

**The Survey on Using Oral Corrective Feedback in ESL Classroom
in Bangladeshi Context**

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Abstract

Feedback plays a significant role for all the level of students to improve their second language learning. Although, there are various types of feedback, this study will focus only oral corrective feedback. The purpose of this dissertation was to find out the types of corrective feedback and how the approaches of corrective feedback are used by teachers when students make oral mistakes or errors in the classroom at primary and secondary levels. Besides, what type of feedback approach is most preferred and used by the teachers. In order that, the data has been collected through the research instruments such as survey questionnaires and classroom observation to find out how teachers provide feedback of ESL learning classroom. Then collected data has been analyzed by both qualitative and quantitative methods. After analyzing the responses of teachers and classroom observation, some recommendations have been suggested for the teachers to use while providing feedback in their classroom. However, the result of my investigation does not represent corrective feedback provided in the entire ESL context of Bangladesh because it does not show the whole real scenarios in Bangladeshi context of ESL classroom.

Keywords: feedback, oral corrective feedback, oral mistake, errors, feedback approaches, prefer, teacher, ESL classroom

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Chapter 1: Introduction

1.0 Introduction

English language is considered in Bangladesh an ESL (English as a Second Language). It plays a vital role in our country. Most of the students learn it as a compulsory subject. Now the question is, “how many students get needed feedback or help from their teachers?” or “how many teachers do use accurate method while teaching in the classroom?” Teaching English itself is a big challenge for the English teachers in our country. When we see the traditional education in Bangladesh which based on teacher-centered methods because most of the teachers focus memorization and task based (i.e. home work, class work etc.) learning. In the classroom of Bangladeshi context, it is very commonly seen that teachers ask questions and students provide answers or teachers are reading any book and students are listening or teachers give any written task and students try to do that written tasks. For this reason, students do not get proper feedback and cannot find out where they have made mistake. However, most of the teachers do not know the teaching methods or different approaches of feedback and how to use these. The main reason is most teachers are not well trained about their teaching technique and they do not get the facilities for teaching. On the other hand, some teachers do not apply teaching approaches properly after training. Some of them cannot understand the lesson plan in classroom. According to Haq (2006, p.33), the untrained teachers who follow the conventional teaching method and they discourage students to ask questions (as cited in Mullick & Sheesh, 2008). Mullick and Sheesh (2008) also mentioned in their study, teachers do not use proper instructional strategies in classroom while they teaching their students. Also they use chalk, duster, blackboard and textbook as teaching instruments. For this reason, students face many difficulties and problems

while they are learning English. As a result, they do not get any interest in their study and they are doing a lot of mistakes and errors in their learning activities.

Corrective feedback is an important approach which plays a significant role as a guide for the teachers. Corrective feedback helps student to improve learning strategies and give them enough confidence. Also corrective feedback would avoid some mistake production (Méndez et al., 2010). By using corrective feedback teachers can easily interact to their students, as a result, students get more interest to their study.

However, it depends on teachers and it's their responsibilities to provide proper feedback to the students and make a perfect learning environment in the classroom. For successful learning, it is necessary for the teacher to know how to provide feedback and they should be careful on whether feedback will help students progress toward their final goal.

1.1 Significance of the study

Basically, learning English (second language) is not an easy task in Bangladesh, as well as, most of the students in primary and secondary schools who are learning English do not get suitable environment in their classroom. One of the main reasons, teaches are not aware in using proper approaches of feedback in classroom. Actually, most of them are using feedback in their own ways or following one technique and avoiding others. They are not thinking that other approaches or strategies of feedback may be better for learners; as a result, they are not taking any attempt to apply those approaches. In the study of Ahmed et al. (2005) claimed that teachers have some deficiency in their knowledge of teaching contents and basic pedagogic techniques, even though they are well trained (as cited in Mullick & Sheesh, 2008). In order that, this dissertation focuses on using corrective feedback in classroom. As, feedback is an essential part

of effective learning that helps students to understand their subjects and gives a clear guide lines to them on how to improve their study. In 1991, according to Bellon et al., academic feedback is more strongly and consistently related to achievement than any other teaching behavior. School setting, race, socioeconomic status, or grades are included in this relationship. Besides, students need self confidence, self-awareness and enthusiasm play a significant role in learning. Students get these things through feedback. So, not only for better understanding of students but also encourage them on their study, teachers need to know about feedback in class room and have to give concern with its usage. However, this dissertation may help the teachers to get an idea of oral corrective feedback and its useful appliance gives more improvement to students. If the teachers provide feedback in accurate way, then the learning atmosphere would be more interesting and effective to the students.

1.2 Purpose of the study

English language teachers at primary and secondary schools are not sufficient according to our expectation in our country. Providing feedback in classroom is not only correcting the errors of students, but also includes the interaction between teachers and students and proper feedback. Although, feedback in classroom is a vast subject, for this reason, it is not possible to illustrate all the aspects of feedback; however, the researcher is focusing only on corrective feedback. This study will present the types of oral corrective feedback and their use in the classroom while students making oral mistakes.

Although English is a mandatory subject for secondary and primary classes, but most of the students are facing some problems with it in Bangladesh. However, most of teachers do not follow the proper approaches of feedback while giving feedback in classroom. In other words, it

is found that most of the classes are over full or average 40-50 students in a class. According to Ahmed et al. (2005, p.96) mentioned that teachers cannot assess work of all students and provide feedback because of large class size, short class period an unfavorable classroom (as cited in Mullick & Sheesh, 2008). Another factor is that most teachers are not well trained and they do not think whether their teaching technique is well designed or not. In order that government should take step to provide proper facilities to train up them. If the teachers are well trained, they can create a learning environment, make their teaching style more interesting and also their feedback might be more effective to the students. For this reason, this study focuses on the importance of corrective feedback in the classroom and how teachers are applying corrective feedback to their students for better understanding in their lesson.

1.3 Central research question

The aim of the study was to know the answer of following questions:

1. What type of corrective feedback is used most frequently at secondary and primary schools when students make oral errors?
2. Which approach is used most by teachers in their classroom while they correct student's mistake?

1.4 Limitation of the study

This dissertation has been done for the study for academic purpose. There has some limitation of the paper. Such as-

- Researcher has observed only the schools of urban areas not rural areas. Although, the teaching approach of rural area may be different from rural areas which is not included on this study.
- Teaching policies or approaches depend on schools and teachers. The same approach is not followed by all schools in a country.
- Only two schools have been observed for this study. It was not enough to get actual information.
- Other educational institutions e.g. collage, university, coaching etc are not included here.

Chapter 2: Literature Review

2.0 Introduction

Feedback is one of the most important factors for the student and their learning. The study on feedback is not a recent object. Many authors have used this object for their researches. At first, one of the famous psychology's pioneer, in 1925, named Elizabeth Hurlock who showed the term of praise and reproof in mathematics' students, called "An evaluation of certain incentives used in schoolwork". Although she did not talk about feedback because of the word feedback was not used in educational sectors. In this study, Hurlock's identified that praise is one of the significant motivation for the student and reproof means negative feedback, showed less improvement and the learner did not receive any advice and comments. This study played a vital role in educational field without using the word feedback (as cited in Voerman, 2014, p.11). However, According to Hattie and Timperley (2007, p.17), "feedback is one of the powerful influences on learning and achievement, but this impact can either positive or negative." Hattie (1999) recognized that effective feedback does not occur very often in both an academic and a practical stance (as cited in Voerman, 2014, p.11).

2.1 Concept of feedback

The word feedback means comment on others' activities. Feedback is very important for education and training program. Actually learners receive feedback after completing their work such as assignment, class task, presentation, essay etc. In other words, we can say, feedback is an interaction between teachers and learners. Feedback provides information of someone's performance or understanding as an agent like teacher, peer, book, parent etc, it is called 'consequence' of performance (Hattie & Timperley 2007, p.81). Generally, the definition of

feedback is a process of sharing observations, concerns and suggestions between persons or divisions of the organization with an intention of improving both personal and organizational performance. Collines (2013, p.520) quoted, “feedback is a process in which the factors that produce a result are themselves modifies, corrected, strengthened, etc. by that result” or “a response, as one that sets such a process in motion (as cited in Mahdi & Saadany, 2013, p.9).

However, feedback can be used in many different purposes such as working places, schools etc. We cannot imagine a classroom without any feedback. It is very important for the learners to get feedback from their teachers, as well as, a teacher has a responsibility to provide meaningful and effective feedback in the classroom. Feedback helps a learner to encourage in their study. In other words, according to Hattie and Yates (2007), feedback helps learners to reduce the gap between what is evident currently and what could or should be the case, they called it “empathy gap”. As a result, gradually learners improve their skill and their mistakes are being reduced. Besides, feedback makes a better relationship between teachers and students. So, feedback is a visible and comprehensible thinking of a teacher on student’s activities. According to Phil Race (2001) who gave a model of feedback:

Feedback is normally something which happens as a result of some learning-oriented action. In other words, strong ripples bouncing in towards the centre can in due course bring the whole ripple system into being, and ideally cause learning-by-doing and even create some motivation (Race, 2001, para. 2).

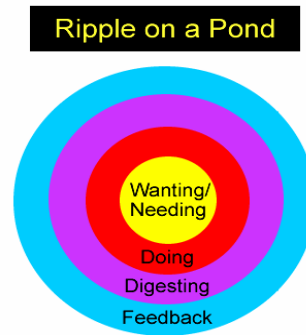


Figure1: A model of feedback (Race, 2001, para. 4)

2.2 Strategies and contents of feedback

There have some feedback strategies which should be followed by the teacher while they giving feedback to their students. Marzano, Pickering and Pollock (2002) mentioned in their research book, called ‘Classroom Strategies that Work: Researched-Based Strategies for Increasing Student Achievement’, some effective strategies in the classroom. Several dimensions of feedback strategies are given bellow:

- **Timing:** It indicates when and how often feedback is given. Feedback would be effective, if it must give in timely. Feedback should provide while learners are still thinking about their learning goal and they are mindful of the target learning. Delay feedback would not more comprehensive and does not help learners to improve their thinking process (Brookhart, 2008).
- **Amount:** Students need enough amount of feedback which helps them to understand what to do. Amount of feedback indicates that how many errors or points are focused and how much feedbacks are given by teacher on each point. So, teachers should provide enough feedback for clear understanding of what to do next on a topic. Of course, it needs not

essential to provide more amount of feedback for the learners. Goldilocks found that feedback should not be too much, not too little, but just right.

- **Mode:** It refers to which kind of feedback is being used (i.e. written, oral or verbal or demonstrations) while giving feedback. That's mean feedback should be provided appropriate way which gives the students to make sense. It based on level of the students; so, teachers should take the decision which feedback they will use (like oral or written form). For an example, the students who do not read well, oral feedback helps them to better understand or written feedback is useful for written task etc.
- **Audience:** Feedback depends on types of learners, such as learners may be a group or individual or whole class. For an example, individual feedback must be more specific or group feedback is given when most students missed the same class (Brookhart, 2008).

However, contents of feedback are most important factors which help teachers to decide what should say through the feedback. Teacher must be conscious on contents while giving feedback. Feedback contents include such as focus, comparison, function, valence, clarity, specificity and the tone of feedback. The purposes of the focus of feedback are to describe the qualities of work in target learning, observe of learning processes, avoid comments of personal and draw the student's self- regulation. According to Hattie and Timperley (2007), feedback exposes in different way like it might be exposed about the task, the processing of the task, self regulation and the self of a person. Teacher should focus on those things which are very important for student learning. The content of comparison compares student's task with specific criteria, their own past performance and sometimes compare with the other student's work which make the student understand to describe the process or methods students use and they could decide what the next goal should be. Feedback function is important for student achievement. Feedback

function gives description and avoids evaluation or judging on student's work. For an example, teacher can identify student's strengths and weakness and also express the task of students. The target of feedback valence indicates that feedback may be positive comments (e.g. teachers praise to their learners on their good works) or negative comments (e.g. teacher will find out the errors and suggest where improvement is needed and then give enough amount of information so that students will get the idea how they complete the work successfully). Of course, feedback must be clear and understandable to the students; it is called clarity of feedback. Teachers should use those vocabularies and concepts which are more understandable to the students. However, the specificity makes feedback more specific; as a result, students can realize what will do for improving themselves and their task. Of course, teachers' tone or voice is an important content while giving feedback. Teachers should choose those words which will play as an agent for the students. Therefore, all these aspects of contents are very necessary for teachers to control their feedback for different purposes for different students. It is noted that teachers who discuss the problems of students in positive and fair way, students like and respect them most (Brookhart, 2008).

