AN EXPLORATORY STUDY OF TEACHER'S ORAL CORRECTIVE FEEDBACK IN THE GOVERNMENT SECONDARY SCHOOLS OF BANGLADESH

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ABSTRACT

This research explores how teachers implement oral corrective feedback in the English language classes of the Bengali medium Government Secondary Schools. Research studies show that that oral corrective feedback is an essential component that serves as a consciousness raising factor to students and plays a vital role in creating the scaffolding that teachers provide to students for promoting language development. By examining the perspectives of the classroom data, the teachers' and the students' opinions, this study attempts to find out the effects of the oral corrective feedback strategies used by the teachers in the classroom and how it contributed to learner's uptake. This research conducts both qualitative and quantitative study through classroom observation, teachers' interviews and students' surveys which are analyzed and interpreted individually. Finally, the study explores how oral corrective feedback can contribute to students' uptake and how it could be used for students' English language development.

Keywords: Error Correction, Oral Corrective Feedback, Explicit Correction, Recast, Clarification Request, Metalinguistic Feedback or Clues, Elicitation, Repetition, Learner Uptake, Repair, English Language Development, Feedback Strategy, Feedback Move.

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Statement of Original Authorship

I declare that the materials contained in this dissertation are my own work. Where the works of others have been drawn upon, whether published or unpublished (such as books, research journal articles, electronic publications and the internet) due acknowledgements according to appropriate academic conventions have been given. I also hereby declare that the materials contained in this dissertation have not been published before or presented for another program or degree in any university. In addition, I took reasonable care to ensure that the work is original, and, to the best of my knowledge, does not breach the copyright law, and has not been taken from other sources except where such work has been cited and acknowledged within the text.

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Chapter 1: Introduction

1. 1. Background

Effective feedback is an essential part of students' learning and skills development in the classroom; it is also an important part of the teaching method. So, teacher's oral corrective feedback to students' incorrect utterances results in students' low or high uptake at the end of the lesson. In the context of Bangladesh, the government secondary school teachers enjoy more security and independence in their job than the non – government secondary school teachers, so they are able to implement feedback in a more effective way. This study, therefore, attempts to explore how teachers' oral corrective feedback to students' incorrect spoken utterances results in the feedback – uptake sequence and engages them in the learning process (Lyster & Ranta, 1997). This paper also explores different types of oral corrective feedback utilized by the English teachers in the government secondary schools of Bangladesh and which corrective feedback proves to be more effective for successful student uptake and language development.

The educational systems in different countries use a variety of methods to encourage students' language development. Teacher's oral corrective feedback is considered important in this regard because in many educational settings, it is used to provide students with information about their language development which has been regarded as an effective and an efficient means to improve their knowledge and performance. Previous researches have indicated that teacher's oral corrective feedback is an essential component of quality instruction and a large part of a teacher's verbal repertoire.

1. 2. Context

In the context of Bangladeshi government secondary schools, the teachers manage large classes and oral corrective feedback is instantly provided to students on their incorrect spoken utterances. In this type of setting, students participate in the class discussion if they are prompted by the teacher, so even when they make errors, they either expect the teacher to indicate their error and provide the correct form or ask them to try to correct

their own language errors. So, uptake i.e. 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.

The proposed research, therefore, examines which effective oral corrective feedback strategies are commonly used by the teachers in their classrooms and which of them encourage students to respond back to the teacher and engage them in the learning process. This research also explores how the engagement of the teachers and students in the feedback process promote learner uptake, interactive classroom discourse and help students to internalize the correct target language form for their language development.

1. 3. Purpose of the Research

The purpose of this research is to explore how teachers in the government secondary classrooms prefer to correct students' incorrect utterances through the use of instructional treatments i.e. different oral corrective feedback strategies and how this affects learner uptake (i.e. student responses to feedback) and students' English language development. The research problem focuses on the use of oral corrective feedback by the English language teachers in the government secondary schools, elaborating on the effectiveness of the feedback strategies on students' uptake and teachers' professional development. Accordingly, this research topic aims to fill important gap in the research literature which has so far been unexplored in the context of Bangladesh. In short, the present study attempts to shed some light by answering the following research questions:

1. Which effective oral corrective feedback strategies are commonly used by the English teachers of the government secondary schools?
2. How do teachers and students engage in the error treatment sequence and what is the distribution of learner uptake here?
3. What are the teachers' and students' thoughts about the effectiveness of oral corrective feedback on English language development?

    4. What are the teachers' thoughts on using oral corrective feedback as a teaching method?

1. 4. Significance

This research on effective oral corrective feedback strategies used by the teachers in the government secondary schools contributes to knowledge in the research domain and also reviews the application of these feedback strategies in the practical classroom atmosphere. The findings from this research could help teachers realize the importance of oral corrective feedback and how they could use them to help students identify their language errors and learn from correcting those errors. Therefore, the results obtained from this study is of great importance to teachers as it can help them make better decisions regarding the use of oral corrective feedback. Teachers may also find this paper useful as a way to reflect on students' target language development through the use of different types of oral corrective feedback in their teaching practices. So, this research also intends to explore teachers' perceptions about oral corrective feedback and identify which effective oral corrective feedback strategies they consider using in the classroom.

Since, this study investigates on the use of effective oral corrective feedback strategies in the traditional classrooms; therefore, it makes an attempt to contribute in the field of research by highlighting the significant role of oral corrective feedback in developing students' linguistic competencies and language development. Based on the teachers' thoughts, this study help find suggestions or recommendations in organizing teacher trainings and workshops to make teachers aware of the effectiveness of the oral corrective feedback and its use as a supplementary teaching method in their classrooms.

1. 5. Scope of the Research

In several research studies and learning contexts, oral corrective feedback has been considered as an essential component that serves a variety of purposes which includes the evaluation of students' improvement on their language development and the teachers'

analysis of their overall progression. Corrective feedback is a construct which has been extensively studied in both the psychological and the educational literature and has been regarded as an effective error modification tool for students' language development.

The theoretical background of this research considers how students identify and learn from correcting errors by modifying and internalizing the correct target language structure through the reception of different types of oral corrective feedback. It also examines from both the teachers' and the students' perspectives to explore how teachers' oral corrective feedback are put into practice in the classroom settings and serves as an essential tool for gradually developing students knowledge of the target language. Therefore, the scope of the research attempts to figure out to what extent oral corrective feedback strategies are able to increase learner uptake to promote classroom interaction.

1. 6. Thesis Outline

The thesis will consist of the following chapters:

Chapter 1 provides a brief outline of the background and the objectives of the research, the problem statement to be explored, the research questions stated and the significance of the research. It sets a background to explore how teachers implement oral corrective feedback in the English language classes of the Bengali medium government secondary schools and which type of oral corrective feedback leads to low and high uptake.

Chapter 2 reviews the literature discussions from several research studies regarding the implementation of oral corrective feedback. As research studies show, oral corrective feedback is an essential component in all learning contexts, it serves a variety of purposes which includes development of students' competencies, understanding and target language development. It determines the significance of the use of oral corrective feedback in classrooms and how it can help teachers to identify students' knowledge gaps in the target language and how it can help students to develop their target language skills through the identification and internalization of the correct target language form.

Chapter 3 outlines the methods and techniques used for this research. This research conducts both qualitative and quantitative analysis of the data collected from classroom observations, students' surveys and teachers' interviews.

Chapter 4 presents a detailed analysis of the data with an attempt to find out how teachers' oral corrective feedback are put into practice in the classroom, which feedback strategies are more effective in helping students develop their language competencies.

Chapter 5 deals with the results of the study showing findings on how teachers provide oral corrective feedback to students and how it contributes to teachers' awareness of students' incorrect spoken utterances and how it helps students to identify their language errors and correct them based on the type of feedback provided by the teacher.

Chapter 2: Research Literature

The classroom is a distinctive communicative context because it is here that classroom teaching and learning take place. The dynamics of the classroom communication influences students' perceptions and participation in the activities conducted in the classroom (Noor, Aman, Mustaffa & Seong, 2010, p. 399). In the context of teaching and learning languages, various definitions of the term feedback have been proposed. Most of these definitions indicate that feedback refers to informing learners about their work in progress. More specifically, this form of interaction shows learners their errors and guides them to correct their work. Thus, feedback should be seen as a constructive approach on improving students' performance and the use of appropriate feedback can be viewed as a significant tool in enhancing student learning (Noor et. all, 2010, p. 399).

Fahim and Montazeri (2013) believe that learning occurs between learners and teachers when they communicate, so during this time, teacher should provide feedback and allow time for learners to think about the feedback given to them (p. 1777). The main purpose of feedback is to reduce discrepancies between current understandings and performance and a desired goal. If feedback is directed at the right level, it can assist students to comprehend, engage or develop effective strategies to process the information intended to be learned (Hattie & Timperley, 2007, p. 81, 86 and 104). Longman Dictionary of Language Teaching and Applied Linguistics (2000) defined feedback as "Comments or information (in teaching) learners receive on the success of learning a task, either from the teacher or from other learners". Therefore, feedback is the information about the current performance of the student that can be used to improve their future performance (Wang, 2006, p. 42). Lightbown and Spada (1999) defined Corrective Feedback as "any indication to the learners that their use of the target language is incorrect" (p. 171 – 172).

Corrective Feedback:

The term Corrective Feedback refers to any feedback provided to a learner, from any source, that contains evidence of learner error of language form which may be oral or

written, implicit or explicit (Russell & Spada, 2004, p. 134). Corrective Feedback which is referred to as CF is defined as "any reaction of the teacher which clearly transforms, disapprovingly refers to, or demands improvement of the learner utterance" (Panova & Lyster, 2002, p. 574). Theoretically speaking, corrective feedback is capable of advancing the learning process, few researches showed that corrective feedback makes it easier for learners to discover the underlying structure of the target language and can bring noticeable changes in learners' performances (Lightbown & Spada, 1990, p.206).

Corrective Feedback can be a consciousness raising factor to learners, because they can gradually make them more meticulous about the appropriateness and impeccability of their language production. So, teachers should try to introduce errors and mistakes as the inevitable part of a foreign language learning process (Fahim & Montazeri, 2013, p. 1777). Researchers such as Higgs and Clifford (1982) and Hammerly (1987) disputed that L2 learners who are exposed to natural language acquisition or communicative language teaching without error correction and form focus will eventually stop learning.

Some SLA researchers, such as Bley – Vroman (1986), White (1991) and Schwartz (1993) considered CF to be essential for second language learning. DeKeyser (1994) and Schmidt (1994) regarded CF as a vital element of explicit teaching that makes learners aware of the formal features of the input and help them see the difference between them and those in their own interlanguage. Chaudron (1988) claimed that for most learners, CF may be the most successful source of improvement in target language development.

In this section, an overview of the theoretical and pedagogical perspectives regarding corrective feedback is presented. Several studies have provided strong evidence of the importance of corrective feedback in the process of language development. Traditionally, CF research focused mainly on teachers' feedback in the classroom settings. However, researches on Corrective Feedback revealed a tendency for learners to prefer receiving CF more than teachers feel they should provide it. 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).

Early Research and Classroom Studies on CF:

An increasing number of studies on the effects of different CF types on oral production have been carried out in both laboratory and classroom contexts. Doughty and Varela (1998) examined the use of CF within the context of middle school content – based ESL science class and found that students who received CF from their teachers on specific language forms exhibited greater oral accuracy and development than students who did not. There is growing evidence that CF can be helpful for L2 learning because it increases students' underlying competence and also helps developing their spontaneous oral production (Russell & Spada, 2004, p. 135). Most studies examined that CF and L2 learning implemented more traditional varieties of CF (Russell & Spada, 2004, p. 140).

In the descriptive classroom studies, teachers have been observed to use different CF strategies as they respond to a variety of learners' errors in the midst of everything else that goes on in normal classroom life (Russell & Spada, 2004, p. 138). One of the earliest descriptive studies was carried out by Chaudron (1977), who investigated the different types of CF provided to French immersion students by their teachers. He observed that while great deal of teacher feedback went unnoticed, some types of CF (e.g., repetition with emphasis) led to more immediate reformulations on the part of learners than others (e.g., repetition without emphasis) (Russell & Spada, 2004, p. 134).

Doughty (1994), in another classroom study with adult learners of French as a foreign language observed that the most frequent feedback strategies used were clarification requests, repetitions and recasts. An examination of learners' immediate responses to the feedback also revealed that learners did not respond frequently to any of the oral CF types but when they did, it was most often to a recast. So, recasts have been the focus of considerable research on the effects of corrective feedback on oral production, but they were found to be the least likely to lead to learner uptake. Instead, uptake occurred more in response to other CF types (e.g., elicitation, clarification requests or metalinguistic feedback) (Russell & Spada, 2004, p. 134). Spada and Lightbown (2009) (as cited in Lyster, Saito & Sato, 2013, p.01) said that, "classroom – based studies are most likely to

lead to a better understanding about the kind of interaction that occurs in classrooms where the teacher is the only proficient speaker and interactions with a large number of learners" (p. 159).

On the other hand, Lyster and Ranta (1997) observed four French immersion classes in Grades 4 and 6 in Canada during subject – matter and French language arts lessons. For most of the students, the immersion program started in Grade 4 and their proficiency level was considered intermediate. Using an error treatment sequence model developed for the study, they analyzed these lessons with the focus on error, feedback and uptake. Six different types of oral corrective feedback were distinguished when teacher responses to learner errors were analyzed. These corrective techniques actively engaged students and gave them a productive role as participants in the classroom discourse.

Current research has moved from addressing whether corrective feedback actually works for language acquisition to examining which corrective feedback strategies works best in the classroom settings and are more effective. Therefore, it is not easy to decide which type of corrective feedback is best for all learners in all contexts; it depends on how teachers provide corrective feedback that makes the difference and how it is essential and helpful in developing the learners' interlanguage competence (Agudo, 2013, p.268). There is a gap in the research literature regarding how learners' perceive teachers' oral corrective feedback and how this could affect the interactional patterns in the target language classrooms (Russell, 2009, p. 27). Therefore as Lyster and Ranta (1997) mentioned, the teachers finds less information in the research literature which could help them handle situations and take actions when student produce incorrect utterances (p. 37).

Lyster and Ranta's (1997) Study:

In 1997, Lyster and Ranta published a seminal article on the use of oral corrective feedback by teachers in Grades 4 and 5 French immersion classrooms. They found that although the French immersion teachers provided oral corrective feedback for most learners' errors, some types of feedback were more effective than others (Kenedy, 2010,

p.31). Based on their descriptive study of teacher – student interaction in French immersion classrooms, Lyster and Ranta (1997) identified 6 different CF types, which they subsequently classified into two broad categories: reformulations and prompts. Reformulations include recasts and explicit correction, because both these moves supply learner learners with target reformulations of their non – target output. Prompts include a variety of signals other than reformulations that push learners to self – repair (i.e., elicitation, metalinguistic clues, clarification requests and repetition).

Reformulations and Prompts:

Reformulations are well suited to communicative classroom discourse, because they tend not to interrupt the flow of communication, keep students' attention focused on meaning and provide scaffolding which enable learners to participate in interaction that requires linguistic abilities exceeding their current developmental level (Lyster, Saito & Sato, 2013, p.10). For Reformulations, the teacher directly gives the correct target language form for the error in learners' incorrect utterances or indicates the location of the errors.

Prompts aim to improve control over already internalized forms by providing opportunities for pushed output to move learners' interlanguage development forward. Here, the teacher pushes the learners to notice the language errors in their utterances and to repair the error for themselves. They encourage the students to generate or construct the correct language form themselves (Tedick & Gortari, 1998). Lyster, Saito and Sato (2013) emphasized that target language learners benefit more from being pushed to retrieve target language forms than from merely hearing the correct forms in the input, because retrieval and subsequent production can strengthen associations in memory. So, learners remember information better when they take an active part in producing it, rather than having it provided by an external source. Therefore, prompts are significantly more effective than reformulations (p.10). Lyster and Mori (2006) also advised that, teachers in highly form – focused classrooms should use reformulations and teachers in meaning – focused classrooms should use prompts. Reformulations and prompts also fall under the category of implicit and explicit feedback as discussed below.

Implicit and Explicit Feedback:

Ellis (2001) describes different types of corrective feedback as falling along a continuum between implicit and explicit feedback. Direct or explicit feedback occurs when the teacher identifies an error and provides the correct form, while indirect or implicit feedback occurs when the teacher indicates that an error has been made but does not provide a correction, thereby leaving students to diagnose and correct it. In the Implicit Feedback, learners get to know that they have committed an error, and are also able to recognize what the correct form could be through interaction and negotiation. Towards the more implicit end are Recasts – defined by Ellis (2001) as "reformulations of all or part of the learners' deviant utterance" (p.24).

Explicit Feedback on the other hand, clearly points out that an error has been committed by the learners and pushes them to self – correct. Slightly more explicit is negotiation of form, whereby confirmation checks and clarification requests are used to elicit a more accurate utterance from the learner. Two types of CF that fall towards the more explicit end of the continuum are identified by Lyster and Ranta (1997) as: (a) 'Explicit Correction' – when it is clearly expressed that an error has been made and the correct form is given; and (b) 'Metalinguistic Feedback' – when a metalinguistic explanation of the underlying grammatical rule is given (Russell & Spada, 2004, p.137).

