A Survey Report on Teachers' Thought and Awareness of Using Oral Corrective Feedback in the Primary Level: Context Bangladesh

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Abstract

In learning a target language, making error is an inevitable part of learning process. Oral corrective feedback is a teacher signs to indicate the learners utterance of the target language is incorrect. This study aimed to elicit the most frequent types of oral corrective feedback used when they correct their students' oral mistakes at primary level English classroom in Bangladeshi context. The paper discussed the results of data collected by using two instruments: survey questionnaires for 25 primary level English teachers, and a check-list for classroom observations. The results revealed that recast was the most frequent used type of corrective feedback in response to spoken errors made by the student in the classroom while clarification request was entirely ignored. However, sometime teachers did not provide feedback when students' utterances could still be understood despite the presence of an error in order not to break the learners' flow of mind. This study also exposed that grammatical and pronunciation errors were corrected more than other types and immediate correction was favoured by most teachers but depending on student needs, proficiency level, age, classroom objectives, and size of group, teacher provides different types of feedback techniques based on the types of spoken errors to best meet the needs of each individual student in Bangladeshi context of ESL classroom.

Keywords: Feedback, oral corrective feedback, errors correction, feedback approaches, preference, second language teaching, Bangladesh ESL teachers, thought, awareness, ESL classroom.

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Chapter 1: Introduction

1.0 Introduction

Nowadays English is considered one of the world's main languages because of its immense presence all over the world. In our country English language has its own significance. It is used as a second language in Bangladesh. According to Richards et al, a second language is not a native language in a country but it is used alongside with another language or languages by many people for different reason (as cited in Haque, 2008, p.23). English has long been taught as a mandatory subject from the primary to the tertiary level (Bachelor degree) of education. In spite of the fact that students face a number of barriers like having difficulty in understanding the topic, feel bore in the classroom, show disinterest in the lesson and the technique of teaching, using incorrect word order, tense, conjunction and particles, mispronunciation such as stress and intonation, using inappropriate vocabulary and code switching to their first language because of their lack of lexical knowledge etc while they are learning English as a second language during the classroom. Usually, student gets few times to expose this new language comparing to learning a first language. Besides, students do not get any direct or real scope to use it in their everyday life because they have already another language for their daily communication with the other people (as cited in Rydahl, 2005, p.2; Kabir, 2012, p. 16). For that reason, teacher has the responsibility to provide proper feedback and approach to the student with unique needs, interests, aptitudes and personalities to overcome this difficulty so that they will be motivated and interested to learn their target language for increasing individuals' abilities in today's changing world . Also, they should create positive attitude toward the culture of the language to the learners mind and provide stimulating and supportive atmosphere to motivate students to learn because motivation plays a big part in learning language. In that case, teacher's corrective

feedback is worked as one of the most powerful motivated tool in second language acquisition for letting the learner know whether the answer is correct or not and where improvement is needed as well as provide the learner with enough information and guidance to produce the correct target form successfully or able to use the second language (L2) in more target-like ways (Gitsaki, & Althobaiti, 2010, P. 197-198). The word feedback is defined as consequence of performance (Hattie & Temperley, 2007, p. 81). According to Littlejohn (1999), error correction is essential to acquire a language successfully (as cited in Hoque, 2008, p.164). Alqahtani (2011) and Rydahl (2005) mentioned in their study is that oral feedback is one of the most powerful tools to help the learner to master knowledge and higher proficiency in English as well as meaning-focused approach is most useful in language teaching responded by the teacher. Therefore, in order to acquire a target language speaking skills, teachers' oral corrective feedback plays a vital role in English language education because it helps the learner to speak in a well structured way.