2.3 Types of feedback

There are several types of feedback are used in classroom. Basically we can say major two types of feedback which are commonly seen in the class room. They are oral or verbal feedback and written feedback. It is affirmed that verbal feedback can be defined as oral remarks of teacher about the adequacy or the correctness of student statements solicited or initiated in the development of subject knowledge (Jahorik, 1970, p. 105). It is found that oral feedback is a powerful force for the students. It can be direct to the students who are targeted such as individuals or groups and also indirect to learners who will listen and reflect on what has been

said. For oral feedback, teachers use some questions and dialogues as keys to make feedback more effective. As a result, students can find out what they already know, identify gaps of knowledge and their learning goal. Verbal feedback is provided when pupils utter an incorrect answers that time teachers use wrong answers constructively for correcting them. The main aspects of verbal feedback are comments and questions that encourage students to think highly and deeply. Also students feel free to ask questions and request to the teachers through oral or verbal feedback. However, Noor, Aman, Mustaffa and Seong (2010) have identified some types of oral feedback which are given bellow:

- Evaluative feedback: It describes a form of “judgment” in which includes common signals such as “good”, “very good”, “yes”, “correct” and “ok” etc are used on the learner’s performance.
- Repetition: According to Chaudron (1988), it can be served either a positive (agreeing, appreciating, and understanding) or a negative nature (correcting the errors utterance).
- Interactive feedback: According to Richrd and Lockhart (1996), it to modify or expand a student’s answer. Praises like “yes”, “very good” etc include in interactive feedback to encourage and assist the students so that they do not feel hesitation with the responses.
- Corrective feedback: According to Ellis (2009), it is one kind of negative feedback. It only occurs when students will produce an errors utterance (as cited in Noor et al., 2010, p.401-403).

On the other hand, written feedback is also a powerful tool for circling or underlining the error of student’s work and correction is inserted and noted on their work sheet copy, for that reason students can refer to it over and over again but sometimes in case of verbal feedback, students may forget what teacher said in the classroom. According to Harmer (2007), ‘Teachers give

feedback on learners' writing as they want to "affect (their) students" language use in the future as well as comment upon its use in the past' (as cited in Zaman & Azad, 2012, p. 140).

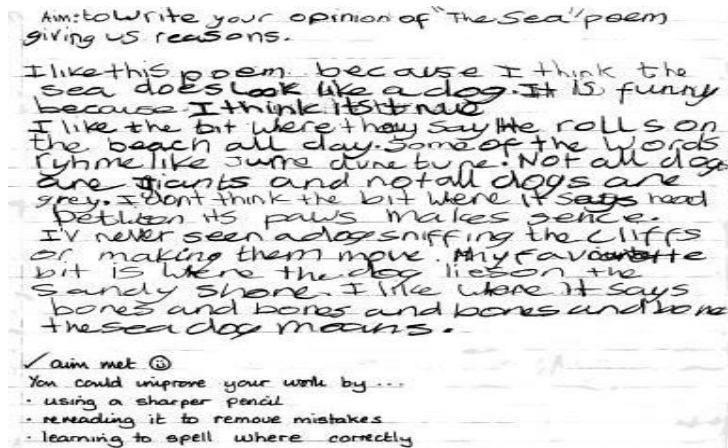


Figure 2: An example of written feedback ("How am I going- assessment and feedback to learners", (n.d.), p.9)

Written feedback has some several types which are given bellow:

- Right only: Correct responses are identified by the teacher where included those remarks like checks, circles and stars etc. Teachers do not give any other feedback.
- Wrong only: Incorrect responses are identified by checking and circling. In this case, no other feedback is given.
- Redo: By identifying incorrect response, teachers tell the student to redo all missed problems. Without extra information and assistance, students do the work by own.
- Corrective feedback: Teacher identifies the errors of student's work and then writes down the correct answer on student's worksheet copy.

- Teacher assistance: By identifying correct and incorrect responses, students are requested to come to the teacher for assistance if they face any difficulty to understand the written feedback.
- Diagnostic-prescriptive feedback: In this case, at first, teacher identifies the student's errors and then analyzed it. After that corrective material will be written on the paper. But then teacher tells the students to redo the missed items with the help of teacher's written feedback and the assistance of teacher whether they do not understand written feedback. (Bloom & Bourdon, 1980, p.14).

However, Feedback can be positive or negative. If the providing feedback gives self confidence or praise is used, it should be called positive feedback, for an example, encourage students or employers to be self confident. On the other hand, if the feedback helps learner to understand what has to change in an utterance, this is called negative feedback, such as, a teacher gives feedback to a student how he/ she will correct his/her mistake (Rydahl, 2005).

Feedback can be classified by formal and informal. Formal feedback takes place in conferences, when teachers provide suggestions and comments along with individualized goal setting. In contrast, when teacher uses 'check ups' and 'check ins' to see how students are progressing, answers the questions and helps with ideas, this is called informal feedback ("Instructional Strategies: Teacher and Peer Feedback", 2012).

2.4 Focus feedback for this paper

For the purpose of the study, this paper will focus only one feedback among of them, it is oral corrective feedback. Feedback is very important in classroom activities in Bangladeshi context. Sheen (2011) claimed that feedback is provided on learner's activity is correct or incorrect. For

an example, in positive feedback, teachers say or write “very good” or “excellent” on student’s activities or papers. On the other hand, in negative feedback, teacher gives some kinds of information something being incorrect in an utterance and gives suggestions or instructions to make it correct. Corrective feedback is one kind of negative feedback. In 2013, according to Fungula defined that teacher’s cue indicates to the learners that there is an error that should be corrected. Han (2008) claimed that corrective feedback is a more general way to give some clues or eliciting some corrections and teacher can also make direct correction (Mendez & Cruz, 2012). In the context of Bangladesh, most of the teachers prefer corrective feedback in classroom. For this reason, corrective feedback has been selected for this study.

2.4.1 Definition of Oral Corrective feedback

According to Ellis, Loewen, and Erlam (2006, p.340),

Corrective feedback takes the form of responses to learner utterances that contain error. The responses can consist of (a) an indication that an error has been committed, (b) provision of the correct target language form, or (c) meta- linguistic information about the nature of the error, or any combination of there (as cited in Mendez & Cruz, 2012, p.64).

However, Lyster, Saito and Sato defined that oral corrective feedback is generally regarded as corrective feedback which focuses on teacher’s immediate response of learner’s erroneous utterances (Lyster et al., 2013). Corrective feedback is considered of oral corrective feedback because it is not only given feedback on learners’ written work but also given in orally whether learner produces an erroneous utterance. Russell and Spada (2006, p. 134) observed that “the term corrective feedback [refers] to any feedback provided to a learner, from any source, that contains evidence of learner of language form.” That’s indicate, there are many ways of using

corrective feedback in classrooms (as cited in Mahdi & Saadany, 2013, p.9). In generally, oral corrective feedback focuses corrective feedback on students' speech. On the other hand, corrective feedback indicates only correction of errors (Fungula, 2013, p.3). Therefore, oral corrective feedback plays an important role to develop the accuracy of student's speech.

Corrective feedback is provided, while some types of errors occur. Mackey, Gass and McDonough (2000); Nishita (2004) and Yoshida (2008) have classified of errors for corrective feedback when teachers will provide corrective feedback such as morphosyntactic (word order, tense, conjugation and articles are used incorrectly), phonological errors (mispronounce words), lexical errors (inappropriately use of vocabularies) and semantic and pragmatic errors (misunderstanding a learner's utterance) (as cited in Mendez & Cruz, 2012, p.68).

2.4.2 Types of Oral Corrective Feedback

Corrective feedback has been classified into six types by Lyster and Ranta (1997) such as explicit correction, recasts, clarification requests, meta-linguistic cue, elicitation and repetition. These classifications have been categorized into two categories such as reformulations and prompts. Recasts and explicit correction are included to reformulation because both of them focus the correct way of saying a certain word or a sentence. Whereas, in prompts include a variety of signals rather than reformations. Elicitation, meta-linguistic cue, clarification requests and repetition are included in prompts (as cited in Mahdi & Saadany, 2013, p.9-10).

Six types of oral corrective feedback are presented bellow with examples:

- Explicit correction refers to the teacher indicates student's utterance was not correct. Instructors or teachers provide the correct form. Some phrases are used such as "oh, you mean," "you should say," etc.

S: He go to school regularly.

T: It's not "he go" but "he goes".

- Recasts refers to the teacher repeats a student's utterance and provides the correction where student has made a mistake, without pointing out that student's utterance was incorrect.

S: Can I lend your book?

T: What?

S: Can I lend your book?

T: You mean, can I borrow your book?

- Clarification requests refer to the teacher indicates to students that he or she does not understand what students just said. It typically occurs when students produce erroneous utterance. Teachers use some request-phrases i.e. "sorry", "Pardon me", "excuse me" etc.

T: How often do you brush your teeth?

S: Two.

T: Excuse me? (Clarification request)

S: Two.

T: Two what? (Clarification request)

S: Two for a day.

T: Two times a day.

- Meta-linguistic cue refers to the teacher asks questions or provides comments or information which related to the formation of the student's utterance without providing the correct form. Meta-linguistic cue feedback is grammatical explanation on any particular language use. Meta-linguistic feedback also includes meta-language.

S: There were many man in the meeting?

T: You need plural.

- Elicitation refers to the teachers use at least three techniques to elicit the correct answers or forms directly from the students by asking questions such as “How do I ask somebody to open the door?”, by asking students to reformulate the utterance such as “Can you say that again?”, and by pausing to allow students to fill in the blank such as “This is a”.

S: My mother cleans the glass.

T: Excuse me, she cleans the??

S: Glasses?

- Repetition refers to the teacher repeats the student’s error and changes intonation to draw student’s attention to it.

S: He are

T: He are...? But it’s one people, right? You see your mistake? You see the error? When it’s singular. It’s he is.

2.4.3. Student’s interactions on corrective feedback

It is considered that student’s interactions are very important for any feedback. In corrective feedback, some possibilities had been observed by Mendez and Reyes (2012). They mentioned student’s interaction on corrective feedback. They are given bellow:

- Self-correction: It refers to learner’s realization about their errors after providing correct forms. It is helps students to promote autonomous learning (Mendez & Cruz, 2012, p.68). In 1999, Murray and Zybert stated students prefer self- correction because it is face-saving (as cited Méndez & Arguelles, 2010). For example,

T: Where did you go yesterday?

S: I go.....went to the market.

- Peer correction: It indicates when one learner helps another learner to correct his/her (another learner) mistakes. The main advantages of this correction are learners involve face to face and cooperate to each other; they become less independent on teachers and more confident on themselves (Mendez & Cruz, 2012, p.68). Higgins (1987) stated that it also helps students to protect their ego (as cited Méndez & Arguelles, 2010).

S1: He have four nice pen. (Student has made two mistakes. His friend corrects him)

S2: He has four nice pens.

- Teacher correction: It refers to the learner reacts as a teacher. The learner knows the problems and solutions and can find out and understand the errors (Mendez & Cruz, 2012, p.68). According to Méndez & Arguelles (2010), one learner corrects other learner's errors and explains in a way that makes understand to other learner.

2.4.4 The preference of corrective feedback

Lyster et al. (2013, p.7-9) found the two main reasons for preferring corrective feedback to learners and teachers. The first reason is, according to Grotjahn (1991) and Borg (2003), corrective feedback influences learners in learning behaviors. The second one is mentioned by Nunan (1989) who observed that the mismatches relationship between teachers' intentions and learners' interpretations of those may result in negative effects on learning. The preferences is one of the importance aspect of corrective feedback which had been cited by Basturkmen, Loewen, & Ellis (2004), because of learners' perspective and more teaching practice make it (corrective feedback) more effective. The tendency of the students to prefer receiving corrective feedback is consistent across most contexts. Another effectiveness of corrective feedback is the

type of instructional context i.e. foreign language or L2 learning settings (as cited in Milla & Mayo, 2013, p. 2).