Prompts are the four different oral corrective feedback that push learners to self – repair. It includes clarification requests, metalinguistic feedback, elicitation and repetition. Reformulations include explicit correction and recast that provides the correct form.

Lyster and Saito (2006) made a significant contribution to the study of oral corrective feedback by conducting a Meta – analysis of 15 empirical studies regarding the importance of corrective feedback on second language learning. The results of this analysis found that the most effective types of feedback across the involved studies were prompts, whereas reformulations were found to be considerably less effective (Lorincz.

2014, p.102). So, learners benefit from CF types that push them to be more accurate in their output than they do from CF that provides them with the correct model.

Clarification Requests   Repetition   Elicitation   Metalinguistic Clues

Prompts

Implicit ←————————————————————————→ **Explicit**

Reformulations

Recasts   Explicit Correction

Figure 1: Types of Corrective Feedback (CF)
(Lyster and Saito, 2010, p. 278), Oral Feedback in Classroom SLA
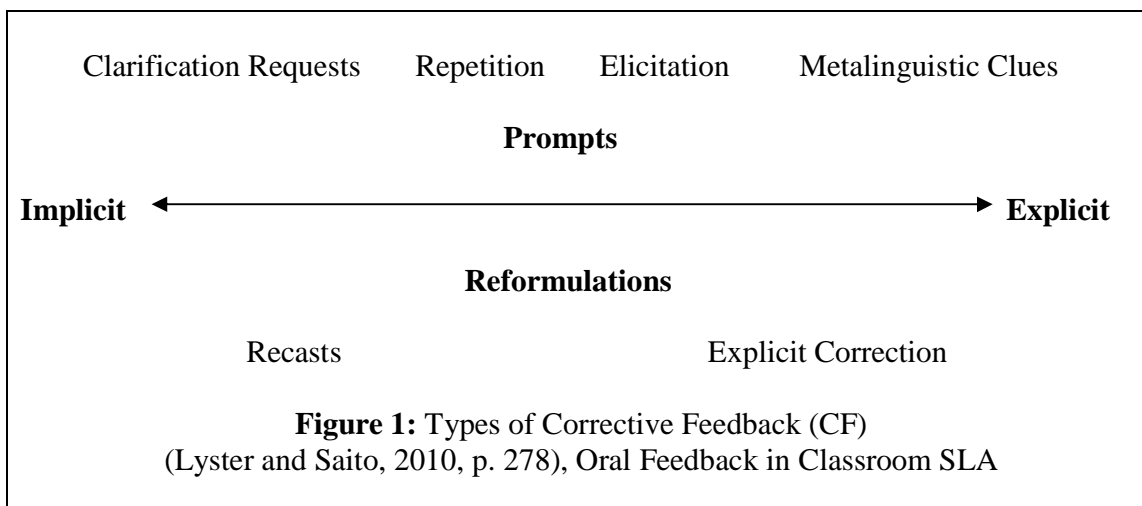
Lyster and Ranta (1997) were among the first to suggest that how teachers choose to provide corrective feedback is linked to learners' proficiency level. For example, learners who are already at a high proficiency level are helped by reformulations, whereas, both low and high proficiency learners benefit from prompts because they can be effective in pushing development for all level learners and may be overall most effective (Kenedy, 2010, p.32). Learners of high proficiency level benefit almost equally from both prompts and reformulations, whereas, learners of low proficiency level benefit considerably less from reformulations compared to prompts (Lorincz. 2014, p.102). Also, older learners benefit from reformulations and prompts because they have analytical abilities to notice linguistic information. Younger learners benefit more from prompts than reformulations because they cannot detect linguistic information without the guided support (p. 27).

The classification of the types of oral corrective feedback moves by Lyster and Ranta (1997) and their model of error treatment sequence is widely used in research in the field of corrective feedback. For the purposes of the present study, Lyster and Ranta's (1997) taxonomy was considered most suitable because, in their influential study, they identified six types of oral corrective feedback and developed an analytic model to code error

treatment sequences. Their study is influential because it clearly provides a systematic presentation of the six types of oral corrective feedback and the framework of error treatment sequence which considers the student as active participants in the discourse.

Types of Corrective Feedback:

Examination of different CF types will help to present teacher practices in the classroom settings. The following definitions and classifications of six Oral Corrective Feedback types are from Lyster and Ranta (1997, p.46-49): 1) Explicit correction, 2) Recasts, 3) Clarification Requests, 4) Metalinguistic Feedback or Clues, 5) Elicitation and 6) Repetition of Error, all of which are the focus of this research:

1. **Explicit Correction:** Explicit Correction occurs when the teacher both gives the correct form and clearly indicates that the student's utterance was incorrect or what the student said was wrong (e.g. "Oh, you mean", "You should say"). As the teacher provides the correct form, he/ she clearly indicate that what the student said was incorrect. Carroll and Swain (1974) demonstrated that learners who received explicit correction overall are superior on experimental assignments than the learners who received implicit feedback. It is explicit but input – providing, has lowest rate of student uptake as correct forms are already provided to learners.

2. **Recasts:** Recasts are teachers' reformulation of all or part of a learner's incorrect utterance to eliminate the error. It provides learners implicitly with a correct model of the target language and the learners are expected to extract the information/ the correction from the given model. Recasts are generally implicit because they are not introduced by phrases such as "You mean", "Use this word" and "You should say". Some recasts may focus on one word only, whereas others incorporate the grammatical or lexical modification into a sustained piece of discourse. Long (1996) defined recasts as implicit CF that reformulates an incorrect/ incomplete speech clearly. It is implicit but input – providing, has lowest rate of student uptake as they already provide correct forms to learners.

Recasts also include translations where the teacher provides the correct form without eliciting from the student in response to the student's use of L1.

3. **Clarification Requests:** According to Spada and Frohlich (1995, p.25), Clarification Requests indicate to students either that their utterance has been misunderstood by the teacher or that the utterance is ill-formed in some way and that a repetition or a reformulation is required. They invite students to reformulate the incorrect utterance with expressions such as "Sorry?", "Excuse me?", "I don't understand" or "Pardon me!" which indicates that the message has not been understood. They may also include repetition of the error such as "What do you mean by X?" which show the students that their utterance contained errors or it was not understood. Clarification requests deals with problems in understanding or accuracy and seek clarification of the meaning as well. It is implicit but output – providing, has higher rate of student uptake that draw learners' attention to form during communicative interaction which allows them to modify their language.

4. **Metalinguistic Feedback or Clues:** Metalinguistic Feedback is provided in the form of comments, information or questions by the teacher. Without explicitly providing the correct form, the teacher poses questions or provides comments or information related to the formation of the student's incorrect utterance (For example, "Do we say it like that?" "That's not how you say it in English," and "Is it feminine?"). When giving Metalinguistic comments, the teacher indicates that the utterance was incorrect by saying something like "No, can you notice your error?" Alternatively, Metalinguistic information or questions contain grammatical metalanguage that refers to the nature of the error but attempt to elicit the information from the student, such as "You need a past tense or what about the article?" or it can provide information about the word definition in case of lexical errors. The teacher does not provide the correct form in any of these cases, instead a self – correction is expected. It is explicit but output – providing, has higher rate of student uptake that draw learners' attention to form during communicative interaction which allows them to modify their language.

5. **Elicitation:** Elicitation clearly indicates that the student's utterances was incorrect and try to elicit the correct form from the students when they produce a non – target like utterance. There are three methods of elicitation: The teacher directly elicits the correct form by asking the learners questions: (e.g. How do we say so and so ….?) or allows for "fill in the blank" by pausing to give the learner the opportunity to complete the teacher's utterance (e.g., "It's a ...") (Lyster & Ranta, 1997) or by asking the learners to reformulate/ rephrase what they just said (e.g., "Say that again.", "Can you correct that?). It requires more than just a Yes/ No answer otherwise it would be coded as metalinguistic feedback (How do we say that in English? Do we say that it English?). It is explicit but output – providing, has higher rate of student uptake that draw learners' attention to form during communicative interaction which allows them to modify their language.

6. **Repetition of Errors:** Lyster and Ranta (1997) said that, repetition involves the teacher's repetition of the student's incorrect utterance using stress, rising intonation or emphasis to highlight the error or draw student's attention to the error. It is implicit but output – providing, has higher rate of student uptake that draw learners' attention to form during communicative interaction which allows them to modify their language (Lyster & Ranta, 1997, p.48).

Overall, Lyster and Ranta (1997) found that recasts are the most common but least effective form of oral corrective feedback employed by teachers in terms of uptake. It is because they do not require participation by the students, so students perceive them as a confirmation of meaning or as simple repetitions of their own utterances rather than noticing them as corrections. In the classroom study by Lyster and Ranta (1997), not only was there less support for recasts, but other types of CF (e.g., elicitations, clarification requests, metalinguistic cues and repetition) led to learner uptake more frequently, and they were also more effective in leading to student uptake (Lyster & Ranta, 1997). Lyster (1998) argues that implicit feedback in the form of recasts is not an effective type of feedback because it can be easily misinterpreted as repetition. Therefore, it may be more

effective for the teachers to elicit correct forms from the students rather than providing them with the correct forms which can be done through providing multiple feedbacks.

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.

Conversational and Didactic Function:

Lyster & Ranta (1997) discussed the two functions of negotiation – the conversational function and the didactic function. The conversational function involves the negotiation of meaning, which has been characterized as "exchanges between learners and their interlocutors as they attempt to resolve communication breakdowns and to work toward mutual comprehension" (p.42). So, it focuses more on comprehension and keeping up the flow of communication. Implicit feedbacks are associated with the negotiation of meaning. The didactic function involves the negotiation of form in which the listener understands the message but signals that there is a linguistic problem and encourages the speaker to self – correct (p. 42). So, it focuses on accuracy and greater attention to the precision of form. Explicit feedbacks are associated with the negotiation of form (p.45).

Lyster and Ranta's (1997) Error Treatment Sequence Flowchart:
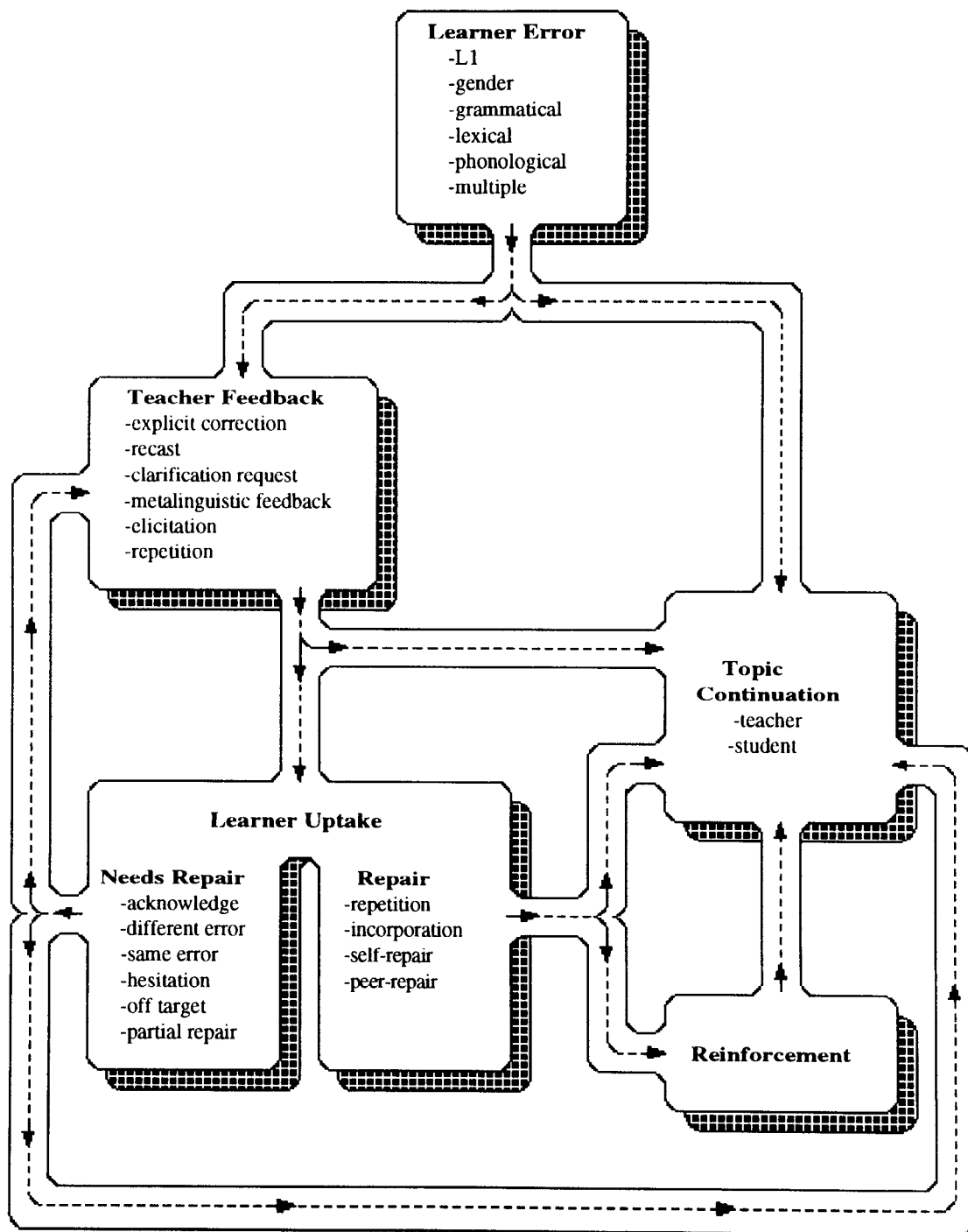
Figure 2: Error treatment sequence.
(Lyster and Ranta, 1997, p. 44), Corrective Feedback and Learner Uptake

Lyster & Ranta (1997) used an analytic model which shows the frequency and distribution of different types of corrective feedback in relation to learner uptake that are recorded in an error treatment sequence. The sequence begins with a learner's utterance containing at least one or more errors. The incorrect utterance is followed either by the teacher's corrective feedback or not; if not, then there is a topic continuation.

If it is followed by topic continuation, then there is no corrective feedback. If corrective feedback is provided by the teacher, then there is student uptake or not. If there is uptake, then the student's incorrect utterance is either repaired or continues to need repair in some way. If the utterance needs repair, then corrective feedback may again be provided by the teacher, if no further feedback is provided, then there is topic continuation. If there is repair, then it is followed either by topic continuation or by some reinforcement provided by the teacher. Following the reinforcement, there is topic continuation.

Learner Uptake:

The error treatment sequence leads to learner uptake which Lyster and Ranta (1997) introduced from the Speech Act Theory. 'Uptake' is defined as "a student's utterance that immediately follows the teacher's feedback and that constitutes a reaction in some way to the teacher's intention to draw attention to some aspect of the student's initial utterance" (Lyster & Ranta, 1997, p.49). Therefore, learners who demonstrate uptake are able to accurately perceive the intent of their teacher's feedback. There are two types of uptake: a) uptake that results in "Repair" of the error on which the feedback focused and b) uptake that results in an utterance that still needs repair (coded as "Needs Repair").

a) **Repair:** Repair refers to the correct reformulation of an error as uttered in a single student turn. It is the successful production of the linguistic item in the target language which had the error (p.49). In other words, repair allows students to correct the error by utilizing the feedback given by the teacher. It indicates that the student understood the corrective aim of the feedback and consequently is able

to use the form correctly (Lyster & Ranta, 1997). So, the initial error is either corrected by the student (Repair) or is still in need of repair (Needs Repair).

b) **Needs – Repair:** Needs – Repair refers to a situation in which the student responds to the feedback in some way but fails to correct the initial error, i.e. the uptake does not result in repair. In this case, the teacher makes the correction if the student cannot answer or the teacher only makes partial repair for the student. In case of no student uptake after a corrective feedback move, there is topic continuation initiated by either the teacher or the student.

When students repair their incorrect utterances in response to teacher's feedback as the correct form was not provided to them in the first place, they revise their hypotheses about the target language. Chaudron (1997) suggested that, "the main immediate measurement of the effectiveness of any type of corrective feedback would be a frequency count of the students' correct responses following each feedback type" (p.440).

Uptake is thus beneficial for L2 learning because it functions as an indicator that the students have understood the corrective nature of the feedback and it may help them to notice the gap between the target language form and the interlanguage form. There might not always be uptake because the teacher does not always provide the opportunity to the students or students simply do not respond to the feedback. This can be due to the fact that the teacher's corrective intention sometimes goes unnoticed by the students, or the students continues with the topic without acting in response. Uptake can cover a wide range of reactions from a simple acknowledgement of the feedback (e.g. okay, alright) to a correct reformulation, or even an utterance that continues to need repair.

