Examination, do you think a teacher should focus on improving students' oral skill?
3. Which type of oral errors do your students usually make? Which type of feedback approaches do you think are more effective in the classroom?
4. Do you think errors should be corrected when your students are speaking in English? When and how frequently should learners' oral errors be corrected?
5. Do you experience that the students develop their English when they receive corrective feedback on their oral performance from you? Also, tell me about a feedback activity you have recently done in class that you felt was not really successful? Why do you think it was not successful?
6. During your own teacher training program, did you learn about oral corrective feedback approaches?
7. What is the students' reaction while you provide corrective feedback during the classroom? Does it make students notice their own language errors? Do you think error correction can create negative emotional experiences for the students that hinder the learning process in the classroom?