Many researchers have found the preferences of corrective feedback. Some studies showed that the preference of corrective feedback depends on learner's cultural backgrounds, previous and current language learning experiences or proficiency levels (Mahdi & Saadany, 2013, p.15). For example, Schulz (1996) got her study that in the US, eight different foreign language classes thought that corrective feedback was imperative. According to Jean and Simard (2011) investigated that 2321 high school students and 45 teachers in Canada are using corrective feedback as one part of a questionnaire among of four parts, they found that the majority of the students like oral errors correction. Lasagabaster & Sierra (2005) cited that constant correction may inhibit communication and expressed a preference for focused corrective feedback on errors (as cited in Lyster et al., 2013, p. 7-9).

2.4.5 Learners of corrective feedback

Lyster and Saito (2010) found that the learners of corrective feedback are becoming more benefited from interactional corrective feedback, as well as, they learned more immediately than adult ESL learners, because they are provided at a time in their cognitive and psycholinguistic development when it is most conducive for their learning. On the other hand, Spada (2011) stated that the age being a factor, memory components of aptitude and analytic abilities were other significant factors in how students perceive corrective feedback and also apply it as an interaction feedback. Mackey and Oliver (2002) mentioned that age is a factor for language acquisition. They gave an example of learning grammar such as old learners learn grammar more

quickly whereas younger learners seem to acquire a more native- like command of second languages (as cited in Mahdi & Saadany, 2013).

2.4.6 Student uptake and corrective feedback

Lightbown & Spada (1999, p. 179) defined that uptake refers to “a learner’s immediate response to corrective feedback on his/her utterance”, that indicates how students react on correct form or feedback, as well as, corrective feedback is “an indication to a learner that his or her use of the target language is incorrect” (Rydahl, 2005, p.6). In the words, uptake is the student’s response to the teacher’s provision of information on the student’s erroneous utterance. Student uptake links with recasting. However, recasting refers to a correct form of errors that is given by teachers to the students. On the other hand, uptake refers to when the students hear the correction and repeat the phrase. This is an example of recasting in action:

S: Yesterday she go to school.

T: Ah, she went to school yesterday.

S: Yes, she go to school yesterday.

It is clearly seen that here is on uptake because there is no self-correction after providing correct form. However, uptake refers to student can recognize his /her mistake. Because uptake indicates that students are able to find out their mistake or realize that teacher has given corrective form. In order, there have both positive and negative sides in recasting. For example,

S: He do not like swimming.

T: Ah, he does not like swimming.

S: Yes, he does not like swimming.

In the words, Ellis et al. (2001) gave a definition of uptake which was slightly different from Lyster and Ranta's (1997) view. However, Ellis et al. added student- initiated focus on form in the definition of uptake, whereas, Lyster and Ranta only focused in relation to the provision of corrective feedback. In fact, the similarity of both studies is that uptake is an optional student move (as cited in Taipale, 2012, p.10). Thus, Lyster and Ranta (1997) mentioned 'repair' that refers a learner may be able to correct an initially incorrect utterance and Ellis et al. (2001) mentioned 'successful uptake'. Both uptakes indicate that students understanding of corrective feedback and their ability to use the form correctively.

Lyster and Ranta (1997, p.49) talked about 'need-repair' which means "the correct reformulation of an error as uttered in a single student turn and not to the sequence of turns resulting in the correct reformulation; nor does it refer to self-initiated repair."

Sheen (2008, p.841) cited about "modified output" refers "learner's modification of an ill-formed utterance following feedback" which has a closely link to the term of uptake (as cited in Taipale, 2012, p.11).

2.4.7 Previous studies on corrective feedback

Previous studies found that students are given much more attention in oral feedback than others feedback. Lier (1988, p. 211) cited that the situation and atmosphere in classroom have influenced both on the type of correction used by teachers and respond by the student. However, Nystrom (1983, p. 169) stated that the student's uptake is influenced by teacher's personal style (as cited in Rydal, 2005, p. 6-7). Büyükbay and Dabaghi's (2010) study found that repetition as

corrective feedback which showed a higher level of improvement in the study, as well as, it was most effective in term of student uptake and language acquisition (as cited in Fungula, 2013).

However, Lyster and Ranta (2007) had done a study on corrective feedback with younger learners in French. They recorded teacher-learner's interaction and distributed the percentage according the six types of corrective feedback. These were: recasts 55%, elicitation 14%, clarification requests 11%, metalinguistic clues 8%, explicit correction 7% and repetition of error 5%. Therefore, they resulted in their study recasts were used as a most widely technique of corrective feedback. Another study of Lyster (1998) found that the technique of recast was used most for phonological errors (e.g. mispronunciation) and grammatical errors (e.g. tense) by teachers. Whereas, elicitation, clarification request, repetition and meta-linguistic were used when lexical errors occurs (as cited in Coskun, 2010, p. 4). However, Rydahl's (2005) research suggested that teacher always preferred recasts approach for oral feedback because it would give the best student uptake. One main advantage behind of recasts feedback, students do not feel embarrassment in the class, response by the teacher.

Although, there are many studies have been done on feedback, but many of them can not show the effects of feedback. For example, Chaudron (1986, p. 79) study showed that only 39 presents of corrected errors resulted in any uptake by the students which indicated a little effective of feedback. Alamari (in Ellis, 1999, p. 641) also showed similar result as like as Chaudro that only 20 percents students did not understand what feedback is given by teachers and 15 percents of students could write their correction in their notebook. In the word, many researchers are not sure that all factors are playing a part in the learning process which involved learning a second language (as cited in Rydal, 2005, p. 6-7).

The study of Weeden and Winter (1999) discovered that primary school student did not understand most form of feedback (as cited in Noor et al., 2010, p. 399).

2.5 The Purposes of Feedback

Provide information, suggestions and observations on other's works or activities or performance are the main purpose of feedback. Feedback must be comprehensible and timely, as a result, it become more useful to the students. Not only teachers and students, but also parents involve with feedback. Whatever the feedback is verbal or written, it must be clear to them. In 2009, Wolsey found three basic questions of feedback for ideal learning from Hattie and Timperley's research. According to Wolsey, these questions very related to the purpose of feedback which help teacher to provide information effectively and also students to understand the concepts and how they will do their task (Wolsey, 2009).

Hattie and Timperley (2007, p.88) mentioned three questions these are: Where am I going?, How am I going?, Where to next?. They addressed these questions as dimension of feed up, feed back and feed forward. If teachers and students find the answers of the questions, then learning take place an ideal environment (Hattie & Timperley, 2007). These three questions are described:

- Where am I going?: The aim of the feedback is to instruct to the students to reach their learning goals which helps them to know where they are going as learners, as well as, assists students to attained these goals. Feedback takes away to students in their desired levels (Wolsey, 2009).
- How am I going? : Pupils need guidance to reach their learning goal. Feedback helps them answering this question through their learning processes and behaviors. Teachers

use the method that is called ‘test’ which helps teachers and their students to know how they are going (Hattie & Timperley, 2007, p.89).

- Where to next?: Hattie and Timperley (2007, p.90) defined this question refers to ‘more’. Feedback provides students more self regulation, greater fluency and automaticity, more strategies and helps to know what is and what is not understood.

However, other purposes of feedback help students to make clear their learning objects, encourage pupils self evaluation, help them learning improvement and also help teacher to shape their teaching. Provided feedback helps parents to monitor and support their child’s progress.

2.6 Effectiveness of feedback

Both sides the provider (teachers) and the receiver (students) get positive effective from feedback. They can test their own level of knowledge. Hattie and Timperley (2008, p.90) claimed that ‘the four levels’ of the focus of feedback which influence to feedback more effective in directly. According to them, the first level is ‘feedback about the task’ which indicates errors of information, such as student’s work is correct or incorrect. In this level also includes information about the depth or quality of the work, it may be against criteria (either explicit or implicit). The information should be neatness or format at this level. Hattie and Timperley found it more powerful when it corrects misconceptions than when it alerts students to lack of information (as cited in Brookhart, 2008).

Second level is ‘feedback about the processing of the task’ that means the process is used to create a product or complete a task (Hattie and Timperley, 2007). According to Brookhart (2008) the process gives idea of information to students about how they approach to the task, the relationship between what they did and the quality of their performance and alternative

strategies. Some learners are able to translate feedback about the task into feedback about the process. According to Butler and Winne (1995), ‘given outcome feedback (knowledge of results), they can generate their own cognitive feedback (linking characteristics of the task and their process with those result)’ (as cited in Brookhart, 2008).

The third level is “feedback about self-regulation”; students should be more focused at this level and their confident to engage further on a task (Hattie & Timperley, 2007, p.90). Self-regulation leads students to use monitor and control their own learning, seeking, accepting and acting on feedback information or not. The effectiveness of this level is the degree which expands self efficacy.

The forth level, “feedback about the self as a person” indicates that feedback can be personal about performance on the task. Hattie and Timperley (2007) gave an example on this level, that is “You are a great student”. That means, this feedback has been given on student’s personal task. These levels are very helpful to make feedback more effective.

However, there have some advantages of feedback which help pupils to develop their standard in analyzing data they receive. Such as-

- **Critical thinking:** After getting feedback, a student will think in critical way such as how to make their work better etc. This process helps them to develop their critical thinking abilities.
- **Making a decision:** After getting feedback students decide what they will do. In that way their decision making ability will be enhanced. This will play a vital role when students grow into adult, they can make a decision pertaining to their life, career etc.

- Enhanced creativity: Students think more about how to make their work best or more creative. They may come up with innovative ideas to pass the knowledge in various ways.
- Improves self-analysis: Students can judge themselves and they are able to check facts and information in their own knowledge banks.

Chapter 3: Research Methodology

3.0 Introduction

This chapter illustrates overall the research methodology which describes how author has collected data and which method has been used for this paper. This chapter starts with research design and to be continued about participants, setting, instruments used for data collection and data collection procedure. The research methodology has been designed to find out the information of which approach is most preference to teachers and which one is used by teachers most.

3.1 Research design

For this study, the conductor followed qualitative method. It is a flexible and iterative approach. Qualitative data based on open-ended information such as interviews, focus groups and observations. It helps the researchers to make statistical comparison of collecting data and take a form of naturalistic observation (Madrigal & McClain, 2012). For this reason, many researchers use qualitative approach to make their study meaningful and realistic.

According to Hankivsky (1999) defined the qualitative method helps researches to analysis in real life and to examine how social experience is created and given meaning. He also mentioned qualitative research focuses on a truthful description of how problem or situation is experienced. So, it allowed the researcher to get more compelling and powerful data which based on human experiences. However, the questions of qualitative research focus on 'what', 'when' and 'how much'. For this reason, many researchers applied this approach to make their research easier and more understanding.

3.2 Participants

To conduct the survey, the conductor selected 15 participants from two different schools of Bangladesh. All the participants are English teachers. They teach English at primary and secondary levels. The conductor chose both Bengali and English medium schools. Because the teaching style of the teachers of Bengali medium schools are different from English medium schools' teachers in Bangladeshi context. Also the circumstance and syllabus are different for both schools. For survey, the conductor visited all the participants and they were requested to complete the survey questionnaires. Among of them, eight participants were males and seven participants were females. However, all the fifteen participants have enough teaching experienced and mature. The conductor divided them into different age groups. The table is showing their age groups:

Age groups	Male	Female
25 - 30	1	2
35- 40	4	4
45-50	2	1
50+	1	0
Total	8	7

Figure 3: The age division of all teachers

3.3 Setting

The settings of the survey were formal for the teachers. At the break time, they were in their staff room. During that time the conductor requested them to response the questionnaire according their view. Before giving the questionnaire, all of them were given instructions on how to fill up the questionnaire and made them understand about the classification of feedbacks. Besides, the conductor was present all the time for helping them and gave answer the questions which were asked by participants. The participants were very helpful to the conductor. However, all the teachers filled up the questionnaires, as well as, they were very positive minded to give their responses.

3.4 Instrumentation

For this study of survey, the conductor used a list of questionnaire and a check list for classroom observation. For data collection, questionnaire is practical way and also it helps researchers to collect data very easily. The pattern of questionnaire based is on multiple choice questions because it helps the participants to provide more options. So, they can choose any option which one they prefer. As well as, check list helps the conductor to get actual data of classroom observation.