Uptake following Explicit Correction and Recast that provides the correct form to the students can only lead to students' repetition of the correct reformulation given by the teacher. So, this kind of feedback does not require the students to draw on their own resources. As noted in Lyster's studies, these techniques rarely result in uptake or repair, and if they do, they are necessarily repetitions of the utterances reformulated by the

teacher and there is no way of knowing whether the corrective intention of the feedback was noticed by the students or not (Lyster & Ranta, 1997, p.57). On the other hand, Prompts does not lead to repetition, but to low uptake or high uptake. When the uptake is self – generated, students draw on their resources; that is, they actively confront errors in ways that may lead to revisions of their hypotheses about the target language (Lorincz, 2014, p.102). Furthermore, although uptake is not a definite indication of students' understanding of the feedback, the study by Mackey, Gass, and McDonough (2000) examining learner perceptions of feedback found that when uptake occurs, students are likely to correctly perceive the intention of the feedback (Russell & Spada, 2004, p. 156).

Reinforcement:

Following repair, teachers often seize the moment to reinforce the correct form before proceeding to topic continuation by making short statements of approval such as "Yes!", "That's it!" and "Bravo!" or by repeating the student's corrected utterance. These statements are coded as reinforcement. In addition, teachers frequently include metalinguistic information in their reinforcement (Lyster & Ranta, 1997, p.51). Therefore, teacher's feedback which results in students' English language development can be discussed here in the light of some prominent language theories:

Interaction Hypothesis:

Long (1996) proposed in his Interaction Hypothesis that during interactions, important factors such as input, output, "learner's developing L2 processing capacity", and corrective feedback are put together in order to facilitate language acquisition. Interaction Hypothesis claims that L2 development is facilitated through communication (p.414). Gass and Selinker (2008) asserted that L2 learning occurs as a result of input, output, and "feedback that comes as a result of interaction" (as cited in Lorincz, 2014, p. 98). Thus, the interaction – based approach claims that interaction facilitates L2 acquisition and oral corrective feedback contributes to L2 development by prompting learners to adjust their speech in an effort to make it more comprehensible (Long, 1996).

The Interaction Hypothesis predicts that L2 development will occur when a learner engages in negotiation for meaning that results from message incomprehensibility during interaction. Interaction provides learners with opportunities to control the input to some extent, as they ask their interlocutors to modify their speech in ways that make the input more accessible and more likely to be integrated into the learners; developing interlanguage system. In addition, it allows learners to test their hypotheses, providing them with crucial information about their communicative success along with valuable opportunities for modifying their non – target output (Lyster, Saito & Sato, 2013, p.10).

Therefore, learners learn best through corrective feedback because they can make a comparison between their own utterances and the correct target language utterances which allows them to reanalyze and modify their language output. Long (1996) suggests that, encouraging students to interact helps them notice the target language forms and test new hypotheses about them. He further states that, the negotiation of meaning between the teacher and the students to make input comprehensible facilitates linguistic modifications and draws the students' attention to form and meaning simultaneously. On the other hand, the Output Hypothesis focuses on the importance of language output.

Output Hypothesis:

Swain (1985) and other researchers accord paramount importance to "Comprehensible Output" in L2 development. They argue that only through production, learners are pushed to use L2 structures for their utterances which in turn lead to SLA. Swain argues that when forced to produce and through feedback, learners notice the gap between what they want to say and what they are able to say drawing their attention to the forms they need to acquire which allows them to internalize language. The output hypothesis assumes that learners make adjustments to their output (Mendez, Argüelles & Castro, 2010, p.257).

Output Hypothesis claims that production of comprehensible output is vital to L2 acquisition (Swain, 1985), so learners must develop and test language hypotheses regarding the structures and meanings of the target language. Therefore, feedback allows

learners to notice their linguistic errors and test their language hypotheses by comparing their utterance with the correct target language utterance (Lorincz, 2014, p. 98). The importance of noticing the linguistic errors are elaborated on the Noticing Hypothesis.

Noticing Hypothesis:

According to Schmidt's (1990) "Noticing Hypothesis", in order to learn anything that is new (including grammatical forms in a second language), noticing is essential. For this reason, the degree of explicitness of CF that is necessary to promote noticing, is therefore, a core theme in the current research on CF (Russell & Spada, 2004, p. 137). Schmidt's (1990) Noticing Hypothesis points out that noticing is essential for learning, and that students must consciously notice the input and the linguistic forms in order for L2 learning to proceed. So, CF is viewed as valuable in the Noticing Hypothesis because it motivates or drives learner's attention to notice the gap between their interlanguage and the target language form. As a result, grammatical restructuring can take place followed by the corrective feedback (Mendez, Argüelles & Castro, 2010, p.257). Long (1996), in his Interactionist Model also proposed that selective attention (noticing) and the learner's developing L2 processing capacity play a fundamental role in the negotiation of meaning.

According to Schmidt, in order for learners to notice the specific features of L2, feedback is important because it "juxtaposes the learner's form (i) with a target language form (i+1) and the learner is put in an ideal position to notice the gap" (Schmidt & Frota, 1986, p.313). In order to make input become intake for L2 learning, some degree of noticing must occur to draw learners' attention to their errors for their interlanguage development (Russell & Spada, 2004, p. 137). Russell (2009) emphasized that teachers need to provide more explicit and direct error correction to their students, especially corrections that learners both notice and understand (p.28). Gass and Selinker (2008) noted that, the effectiveness of oral corrective feedback largely depends on whether it is noticed or not (as cited in Lorincz, 2014, p. 98). Therefore, this hypothesis highlights that, "learners must consciously notice input in order for it to become intake" (Mackey, 2006, p.408).

All of these theories as discussed above directs towards the language acquisition process which is highlighted through the lens of the Sociocultural Theory.

Sociocultural Theory (SCT):

Most recently, SLA researchers have begun to examine and view corrective feedback as an arena for studying how interaction mediates learning through the construction of ZPDs where the learners and the other people interact. In this language acquisition process, the Corrective Feedback provides gradual scaffolding (more implicit CF over time) as the learners assume more control over the L2 (Ellis & Scholar, 2009, p.12). Therefore, according to the Sociocultural Theory learning involves moving away from other – repair towards more reliance on self – repair (Mendez, Argüelles & Castro, 2010, p.257)

Sociocultural Theory (SCT) sees learning, including language learning, as dialogically based, that is acquisition occurs in interaction rather than as a result of interaction. This dialogic interaction enables a teacher to create a context in which students can participate actively in their own learning and in which the teacher can fine – tune the support that students are given. In particular, dialogic discourse demonstrates what a learner can and cannot do with assistance (Ellis & Scholar, 2009, p.12). For example, asking learners to correct their own errors is considered an implicit strategy while providing examples of the correct pattern is highly explicit. Clearly, however, a teacher needs considerable skill to determine the appropriate feedback needed (Ellis & Scholar, 2009, p.12).

Zone of Proximal Development (ZPD):

A key Sociocultural Theory construct for explaining corrective feedback is the Zone of Proximal Development (ZPD). The Zone of Proximal Development (ZPDs) consists of skills that the learner can acquire with the help of the teacher, but this is only a stage towards the next one that will enable the learner to do something by self. Vygotsky (1978) distinguished "the actual developmental level, that is, the level of the development of the child's mental functions that has been established as a result of certain already

completed developmental cycles" (p. 85) and the potential developmental level which is evidenced in problem solving as undertaken with the assistance of the teacher. So, corrective Feedback episodes can be viewed as an arena for studying how interaction mediates learning through the construction of ZPDs.

Therefore, the theoretical background of this research attempts to explore how learners learn from repairing their incorrect utterances through the use of different types of oral corrective feedback that contributes to their English language development. Thus, the teacher's oral corrective feedback provides learners with continuous scaffolding in the language acquisition process to utilize these feedbacks for testing their own language hypotheses and internalize the correct target language structure through learner uptake.

2. 20. Definition of Terms:

Theoretical Definition of Constructs:

Second Language Acquisition: Second language acquisition is the acquisition of another language after the first language acquisition is underway or completed.

Target Language: Target language is the language that forms the goal of learning for learners of foreign and second languages.

Input: Input is the language that is made available to learners, either through listening, reading and gestures in case of sign language.

Intake: Intake is that part of the language input that is internalized by the learners.

Interlanguage: Interlanguage is the language produced by the non – native speakers of a language who are in the process of learning a second or foreign language. This language represents the learners' output in L2.

Output: Output is the language that is produced by the language learners.

Modified Output: Modified output is the learners' immediate response to the teacher's correction which comes in the form of the learners' self – correction/ modification of their erroneous utterances following the feedback.

Feedback: Feedback is the information that second language learners receive from their teacher about their language production, thus giving them the opportunity to modify their incorrect utterances. Feedback could be implicit or explicit and gives learners the indication that there is a non – target/ungrammatical feature in their utterance that is not acceptable in the target language. It also reflects the teacher's ability to use the feedback moves in a way that keeps up the flow of communication in the classroom.

Implicit Feedback: Through interaction and negotiation, learners get to know that they have committed an error, and are also able to recognize what the correct form could be, all of which take place in an implicit fashion in the Implicit Feedback.

Explicit Feedback: Explicit Feedback clearly points out that an error has been committed by the learners and pushes them to self – correct.

Explicit Correction: Explicit Correction occurs when the teacher both gives the correct form and clearly indicates that the student's utterance was incorrect or what the student said was wrong.

Recasts: A teacher's reformulation of all or part of a learner's erroneous utterance to eliminate the error. It provides learners implicitly with a correct model of the target language and the learner is expected to extract the information/ the correction from the given model. Translation can be recast because the teacher provides the correct form without eliciting from the student (Lyster & Ranta, 1997).

Clarification Request: Clarification Requests are expressions such as "Sorry?" or "I don't understand" which show the student that the utterance contained an error or it was not understood. This feedback move invites the student to reformulate the erroneous utterance.

Metalinguistic Feedback: Metalinguistic Feedback can be provided in the form of comments, information or questions. When giving metalinguistic comments, the teacher indicates that the utterance was erroneous by saying something like "No, can you notice your error?" Metalinguistic information or questions contain grammatical metalanguage such as "You need a past tense or what about the article?" or it can provide information about the word definition in the case of lexical errors. The teacher does not provide the correct form in any of these cases, instead a self – correction is expected by the student.

Elicitation: A type of implicit feedback used by the teacher with an attempt to elicit the correct form from the students when they produce a non – target like utterance. This occurs by a number of ways: asking the learners questions: (e.g. How do we say so and so ….?) or by pausing to give the learner the opportunity to complete the teacher's utterance (e.g. he is a ….) (Lyster & Ranta, 1997) or by asking the learners to reformulate/ rephrase what they just said (Can you correct that?). It requires more than just a Yes/ No answer otherwise it would be coded as metalinguistic feedback (How do we say that in English? Do we say that it English?).

Repetition: Repetition involves the teacher repeating the ill – formed part of the student's utterance and adjusting intonation or emphasis to highlight the error or draw students' attention to the error. Lyster and Ranta (1997) said that, repetition involves the teacher's repetition of the student's error in isolation only. Repetition refers to the student's repetition of the teacher's feedback when the latter includes the correct form (as cited in Hussein & Ali, 2014, p.224).

Error: A learner error is inevitably the starting point for the study of corrective feedback. Errors refer to patterns in the learner's production which consistently differ from the target language and thereby reveal the learner's underlying competence. Errors can be phonological, lexical or grammatical (Lyster & Ranta, 1997) and it reveals the patterns of the learners' development of their interlanguage systems. Mistakes are performance errors such as memory lapses and slips of the tongue. A mistake can be corrected by the students if it is pointed out to them. An error cannot be self – corrected by the students unless they are provided with relevant information about the error and its cause.

Uptake: "Uptake is the student's utterance that immediately follows the teacher's feedback and that constitutes a reaction in some way to the teacher's intention to draw attention to some aspect of the student's initial utterance" (Lyster & Ranta, 1997, p.49). Uptake is divided into two different types: The initial error is either corrected by the student (Repair) or is still in need of repair (Needs Repair). In case of no uptake after a corrective move, there in topic continuation initiated by either the teacher or the student.

c) **Repair:** Repair refers to the accurate reformulation of the error produced by the student. In other words, the student is able to correct the error by utilizing the feedback given by the teacher. It indicates that the student understood the corrective aim of the feedback and consequently is able to use the form correctly (Lyster & Ranta, 1997).

d) **Needs – Repair:** Needs – Repair refers to a situation in which the student responds to the feedback in some way but fails to correct the initial error, i.e. the uptake does not result in repair and still needs repair on part of the student. In this case, the teacher makes the correction if the student cannot answer or the teacher only makes partial repair for the student.

Self – Repair: Self – repair or self – correction occurs when the student self – corrects the error after a feedback type which does not give away the correction (Prompts). It is produced by the student who made the initial error in response to the teacher's feedback when the correct form is not provided (Hussein & Ali, 2014, p.224).

Immediate Uptake: The learners' immediate response to the teacher's corrective feedback in reaction to the teacher's attempt to draw the learners' attention to their erroneous utterances by reformulating it into a correct one (Lyster & Ranta, 1997). It is the learners' immediate incorporation of the teacher's corrective feedback, which is provided on their errors, in subsequent utterances.

Acknowledgement: Refers to a simple "Yes" on the part of the student in response to the teacher's feedback, it also includes a "Yes" or "No" on part of the student.

Hesitation: Refers to a student's hesitation in response to the teacher's feedback (Hussein & Ali, 2014, p.224).

Chapter 3: Research Design

3. 1. Research Methodology

The study attempted to find out the effects of oral corrective feedback strategies used by the teachers in the classroom and how it affected learner's uptake. The study used a combination of qualitative and quantitative approach i. e. mixed approach because data and evidences are gathered from a range of sources by using a combination of different data collection tools. The quantitative approach used student survey questionnaire and the qualitative approach used self improvised class observation check list and teacher interviews. Before this, a pilot test was performed to ensure the reliability and validity of the survey and interview questionnaires. This pilot study helped the researcher to make a few necessary changes that were later incorporated in the study.

3. 2. Research Design

Based on the several other previous researches and studies in other contexts, the mixed 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. On the other hand, the quantitative research method followed was used to quantify data and generalize results of the students' opinions through student survey questionnaires.

3. 3. Sampling

The sampling used for this study consisted of 4 English language teachers and 100 secondary level students from 4 different government secondary schools of Dhaka city in Bangladesh, who participated in this research. From each government school, the

teachers and students were selected by the school authority and the English teachers to contribute in this research. The students answered close - ended survey questionnaires and the teachers were interviewed on a particular set of open - ended questions.

3. 4. Instrumentation

The researcher used separate interview and survey questionnaires for the teachers and the students. The students' survey questions were short close – ended questions asking about the students' opinions and the teachers' interview questions were elaborate open – ended questions asking about the teachers' thoughts, opinions and suggestions. The classroom observation checklist that was used for exploring the use of the teacher's oral corrective feedback strategies in the classroom are linked to central research questions 1 and 2.

Similarly, the 8 close – ended student survey questions and the 9 open – ended teacher interview questions are also directly linked to the central research questions as follows. The *student survey question no. 3* is linked to central research question no. 1, *student survey question no. 2, 4, 5, 6 and 7* is linked to central research question no. 2 and *student survey question no. 1 and 8* is linked to central research question no. 3. Similarly, *the teacher interview question no. 2* is linked to central research question no. 1, *teacher interview question no. 4* is linked to central research question no. 1 and 2, *teacher interview question no. 3* is linked to central research question no. 2, *teacher interview question no. 6 and 8* is linked to central research question no. 3 and *teacher interview question no. 1, 5, 7 and 9* is linked to central research question no. 4.

3. 5. Data Collection Procedure

For the collection of the data, the researcher contacted and visited several government Bengali medium secondary schools and asked for permission to observe classes, conduct surveys and interviews for collecting students' and teachers' responses. Beforehand, the researcher issued an official application of permission from the research supervisor with the department/ institution's formal approval for conducting the research. Later, they

submitted this official application to the principals of the government secondary schools to receive permission for collecting data in their schools. For the research purpose, the student survey and the teacher interview questionnaires were designed earlier and then distributed to 100 secondary school students and 4 English teachers during research.

Before the data collection procedure, the purpose of the research was explained to the teachers and the students and they were informed that their responses would be used for research purposes only. The students answered close - ended survey questionnaires where they chose the appropriate answers according to their opinions. The teachers were interviewed on a particular set of open - ended questions where the teachers either preferred to write down their thoughts in a prepared interview answer sheet or preferred to answer the questions orally which were recorded and later transcribed by the researcher. A self improvised classroom observation checklist based on the research topic was used by the researcher to explore the real scenario of the use of teacher's oral corrective feedback in the classroom and their examples.

3. 6. Data Analysis Procedure

For analyzing the qualitative and quantitative research data, all the results of the students' survey and teachers' interview questions and class observation data linked to the central research questions were interpreted in details both individually and through detailed statistical analysis with graphs and tables. They helped to decipher and calculate the instances of the teacher's oral corrective feedback, gauge the average opinions of the students and describe the individual responses of the teachers in details about the application of teacher's oral corrective feedback in the error treatment sequence.