1.1 Significance of the Study

Particularly this study is going to present the current scenario of the Bangladeshi English classroom   in which student encounters so many difficulties in the process of learning English. Now the question is "what are the reasons for this? Do teachers use proper feedback or approach on the basis of an error in learning for successful uptake of students?". The reason stated for this is that most of the teachers have poor teaching performance due to lack of knowledge in relation to teaching techniques and approaches. Most of the time teachers only stick to one feedback strategy to correct the error of students and avoid others. They do not think that other techniques and approaches may be helpful for the learner to achieve the target language speaking skills. In addition, there are more than 40 students in same classroom, that is why, classroom environment

is not appropriate for learning. Hayes (1997) figure out the ideal size of language class is 30 at most because this scale can help the teacher to provide appropriate feedback to correct all the student errors in the classroom. Furthermore, students are deprived of the modern equipment or technologies of the classroom like overhead projector (OHP), cassette player, slide, video and audio tape recorders, white board, multimedia system, display board, etc (Kabir, 2012, p.15-16; Bhattacharya, 2015, p.151; Nawaz et al., 2015, p.1). Another reason is that there are different sounds in the letters which are absent in bangle. Moreover, complexity of grammatical structure, sentence structure and vocabulary creates a fear and obstruction towards the English language (kabir, 2012, p. 16). Since, school study is an important phase in student life, for the sake of that, school authority, education administrators and policy maker should take vital step to train up the teacher in order that they will able to come out the updated concept of teaching; otherwise these negative factors which are mentioned above that works as a hindrance in the process of learning English. In primary level, teachers play an important role in second language acquisition. In order to achieve the target language speaking skills, teachers should be aware of the errors made by the student while they pronounce a foreign sound that is interfered by Bangali. In addition, teachers should also provide proper feedback and information about the grammatical function, linguistic features of word and the semantic values of word while student learning English in the classroom so that they will able to avoid making the same mistake again and in that way they will gain meaningful knowledge and enhance their knowledge development (Hoque, 2008, p.182-183). Hoque (2008) mentioned that by getting the special training, teacher will give the appropriate instruction to the student about how to achieve the knowledge and proficiency in English without having disinterest towards the language and also stated that teacher should be friendly and sympathetic with the student for effective learning. Another study found that

teacher sometime provides feedback in the direct way more than the other ways of feedback, for that reason, the learning process goes beyond superficial reinforcement than the deep reinforcement in learning. Learner-centered feedback ways (i.e., elicitation and metalinguistic) are helpful in the learning process. For effective learning, teachers control the flow discourse-he or she talks, demonstrates, asks, corrects and then reinforces during the classroom as teacher is not only a teacher but also a friend, guide, facilitator, motivator and philosopher (Alqahtania, 2011, p.228; Kannan, 2009, p.4). This dissertation indicates the importance of using oral corrective feedback in a proper way in the classroom to achieve fluency and mastery over English language. In developing countries, some researchers found that school factors are more important to achieve a target language than the family factors and at the same time, other factors such as motivation, anxiety, and self confidence can strongly increase the second language acquisition (Golam, 2012). According to Bellon et al, academic feedback is more effective than any other teaching behavior. Consequently, in order to achieve a target language speaking skills, teachers' oral corrective feedback plays a crucial role in the classroom as it gives clear guidelines to the student on how to improve their learning. From the above all dissertation, teachers are able to get the idea regarding the importance of using oral feedback based on the types of errors to achieve a higher proficiency of English and also able to know the value of learner-friendly atmosphere that will solve all the stumbling block in student.

1.2 Purpose of the Study

English language teaching has made a research subject all over the world because of the increasing importance of English. The idiosyncratic international role of English language has some reflections on the way English is taught and learnt throughout the world. In Bangladesh, English is taught and learnt as a compulsory subject despite that most of the students do not

achieve fluency and mastery over the English language. Research shows that most of the teachers are getting training from various institutions but the training ideas are not accomplished in the classroom situation (Azad, 2015). Al-Faki and Siddiek (2013) stated that teachers do not able to apply proper feedback and approach to correct learners' error utterance because of huge class size, time constraints, heavy curriculum and lack of knowledge regarding feedback strategies which are used to best meet the needs of their classroom. For that reason teachers should be well-trained in handling the English classes. It is clear that teacher's skill affects students directly. Therefore, it can be said that the state of teaching and learning is quite miserable due to above those factors in Bangladesh.