3.5 Classroom observation

To conduct the survey, 3 classes have been observed by the researcher. Among them 2 classes were primary levels and one class was secondary level. A check list was designed by the researcher for classroom observation where the researcher wrote down the activities of classroom and tried to find out the approaches and strategies of providing feedback, besides the teaching

styles of teachers had been observed while observing the classes. The total numbers of students were in each class from 55 to 80. Besides, teachers took 45 minutes in each class.

3.6 Data collection procedure

All of the schools of survey situate outside from Dhaka. For data collection, the survey conductor contacted the authority of those schools and asked permission to them. For permission, at first an official application was submitted by conductor to the respective principles of those schools. They accepted the application and gave permission for survey and allowed to observe the classroom in their schools to conductor. Then, conductor went to the schools for data collection. For this survey, the conductor used mixed languages like English and Bengali both for better understanding about six approaches of oral feedback.

3.7 Data analysis procedure

For the preparing of this dissertation, the conductor used qualitative method for analyzing collected data. The results of the questionnaire were converted into percentages. Besides, bar charts and pie charts have been used to show the finding result and help to present the actual figure for discussing of using corrective oral feedback in Bangladesh. The data of classroom observation was analyzed by qualitative method also.

3.8 Obstacles encounter

To conductor, it was not easy to get permission from schools' authorities and they wanted to know the reason of conducting this type of survey in their schools. Also they don't want to share their information or teaching policies to others. Although, most of the teachers gave answer willingly, however, some of them felt disturbance and asked questions to the conductor while

giving answers. Some of the teachers were too busy; as a result, they gave answers without considerations.

Chapter 4: Research Result

4.0 Introduction

This chapter presents the results of the research and graphs and tables will be used for discussing data analysis. Fifteen teachers participated in this survey. So, the first part will show information of questionnaires where the teachers gave their perceptions. At the ends of the chapter what will focus the observation of classroom.

4.1 Result from Teachers' Questionnaire

4.1.1 Question 1: How many years have you been teaching?

To conduct the survey, fifteen teachers were selected from two different schools. Among of them most of the teachers have enough teaching experience in their profession. Only 3 teachers (20%) have less than five years experience, whereas one teacher (8%) has teaching experience more than 15 years. However, majority of teachers which consists of 46% of the group has been teaching from 6 to 10 years and four teachers (26%) have 11 to 15 years experience of teaching English as a second in their classroom.

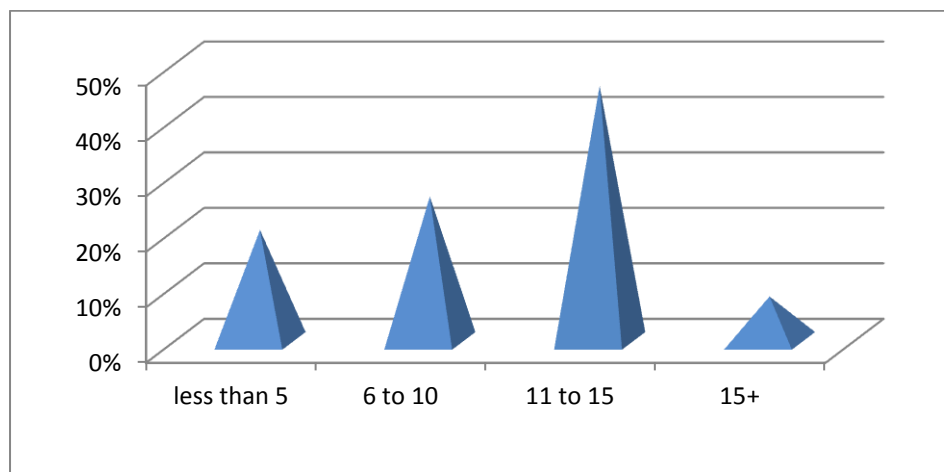


Figure 4: The years of teaching experience

4.1.2 Question 2: Do you think that feedback is very important for the students?

The researcher set this question for the teachers to know the importance of feedback to learn in English language. Most of the teachers (95%) affirmed that they always provide feedback in their classroom. According to them, feedback always helps students to improve their English learning. Whereas, only 5% teachers think that it is not essential to give feedback all the time in classroom.

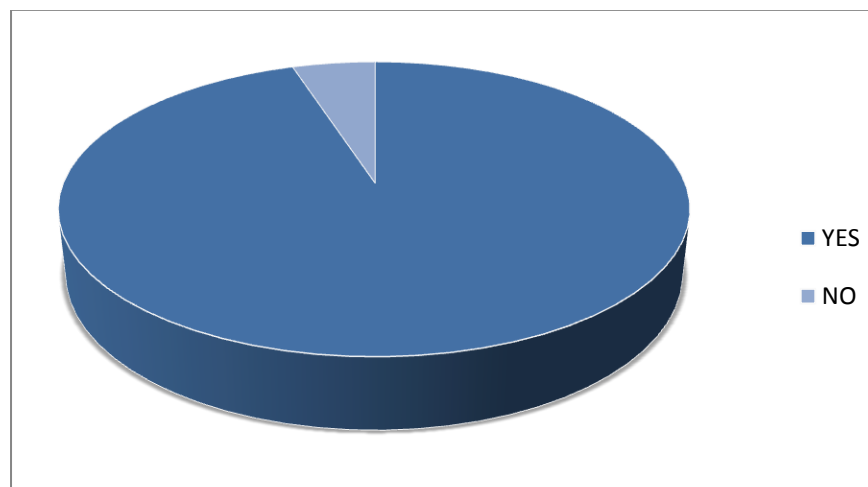


Figure 5: The importance of Feedback

4.1.3 Question 3: Which types of feedback do you prefer most?

The researcher asked this question to know which approach of feedback teachers find most useful for English language learning. Among of the 15 teaches, 12 teachers said they use both oral and written feedback in their class usually. That indicates majority of them (80%) think that both oral and written feedback very useful for ESL class. On the other hand, 2 teachers (13%) found oral feedback most useful than written feedback. Besides, only one teacher (7%) supported written feedback.

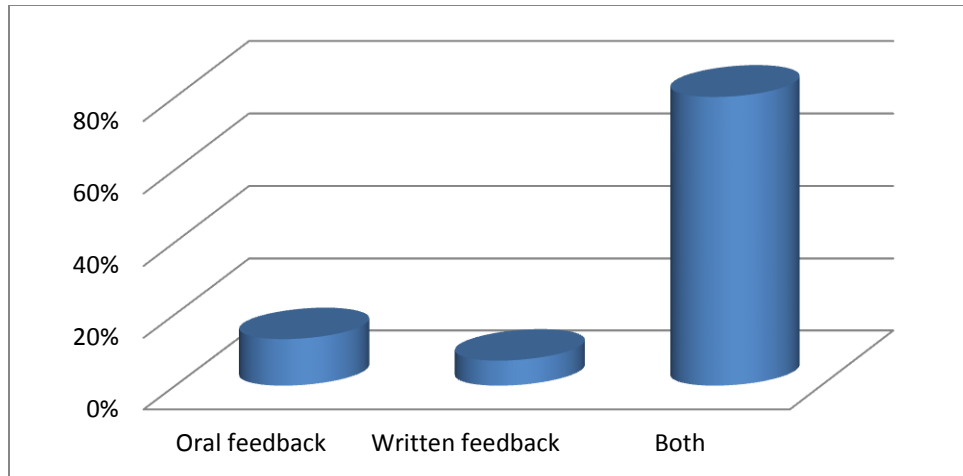


Figure 6: The preference of Feedback

4.1.4 Question 4: What is the importance of oral feedback?

This question was set to know how importance of oral feedback to the teachers. It is seen that 12 teachers (80%) stated that oral feedback is “very important” in English classes whereas only one teacher (7%) finds it “less important”. On the other hand, it seemed to 2 teachers (13%) that oral feedback is “rather important”. However, none of them (0%) think that there is “no important” of oral feedback.

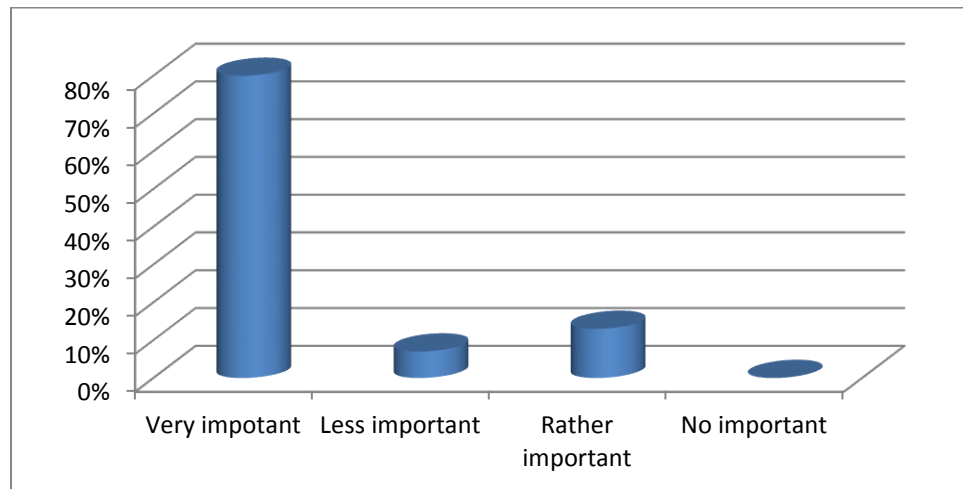


Figure 7: The importance of Oral Feedback

4.1.5 Question 5: Which approach do you prefer in your class while giving oral feedback in your class?

Among the 15 teachers, the highest numbers of teachers (60%) preferred most “recasts” among the other oral feedbacks in their English class. However, three teachers (20%) used “explicit correction”, on the other hand, on one teacher (0%) used “clarification requests” as a most effective feedback. “Elicitation”, “meta-linguistic” and “repetition” had been preferred by one teacher (6.66% each) in English classroom.

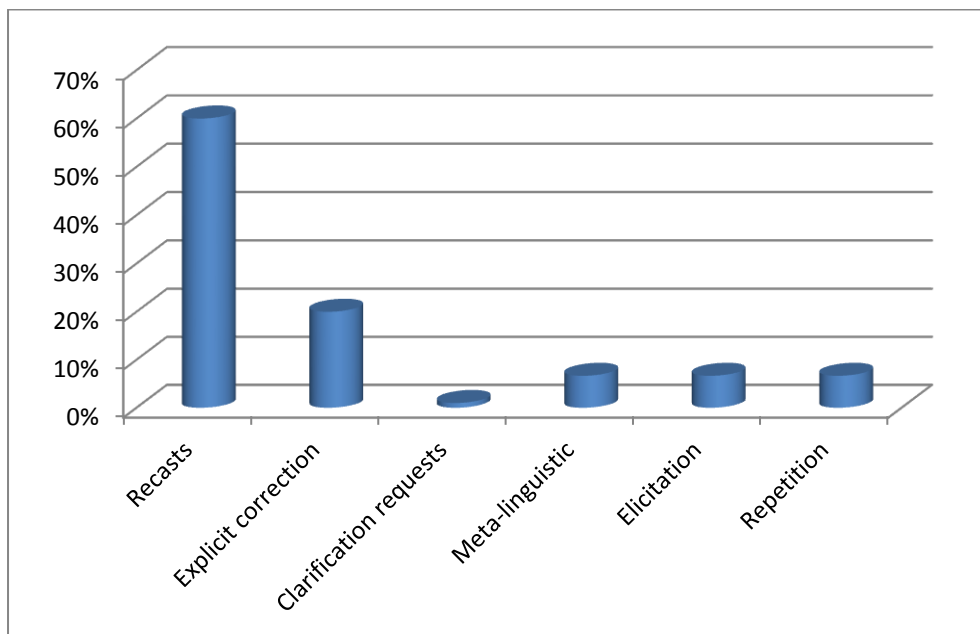


Figure 8: The preference of corrective feedback

4.1.6 Question 6: How do you provide your feedback?

This question was asked to know the ways of providing feedback. Most of the teachers (90%) considered providing feedback “depends on situations” or errors which have been made by students. On the other hand, any teacher (0%) did not give feedback by “sentences”. The similar proportion is seen the way of providing feedback by “words” and “comments”. One teacher (5%)

used “words” to give feedback and “comments” were used by one teacher (5%) in English language classroom.