From the 4 classroom observation data, 100 student survey questions, 10 teacher interview questions, 6 invalid teacher interview questions were discarded because they were either incomplete, not filled in properly or failed to follow the instructions of the questionnaire. Later, from the research data, all 4 classroom observation checklists, 100 student survey papers and 4 teachers' recorded interviews and written statements were

thoroughly examined and evaluated for analysis. They were divided into 4 major themes based on the central research questions of this study later illustrated in the analysis.

3. 7. Limitations

There were some potential limitations that the researcher faced in conducting the research which should be noted. First of all, this research is limited to exploring the application of teacher's oral corrective feedback in the classrooms of the government secondary schools only. Other contexts such as the primary schools, non – government secondary schools, colleges and universities or the English medium schools and the schools which are located in the rural areas outside Dhaka city and which could have been incorporated in the scope of study were not considered for this particular research context. Therefore, the present study does not allow for inferences concerning the application of teacher's oral corrective feedback in the other classroom contexts mentioned.

The biggest limitation for this research was when more than 5 government secondary schools rejected the application of permission from the researcher for unknown reasons and proved to be uncooperative for the research, so only 4 classrooms could be observed. If more schools had provided permissions, the number of classroom observation data would be higher. Similarly, many government 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. In this case, 6 English teachers were reluctant to participate in the research and never provided oral interviews or filled in the teacher interview statements properly and leaving several questions blank and unanswered which were later discard later by the researcher as the data could not be accepted. 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 terms holidays at the end of the year due to religious occasions limited the researcher from collecting extensive data for the research.

Chapter 4: Results and Findings

This chapter reports the results and findings concerning the teacher's oral corrective feedback and the learners' uptake which were collected through the classroom observation, student surveys and teacher interviews from the 4 classrooms examined in the study. These data were analyzed for types of learner errors, types of oral corrective feedback moves used by the teacher and the rate of learner uptake (attempts at correction) and repair (correction) that were found in the classrooms of the Bangladeshi government secondary schools. The qualitative results revealed the distribution of errors, the 6 different types of oral corrective feedback strategies employed by the teachers and learner uptake in the classrooms with examples and the quantitative results reveals the distribution and percentages of errors, learners' reactions to feedback and learner uptake. These results are important because they provided an awareness of the oral corrective feedback practices employed in the classroom by the teachers and its significant effects on learners' uptake and language development.

4. 1. Classroom Assessment Survey (Student) Results:

Microsoft Excel has been used as the statistical analysis instrument of the students' surveys and the results have been analyzed statistically in percentages to show their opinion based responses. In the students' surveys, most of the students acknowledged the need and usefulness of the oral corrective feedback provided by the teachers in classroom situations. This study revealed that most students find the teacher's oral corrective feedback highly helpful which clearly suggested that they expect and wish to be corrected regularly in their classroom settings. There were a total number of 100 students who participated in the survey, so their opinions are showed in a percentage of 100%. Therefore, the classroom assessment students' survey results showed their opinion based responses in percentages of statistical analysis. They are described below:

1. Are the error corrections/ feedback that you receive from the teacher for your (speaking) language errors are good for developing your English language skills?

The percentages show student responses regarding the effect of teacher's use of oral corrective feedback on their language development. Here, 67% of the government secondary school students thought that teacher's feedback helped develop their English language skills "To a Great Extent", whereas, 29% of the students thought that it helped them 'Somewhat" in developing their L2 knowledge.
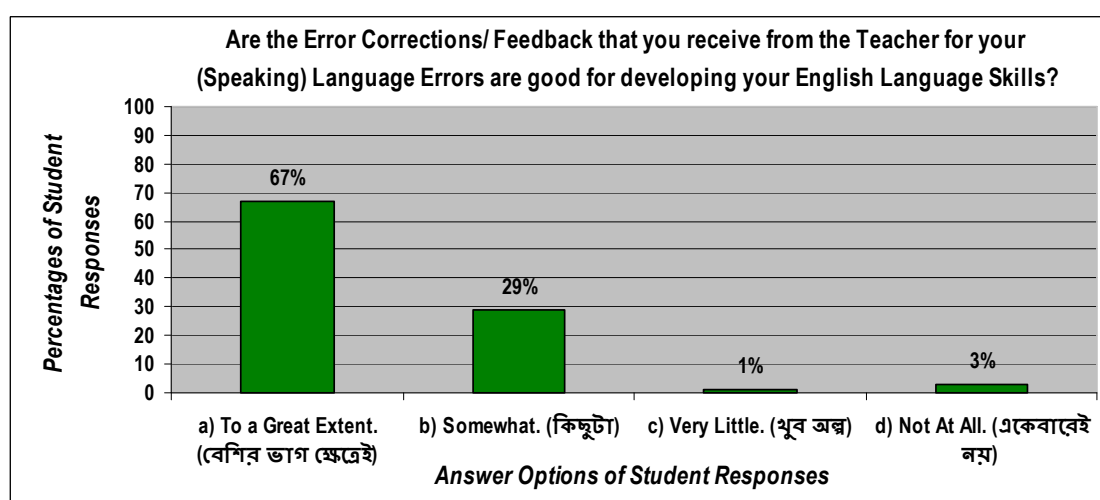
Graph 1: Student Response Percentages of Feedback on Language Development.

On the other hand, 3% students thought that teacher's feedback it do not help much replying with the option "Not At All" and only 1% showed that teacher's feedback provided little help in developing their L2 skills with the option "Very Little".

2. How frequently does the teacher provides feedback/ error correction on your (speaking) language errors in class?
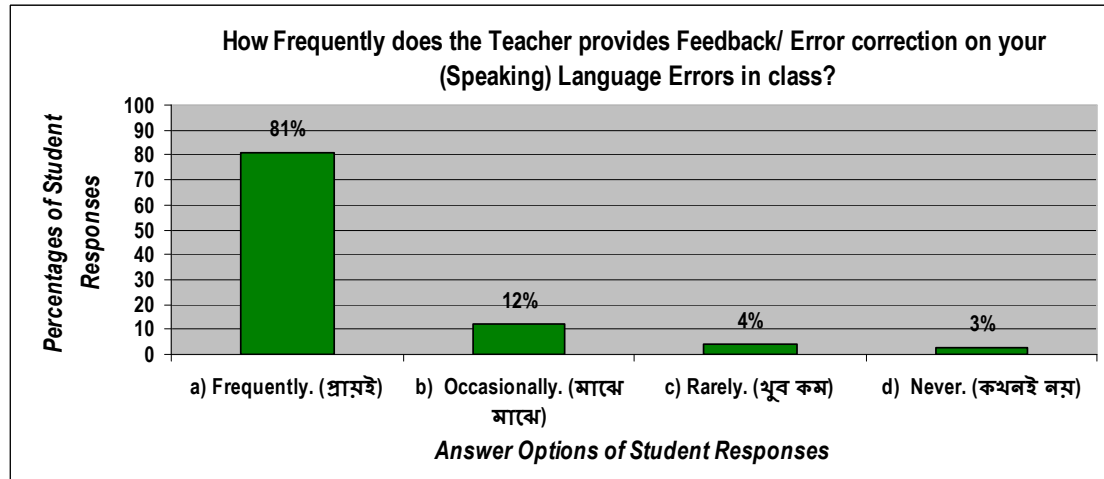
Graph 2: Student Response Percentages of Teacher's Feedback rate on Language Errors.

The student response percentages of teacher's feedback rate on their (speaking) language errors show that 81% of the government secondary school students thought, the teacher "Frequently" provided feedback on their errors. Here, the 12% of the students thought teacher provided feedback "Occasionally", 4% students thought teacher provided feedback "Rarely" and 3% students thought teacher "Never" provided feedback on their language errors.

3. Which of your language errors are mostly corrected by the teacher: (Tick all of them if you think teacher corrects all of them in your class)
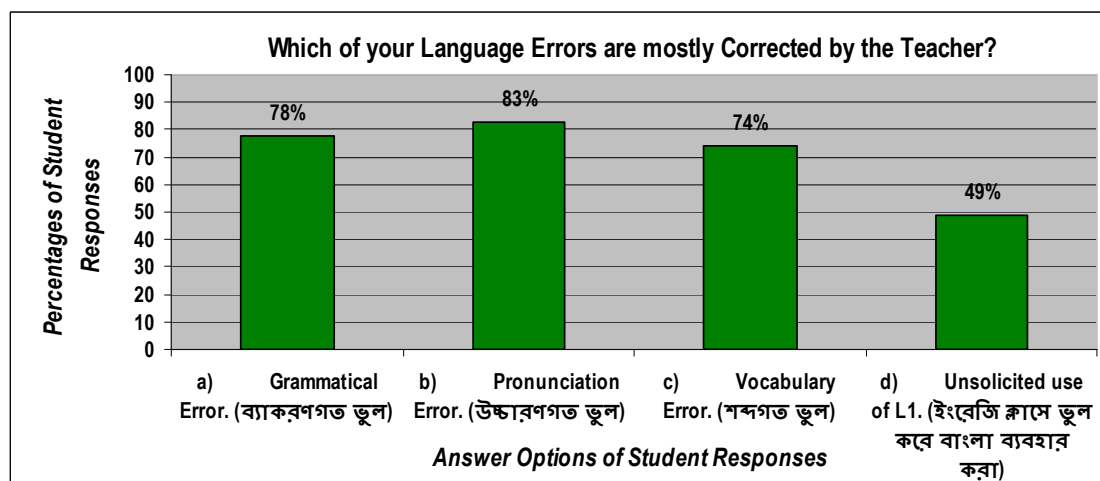
Graph 3: Student Response Percentages of Language Errors mostly corrected in Class.

For the language errors that are mostly corrected by the teacher in class, 83% of the government secondary school students thought that teacher mostly corrects "Pronunciation Errors" in class, 78% thought teacher corrects "Grammatical Errors" after that. While, 74% of the students thought that teacher corrects "Vocabulary Errors" and 49% of the students thought that teacher corrects "Unsolicited use of L1" in class. These percentages are not based on an overall 100% opinion, because students were given the option to prioritize their opinion according to the errors they think that are mostly corrected by the teacher, so chose several responses for this question instead of selecting a single option. Their responses showed that Pronunciation Error, Grammatical Error and Vocabulary Error are of high importance and then is the unsolicited use of L1.

4. What do you expect the teacher to do when you make a language error?
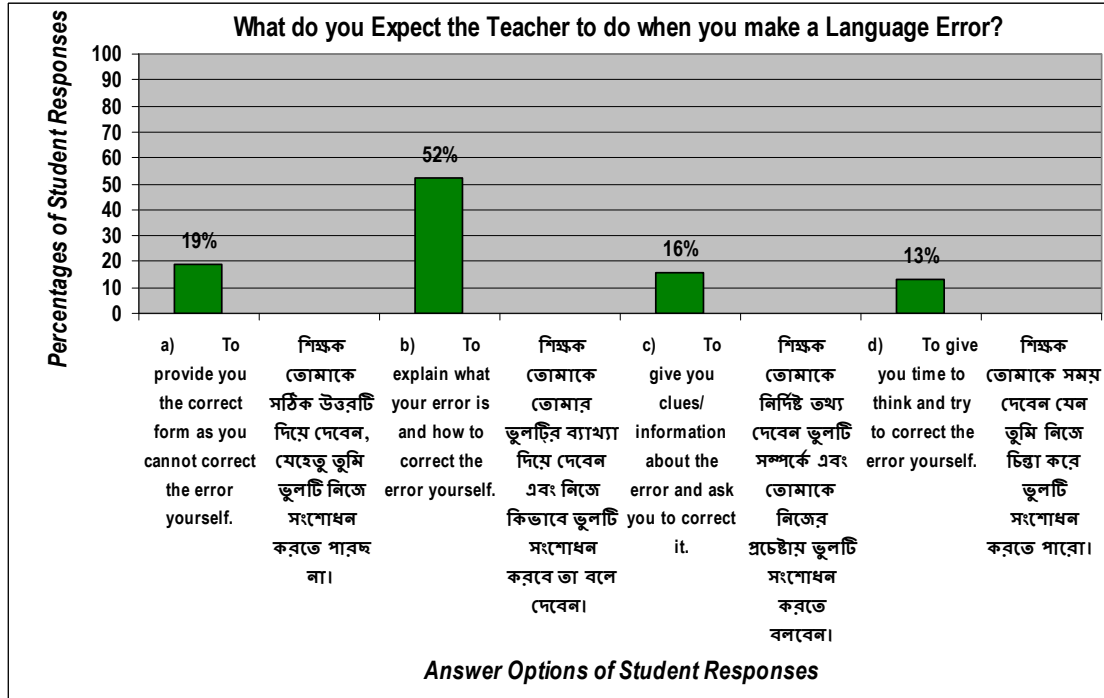
Graph 4: Response Percentages of Students' Expectations on Teacher's Feedback.

When asked about students' expectations on teacher's feedback based on the language errors that they make in class, the government secondary school students thought that in 52% of the cases, they want the teacher "To explain what their error is and how to correct the error themselves", whereas, 19% students expected the teacher "To provide them the correct form as they cannot correct the error themselves". Also, 16% of the students wanted their teachers "To give clues/ information about the error and ask them to correct it" and 13% students thought it would be best for the teacher "To give them time to think and try to correct the error themselves".

5. Do you prefer that the teacher corrects you?
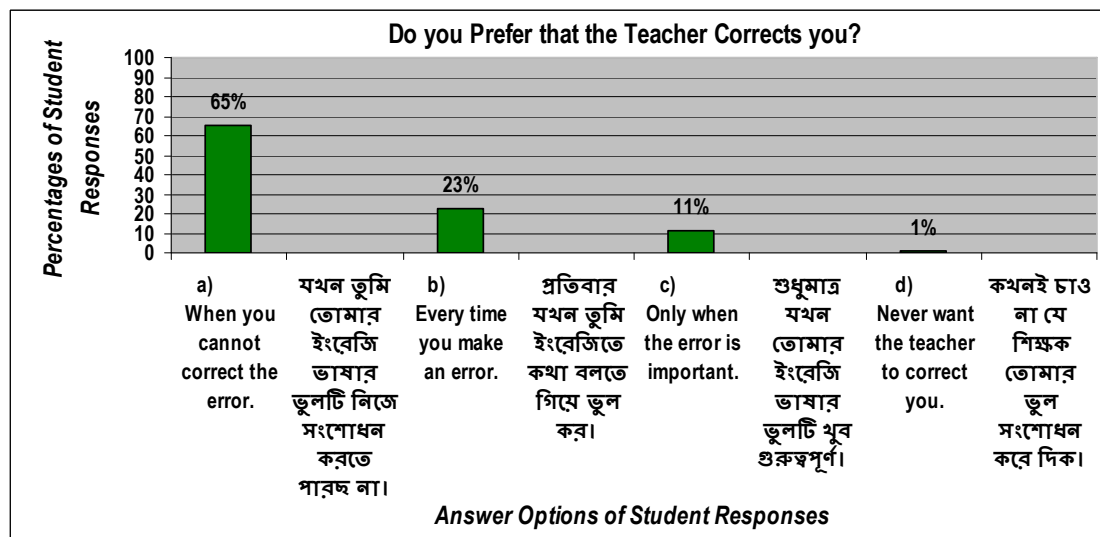
Graph 5: Students' Preference Percentages of Teacher's Feedback.

The percentage of students' responses for their preference for teacher's feedback show that, 65% of the majority of the government secondary school students thought that they wanted the teacher to correct them, "When they cannot correct the error", 23% students thought that teacher should correct them "Every time they make an error". Whereas, 11% students thought that teacher should correct them "Only when the error is important" and 1% students "Never want the teacher to correct them".

6. What do you do after you receive teacher's feedback on your (speaking) language error?
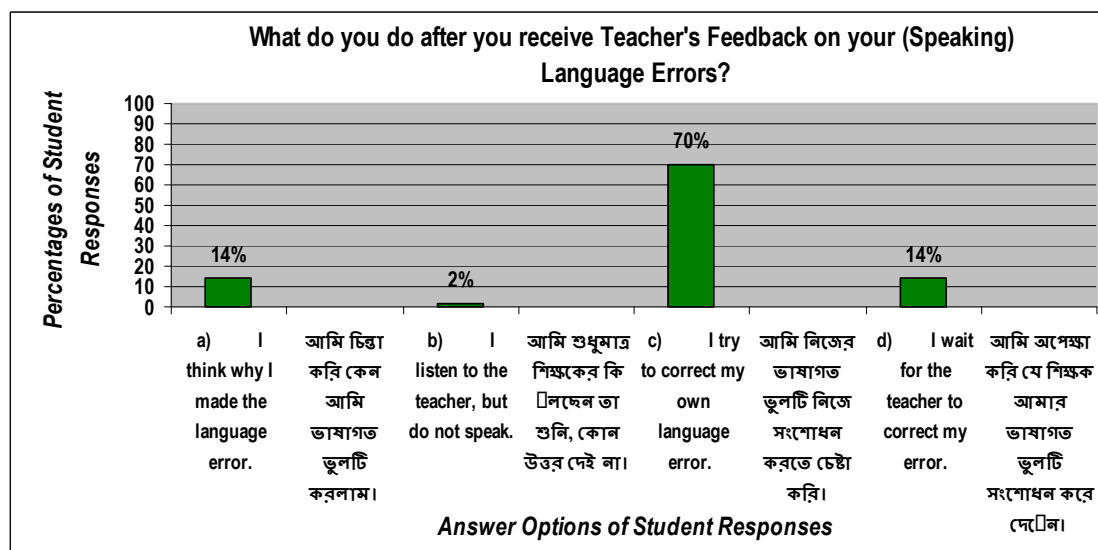
Graph 6: Student Response Percentages of their Reaction on Teacher's Feedback.