In the context of teaching and learning language, teachers' feedback is one of the most powerful influences for developing the student's performance or to improve the student self awareness, confident and enthusiasm for learning. That is why feedback has been one of the most significant phenomena in the field of language education. In this paper researcher only focus on the importance of using oral corrective feedback that is teacher's immediate response of learner's erroneous utterances to avoid fossilization or to achieve a higher proficiency in English.

Since, learning English is a crying need for all the students to develop individuals' ability in today changing world. By receiving proper feedback and approach, student will able to develop the competence in English without doing any error and mistake. The purpose of this study is going to find out the types and frequencies of oral corrective feedback that provided by the primary level teachers in the English classroom in Bangladeshi context to correct the erroneous utterance of students as well as also to find out the most useful approach and feedback that they used depending on the error made by the student in the process of learning.

1.3 Central Research Question

The aim of the research was to know the answers of following questions:

1. What types of oral corrective feedback are most frequently used during the classroom instruction for correcting the error utterance of student at primary level?

2. Which errors (grammatical, lexical, phonological, semantic or pragmatic) do teachers prefer to correct in the process of learning to acquire a second language successfully? What kinds of feedback or approach do they use with specific error categories?

3. Do teachers think OCF should always be given? Or when they prefer to provide feedback that made by the student?

1.4 Limitation of the study

This thesis is completed for academic purpose to accomplish the partial requirement of the researcher's master's degree. The researcher have faced several problems during the time of preparation of this paper such as-

- The researcher have been taken the sample only from the Dhaka city as a result it does not represent the whole country in which teaching techniques or approaches may be distinct from Dhaka city.

- Only the participant of six schools is chosen for this study that was not enough to represent the whole realistic picture of Bangladesh.

- Faced difficulty in getting permission for survey and classroom observation at the school.

- Different schools have different teaching policies or techniques which are not followed by all the schools that some time very confusing.

- Only focused on primary level's thoughts and awareness as a result other levels are entirely ignored.

- Only three schools have been selected for classroom observation that was not adequate to get authentic information.

Chapter 2: Literature Review

2.0 Introduction

In general, feedback is an objective description of a students' performance intended to reduce the discrepancies between a current level of understanding or performance and a desired goal. It is a fundamental aspect in everyday teaching as it gives a clear guidance to the students on how to improve their learning that helps to acquire a desired level of performance (Hattie & Timperley, 2007, p. 102; Voerman, 2014, p. 45). But the interesting fact is that the word feedback was not used in the field of education almost a hundred years ago. Rather the other terms like praise and reproof were used instead of that. These terms were first discovered through a study, called 'An evolution of certain incentives used in schoolwork' that was conducted in 1925 by well-know author of developmental psychology, named Elizabeth Hurlock. In that article, he showed that how these terms (such as praise regarded as effective feedback of the teachers and reproof consider as negative feedback resulted less improvement) were effected on mathematics students. From this example, it is proved that the word feedback was not used in education but the concept was already there. After that research, researchers from all over the world used this object as a topic for their research to measure the effectiveness and finally they acknowledge the importance of practicing feedback in a teaching situation to enhance a students' learning (Voerman, 2014, p. 11, 22). Therefore "feedback is one of the most powerful and effective influences on students' achievement as it can provide guidance and assurance to the students along with an explanation of how they are doing in class and where improvement is needed if they are not on the right track but this impact can be either positive or negative" (Fungula, 2013, P.3; Hattie & Timperley, 2007, p.81; Zaman & Azad, 2012, p.139) .

Research shows that less teaching plus more feedback is the main key to acquire a greater learning (as cited in Wiggins, 2012).

2.1 Definitions of Feedback

The word 'feedback' was first used in the multidisciplinary study of the structure of regular system that is called cybernetics. Feedback is the regular term that can be conceptualized as motivation tool, actions or information given by an agent such as teacher, peer, computer, book, parent, self and experience concerning one's performance and understanding in order to close the gap between the current level of performance and the desired level of performance or goal (Hattie & Timperley, 2007, p.81; Voerman, 2014, p. 13, 43).