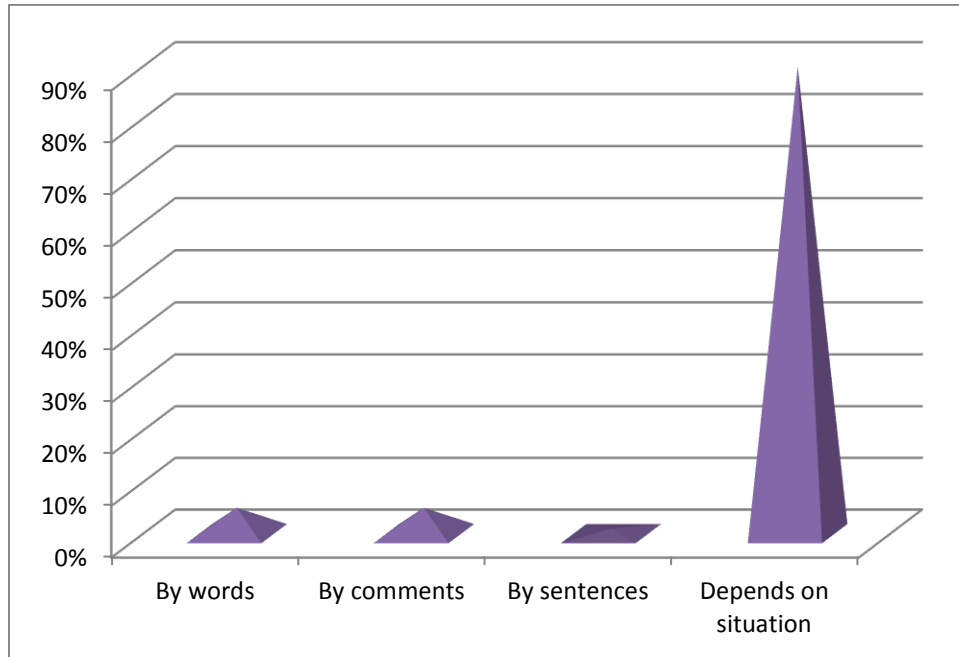


Figure 9: The way of providing feedback

4.1.7 Question 7: For grammatical mistake (tense, conjugation and articles etc), which approach do you use?

This question was set to know which feedback is most useful for grammatical mistake in English language learning. 7 teachers (46.66%) preferred to use “recasts” feedback for grammatical errors which indicates highest numbers proportion. “Meta- linguistic cue” and “elicitation” feedbacks were also used quite by teacher (20% each), while “explicit correction” were used by two teachers (13.33%). However, “clarification requests” and “repetition” were not frequently used (0% each).

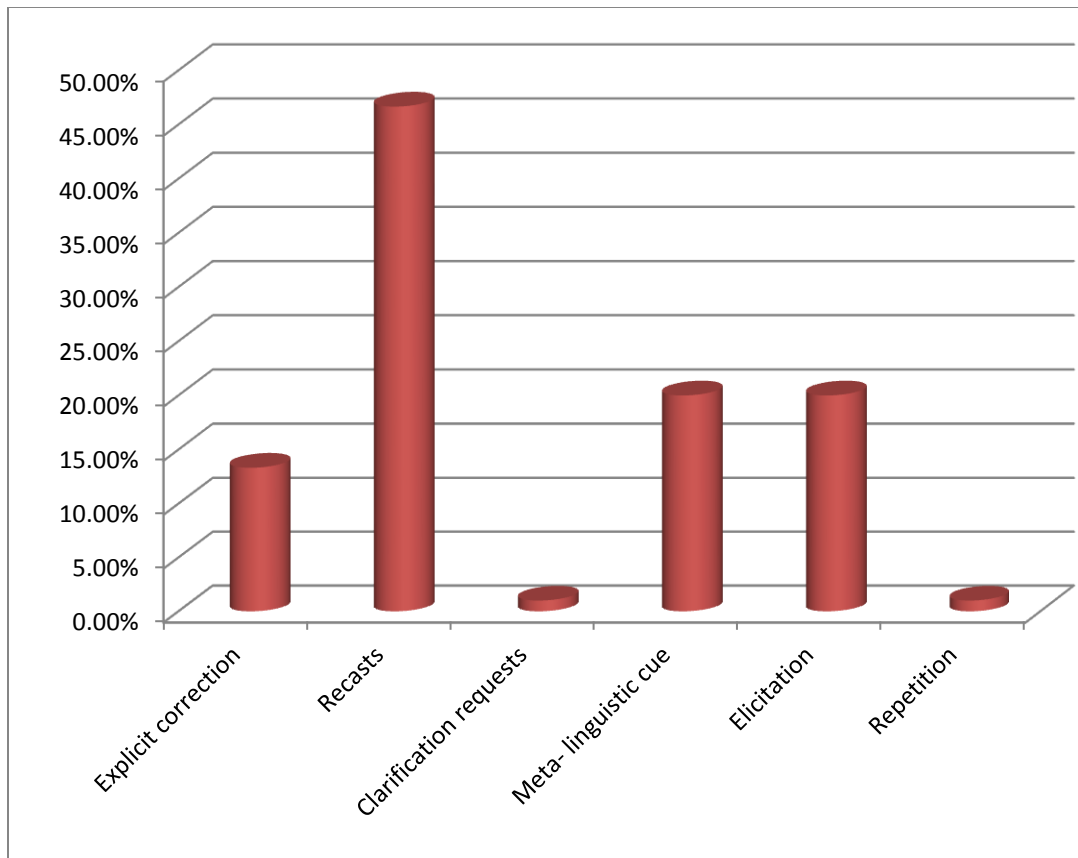


Figure 10: Which approach is most used for grammatical errors

4.1.8 Question 8: For mispronunciation, which approach do you use?

“Recasts” were used as most commonly approach where 8 teachers (53.33%) preferred to use for pronunciations correction in their classroom. However, 4 teachers (26.66%) answered “clarification requests” which indicates second highest proportion. 2 teachers (13.33%) mentioned “repetition” is the best approach for correcting mispronunciations and only one teacher (6.66%) supported “explicit correction”. On the other hand, on one teacher said “meta-linguistic” and “elicitation” feedback (0% each) are useful to correct mispronunciation.

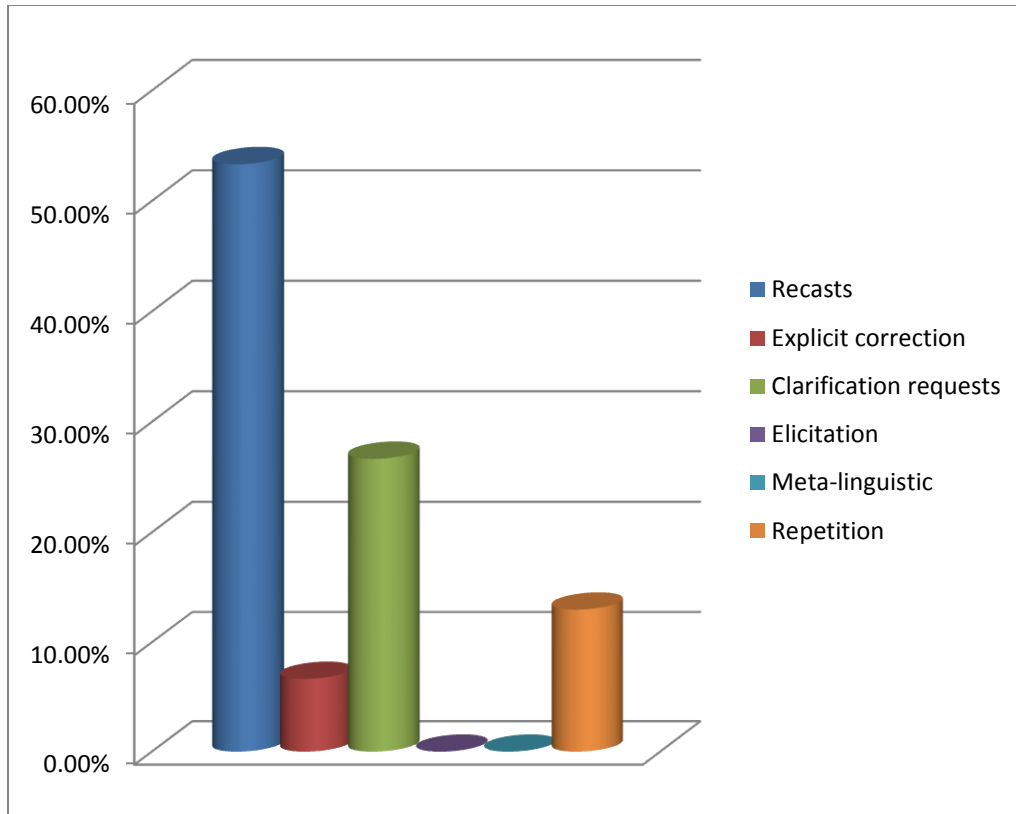


Figure 11: Which approach has been most used for mispronunciation

4.1.9 Question 9: When you teach students appropriate vocabularies, which approach do you use?

Among to the 15 participants, half of teachers (53.33%) preferred to use “recasts” for focusing vocabularies errors. 4 teachers (26.66%) said “repetition” in their class room and 3 teachers (20%) stated “explicit correction”. However, “clarification requests”, “meta-linguistic” and “elicitation” were not preferred by any of the teachers (0% each) to teach vocabularies while students made mistake to use appropriate words.

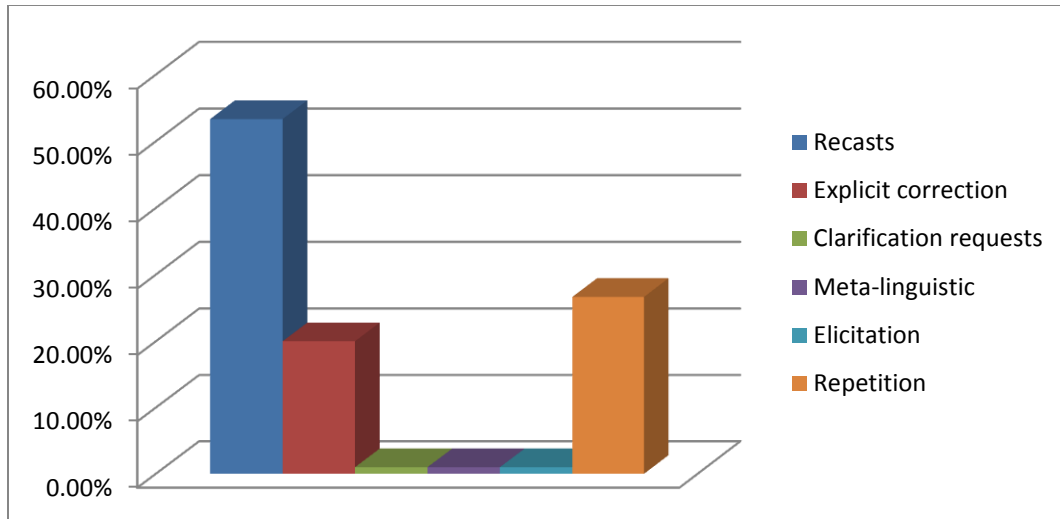


Figure 12: To teach students appropriate vocabularies

4.1.10 Question 10: Do you use any request-phrases e.g. “sorry”, “pardon me”, “excuse me” etc while providing feedback?

Most of the teachers (66.66%) said that “no” which indicates they don’t prefer to use request phrases in their English language classroom. On the other hand, 3 teachers (20%) said that they use request phrases “sometimes” that indicates they use request phrases a little bit in their class. Whereas, 2 teachers (13.33%) stated “yes” refers to they always use it.