The students' reactions to teacher's feedback show the priority of their opinions because 70% of the government secondary school students thought that their first reaction to teacher's feedback is that "They try to correct their own language error". While, other students' reactions on teacher's feedback showed that 14% students thought of "Waiting for the teacher to correct their error" and other 14% thought that their first reaction to teacher's feedback is "They think why they made the language error". When the teacher provides feedback on their (speaking) language errors, only 2% of the students thought of "Listening to the teacher, but not speaking", so this does not lead to learner uptake.

7. What happens in your class when a student/ students make language errors?
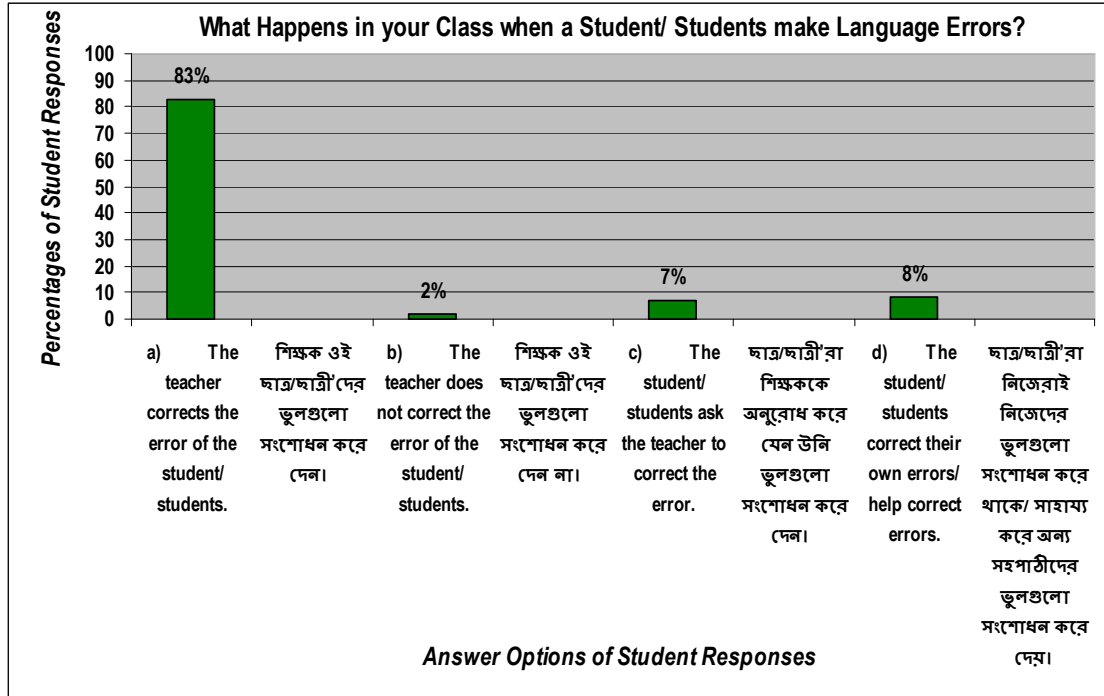
Graph 7: Student Response Percentages of Teacher's Actions on Students' Errors.

When asked about the teacher's actions on the language errors of the students, 83% of the government secondary school students thought that, "The teacher corrects the error of the student/ students" in class. Whereas, 8% students thought that "The student/ students correct their own errors/ help correct errors" of their peers and 7% students though that "The student/ students ask the teacher to correct the error" in class. Only 2% of the students though that "The teacher does not correct the error of the student/ students".

8. How do you feel in general when the teacher corrects your language errors?
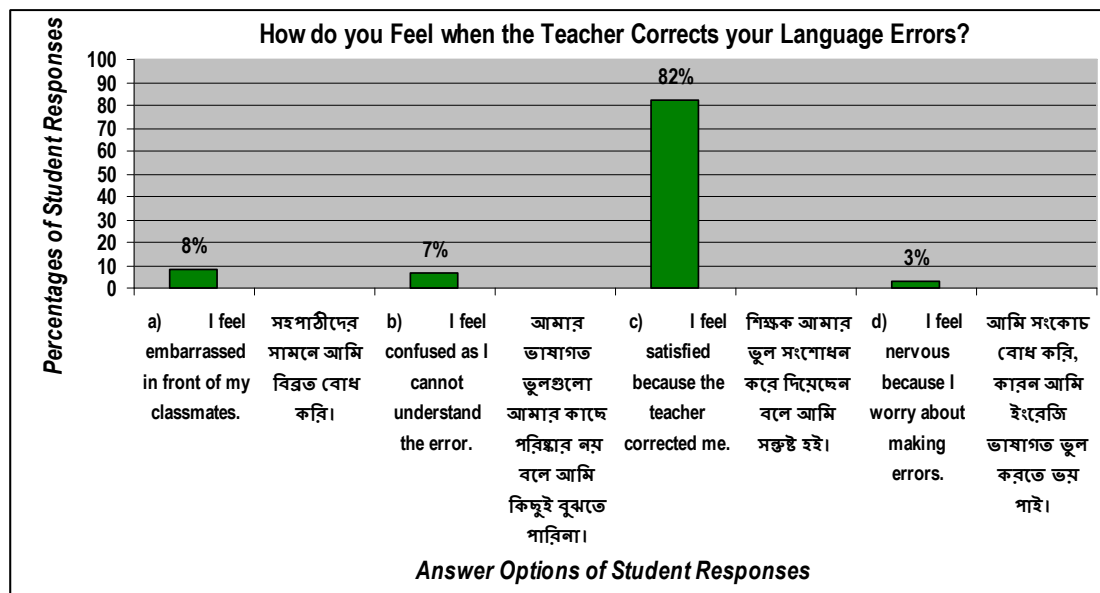
Graph 8: Response Percentages of Students' Reaction to Teacher's Feedback.

The students expressed their reactions, when they were asked how they feel about the teacher's feedback on their language errors. Results show 82% of the government secondary school students thought that, "They feel satisfied because the teacher corrected their error". On the other hand, 8% students thought that, "They feel embarrassed in front of their classmates" and 7% students thought that, "They feel confused as they cannot understand their error", while only 3% students thought that, "They feel nervous because they worry about making errors". Their reactions to the teacher correcting their language errors overall show that they eagerly want to be corrected by the teacher in class so that they can detect their own errors and learn about the correct language form that would help them develop their English language skills.

4. 2. Classroom Interview Questionnaire (Teacher) Results:

In the teachers' interviews, most of the teachers acknowledged the importance and effectiveness of the oral corrective feedback for students in the classroom. The results which have been presented thus far show that the majority of the English language teachers in the Bangladeshi government secondary schools have mixed opinions about the use of oral corrective feedback, but they viewed it as an integral part of the teaching process and considered it important for the English language development of the students. There were a total number of 4 teachers whose interviews were either provided as written statements or recorded orally and later transcribed. Even though there were 10 teachers who were interviewed, 6 of their responses were discarded due to invalid data or incomplete responses. Therefore, the responses of the 4 government secondary school teachers are described here in details along with a summary of their thoughts:

1. **What are your thoughts and understandings of the oral corrective feedback as part of the teaching process? Please describe in your own words.**

Teachers:	Responses of Teachers
Teacher 1:	After the lesson, teacher takes oral test of students to understand students' progress. Teacher uses True/ False, Multiple Choice, Fill in the Blanks, pronunciation, spelling etc. to check errors. Teacher think that feedback is essential and teacher's success depends on how students are correcting their errors, how the students can understand their learning progress and feedback is one of the processes to understand it.
Teacher 2:	Teacher thinks that oral corrective feedback is an important part of the teaching process because from the teacher's feedback students can understand where they are making errors. It helps to boost their learning when they get bored in the classroom for longer classes. Oral feedback can be delivered instantly and it takes less time but since the feedback is given orally by the teacher, students sometimes forget those feedbacks and thus they repeat those errors.
Teacher 3:	Oral corrective feedback is a part of the teaching process in that it helps students identify and rectify their errors. Teacher uses oral corrective feedback to encourage students to speak and correct their own errors. It assists weak students to understand the errors and

	strong student to correct their own errors.
Teacher 4:	Any kind of feedback especially oral corrective feedback is very useful in language learning – teaching process. Systematic oral corrective feedback is the instant and quick remedial measure in language learning.

The overall opinions of the four government secondary school teachers showed that, most of the teachers considered the oral corrective feedback as an important part of the teaching process because it helps students identify and rectify their errors and the teacher's feedback help students understand where they are making errors. They said that systematic oral corrective feedback is the instant and quick remedial measure in language learning and it encourage students to speak and correct their own errors. It also assists weak students to understand the errors and strong student to correct their own errors. Teachers considered feedback as essential because it helps teachers to explore how students are correcting their errors, how the students can understand their learning progress and feedback is one of the processes to understand it. As part of the feedback process, the teachers takes oral test of students to understand their progress and they use questions in the form of True/ False, Multiple Choice, Fill in the Blanks, pronunciation, spelling etc. to check language errors in students' speaking.

2. **Which oral corrective feedback approaches do you make use of most frequently? Please name them and provide examples (6 types: *Explicit Correction, Recast, Clarification Request, Metalinguistic Feedback, Elicitation and Repetition*).**

Teachers:	**Responses of Teachers**
Teacher 1	Teacher does not use Explicit Correction, but teacher sometimes use Recast to rephrase students' errors, uses Clarification Requests in case of pronunciation, uses Metalinguistic Feedback and Elicitation to check students' understanding of the subject matter while revising lesson, uses Repetition to alert students that their utterance contain errors.

Teacher 2:	The teacher mostly uses Explicit Correction and Repetition, but sometimes the teacher also uses Elicitation. Since, the teacher has to deal with rural students, Recast and Clarification Request does not work well in the class.
Teacher 3:	The teacher mostly uses Explicit Correction than all other corrective feedback most frequently because correcting the students explicitly helps them to see the error for themselves. When teacher explicitly corrects, he asks the students to provide the correct form and provides answers if they cannot.
Teacher 4:	The teacher mostly uses Elicitation and tries to elicit the appropriate utterance from the students by asking questions. Sometimes, the teacher also provides Explicit Correction considering the context and level of the learners.

The overall response of the government secondary school teachers showed that the oral corrective feedback approaches they make use of most frequently are Explicit Correction, Elicitation and then Repetition. They said that they mostly use Explicit Correction than all other corrective feedback most frequently because correcting the students explicitly helps them to see the error for themselves. When teacher explicitly corrects, he asks the students to provide the correct form and provides answers if they cannot by considering the context and level of the learners. The teacher mostly uses Elicitation to check students' understanding and tries to elicit the appropriate utterance from the students by asking questions. They use Recast to rephrase students' errors, uses, Clarification Requests in case of pronunciation, use Metalinguistic Feedback to check students' understanding of the subject matter while revising lesson and use Repetition to alert students that their utterance contain errors.

3. **How do you give oral corrective feedback to your students when it comes to** *grammar, pronunciation, vocabulary errors* **and even** *unsolicited use of L1*? **Please provide real examples from your classroom.**

Teachers:	Responses of Teachers
Teacher 1:	When students make pronunciation errors, Teacher make sure that they utter it correctly, so teacher asks them to repeat after her, "In this way, in this way…", so students understand and practice with the teacher to correct their errors. In case of grammatical error, the teacher asks another student to correct, "Do you agree with him?, "No, Ma'am", if this student cannot answer, then teacher asks another student to correct the error. Then teacher asks if the grammatical structure is correct, the students answer and teacher thinks they are confident because they corrected their own errors. Teacher never accuses students of their errors, rather she always encourages students to take time and correct their own errors. Most students come from L1 speaking background, so almost 80% of the students request the teacher to allow speaking L1, so teacher technically allow students to speak L1 but they have to translate and try to speak L2 as well. Teacher encourages L2 along with L1 to open up students.
Teacher 2:	Since the teacher has little English spoken proficiency and the students are less willing to talk in English in the classroom because they feel uncomfortable as their friends make fun of their errors, both L1 and L2 are used in the classroom. So, the teacher uses Corrective Feedback mostly on grammar which the teacher thinks is most important and after that on vocabulary. If students make grammatical errors, teacher corrects them orally 1 – 2 times and makes students write the correct form in their notebooks so that they remember the correct grammatical structure/ correct use of the word.
Teacher 3:	When it comes to correcting grammar, the teacher tries to encourage students to learn the basic rules of grammar so that they can speak and write English properly. If there is grammatical error in speaking, teacher immediately corrects, he ask students to understand the basic grammar rules to avoid mistakes. To correct pronunciation, the teacher emphasizes on native English pronunciation, so that students know the correct pronunciation of the word. For vocabulary errors, the teacher ask students for correct answer, if they cannot answer, then teacher provides the correct lexicon. The teacher always encourages the use of L2 in class, so he follows zero tolerance method for the unsolicited use of L1.

Teacher 4:	The teacher provides oral corrective feedback in a number of ways. For example, the teacher teaches grammar inductively and provides feedback by asking students to make some utterances following the example he gives. For pronunciation, the teacher pronounces the difficult word loudly and clearly. First he asks some of the students to read out the text and whenever needed, provides feedback directly uttering the word. While teaching vocabulary, the teacher also tries to elicit the correct word formation from the students first and then if necessary, the teacher gives them the correct word with some explanation.

When it comes to grammar, pronunciation, vocabulary errors and unsolicited use of L1, the government secondary school teachers provides oral corrective in different way. When it comes to correcting grammar, the teachers try to encourage students to learn the basic rules of grammar so that they can speak and write English properly. If there is grammatical error in speaking, teacher immediately corrects, they ask students to understand the basic grammar rules to avoid mistakes. At present, the teachers teach grammar inductively and provide feedback after asking students to make some utterances following their examples. If students make grammatical errors, teachers correct them orally and make students write the correct form in their notebooks so that they remember the correct grammatical structure/ correct use of the word. In case of grammatical error, a teacher provided example of how she corrects her students. She said that instead of asking the same student who made the error, she instead asks another student to correct the error, "Do you agree with him? "No, Ma'am", if this student cannot answer, then teacher asks another student to correct the error. Basically, the teachers ask the students if the grammatical structure is correct and the students answer and correct their own errors.

To correct pronunciation, the teachers emphasize on native English pronunciation, so that students know the correct pronunciation of the word. They pronounce the difficult words loudly and clearly. Even when they ask students to read the text, they provide feedback directly by uttering the word correctly and make sure that students utter it correctly, so teachers ask them to repeat, "In this way, in this way…", so students understand and practice with the teacher to correct their errors. While teaching vocabulary, the teachers

try to elicit the correct word formation from the students first by asking them and then if they cannot answer, the teacher gives them the correct word/ lexicon with some explanation. The teachers always encourage the use of L2 in class, so they follow zero tolerance method for the unsolicited use of L1, if there are instances of the unsolicited use of L1 by the students, then teachers ask students translate and try to speak in L2. Mostly, the teachers never accuse students of their errors, rather they always encourage students to take time and correct their own errors.

4. **Which type of oral corrective feedback (please specify) approaches do you think are more effective (among 6 types) and leads to *successful learner uptake and repair* (please provide examples)? Do you correct students' errors and provide them the correct forms yourself or do you ask the students to correct their own errors themselves?**

Teachers:	Responses of Teachers
Teacher 1:	Teacher thinks Elicitation, Recast and Repetition are mostly important. Teacher first gives opportunity to students to correct themselves, but if they fail to correct, then teacher gives the correct answer.
Teacher 2:	Teacher thinks Elicitation, Explicit Correction and Repetition leads to successful learner uptake, here the teacher correct students' errors and provides them the correct form herself.
Teacher 3:	Among the 6 types of oral corrective feedback, the teacher considers Explicit Correction and Elicitation to be more effective leading to successful learner uptake and repair. When the teacher explicitly corrects, learners are able to notice the error in their language forms, so even if the teacher provides the correct form, learners are able to internalize the correct form despite not having to repair the error themselves. The teacher also invites the learners to correct their errors through Elicitation which gives them the opportunity to identify error and find the correct answer. The teacher asks students to correct themselves first, if they fail to correct the error, then teacher provides correct answer.
Teacher 4:	The teacher thinks that Elicitation is the most effective feedback technique because it helps the learners to engage themselves actively in the language learning process. Besides, it makes them think and develop their creativity.

Among the 6 types of oral corrective feedback, the government secondary schools teachers think that Elicitation, Explicit Correction and Repetition are most effective which leads to successful learner uptake and repair. Considering Elicitation to be the most effective feedback technique, they invite and give opportunity to students first to correct their errors which help students to identify error and find the correct answer. This helps the learners to engage themselves actively in the language learning process. If students fail to correct, then teacher gives the correct answer. In case of Explicit Correction and Repetition, the teachers correct students' errors and provide them the correct form. When the teachers explicitly correct, students are able to notice the error in their language forms, so even if the teachers provide the correct form, students are still able to internalize the correct form despite not having to repair the error themselves.