In 1998, Wiggins along with Tigher wrote a book, named "Understanding by Design". The book was admired because of background planning of effective teaching and learning that drives toward the desired outcomes of students (as cited in Brenneman, 2015). He defined the term feedback as value-neutral that describes what you did and did not do to reach a goal by offering various instructions (as cited in Psencik). He also said that helpful feedback is goal-referenced, tangible and transparent, actionable, user-friendly such as specific and personalized, timely, ongoing and consistent that can achieve the student's desired goal (as cited in Wiggins, 2012). In order to arrive successfully at their desired goal, the purpose of providing feedbacks always takes into consideration**.** Boud (2002) concluded that a good feedback is provided based on the fact without expressing personal opinion and judgment which have a negative effect on performance of the students. It is always neutral and objective, constructive and focuses on the future for successful implementation of learning (as cited in Noora, Amana, Mustaffaa, & Seong, 2010, p.399).

To enhance learning one model of feedback is proposed by Hattie and Timperley (2007) in his article, named 'The power of feedback" in which identified the purpose of providing feedback that is really important for students' achievement because 'without a goal you can't score' stated by Neistat and also recognized three major feedback questions: Where am I going? How am I going? and where to next?. These three questions drive the students to increase effort, motivation or engagement to reduce the discrepancies by recognizing the desired goal and giving evidence about the present position (current work). This model also discriminates between four levels of feedback to improve the students learning that is the task, the processing, the regulatory and the self level.
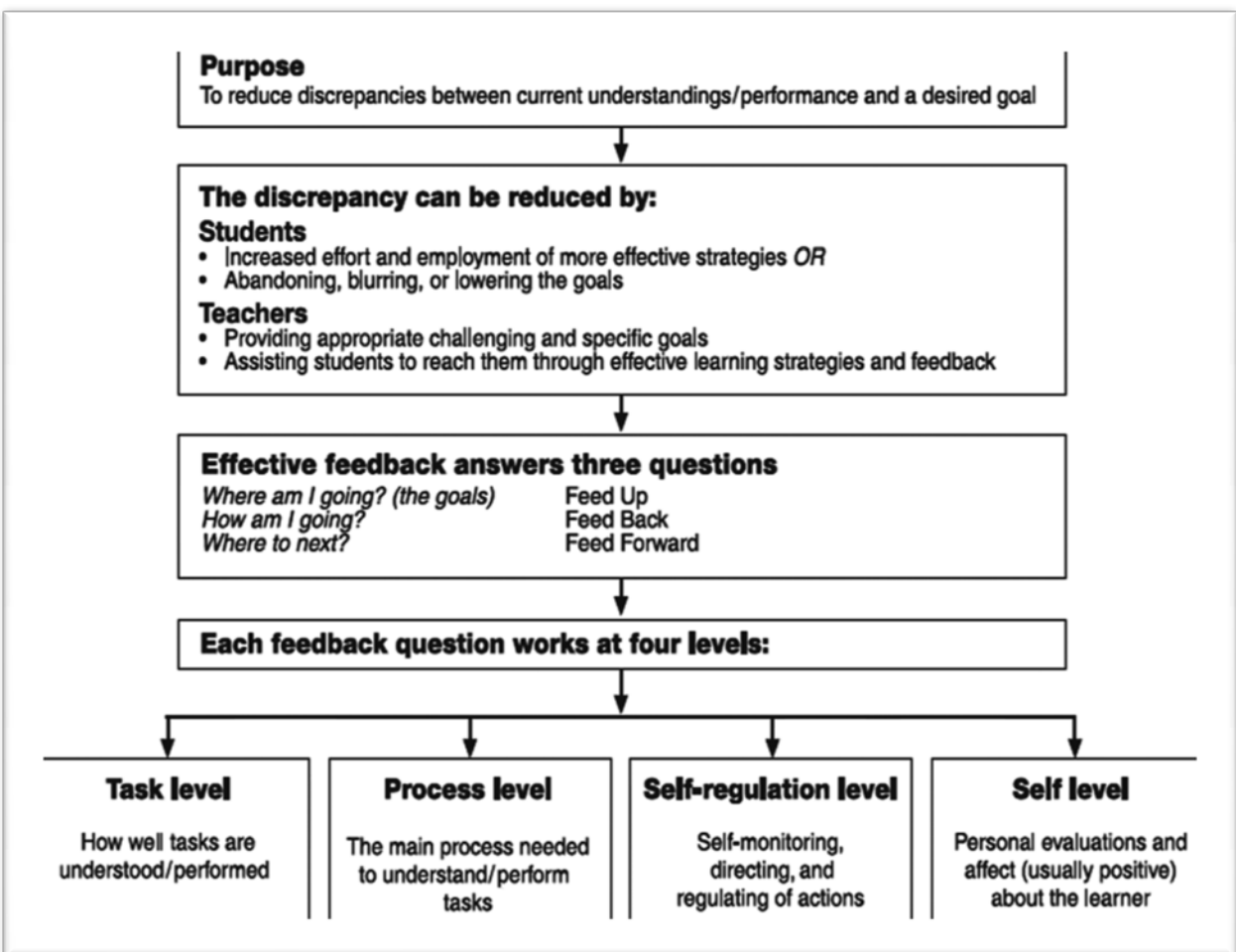
Figure 1: A model of feedback by Hattie and Timperle (2007). (p.87)