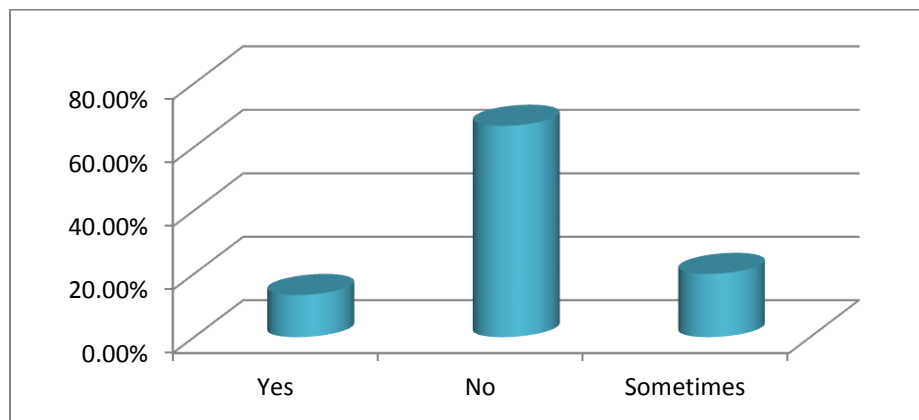


Figure 13: Providing feedback by using request-phrases

4.1.11 Question 11: Do you use any phrase i.e. “It’s not X but Y”, “You should say”, “We say X not Y”, “oh, you mean...” while providing feedback?

Five teachers (33.33%) did not prefer to use any phrases in their classes. They said “no”. On the other hand, majority of teachers (46.66%) said “yes”, which indicates they like to use phrases to make students more clear while giving feedback in English learning class. Only 3 teachers (20%) affirmed that they “sometimes” use phrases for their feedback.

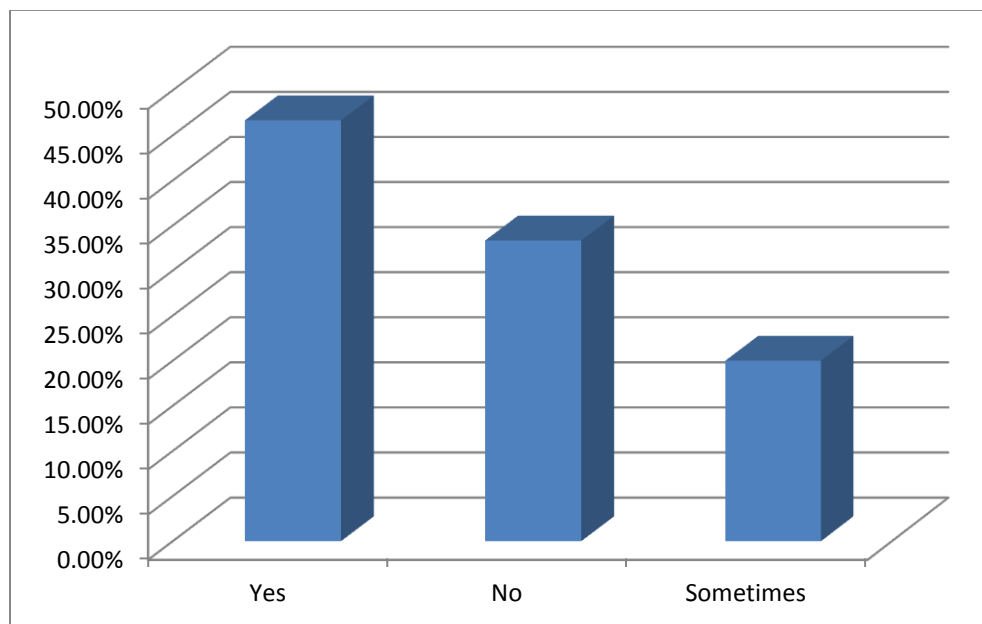


Figure 14: Providing feedback by using phrases

4.1.12 Question 12: Would you like to repeat student’s utterance by using correct form while providing feedback?

12 teachers (80%) supported “yes” that they repeat student’s utterance by using correct form in English classroom while providing feedback. No one teacher (0%) said “no”, on the other hand, 3 teachers (20%) liked to repeat student’s utterance by using correct form.

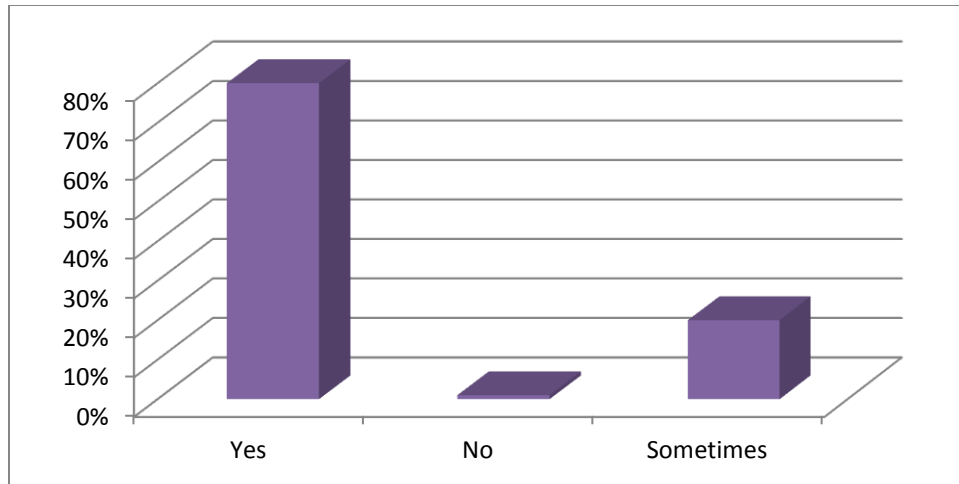


Figure 15: Providing feedback by repeating student’s utterance through using correct form

4.1.13 Question 13: Do you repeat student’s error to draw their attention by changing intonation when you give feedback?

5 teachers (33.33%) found most useful to repeat student’s error to draw their attention by changing intonation when give feedback in classroom. However, only 3 teachers (20%) did not support with this statement. However, 7 teachers (46.66%) said “sometimes” that means they prefer to use this feedback sometimes.

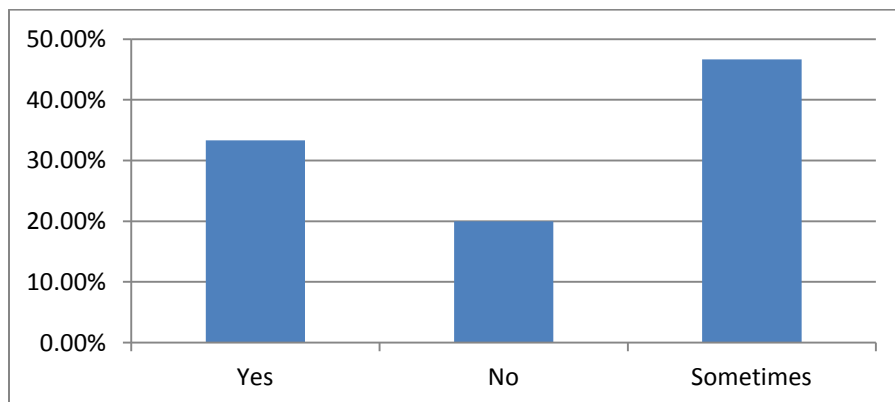


Figure 16: Providing feedback by repetition student’s error to draw their attention by changing intonation

4.1.14 Question 14: When you provide feedback do you ask any questions to elicit the correct answer or reform the utterance?

Among of the 15 teachers, the highest number of teachers (60%) said “sometimes”, they sometimes ask any questions to elicit the correct answer or reform the utterance. The second highest number of the teachers (26.66%) said “yes”, they always like to use this technique to provide feedback in their classroom. The lowest number of teachers (13.33%) said “no”, they do not like to do it.

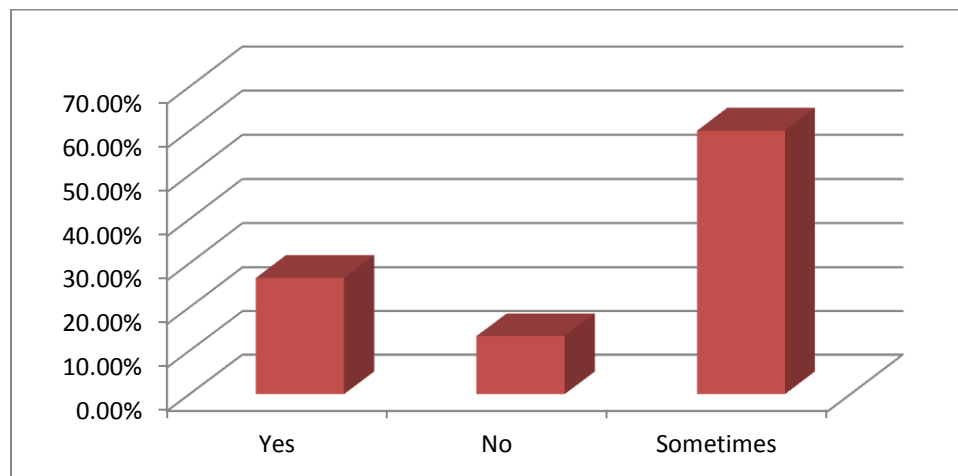


Figure 17: Providing feedback by asking question to elicit the correct answer or reform the utterance

4.1.15 Question 15: Do you clearly indicate student's errors while giving feedback?

Most of the teachers (80%) stated “yes” that they always indicate student's errors clearly while giving feedback. On the other hand, 3 teachers (20%) supported “sometimes”, they prefer to indicate student's errors sometimes or it depends on situation. No one teacher (0%) did not mentioned “no”.

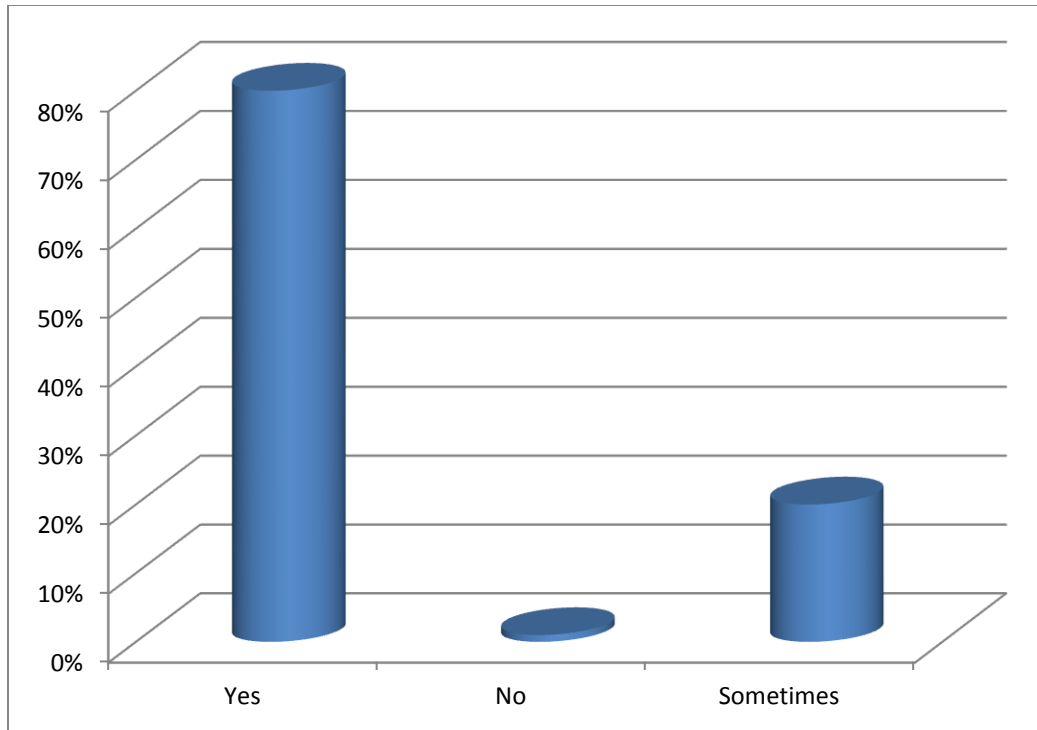


Figure 18: The indication of student's errors while giving feedback

4.1.16 Question 16: Which approach do students like most for better understanding in your view?

Most the teachers (73.33%) stated that recasts is the best approach to the students for better understanding. However, two teachers (13.33%) found that explicit correction is most useful feedback for the students in their classroom. On the other hand, elicitation and meta-linguistic have been considered by one teacher (6.6% each) that students prefer those feedback to make them clear understand. In contrast, on one teacher (0%) did not support on clarification requests and repetition as useful feedback for their students.