5. What is your main focus/ what do you take into consideration when providing oral corrective feedback to your students?

Teachers:	Responses of Teachers
Teacher 1:	Most students in class do not 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. From the students' silence, speaking or watching their expression, teacher tries to understand whether students have understood their 70 – 80% errors, for this reason, the teacher uses easy English for teacher – student interaction.
Teacher 2:	When providing oral corrective feedback to students, the teacher's main focus is to make sure that the students do not repeat the errors in their examination. So, the teacher not only corrects students' errors orally and provides them the correct form, she also makes them to write it up so that they can remember the correct form during their examinations.
Teacher 3:	When providing oral corrective feedback to students, the teacher considers the level of the students since most of them are from the rural background who has less in – depth knowledge of English and students from the urban background who has ample knowledge in English. Therefore, in most cases, the teacher tries to directly provide the correct answer instead of asking students to correct their own errors because they are reluctant and shy to speak for themselves in the class.

Teacher 4:	While providing oral corrective feedback to students, the teachers think that students must be involved actively in the tasks and activities so that they themselves can find out their mistakes and correct it. Self – learning is the most effective one and the teacher will work as a facilitator providing help as necessary.

The overall response of the government secondary school teachers showed that, their main focus when providing oral corrective feedback to their students is to make sure that the students do not repeat the errors. When providing oral corrective feedback to students, the teachers consider the level of the students since many of them are from the rural background who has less in – depth knowledge of English and many of them are from the urban background who has ample knowledge of English. Therefore, in most cases, the teachers try to directly provide the correct answer instead of asking students to correct their own errors because the majority of them are reluctant and shy to speak for themselves in the class. Most students in class do not speak up if they do not understand anything, only a few students ask if they do not understand their errors and are unable to correct it. So, it is from the students' silence, speaking or watching their expression that teachers try to understand whether students have understood their errors. However, the teachers think that students must be involved actively in the tasks and activities so that they themselves can find out their mistakes and correct it because they said that self – learning is best where the teacher will work as a facilitator providing help as necessary.

6. **How do students react on your oral corrective feedback? Do they listen, understand and respond to your oral corrective feedback (learner uptake)? Does it make students notice their own language errors?**

Teachers:	**Responses of Teachers**
Teacher 1:	With the teacher's oral corrective feedback, students are satisfied most of the time and they acknowledge and respond to the teacher's feedback, so it help students notice their errors.
Teacher 2:	Students are less willing to listen to the teacher, but they still want

	their errors to be corrected. So, the teacher thinks that very little number of students actually improves themselves with the corrective feedback that the teacher provides. Students repeat the errors orally, but when they write they do not make errors as they do rote learning.
Teacher 3:	As the teacher tries to provide correct answer and points out students' errors explicitly, students always pay attention by trying to listen and understand the error, the correct form of the error. If they cannot understand the error, they ask questions to teacher about the correct form of the error, when the teacher explicitly provides feedback, it helps students notice their language errors.
Teacher 4:	As the teacher tries to find out the correct answers from the students, they get interested and excited when they are successful. Sometimes the teacher finds competition among the students to get compliments from the teacher as feedback, such as "Very good, excellent, well done, fantastic etc."

From the overall responses of the government secondary school teacher, it is seen that students reactions on teacher's oral corrective feedback are positive because students are satisfied most of the time and they acknowledge and respond to the teachers' feedback, so it help them notice their language errors. As the teachers try to provide correct answer and point out students' errors explicitly, they always pay attention by trying to listen and understand the error and the correct form of the error. If they cannot understand the error, they ask questions to teacher about the correct form of the error. As the teachers try to find out the correct answers from the students, they get interested and excited when they are successful. Sometimes the teacher finds competition among the students to get compliments from the teacher as feedback, such as "Very good, excellent, well done, fantastic etc."

7. Why do you think it is important to give oral corrective feedback to students?

Teachers:	Responses of Teachers
Teacher 1:	Teacher thinks oral corrective feedback is important because it makes the teacher pleased, because through the feedback process, the teacher is able to identify the language problems from the students and this system allows the teacher to analyze students.
Teacher 2:	Teacher thinks oral corrective feedback is important because through the feedback the students get a guideline for their learning and understands how to notice their language errors and learn the correct forms from the errors they make.
Teacher 3:	It is important to give oral corrective feedback to students, because if the students do not make errors, they will never learn, but students will learn more if they make errors. Therefore, then the teacher provides corrective feedback, he/ she automatically provides clues to help students notice their language errors, correct them and learn from their errors.
Teacher 4:	Oral corrective feedback is the instant and quick remedial measure in the language learning process, as learners usually commit different types of errors, sometimes consciously and sometimes unconsciously. For being better language learners, they need to know the faults or errors they are committing. If they can get oral corrective feedback immediately, they will be able to correct their utterances and be cautious in using them properly.

Overall, the government secondary school teachers think that it is important to give oral corrective feedback to students because through feedback the students get a guideline for their learning and understands how to notice their language errors and learn the correct forms from the errors they make. They consider it as an instant and quick remedial measure in the language learning process, as learners usually commit different types of errors, sometimes consciously and sometimes unconsciously. So, for being better language learners, they need to know the faults or errors they are committing and if they can get oral corrective feedback immediately, they will be able to correct their utterances

and be cautious in using them properly. It also makes the teachers pleased, because through the feedback process, the teacher is able to identify the language problems of the students and it allows the teachers to analyze their students. The teachers believe that if the students do not make errors, they will never learn, but students will learn more if they make errors.

8. **Do you experience that the students develop their English when they receive oral corrective feedback from you? What do students learn from your feedback?**

Teachers:	Responses of Teachers
Teacher 1:	From the teacher's oral corrective feedback, students try to speak in English, find out their errors and try to correct them. They become accustomed to this process.
Teacher 2:	Teacher thinks that there are very few students who develop their English only because they are actually interested in leaning English. So, if the teacher provides feedback and make use of fluent English with students, then she can bring out the best in her students to make correct use of English in speaking.
Teacher 3:	The teacher experiences that students develop their English when they receive oral corrective feedback because they internalize the correct form and tend not to repeat the errors. From teacher's feedback, students learn the correct grammar rules, pronunciation, vocabulary, but students who are more attentive learn more than those who do not.
Teacher 4:	The teacher thinks that students develop their English when they get oral corrective feedback systematically as language learning means learner – centered learning with the full engagement of the students and a lot of interaction among the teacher and the students. Feedback also put students in the right track in correcting their errors because from the teacher's feedback, students learn to develop their English which is mainly based on Elicitation. Through Elicitation, students become encouraged and autonomous which are important for learning. As language learning is not just memorizing rules, learners must be able to communicate correctly and effectively.

The government secondary school teachers experience that the students develop their English when they receive oral corrective feedback because they internalize the correct form and tend not to repeat the errors. From teachers' feedback, all the students learn the correct grammar rules, pronunciation, vocabulary, but students who are more attentive learn more than those who do not. When students they get oral corrective feedback systematically, they become accustomed to this process because it puts them in the right track as students learn to develop their English, find out their errors and try to correct them. They become encouraged and autonomous which are important for learning because language learning is not just memorizing rules, learners must be able to communicate correctly and effectively.

9. **During your own teacher training, how much did you teachers/trainers taught you about oral corrective feedback approaches? Do you consider oral corrective feedback approaches as a teaching method? Why?**

Teachers:	Responses of Teachers
Teacher 1:	During teacher training, the teachers had been taught that feedback is an important part of the teaching process. Trainers taught teachers to particularly use Corrective Feedback after an English lesson, they stressed the importance of implementing feedback in the classroom. For example, after completing a lesson, teacher could ask students if there are any problems, to satisfy the students. If teacher cannot correct students' oral errors immediately, then she notes down and assures students to correct the errors in the next class and discuss in details. Sometimes students cannot understand feedback given to them immediately, so the teacher leaves it to discuss after lesson.
Teacher 2:	In the teacher's school, only once a teacher training took place since it is a rural government school, so during the teacher training, nothing was taught or mentioned about the use of oral corrective feedback in class
Teacher 3:	The teacher did not have any formal teacher training, but since he had a knack for teaching, he always tries to use oral corrective feedback as part of his teaching method. He believes that if students' errors are corrected instantly and explicitly in a class full of 160 – 180 students, then the corrective feedback will be more effective, as the class size is large because here, direct corrective feedback approaches works more effectively than implicit corrective feedback

	approaches. Without corrective feedback, teaching cannot be effective and without corrective feedback, students will not be able to learn from their errors.
Teacher 4:	During the teacher training, the teachers/ trainers did not teach anything focusing on the oral corrective feedback process. However, they gave some idea about the overall feedback procedure. The teacher thinks that oral corrective feedback is a good approach for language teaching as it can help the students to get involved and interact to know about their errors.

The government secondary schools talked about how much the teachers/trainers taught them about the oral corrective feedback strategy during their teacher training. They overall responses showed that during the teachers' training, the teachers/ trainers did not teach them anything focusing on the oral corrective feedback process, but they gave some idea about the overall feedback procedure. However, they still try use oral corrective feedback as part of their teaching method and believe that if students' errors are corrected instantly and explicitly, then the feedback will be more effective. Also, since the class sizes are larger in the government schools, explicit/ direct oral corrective feedback works more effectively than implicit oral corrective feedback.

The teachers consider oral corrective feedback approaches as a effective teaching method because it can help the students to understand and identify their errors. They think that without corrective feedback, teaching cannot be effective and without corrective feedback, students will not be able to learn from their errors. They stressed on the importance of implementing feedback in the classroom by asking students if there are any problems after completing a lesson. The teachers suggested that if a teacher cannot correct students' oral errors immediately, then they could note down and assure students to correct the errors in the next class and discuss in details. Therefore, the overall results that the government secondary school teachers have quite similar views about giving oral corrective feedback to students in the context of Bangladeshi secondary schools.

4. 3. Class Observation Results for the Oral Corrective Feedback Types used:

In the overall class observations at 4 government secondary schools, it has been observed that among the 6 types of oral corrective feedback Elicitation, Explicit Correction and Recast are the most commonly used approaches of oral corrective feedback used by the government secondary school teachers in Bangladesh. The results which have been compiled altogether according to each category of feedback type presented thus far show that the majority of the English language teachers in the Bangladeshi government secondary schools prefer to both indicate and correct students' erroneous utterance by providing the correct form and invite student to correct their own erroneous utterance and make self – correction leading to successful uptake and repair. The class observation data of the 4 government secondary schools are described here in details along with the types of errors made and their examples including the error treatment sequence:

Types of CF and Learner Uptake:	1. Repair: (Uptake)	2. Needs Repair: (Uptake)	Types and Examples of Errors:	Error Treatment Sequence:
Explicit Correction:	1) Student immediately repaired after teacher said, "No, no!"		1) "না, না, ভাল আচরণ আমাদের শিক্ষার একটি অংশ", Teacher indicated that student is wrong and provided the correct form.	1) Student made error, teacher provided OCF and then, there is topic continuation.
	2) Student makes phonological error, teacher directly corrects the student.		2) You should say "means" and pronounce it correctly, it is not "mans".	
	3) Teacher provides information points and students answers with innovative ideas.		3) "You should say/ write the points I have written."	
	4) Students mentioned		4) Teacher explicitly corrected, "You should say,	4) Teacher first provided OCF, but

	"museum" as the touching site of the complex.		the most touching site of the complex are the graves." "You should use 'of the' complex."	when students cannot self repair, and then teacher provided OCF again.
Recast:	1) Student immediately repaired and repeated after the teacher.		1) "It is necessary for a disciplined society," teacher reformulated whole of student's erroneous utterance.	1) Student made error, teacher corrected it, continued topic, no further feedback.
	2) Student used L1, teacher warned, so student replied in English, but failed to utter in English correctly, so teacher called another student to answer.		2) Teacher caught use of L1 and asked for use of English in class. Then teacher asked, "Who is the speaker?" and students replied, "Traffic police." Teacher reformulated their utterance, "Traffic police himself." Teacher again asked, "What does he think of his job?" and a student could not answer completely, so teacher reformulates, "He thinks his job is a responsible one" and complete student's utterance.	2) Teacher keeps providing OCF, if one student cannot answer, she asks for another student to answer.
	3) Students replied, "We put 'the' in front of each of them."		3) Teacher asked, "If there are too many islands…", teacher acknowledged, "Yes, if there are too many island names, we put 'the' in front of each of them."	
	4) Students replied, "Lives", teacher paused and reformulated students' reply with correct answer without pointing the		4) Teacher asked, "What does the plan of the complex include?" As students cannot answer correctly, teacher replied, "The plan of the complex included a mosque, a library and a museum."	4) Teacher asked question, but students could not reply, so teacher reformulated the utterance and moved onto next question.

	error.			
Clarification Request:	1) Student cannot answer, so teacher moved into next student.		1) Teacher asked, "Excuse me?" teacher said, "I did not understand", teacher reinforced, "It's very easy."	
	3) Students failed to correct.	3) Teacher helped by answering, "It is the picture of the High Court."	3) Teacher asked what the picture is about and students replied, "A wedding event", the answer was wrong so teacher asked, "Pardon me?"	3) Teacher corrected students and moved onto next image.
	4) Students replied, "Width", after teacher asked for clarification, there was self – correction by students, teacher need not push, students stumbled and then finally replied.		4) Teacher asked for clarification, "Base means? What do you mean by that?" (When a student said 'Height') Another instance, where teacher asked, "Where is the first answer? I don't understand." Teacher also correct and asked clarification for the spelling of "Grave" several times, "What did you say?"	4) Teacher asked question and students replied, topic continued on question – answer interaction basis.
Metalinguistic Feedback/ Clues:	1) Students could not answer.		1) When students could not answer, teacher replied herself, "That is not how you say it! Victory Day is December 16th."	1) Teacher waited to see if the students could reply, if students replied, then she provided reinforcement, if not then teacher provided answer.
Elicitation:	1) Student uptake resulted in repair.	1) Student uptake first resulted in utterance that still needed repair, so teacher	1) Teacher asked, "কি হবে?" How do we say that?	1) Teacher asked and student came up with the correct sentence formation.

		provided OCF and students attempted successful repair.		
	2) Student self – corrects by replying the sentence with the correct word "dangerous".		2) Teacher asked through the use of elicitation, "Who is the speaker in the poem? What does the word "killer high speed" means? What is the difference between danger and dangerous?"	
	3) Students could not answer, so teacher provided few clues and students corrected their answer and completed their utterance with, "We can give advertisement, and organize drama for creating awareness.		3) Teacher asked, "What can we do for young people?" and students replied, "By using media…" Teacher continued, "By using media, we can create awareness" After students gave the correct answer, the teacher continued, "Senior citizens can work for spreading education."	3) Teacher provided OCF and topic is continued.
	4) Students replied, "Touching." Students replied, "Is the several graves of the martyrs."	4) Students could not reply so teacher provided feedback as to how to complete the answer and added the answer. Teacher also gave students opportunity	4) Teacher asked, "Do you know National Memorial is what type of memorial? It is built of concrete, but made of blood. It is…" "The National Memorial stands…" and asked students to complete answer. After 3 students attempted to answer, teacher repaired their errors and answered correctly. There was lots of Fill in the Blanks questions asked by the teacher that	4) Topic Continuation.

		to complete answer, they successfully answered if one student could not.	students answered. Teacher completed, "The site is very charming, undesirable and touching. What does it mean?" Teacher asked, "What is the most touching site of the complex? It is…"	
Repetition:	4) Students hesitated and then made self repair to complete the sentence.		4) Teacher asked, "What do we understand by this? National Memorial as a symbol." Teacher used clarification request along with rising tone.	4) Topic Continuation.

The findings of the 4 classroom observation data revealed that Elicitation is the most commonly used approach, followed by Explicit Correction and Recast respectively. After that Clarification Requests were used, but Repetition and Metalinguistic Feedback were found to be the least commonly used approach. Regarding teaching language systems, the teachers prefer to both students' erroneous utterance, helping students to identify their language errors, providing the correct form and asking students to reformulate their utterance or correct their own error. It has been found that, Elicitation is the most common approach used in teaching grammar, vocabulary and pronunciation where the teacher asks other students to correct the error of the student who made the error. Whereas, Explicit Correction and Recast are used in correcting the unsolicited use of L1 since students are less competent speakers of English language than the teacher.

Elicitation:

The Elicitation move which has been used 7 times in 4 different classrooms show the teacher's attempt to elicit the correct form from the students by asking students to provide the correct form instead of providing the correct form in the first place. It draws students'

attention to their language error and allows them to modify their utterance. The teacher used questions such as "How do we say that?" "What does it mean?" "What does the word "killer high speed" means?" "What is the difference between danger and dangerous?" "Do you know National Memorial is what type of memorial? It is built of concrete, but made of blood. It is…" etc. This feedback move was followed by uptake which was continued from the students' side as they tried to self – correct their error. In case of instances, when the students could not complete, the oral corrective feedback followed the Recast move as the teacher implicitly reformulated students' erroneous utterance with the correct form. They were followed by topic continuation by the teacher.