Furthermore, Nilsson (2004) defined feedback as a helpful method in which combine with effective instruction in order to promote more appropriate action without doing an error and mistake in the future so that students can acquire a target goal and a vision (as cited in Rydahl, 2005, p.4). The evidence is that not all feedback is equally effective. In that case, John Hattie's study is a milestone of educational research, named 'Visible learning' published in 2009. Hattie's book gives an evidence of 'what can have strongly positive impact on students' learning?' He mentioned that feedback needs to be combined with effective instruction in the classroom that works best on student's achievement. He also said that feedback needs to be clear and purposeful, meaningful and consistent with the student's previous knowledge as well as to provide logical connections with the subject matter so that it can boost the student to comprehend all the information in the process of learning. This technique is really helpful for successful learning.

On the other hand, Blake and Wiliam (1998) pointed out that feedback should always be focused on the task, not on the self intended to have a negative impact on attitude and performance of student in learning. Since, feedback informs the discrepancy, for that reason, providing the right kind of feedback based on the student's desired goal and vision as well as current understanding makes a significant increase in students' achievement by alleviating misunderstanding.

Figure 2: The role of feedback in supporting goal progression (Jodie, 2012, p. 159).

2.2 Strategies and Contents of Teacher's Feedback

There are a variety of feedback strategies and contents that teachers' choose to increase the student learning in the classroom. Research shows that strategies and contents are important for student achievement, for that reason, teachers should choose the right one depending on a specific student or learning target. There are four types of feedback strategies are as follows:

➢ Timing: Feedback should be given in a timely manner; otherwise it can have negative impact on student learning. Immediate or slightly delayed feedback shows the positive impact in learning because it helps to remember the experience regarding what is being learned in a confident manner in the classroom. On the other hand, delayed feedback shows the negative influence in learning because students might not relate the feedback with the action. A general principle of timing of feedback is that teachers should provide the feedback while students are mindful about the topic, assignment and performance in question (Brookhart, 2008, p. 10-12).

➢ Amount: Provided the right amount of feedback make the clear understanding of what the students already know and takes them from that point to the next level. According to Goldilocks principle, the good amount of feedback is that "Not too much, not too little, but just right". That is to say, teacher should provide the just right amount of feedback based on student readiness and needs in order to know what they need to work on but not too much that the work has already been done for them. (Brookhart, 2008, p. 12-13).