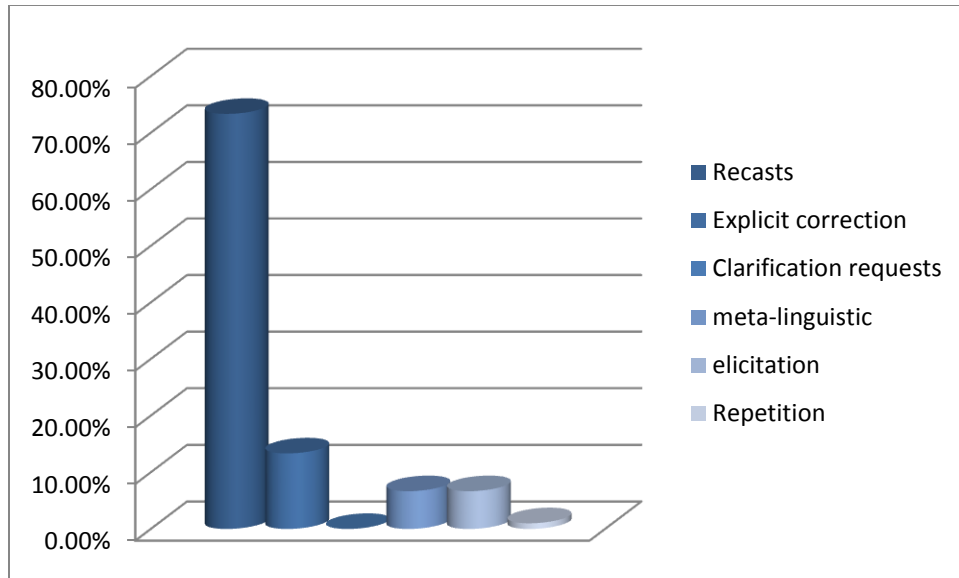


Figure 19: The preference feedback of students

4.2 Finding of classroom observation

To conduct the survey, the researcher observed 3 classes in different levels of Bengali and English medium schools. Classroom observation helped the conductor to see the real picture in classroom of ESL. The main purpose of classroom observation was to observe how and when feedback is being used by teachers, as well as, which approach of feedback is most frequently used in English language classroom. The observations of these classes are given bellow:

4.2.1 The classroom observation of KG in English medium school

The total numbers of students were 60 and among of them 45 students were present in the classroom. At first, teacher told a fairy tale to her students and asked the basis questions about the story. Some of the students answered correctly and rest of them tried to response and that time teacher used explicit correction and recasts feedback for correcting the error answers. After

this section, teacher drew some pictures on the blackboard and asked some question about the pictures. For example,

T: How many balls on the blackboard?

S: Five ball.

T: Yes, five balls. (Recasts)

In this section, teacher also used recasts and explicit correction to correct the grammatical errors. However, meta- linguistic cue, clarification requests, elicitation and repletion feedback did not used in this class. But, it is clearly seen that the interaction between teachers and students was too frequently in this class.

4.2.2 Classroom observation of class-3 in English medium school

There were 59 students present in this class. In this class, teacher provided feedback by using recasts, explicit correction and sometimes meta-linguistic cue to correct students' mistakes. For example:

Teacher wrote down few sentences in the blackboard and then asked the students to change the following sentence by using appropriate tense.

T: "Once there was a lion in forest", change it into past perfect.

S: Once there had a lion in forest

T: No, you need to use "been".

S: Once there had been a lion in forest.

In this class, students could find out their mistakes. Also there was a good interaction between teacher and students.

4.2.3 Class observation of class-6 in Bengali medium school

42 students were present in that class. The teacher focused on reading and writing skills. However, when students were reading that time teacher found out that they mispronounced some words. Teacher made them correct by using recasts feedback. Then, teacher was checking students' writing notebooks and he used explicit correction feedback to correct their writing tasks. Sometimes meta-linguistic and elicitation were used to correct grammatical errors. On the other hand, clarification requests and repetition hadn't seen to use into the whole teacher's feedbacks.

Chapter 5: Discussion

In this chapter presents the discussion of research finding and the central questions.

5.1 Findings from teachers' response

5.1.1 Feedback is very important for the students (figure 5)

All the teachers agree with this statement. All of them believe that feedback is very important for the students to improve their study. Feedback also helps them to give suggestions to their students for English language learning. They think feedback is a practical way to make students more understanding on their study. However, the study of Long (1991) suggested that feedback is the most effective way to draw students' attention when they have something to say (as cited in Taiple, 2012). According to the teachers, it also helps students to find out their errors or mistakes and to reach their final goal.

5.1.2 The preference of feedback according to the teachers (figure 6)

Majority of the teachers (12) prefer written and oral feedbacks. They think both written and oral feedbacks are useful to them and their students. It depends on students or their errors which one feedback is given. It is seen that 2 teachers support oral feedback than written feedback. That means, oral feedback is used mostly by teachers in their English language classes.

5.1.3 The importance of oral feedback (figure 7)

Most of the teachers strongly believe that oral feedback has a significant impact in their English teaching. In 2013, according to the study of Lyster et al. found oral feedback is an effective tool in SLA (second language acquisition) (as cited in Mahdi & Saadany, 2013). The importance of oral feedback, according to them, most of the students easily understand oral feedback, secondly

students can realize or find out their errors, thirdly teacher can provide oral feedback in any time and lastly teachers can interact with their students through oral feedback. Chaudron (1977) mentioned that oral corrective feedback is the reaction of teachers which transform, disapproves or demands improvement of the learner utterance (as cited in Coskun, 2010).

However, two teachers think that oral feedback is rather important and only one teacher finds it less important. It is noticeable that anyone teacher did not state that oral feedback is not important. So, through this answer it is clear that oral feedback is very important for ESL and EFL learners.

5.1.4 The preference of types of oral feedback according to the teachers (figure 8)

This statement focuses the research question of this paper. Most of the teachers (9) like to use “recasts” feedback in English language learners. They think that “recasts” is a useful way of feedback to the students and them. Also students can quickly understand their mistake or errors. Secondly, “explicit correction” is used by three teachers, because they think, most of time they clearly indicate students’ errors. However, “meta-linguistic”, “elicitation” and “repetition” are in similar position, preferred by one teacher (each). On the other hand, “clarification requests” is not supported by anyone of them.

5.1.5 The way of providing feedback (figure 9)

This question was set to focus on “meta-linguistic” feedback. However, majority of the teachers (13) think that feedback should be differs on the types of errors and students’ capacity. They think that feedback may be depends on “situation”, that indicates it focuses on students need or their better understanding. They affirmed that sometimes only one word is enough for feedback or sometimes they need to give details feedback. On the other hand, on one teacher mentioned to

give feedback by sentences. By words or comments are supported by one teacher (each). So, it is seen through the answer, meta-linguistic feedback is not commonly used in English language teaching.

5.1.6 Which approach is most used for grammatical errors (figure 10)

For grammatical mistakes, “recasts” is preferred most commonly by seven teachers. That indicates most of teachers use recasts for better understanding of grammar. The study of Fungula (2013) found that for grammatical mistake, recasts had been used more (5 times) than others feedback in the context of Chinese. According to Rydahl (2005) mentioned that 35% teaches (majority) had used recasts for correcting grammar skills.

Secondly “meta-linguistic” and “elicitation” are used when correcting or giving feedback on grammatical errors. On the hand, in this paper, teachers like to use “explicit correction” in third position, whereas, “clarification requests” and “repetition” are not used for grammatical mistake in English language classes. The study of Coskun (2010) suggested repetition is used most for grammatical errors in the context of Turkey.

5.1.7 Which approach is most used for mispronunciation (figure 11)

According to Méndez and Cruz (2012) they found on their study 73.3% instructor used corrective feedback for mispronunciation. This similarity has been seen in this study that is eight teachers preferred “recasts” feedback for correcting students’ mispronunciation in their class. That’s indicates majority of teachers like to use recasts feedback. Again Fungula (2013) cited on her study, 14 times teachers used recasts to correct mispronunciation and Rydahl (2005) found more than half of the teachers (69%) prefer to use recasts while students cannot pronounce

properly. Both of the research focused that recasts was the first choice to the teachers for mispronunciation.

Whereas, only one teacher supported “explicit correction” which indicates the lowest numbers of teachers use it for mispronunciation. None of them does not use both “meta-linguistic” and “elicitation” feedbacks, on the other hand, “clarification requests” is used as a second choice by four teachers for mispronunciation. Two teachers mentioned that they use “repetition” when students cannot pronounce properly.

5.1.8 To teach students appropriate vocabularies (figure 12)

To teach appropriate vocabularies for English language learners, more than half of the teachers (8) support that “recast” feedback is useful. From their point of view, if they use recasts feedback to correct vocabularies, students can find out their errors and use right vocabularies. The research of Rydahl (2005) got that half of the teachers (58%) used recast when focusing vocabulary mistake.

However, 4 teachers think that “repetition” also helps students to learn vocabularies. Whereas, three teachers answered “explicit correction” is better feedback to teach vocabularies which indicate that lowest number of teachers use it. It is clearly seen that nobody liked “clarification requests”, “meta-linguistic” and “elicitation” feedbacks in EFL or ESL teaching classes. On the other hand, Fungula (2013) presented opposite proportion where meta-linguistic was most used for teaching vocabulary.

5.1.9 Providing feedback by using any request-phrases e.g. “sorry”, “pardon me”, “excuse me” etc (figure 13)

This question was set to know how often teachers use “clarification requests” in their classroom. The result of this question was the majority of the teachers do not use request phrases in their classroom. Only three teachers think that these phrases help students to find out their mistakes. However, two teachers sometimes use request-phrases.

5.1.10 Providing feedback by using phrases i.e. “It’s not X but Y”, “You should say”, “We say X not Y”, “oh, you mean...” etc (figure 14)

This question was set to know the preference of “explicit correction” by this question. The result of this answer was that the majority of teachers use these phrases because they like to directly tell the errors of students through the phrases to the students. However, less than half of teachers have not found any effective to use it.

5.1.11 Providing feedback by repeating student’s utterance through using correct form (figure 15)

The conductor asked this question to know how many teachers like to use “recasts” feedback in their class for giving feedback. The result was too positive to use of recasts feedback. Most of the teachers prefer to use recasts because they like to provide correct form by repeating students’ utterance, so that students can understand their mistake.

5.1.12 Providing feedback by repeating student's error to draw their attention by changing intonation (figure 16)

This question follows the usage of “repetition feedback” in English language teaching class. Most of the teachers sometimes use this approach, according to them; it depends on students' errors. If it needs to repeat students' errors by changing intonation, then they do it. However, only one third teachers always use repetition feedback.

5.1.13 Providing feedback by asking questions to elicit the correct answer or reform the utterance (figure 17)

This question was set to know that how many teachers like to use “elicitation” feedback in their classroom. Majority of teachers sometimes use this technique while providing feedback. Only four teachers mentioned that they do it. So, the result of this question is, elicitation is used by teachers in sometimes but not always in English language classes.

5.1.14 The indication of student's errors clearly while giving feedback (figure 18)

This question is focusing on the usage of “explicit correction” feedback while giving feedback. 12 teachers stated that they clearly indicate student's errors or mistakes in their class. They think that students can easily find out their mistakes if the teachers directly or clearly mention where they have made mistakes. However, sometimes rest of the teachers use this approach.

5.1.15 Students' preference of feedback according to the teachers (figure 19)

According to 11 teachers believe that “recasts” is most effective feedback to the students. Providing recasts feedback helps students to more improvement in their study. On the other hand, few teachers think that “explicit correction” feedback gives the students better

understanding. Elicitation and repetition have been chosen by only one teacher (each), while, nobody prefers “clarification requests” and “meta-linguistic” feedback for useful to students. So, it is clear seen, according to teachers, “recasts” is most commonly used by teachers in EFL or ESL classes for preferring of the students.

5.2 Discussion of classroom observations

From the classroom observation, the researcher found that most of the teachers consider corrective feedback helps learners to improve their English language learning. However, it was clearly seen that teachers were very flexible and sincere to their students. Their interaction with their students was good enough to help them to recognize their errors. The researcher observed that most of the teachers responded that time when students have made mistakes. It is noted that most of the teachers did not get enough training or techniques from their teachers’ training or they have no enough knowledge about the types of oral feedback, but they have their own strategies of providing feedback to the students which they have achieved from their teaching experiences. For this reasons, most of the times they use their own teaching techniques and style of feedback and try to make students more understands. However, feedback may be differed on teachers’ perceptions so that it depends on teachers which feedback they use in their classroom. For example, one type of feedback may be considered more useful by a teacher, but other teachers may be thought in different ways about same feedback. However, the result of classroom observation shows that “recasts” is used most frequently in classroom. This presents the similarity with Lyster and Ranta’s study (1997) found “recasts” used most frequently than others feedbacks. In 2013, Fungula investigated oral corrective feedback in EFL classroom in Chinese context. She also found in her study of classroom observation, recasts were 103, out of a total of 258 instances of feedback registered, as well as, showed that recasts was the most

frequently used feedback types. This study is quite similar with ESL classroom in Bangladeshi context.