Explicit Correction:

The Explicit Correction occurred 5 times in 4 different classrooms which show that the teacher prefers to indicate directly that the students' utterance was incorrect and provides the correct form. However, here the uptake does not usually result in repair because teachers already provide the correct forms to students. For this feedback approach, the teacher used utterances and explicitly corrected errors such as "You should say 'means' and pronounce it correctly, it is not 'mans'." "You should say, the most touching site of the complex are the graves." "You should use 'of the' complex". This feedback move was followed by the teacher indicating that the student is wrong and providing the correct form, the teachers did not provide opportunity for students to make repair, rather they provided the correct form explicitly and then there was topic continuation.

Recast:

The use of Recast 5 times in 4 different classrooms which shows that the teachers prefer to provide students implicitly with the correct form of the target language by reformulating all or part of the students' erroneous utterance. Here the uptake does not usually result in repair because teachers already provide the correct forms to students without eliciting it from them and the students are expected to extract the correct form from the teachers' utterance. Recasts also include translations in response to students'

unsolicited use of L1. For this feedback move, there were several utterances used by the teacher. For example, the teacher asked, "What does the plan of the complex include?" As students cannot answer correctly, teacher replied, "The plan of the complex included a mosque, a library and a museum." Also, teacher caught use of L1 and asked for use of English in class. Then teacher asked, "Who is the speaker?" and students replied, "Traffic police…" Teacher reformulated their utterance, "Traffic police himself." Teacher again asked, "What does he think of his job?" and a student could not answer completely, so teacher reformulates, "He thinks his job is a responsible one" and complete student's utterance. There was no uptake followed by this feedback move, because the teachers corrected students' errors and continued topic and there was no further feedback.

Clarification Request:

After Recast, Clarification Request has been observed to be used 4 times in 4 different classrooms which shows that the teachers invites the students to reformulate their utterance as this corrective feedback was ignited by an ill – formed utterance of students. The teachers seek clarification by using expressions to indicate to students that their utterances have not been understood and that a repetition or reformulation is required. This feedback is followed by a higher rater of uptake and repair from the students as it allows the students to repair, correct and modify their language. Examples of the use of Clarification Request include teaching asking students, "Excuse me?" "I did not understand" "Pardon me?" "Base means? What do you mean by that?" "Where is the first answer? I don't understand." "What did you say?" etc. This feedback was followed by uptake and repair was continued from the students' side as there was self – correction by students, teacher need not push, students stumbled and then finally replied. If one student cannot answer, so teacher moved into next student, but finally students answered. When uptake occurred, the flow of communication was either interrupted or continued topic on question – answer interaction basis.

Metalinguistic Feedback:

One of the least used feedback move was the Metalinguistic Feedback which was only observed to be used only one time in 1 of the 4 different classrooms which shows that the teachers had less interest in providing the correct form to students in the form of comments, information or questions related to the formation of the students' erroneous utterance. Without explicitly providing the correct form, here, the teachers expects the students to make self – correction which results in higher rate of uptake and repair from the students as it draws their attention to the language form and asks them to correct it. The single example of the Metalinguistic Feedback was used by the teacher when students' utterance was wrong and the teacher said, "That is not how you say it! Victory Day is December 16th." This was followed by repair from the students and then repair – related reinforcement from the teacher and then there was topic continuation.

Repetition:

Another least used feedback move was the Repetition which was also observed to be used only one time in 1 of the 4 different classrooms which shows that the teachers repeat the students' erroneous part of the utterance and adjust intonation, emphasis or stress to highlight the error. This draws students' attention to the error or the problematic part of the utterance. This feedback is followed by higher rate of student uptake and repairs because it draws students' attention to the error and prompts them to correct it. The single example of the Repetition move was observed when a teacher asked "What do we understand by this? National Memorial as a symbol?" here, the teacher used clarification request along with rising tone. Even though the students first hesitated but later made repair to complete the sentence. When uptake occurred, the flow of communication was interrupted but later the topic was continued by the teacher and the students.

Chapter 5 – Data Analysis

This chapter analyzes the results and findings which have been acquired from the research data. Since, this study primarily investigated the students' responses and the teachers' perceptions about the application of oral corrective feedback in the Bangladeshi secondary English language classrooms, it attempted to explore and rationalize the application of oral corrective feedback in an EFL context where English is the target language. The context of this research is in Bangladesh, so it focused on the majority i.e. the government secondary schools, the students and the teachers to explore the real scenario and examples of oral corrective feedback practices in the English classrooms.

The findings have revealed that oral corrective feedback plays a vital role in second language acquisition and they have significant effects on students' target language development. Throughout their schooling, students receive a huge amount of oral corrective feedback in the language classroom, so it works as guidance for the students and also give teachers information about what students still need to learn. So, the teachers could reflect on using different types of oral corrective feedback in their teaching practices to facilitate students' acquisition of the target language. For this reason, this research attempted to investigate and explore the 6 types of oral corrective feedback used by the English teachers in the government secondary schools to determine why certain approaches were used more frequently than others that lead to high or low student uptake.

The findings of this research are discussed here in relation to the central research questions that motivated this research, so the results offered a few implications and suggestions for pedagogical considerations within the classroom setting of the Bangladeshi government secondary schools. The technical terminology and categories of Oral Corrective Feedback from Lyster and Ranta's (1997) study were used as the unit of analysis to ensure the integrity of this research. Here, the findings are discussed in relation to the four central research questions which are divided into four major themes:

1. Types of Oral Corrective Feedback used and their Effectiveness
2. Error Treatment Sequence and Distribution of Leaner Uptake
3. Effectiveness of Feedback on English Language Development
4. Teachers' Thoughts on Feedback

5. 1. Types of Oral Corrective Feedback used and their Effectiveness:

The analysis of the data revealed that there were variations in the feedback moves given by the teachers and some types of oral corrective feedback were utilized more frequently than others. The findings of the 4 classroom observation data revealed that Elicitation is the most commonly used approach by the English teachers of the government secondary schools, followed by Explicit Correction and Recast respectively. After that Clarification Requests were used, but Repetition and Metalinguistic Feedback were found to be the least commonly used approach. The results revealed that, Elicitation is the most common approach used in teaching grammar, vocabulary and pronunciation where the teacher asks all the students in class to correct the error of the student who made the error. Whereas, Explicit Correction and Recast are used for correcting the incorrect target language utterances since students are less competent speakers of English than the teacher.

As the classroom observation results showed, Elicitation is used 7 times in 4 different classrooms and showed the teachers' attempt to elicit the correct form from the students by asking students to provide the correct form instead of providing them in the first place. This drew students' attention to their incorrect language form and allowed them to modify their utterance. The second most commonly used feedback moves are the Explicit Correction and Recast. The class observation results revealed that Explicit Correction and Recast occurred 5 times. For Explicit Correction, the teachers explicitly corrected students' errors and indicated directly that their utterance was incorrect and later provided the correct form. For Recast, the teachers provided students with the correct form implicitly by reformulating all or part of the students' incorrect utterance as they cannot completely answer. Here, the teachers expected the students to extract the correct form from their utterance. Recasts also included translations in response to students'

unsolicited use of L1 in class where the teachers asked the students to translate and speak in English. The third most commonly used feedback move was the Clarification Request which was used 4 times in 4 different classrooms where the teachers invited the students to reformulate their incorrect utterances by using expressions to indicate that their utterances have not been understood and that a repetition or reformulation is required.

From the student surveys, it has been revealed that most commonly used feedback moves Elicitation, Explicit Correction, Recast and Clarification Request are provided to mostly correct the Pronunciation Errors, Grammatical Errors, Vocabulary Errors and then the unsolicited use of L1 in the class. In the interviews, the teachers expressed that Elicitation and Explicit Correction are the most effective feedback strategies that lead to successful learner uptake. Considering Elicitation to be an effective feedback strategy, the teachers used it to check students' understanding and tried to elicit the appropriate utterance from the students by asking questions. For this, the teachers gave students the opportunity which helped them to identify their incorrect utterances and find the correct answers that engaged them actively in the language learning process. If students failed to correct, then the teacher gave the correct answer. The teachers said that Explicit Correction is effective because students were able to notice the incorrect language forms when the teachers explicitly corrected, so even if the teachers provided the correct forms, students were able to internalize the correct forms despite not having to repair the incorrect form themselves.

Following Lyster & Ranta (1997) discussion of the two functions of negotiation – the conversational function and the didactic function, the 4 mostly commonly used feedback moves in this research can be classified under these two categories. Since, conversational function involves the negotiation of meaning during teacher – student exchanges with the aim of achieving comprehension and keeping up the flow of communication, Explicit Correction and Recast can be categorized under this type. In contrast, the didactic function involves the negotiation of form in which the students understands the teachers' signals to their linguistic errors where the teachers ask students to self – correct. Therefore, the Elicitation and Clarification Request can be categorized under this type.

5. 2. Error Treatment Sequence and Distribution of Leaner Uptake:

While teaching English, the teachers tried to correct students' incorrect utterance, helped students to identify their language errors, asked students to reformulate their utterances or correct their own errors and provided the correct form. The research looked into the error treatment sequence during the teacher's oral corrective feedback which was ignited by students' incorrect utterances that followed a certain type of oral corrective feedback. This feedback either leaded to students' uptake with the teacher's reinforcement or no uptake at all with topic continuation by the teacher or the student. Also, when the uptake occurred, the flow of communication was either interrupted or continued.

The classroom observation results showed that, for Elicitation the teachers attempted to elicit the correct form from the students by asking students to provide the correct form instead of providing the correct form in the first place. This feedback move was followed by uptake which was continued from the students' side as they tried to self – correct their error. In case of instances, when the students could not complete, the oral corrective feedback followed the Recast move as the teacher implicitly reformulated students' erroneous utterance with the correct form. They were followed by topic continuation by the teacher. For Explicit Correction, the teachers explicitly corrected students' errors and indicated directly that their utterance was incorrect and later provided the correct form. However, here the uptake did not resulted in repair because the teachers provided the correct forms to students and did not provide them the opportunity to make repair, then there was topic continuation. For Recast, the teachers provided students with the correct form implicitly by reformulating and completing all or part of the students' erroneous utterance as students cannot completely answer. Here, the teachers expected the students to extract the correct form from the teachers' utterance.

Recasts also included translations in response to students' unsolicited use of L1 in class. There was no uptake followed by this feedback move, because the teachers corrected students' errors and continued topic and there was no further feedback. For Clarification Request, the teachers invited the students to reformulate their incorrect utterances and

sought clarification by using expressions to indicate that their utterances have not been understood and that a repetition or reformulation is required. This feedback was followed by student uptake which was continued from the students' side and there was self – correction by the students, teachers need not push, though the students stumbled at first, they finally replied and modified their language. If one student could not answer, the teacher moved onto another student. When uptake occurred, the flow of communication was interrupted but the topic continued on question – answer interaction basis.

The students' surveys showed that the teachers provided feedback "Frequently" on their (speaking) language errors and that the students always wanted the teacher "To explain what their error is and how to correct the error themselves". Their first reaction to teacher's feedback was that "They try to correct their own language error". However, the majority of the students also wanted the teacher to correct them, "When they cannot correct the error". When asked about the teacher's actions on the language errors of the students, the students thought that, "The teacher corrects the error of the student/ students in class." This indicated that there is great teacher – student interaction that leads to a successful error treatment sequence with feedback following student uptake.

Lyster & Ranta (1997) used an analytic model which comprised of different types of feedback moves in an "Error Treatment Sequence" that recorded the frequency and distribution of corrective feedback in relation to learner uptake, i.e. student response to corrective feedback. In the error treatment sequence of this study, different types of oral corrective feedback either leaded to high uptake or low uptake.

Error Treatment Sequence and Distribution of Learner Uptake:

Learner Errors

| Grammatical Error | Phonological / Pronunciation Error | Lexical/ Vocabulary Error | Unsolicited Use of L1 |

Teacher's Oral Corrective Feedback

| Elicitation and Clarification Request | Explicit Correction | Elicitation or Recast | Recast |

Learner Uptake

| High Uptake | Low Uptake | High and Low Uptake | Low Uptake |

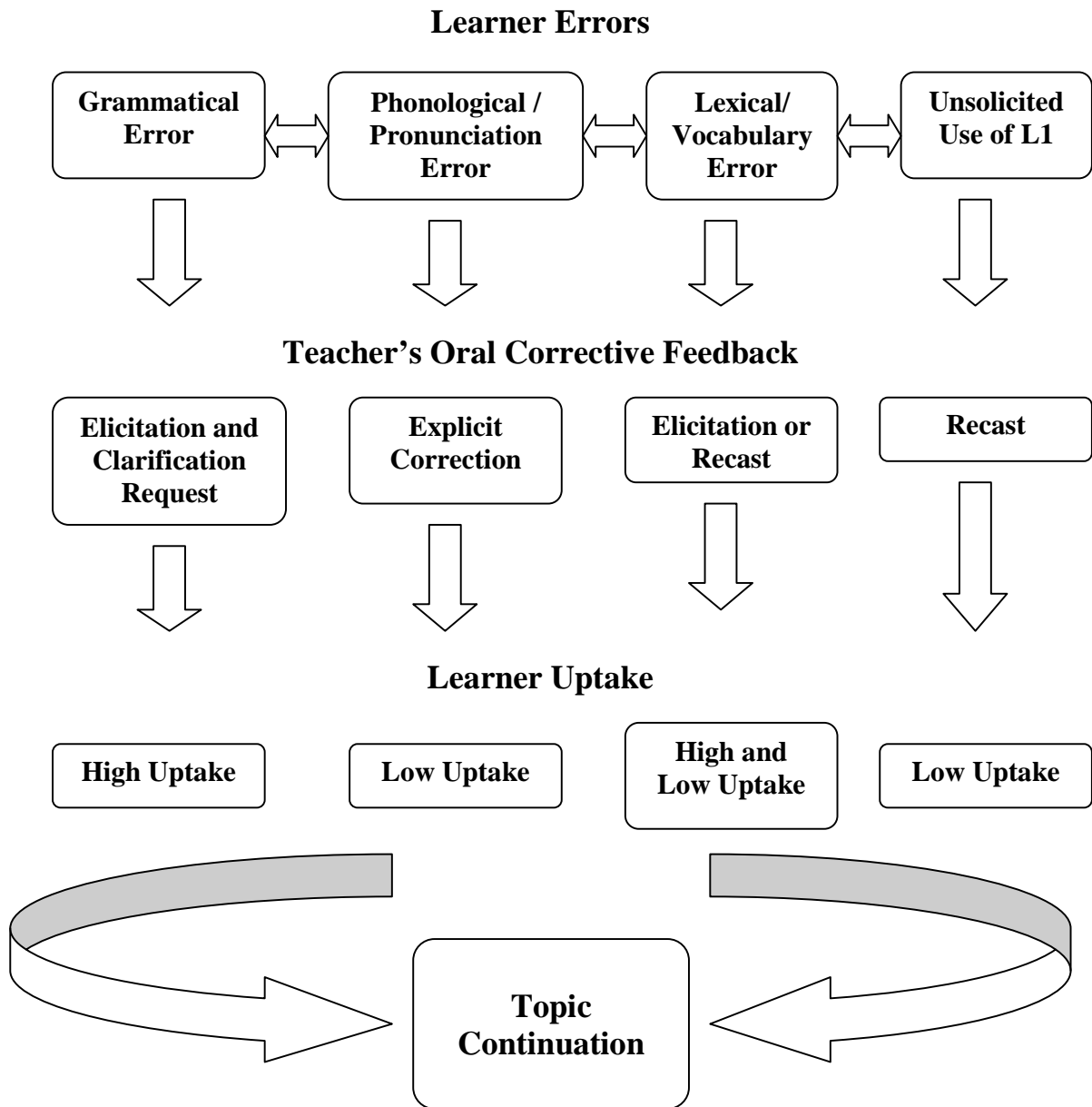**Topic Continuation**

Figure 3: Error Treatment Sequence.
(Lyster and Ranta, 1997, p. 44), Corrective Feedback and Learner Uptake

To correct grammatical error in speaking, teachers immediately corrected and asked other students to correct the error of the student who made the error. Teachers kept asking until students were able to correct the error and answer, so there was higher rate of uptake as

teacher used Clarification Request and students were able to correct the error by utilizing the teachers' feedback. To correct pronunciation, the teachers provided feedback, pronounced the words correctly and made sure that students uttered it correctly too, so teachers asked them to repeat, "In this way, in this way…", so that students understood and practiced with the teacher to correct their errors. There was low uptake here since teachers provided the correct form of pronunciation and used Explicit Correction where the students could not correct their initial error and it required needs – repair, so the teachers instructed on how to correct them and provided them the correct form. For vocabulary errors, the teachers tried to elicit the correct word formation from the students first by asking them and if they could answer properly on their own, then there was high uptake as teachers used Elicitation and students were able to correct the error by utilizing the teachers' feedback. In cases, where the students could not answer, the teacher gave them the correct word/ lexicon with some explanation using Recast, so there was low uptake.