Secondly, explicit correction is preferred by teachers, may be the possible reason is that they like to clearly indicate their students' errors. According to Mahdi and Saadany (2013), they found that explicit correction more effective for majority of boys and girls. Spada (2011) stated that feedback also depends on age, so it is better for the learners to perceive explicit correction (as cited in Mahdi & Saadany, 2013, p.47).

Sometimes they use meta-linguistic cue and elicitation feedback. And lastly, clarification requests and repetition are not used frequently more often as feedback by teachers.

5.3 Discussion to the central questions

5.3.1 What type of corrective feedback is used most at secondary and primary school when students make oral errors?

Basically, in this study, researcher has investigated the importance of oral feedback in English language class at secondary and primary levels. From the data of questionnaires the result is that corrective feedback is most effective for the students of both at secondary and primary schools. However, it is found that the majority of the teachers like to use oral feedback in their English classroom to help students to reach their goals of learning. Teachers use oral corrective feedback when students have made mistake or produced wrong utterances. However, the researcher found of this study that "recasts" is used most commonly than other approaches of feedback at primary and secondary levels. Most of the results of questionnaires are presenting that the preference of recasts is more common. The possible reasons could be the teachers and students found it more flexible and reliable. Students do not feel hesitation if teachers find out their mistake by using

recasts feedback. Rydahl (2005) research suggested that one main advantage behind of recasts feedback is students do not feel embarrassment in the class. So, it might be said that most of the students can understand recasts feedback very easily. They feel comfortable and realize where they made mistake. Other possible reasons might be the teachers use recasts feedback as a natural way that means their own way. They can give feedback by their own styles. Fungula (2013) affirm that Recasts comes in natural way to most of the teachers. On the other hand, students understand teachers' feedback too easily and frequently. Because recasts feedback do not indicate too direct feedback nor indirect feedback for the students. So, for this reasons, "recasts" feedback is most frequently used at secondary and primary levels in Bangladeshi context.

5.3.2 Which approach is used most by teachers in their classroom while they correct student's mistake?

The main purpose of this study was to find out which oral feedback is used most frequently and which approach is preferred to use by most of the teachers. The result from the questionnaires and classroom observation, it is clear that most of the teachers prefer to use "recasts" as an effective feedback in their classroom in Bangladeshi context. It depends on teachers which strategies of feedback they should use or it depends on errors of students which approach teacher would use to make students understand and help them to find out or realize their mistakes. Actually, except "recasts" feedback, teachers also use others approaches of corrective feedbacks. But it is found by researcher that Bangladeshi teachers like to indicate students' errors in clear ways or sometimes directly to the students. May be this is the possible reason behind to choose "recasts" feedback. That's why, "recasts" feedback is used most frequently by most of the teachers in Bangladesh. Rezaei, Mozaffari and Hatf (2011) mentioned that lots of studies have

been devoted to recasts as used most frequently corrective feedback. Among of them, in 1998, Mackey and Philp reported that recasts have its own benefits and it has a positive effect on the acquisition of question formation in English. Han (2002) got four conditions such as individualized attention, consistent linguistic focus, learners' developmental readiness and intensity of the treatment which make recasts more effective (as cited in Rezaei et al., 2011). Besides, in 2009, Russell's research, he recommended that recasts is the best of error correction type of feedback in the instructional setting and discourse context of the classroom for the teachers to use. He also suggested teachers to use recasts in highly form focused in the classroom (as cited in Calsiyao, 2015).

On the other hand, clarification requests and repetition are not frequently used as feedback types. But explicit correction, elicitation and meta-linguistic are used to prefer by teachers less than "recasts" feedback.

Chapter 6: Conclusion

6.0 Introduction

This chapter summarizes the finding of research and provide recommendation along with further research at the end of the chapter.

6.1 Summary of finding

The main purpose of the study was to examine the way in which the ESL teachers of Bangladesh provide feedback to their students and to see their preference of oral feedback. The finding result converted into percentage to show the proportion of the teachers e.g. how many of them use different approaches corrective feedback while teaching and also to know which strategies of corrective feedback help them to make their feedback more effective and their learners to reach their learning goals. However, most of the teachers considered Oral Corrective Feedback is very important for them to use it as a guide line in their teaching profession, as well as, it helps to improve their feedback giving and interact with their students. They also believe that students can find out errors and correct their mistake through corrective feedback. The teachers use different approaches of feedback in their class, but among them recasts is used most frequently than others types of feedback. The possible reason may be, teachers can use recasts in their own teaching styles and students feel more comfortable in their study. It is seen that there has a similarity with previous studies in that some of the researchers found recasts is a most effective and useful feedback which is preferred by majority of teachers than others feedbacks.

6.2 Recommendation

During the survey, the researcher has found some problems regarding feedback that most of the teachers have not enough knowledge on different approaches of feedback. For this reason, feedback may not be more effective for the students in the classroom of Bangladeshi context. In this part, the researcher gives some suggestions which may help to the teachers to improve their feedback in English learning classroom. These are given bellow:

- Teachers' Training plays a vital role for the teachers which helps them to know enough teaching techniques and also helps to know about different approaches of feedback, as well as, when and how to give these feedback in their classrooms.
- Most of the classrooms are too large at both primary and secondary levels. For this reason, it is difficult to the teachers to maintain or give feedback to the students in proper way. So, the authorities of schools need to more concern on it.
- The teachers should be more careful on their students while giving feedback. The teachers need to more concern on students understanding and should not hurry while correcting errors.
- Also the teachers should be more concerned about using different approaches of feedback in their classroom. Because all the students are not similar intelligent or same feedback may not work for all the students, for this reason, most of the time feedback depends on students. So, teachers should provide that feedback which one is more effective for the students.

6.3 Further research

The researcher suggests to do further research on feedback. The reasons are-

- This study only has focused on primary and secondary levels, so it needs to include others levels of education.
- This survey has based on questionnaires and classroom observation. So, for better result, teachers' and students' interview and questionnaires for students should be included.
- Small numbers of participants has been focused in this study; only teachers were selected for this survey. So, it needs to do others survey on a large numbers of participants and also students should be included for better results.
- Only two schools were chosen to conduct this study. The researcher is suggesting to include more schools and others educational institutes to see real scenario in Bangladesh.

6.4 Conclusion

In conclusion, each type of feedback is very important for the students in their class. So, teachers should be more careful while giving feedback. It is not important that what types of feedback is given but it is most important that how much useful of given feedback for the students. So, teachers should be more conscious to choose the most effective approach of feedback in the appropriate situation. Also they should create a learning atmosphere which helps the learners to be more confident and to achieve their learning goals.

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Appendix: A

Survey Questionnaire

This survey questionnaire is designed for Bangladeshi EFL/ESL teachers. The aims of the survey are to explore which the types of corrective oral feedback is used most in classroom and which corrective feedback is most preferred by the teachers' in Bangladeshi context.

Name:

Age:

Gender:

Choose the alternative which you prefer most:

1. How many years have you been teaching?
 - Less than 5 years
 - 6 to 10 years
 - 11 to 15 years
 - More than 15 years
2. Do you think that feedback is very important for the students?
 - Yes
 - No
3. Which types of feedback do you prefer most?
 - Oral feedback

- Written feedback
- Both of them

4. What is the importance of oral feedback? Why?

- Very important
- Less important
- Rather important
- Not important

Opinion:

.....

5. How do you provide your feedback?

- By Words
- By comments
- By sentences
- Depends on situation

6. Which approach do you prefer in your class while giving oral feedback in your class?

- Explicit correction
- Recasts
- Clarification requests
- Meta-linguistic
- Elicitation
- Repetition

7. For grammatical mistake (tense, conjugation and articles etc), which approach do you use?

- Explicit correction
- Recasts
- Clarification requests
- Meta-linguistic
- Elicitation
- Repetition

8. For mispronunciation, which approach do you use?

- Explicit correction
- Recasts
- Clarification requests
- Meta-linguistic
- Elicitation
- Repetition

9. When you teach students appropriate vocabularies, which approach do you use?

- Explicit correction
- Recasts
- Clarification requests
- Meta-linguistic
- Elicitation
- Repetition

10. Do you use any request-phrases e.g. “sorry”, “pardon me”, “excuse me” etc while providing feedback?

- Yes
- No
- Sometimes

11. Do you use any phrase i.e. “It’s not X but Y”, “You should say”, “We say X not Y”, “oh, you mean...” while providing feedback?

- Yes
- No
- Sometimes

12. Would you like to repeat student’s utterance by using correct form while providing feedback?

- Yes
- No
- Sometimes

13. Do you repeat student’s error to draw their attention by changing intonation when you give feedback?

- Yes
- No
- Sometimes

14. When you provide feedback do you ask any questions to elicit the correct answer or reform the utterance?

- Yes

- No
- Sometimes

15. Do you clearly indicate student's errors while giving feedback?

- Yes
- No
- Sometimes

16. Which approach do students like most for better understanding in your view?

- Explicit correction
- Recasts
- Clarification requests
- Meta-linguistic
- Elicitation
- Repetition

For better understanding about six approaches:

- **Explicit correction:** Teachers indicate that student's utterance was not correct. Instructors or teachers provide the correct form. Some phrases are used such as "oh, you mean," "you should say," etc.

S: He go to school regularly.

T: It's not "he go" but "he goes".

- **Recasts:** Teachers repeats a student's utterance, and provide the correction where student has made a mistake, without pointing out that student's utterance was incorrect.

S: Can I lend your book?

T: What?

S: Can I lend your book?

T: You mean, can I borrow your book?

- **Clarification requests:** The teacher indicates to students that an utterance was not understood or there is an error in it, and that a repetition or a reformulation is needed. Teacher uses some requested phrases i.e. "sorry", "Pardon me", "excuse me" etc.

T: How often do you brush your teeth?

S: Two.

T: Excuse me? (Clarification request)

S: Two.

T: Two what? (Clarification request)

S: Two for a day.

T: Two times a day.

- **Meta-linguistic cue:** The teacher asks questions or provides comments or information which related to the formation of the student's utterance without providing the correct form. Meta-linguistic cue feedback is grammatical explanation on any particular language use. Mate-linguistic feedback also includes meta-language.

S: There were many man in the meeting?

T: You need plural.

- **Elicitation:** Teacher uses at least three techniques to elicit the correct answers or forms directly from the students by asking questions such as "How do I ask somebody to open the door?", by asking students to reformulate the utterance such as "Can you say that again?", and by pausing to allow students to fill in the blank such as "This is a"

S: My mother cleans the glass.

T: Excuse me, she cleans the??

S: Glasses?

- **Repetition:** The teacher repeats the student's error and changes intonation to draw student's attention to it.

S: He are

T: He are...? But it's one people, right? You see your mistake? You see the error?

When it's singular. It's he is

Appendix: B

Classroom observation checklist

Teacher name:

Class:

Number of students:

Course title:

Teacher's feedback on oral mistake:

1. Response for any mistake or error: Yes/No
2. Use any phrases i.e. "oh, you mean", "you should say: Yes/No
3. Repeat student's utterance by using corrective form: Yes/No
4. Ask any questions i.e. "sorry", "pardon me", etc: Yes/No
5. Repeat the student's error to draw their attention by changing intonation: Yes/No
6. Ask any question to elicit the correct answer or to reform the utterance: Yes/No
7. Provide feedback by comments: Yes/No
8. Clearly indicate student error and provides the correct form by teacher: Yes/No
9. Instead of providing the correction and encourages the student for self correction: Yes/No
10. Focus the errors (grammatical mistake/ mispronunciation/ using inappropriate vocabularies): _____
11. Give feedback (directly/indirectly/ both): _____
12. Give feedback (when): _____
13. Give feedback (how much): _____

14. Give feedback (how): _____

15. Audience of feedback (whole the class/ individual/ group): _____