The Sociocultural Theory is applied here because in the error treatment sequence, acquisition and student uptake occurred with the assistance of the teachers through the teachers' oral corrective feedback as students' progressed from needs – repair towards more reliance on self – repair. A key Sociocultural Theory construct, Vygotsky's (1978) Zone of Proximal Development (ZPD) consists of skills that the students can acquire with the help of the teacher which later enable the students to acquire it by themselves. In this research, the teachers initially helped students to identify the errors and provided them the correct forms, but later asked students to identify and correct their own errors when they got more control over the English language.

5. 3. Effectiveness of Feedback on English Language Development:

Teachers' oral corrective feedback is important because without their immediate feedback, students would keep making the same errors over and over again. In this regard, oral corrective feedback plays an important role for the development of students'

speaking accuracy and language development. It is an effective error modification tool which can be used frequently to help learners improve their speaking skills in English.

In the students' surveys, the students said that the teacher's feedback in their (speaking) language errors, helped develop their English language skills "To a Great Extent". The teachers said in interviews about how they experienced that through feedback, the students developed their English language because they internalized the correct form and tend not to repeat the errors. From the teachers' feedback, all the students learned the correct grammar rules, pronunciation and vocabulary, as they became accustomed to this process because it put them in the right track to develop their English. They became encouraged and autonomous to identify and correct their incorrect utterances on their own which helped them to communicate correctly and effectively in English.

Therefore, Long's (1996) Interaction Hypothesis has been applied in the use of the teachers' oral corrective feedback in the classroom because this feedback facilitated students' English language acquisition, as the students and the teachers both acknowledged. Thus, oral corrective feedback contributed to students' English language development by prompting them to correct their errors. Here, the teachers' feedback in the interaction process helped students to notice their linguistic errors and correct them.

Swain's "Comprehensible Output" is applied here too, because through the teachers' feedback, students' attentions were drawn to the errors of the linguistic forms where they needed to make adjustments to their output to test the language hypotheses by comparing their incorrect utterance with the correct target language utterance.

5. 4. Teachers' Thoughts on Feedback:

The overall opinions of teachers from the interviews showed that, most of them considered oral corrective feedback as an important part of the teaching process because it helped students to identify and rectify their errors. It assisted weak students to understand where they are making errors and strong students to understand how to

correct their own errors. Therefore, through teachers' feedback, the students received a guideline for their learning to notice their language errors and learn the correct target language forms by correcting the errors. As part of the teaching method, it also helped teachers to analyze and check students' language errors in speaking, to explore how students correct their errors and understand their overall progress. So, the teachers believed that if the students do not make errors, they will never learn.

From the students' surveys, the students also admitted that the teacher's feedback helped develop their English language skills "To a Great Extent", so their reaction to teacher's oral corrective feedback was very positive. As from the teachers' interviews, teachers also said that, students' reactions to teacher's oral corrective feedback were positive because students were satisfied most of the time and they acknowledged and responded to the teachers' feedback, so it helped students notice their language errors. As the teachers tried to provide correct answer and pointed out students' errors explicitly, students always paid attention by trying to listen and understand their incorrect utterances in order to correct them. If they could not understand the error in their own utterances, they asked teacher to explain it to them so that they can attempt to correct their own errors. The students' overall reactions to feedback were that they were energized when they understood and were successful in correcting their errors and there was competition among the students. In such cases, the teachers also seized the moment to reinforce the correct form before proceeding to topic continuation by making short statements of approval such as "Yes!", "That's it!" and "Bravo!" or by repeating the student's corrected utterance. The use of Reinforcement occupied students with a positive vibe for learning.

Therefore, Schmidt's (1990) "Noticing Hypothesis" is applied here because it points out that noticing is requisite for learning, and that students must consciously notice the linguistic forms and errors in order for L2 learning to proceed. So, the teachers' feedback is viewed as valuable in the Noticing Hypothesis because it draw students' attention to notice and understand the gap between their interlanguage and the correct target language form to modify their incorrect utterance. As a result, when the teachers pointed out

students' incorrect utterances explicitly through feedback, students noticed their linguistic errors and corrected it because they paid attention to the teachers' feedback.

The overall responses revealed that during the teachers' training, the teacher trainers did not teach the teachers anything focusing on the oral corrective feedback process; they simply provided an overall idea about the feedback procedure. Despite their lack of training, the teachers still try to use oral corrective feedback as part of their teaching and believe that if students' errors are corrected instantly and explicitly, then the feedback will be more effective. Also, since the class sizes are larger in the government schools, therefore, explicit oral corrective feedback works more effectively than implicit feedback.

Chapter 6: Conclusion and Recommendation

There is lack of extensive research concerning the use of oral corrective feedback strategies used by the teachers in the government secondary schools of Bangladesh probably because they have no opportunity, time or ability to research and read about this field of study. Considering this, the researcher intended to investigate the different types of oral corrective feedback strategies mostly used by the government secondary school teachers in Bangladesh and how they perceive them in terms of students' English language development. This research helped to fill the gap in the literature as there is little research available in this field of study in Bangladesh. It provided further recommendations which might be of a great help to the teachers in Bangladesh.

In this particular context of Bangladesh, this study will be helpful for the teachers to be aware of the different types of errors that students make and decide which oral corrective feedback strategies will be suitable for students' language development. As a significant aspect of students' English language development, the use of oral corrective feedback will make students aware of their linguistic errors/ incorrect utterances and provide them with information on how to avoid making errors in their future use of the target language.

Further Research

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 effectiveness and use of different types of oral corrective feedback. Similarly, there is also need for further longitudinal studies in the Bangladeshi context to increase our understanding of the nature of the oral corrective feedback strategies and their impact on students' English language development. In this respect, the researcher recommends further extensive research to extend the current research framework in the context of Bangladesh.

Conclusion:

This research investigated the different types of oral corrective feedback, investigated why certain approaches are used more frequently than others and determined which types leaded to high or low uptake. In addition, the teachers preferred using certain oral corrective feedback strategies over others because of the types of students' errors, their previous and current language learning experiences and their proficiency levels of language development. The findings reported in the research also indicated that the teachers need to be enlightened on the use of different corrective feedback strategies.

The results revealed that oral corrective feedback have significant effects on students' uptake and language development. So, the teachers could reflect on the use of different types of oral corrective feedback in their teaching practices to facilitate students' English language development. Therefore, it could be concluded that the findings of this current exploratory study followed the research methodology of several previous research findings in the other language learning contexts in order to investigate this topic in the context of the Bangladeshi government secondary schools following their footsteps.

Recommendation:

Taking into account the results of the study and the use of oral corrective feedback in the Bangladesh government secondary schools, this study provides few recommendations which are also supported by Hussein and Ali's (2014) research on oral corrective feedback in the context of Sudanese EFL classrooms:

1. The students should be encouraged to make errors in their utterances so that they can learn the correct target language form from their errors and remember it. The teachers should create frequent opportunities for teacher - student interaction.
2. The teachers need to be constructive and flexible while providing feedback to students and be able to change their feedback strategies according to students'

needs. If one feedback strategy does not work with the students then the teacher should change it and do it in another way.

3. For oral corrective feedback to be effective, the concerned school authorities should make the school environment a better place to help facilitate teachers in offering good quality teaching where they can provide feedback for all students.

4. The teachers and the experts should stress on the importance of oral corrective feedback by holding regular seminars and conferences and by issuing specialized magazines and periodicals on this and other relevant ELT topics.

5. The teachers should be trained by the schools and government authorities on how to give oral corrective feedback effectively on the students' oral production to make them aware of their linguistic errors and language development.

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Appendix A: Classroom Assessment Survey (Student)

Dear Students, This survey contains statements and questions about the teacher's oral corrective feedback in your class. There are no right or wrong answers, answer/ tick only one option that you agree with. Please answer all of the following questions in this survey. Thanks!

1. Are the error corrections/ feedback that you receive from the teacher for your (speaking) language errors are good for developing your English language skills?
শিক্ষকের কাছ থেকে তোমরা যে তোমাদের ইংরেজিতে কথা বলার ভুলের জন্য "ভুল সংশোধন" পাও তা কি তোমরা মনে কর তোমাদের ইংরেজি ভাষার দক্ষতা বাড়িয়ে তোলে?

    a. To a Great Extent. (বেশির ভাগ ক্ষেত্রেই)

    b. Somewhat. (কিছুটা)

    c. Very Little. (খুব অল্প)

    d. Not At All. (একেবারেই নয়)

2. How frequently does the teacher provides feedback/ error correction on your (speaking) language errors in class?
শিক্ষক তোমাদের ইংরেজিতে কথা বলার ভুলের জন্য কিরূপ "ভুল সংশোধন" করে থাকেন ক্লাসে?

    a. Frequently. (প্রায়ই)

    b. Occasionally. (মাঝে মাঝে)

    c. Rarely. (খুব কম)

    d. Never. (কখনই নয়)

3. Which of your language errors are mostly corrected by the teacher: (Tick all of them if you think teacher corrects all of them in your class)
তোমাদের ইংরেজি ভাষার কোন ভুলগুলো শিক্ষক বেশী/ প্রায়ই সংশোধন করে থাকেন (যদি মনে কর সবগুলাই সংশোধন করে থাকেন, তাহলে সবগুলোতেই টিক চিহ্ন দাও।)

    a. Grammatical Error. (ব্যাকরণগত ভুল)

    b. Pronunciation Error. (উচ্চারণগত ভুল)

    c. Vocabulary Error. (শব্দগত ভুল)

    d. Unsolicited use of L1. (ইংরেজি ক্লাসে ভুল করে বাংলা ব্যবহার করা)

4. What do you expect the teacher to do when you make a language error?

যখন তুমি ইংরেজি ভাষায় কথা বলতে গিয়ে কোন ভুল কর, তখন শিক্ষক কি করবেন বলে তুমি আশা কর?

    a. To provide you the correct form as you cannot correct the error yourself.

    b. শিক্ষক তোমাকে সঠিক উত্তরটি দিয়ে দেবেন, যেহেতু তুমি ভুলটি নিজে সংশোধন করতে পারছ না।

    c. To explain what your error is and how to correct the error yourself.

    d. শিক্ষক তোমাকে তোমার ভুলটির ব্যাখ্যা দিয়ে দেবেন এবং নিজে কিভাবে ভুলটি সংশোধন করবে তা বলে দেবেন।

    e. To give you clues/ information about the error and ask you to correct it.

    f. শিক্ষক তোমাকে নির্দিষ্ট তথ্য দেবেন ভুলটি সম্পর্কে এবং তোমাকে নিজের প্রচেষ্টায় ভুলটি সংশোধন করতে বলবেন।

    g. To give you time to think and try to correct the error yourself.

    h. শিক্ষক তোমাকে সময় দেবেন যেন তুমি নিজে চিন্তা করে ভুলটি সংশোধন করতে পারো।

5. Do you prefer that the teacher corrects you?

তুমি কি চাও যে শিক্ষক তোমার ভুল সংশোধন করুক–

    a. When you cannot correct the error.

    b. যখন তুমি তোমার ইংরেজি ভাষার ভুলটি নিজে সংশোধন করতে পারছ না।

    c. Every time you make an error.

    d. প্রতিবার যখন তুমি ইংরেজিতে কথা বলতে গিয়ে ভুল কর।

    e. Only when the error is important.

    f. শুধুমাত্র যখন তোমার ইংরেজি ভাষার ভুলটি খুব গুরুত্বপূর্ণ।

    g. Never want the teacher to correct you.

    h. কখনই চাও না যে শিক্ষক তোমার ভুল সংশোধন করে দিক।

6. What do you do after you receive teacher's feedback on your (speaking) language error?

শিক্ষকের কাছ থেকে তুমি যখন তোমাদের ইংরেজিতে কথা বলার ভুলের জন্য "ভুল সংশোধন" পাও তখন তুমি কি কর?

    a. I think why I made the language error.

    b. আমি চিন্তা করি কেন আমি ভাষাগত ভুলটি করলাম।

    c. I listen to the teacher, but do not speak.

    d. আমি শুধুমাত্র শিক্ষকের কি বলছেন তা শুনি, কোন উত্তর দেই না।

    e. I try to correct my own language error.

    f. আমি নিজের ভাষাগত ভুলটি নিজে সংশোধন করতে চেষ্টা করি।

    g. I wait for the teacher to correct my error.

h. আমি অপেক্ষা করি যে শিক্ষক আমার ভাষাগত ভুলটি সংশোধন করে দেবেন।

7. What happens in your class when a student/ students make language errors?

যখন তোমাদের ক্লাসে কোন ছাত্র/ছাত্রী'রা ইংরেজি ভাষায় কথা বলতে গিয়ে কোন ভুল করে, তখন কোনটি ঘটে–

    a. The teacher corrects the error of the student/ students.

    b. শিক্ষক ওই ছাত্র/ছাত্রী'দের ভুলগুলো সংশোধন করে দেন।

    c. The teacher does not correct the error of the student/ students.

    d. শিক্ষক ওই ছাত্র/ছাত্রী'দের ভুলগুলো সংশোধন করে দেন না।

    e. The student/ students ask the teacher to correct the error.

    f. ছাত্র/ছাত্রী'রা শিক্ষককে অনুরোধ করে যেন উনি ভুলগুলো সংশোধন করে দেন।

    g. The student/ students correct their own errors/ help correct errors.

    h. ছাত্র/ছাত্রী'রা নিজেরাই নিজেদের ভুলগুলো সংশোধন করে থাকে/ সাহায্য করে অন্য সহপাঠীদের ভুলগুলো সংশোধন করে দেয়।

8. How do you feel in general when the teacher corrects your language errors?

যখন শিক্ষক তোমার ইংরেজিতে কথা বলার ভুলের জন্য "ভুল সংশোধন" করে দেন, তখন তোমার অনুভূতি কিরূপ হয়?

    a. I feel embarrassed in front of my classmates.

    b. সহপাঠীদের সামনে আমি বিব্রত বোধ করি।

    c. I feel confused as I cannot understand the error.

    d. আমার ভাষাগত ভুলগুলো আমার কাছে পরিষ্কার নয় বলে আমি কিছুই বুঝতে পারিনা।

    e. I feel satisfied because the teacher corrected me.

    f. শিক্ষক আমার ভুল সংশোধন করে দিয়েছেন বলে আমি সন্তুষ্ট হই।

    g. I feel nervous because I worry about making errors.

    h. আমি সংকোচ বোধ করি, কারন আমি ইংরেজি ভাষাগত ভুল করতে ভয় পাই।

Appendix B: Classroom Interview Questionnaire (Teacher)

Dear Teacher, Please assist the researcher by answering these following questions about oral corrective feedback and give your valuable personal opinions that will guarantee the success and validity of this research. This questionnaire contains questions about the implementation of teacher's oral corrective feedback in the class:

Background:

1. Education:
2. Years of Teaching Experience:
3. Years of work experience at this School:
4. Grades you teach English Classes:
5. Levels of your students:

Feedback:

1. What are your thoughts and understandings of the oral corrective feedback as part of the teaching process? Please describe in your own words.
2. Which oral corrective feedback approaches do you make use of most frequently? Please name them and provide examples (6 types: *Explicit Correction, Recast, Clarification Request, Metalinguistic Feedback, Elicitation and Repetition*).
3. How do you give oral corrective feedback to your students when it comes to *grammar, pronunciation, vocabulary errors* and even *unsolicited use of L1*? Please provide real examples from your classroom.
4. Which type of oral corrective feedback (please specify) approaches do you think are more effective (among 6 types) and leads to *successful learner uptake and repair* (please provide examples)? Do you correct students' errors and provide them the correct forms yourself or do you ask the students to correct their own errors themselves?
5. What is your main focus/ what do you take into consideration when providing oral corrective feedback to your students?
6. How do students react on your oral corrective feedback? Do they listen, understand and respond to your oral corrective feedback (learner uptake)? Does it make students notice their own language errors?
7. Why do you think it is important to give oral corrective feedback to students?
8. Do you experience that the students develop their English when they receive oral corrective feedback from you? What do students learn from your feedback?
9. During your own teacher training, how much did you teachers/trainers taught you about oral corrective feedback approaches? Do you consider oral corrective feedback approaches as a teaching method? Why?

Appendix C: Statement/ Comment Sheet for Classroom Interview

Questionnaire (Teacher):

Dear Teacher, Please assist the researcher by answering these following questions about oral corrective feedback and give your valuable personal opinions that will guarantee the success and validity of this research. This questionnaire contains questions about the implementation of teacher's oral corrective feedback in the class:

1. Education: 2. Years of Teaching Experience: 3. Years of work experience at this School: 4. Grades you teach English Classes: 5. Levels of your students:	

Appendix D: Observation Sheet of the Types of Oral Corrective

Feedback in Class:

Class: _____ Date of Visit: _____ Teacher: _____ Observer: _____

Types of CF and Learner Uptake:	1. Repair: (Uptake)	2. Needs Repair: (Uptake)	3. No Uptake:	Total: (1+2+3)	Types and Examples of Errors:	Error Treatment Sequence:
Explicit Correction:						
Recast:						
Clarification Request:						
Metalinguistic Feedback:						
Elicitation:						
Repetition:						
Total						