➢ Mode: Teachers feedback can be delivered in many modalities such as written feedback (for example, written comments on students written work), oral feedback (for example, observing and commenting on students' erroneous utterance), demonstration (for example, teacher assists a kindergarten student how to hold a pencil correctly). Based on

level of the student, teachers should take the decision whether they give feedback orally or in written form. But the best result comes from oral feedback as it creates opportunity to continue their conversation with each other (i.e., teacher and student interaction) (Brookhart, 2008, p. 15-16).

➢ Audience: Feedback works best while a teacher has adequate knowledge of the audience in the classroom. Teacher should not use the same feedbacks for all students. Depending on the individual performance, they should provide specific feedback in order that students can feel their teacher care about his or her individual progress while the same feedback would require a group of students; teacher can give feedback to the class or group for saving time (Brookhart, 2008, p. 17-18).

On the other hand, feedback content can be categorized into four types are given below:

➢ Focus: Focus is very important while providing feedback on student works or performances intended to reduce the gap between actual performance and desired goal attainment. Hattie and Timperley (2007) stated that feedback would be manifested in four different ways in order to acquire a final goal such as feedback about the task, feedback about the processing of task, feedback about self regulation and feedback about the self as a person.

➢ Comparison: Teacher should use different kinds of comparison while providing feedback such as to compare the students work with establish criteria or their own past performance or with the work of other student that assists the students decide what the next goal should be (Brookhart, 2008, p. 22-23).

➢ Function: Feedback function is indispensible for student achievement. To improve the performance of the students, teachers would choose those types of functions like

expressing the student what teacher observes in the work or identify the weakness and strength instead of evaluating or "judging" the performance of student work that gives barrier to progress the student performance (Brookhart, 2008, p.24-25).

➢ Valence: Teachers should gives feedback in positive way. It doesn't mean that they will be artificially happy and said that it is really good work when it isn't. It means that teacher would point out where improvement is needed and gives enough amount of information intended to get the idea of how student complete the work successfully (Brookhart, 2008, p.25-26).

2.3 Types of Feedback

The different types of feedback listed below that are provided by the teachers in the classroom depending on the intended goal of students:

➢ Oral or verbal feedback: Jahorik (1970) defined it as oral remarks of teacher regarding the adequacy or the correctness of student statements intended to develop the subject matter knowledge. In addition, it is also regarded as a powerful or effective tool as it can be provided easily in the "teachable moment" and in a timely way that stimulate the students' thinking considering their learning. Several types of verbal feedback found from Noora (2010) study that was used to develop the performance are as follows:

❖ Direct feedback: it defined as oral remarks such as "yes", "good", "all right" and so on that is given in relation to the task.

❖ Indirect feedback: It defined as orals questions and statements such as "could anyone give us another point?".

❖ Positive feedback: Positive feedback as feedback that provides affective supports, inspiration, appreciation and motivation to the students to continue learning.

❖ Negative feedback: Lyster & Ranta (1997) defined it as immediate correction of oral mistakes and errors.

❖ Evaluative feedback: It involves a judgment by the teacher based on the students' performance. In most cases common signals are "that's a good essay", "you've done well", "that's not good enough", "gold stars" or "write it out again" etc.

❖ Repetition: Teacher can be served it either a negative (correction of oral mistake) or a positive nature (agreeing, appreciating, and understanding) by repeating the student's utterance.

❖ Interactive feedback: Richrd and Lockhart (1996) defined it as strategy intended to extend or modify the answer of students by praising such as "yes" or "very good" etc.

❖ Corrective feedback: Ellis (2009) pointed out the corrective feedback as negative feedback, provided only while a learner utterance containing a linguistic error that is composed of several forms: i) to indicate the erroneous utterance of students, ii) to provide the correct target language form of error committed, and iii) metalinguistic information along with any combination of theses about the nature of error.

➢ Written feedback: It is provided after completing a task. To be effective, feedback should be provided with a record of what they are doing well, where improvement is needed and suggested the next steps through writing comments directly on student work or making notes on a rubric or an assignment cover sheet.
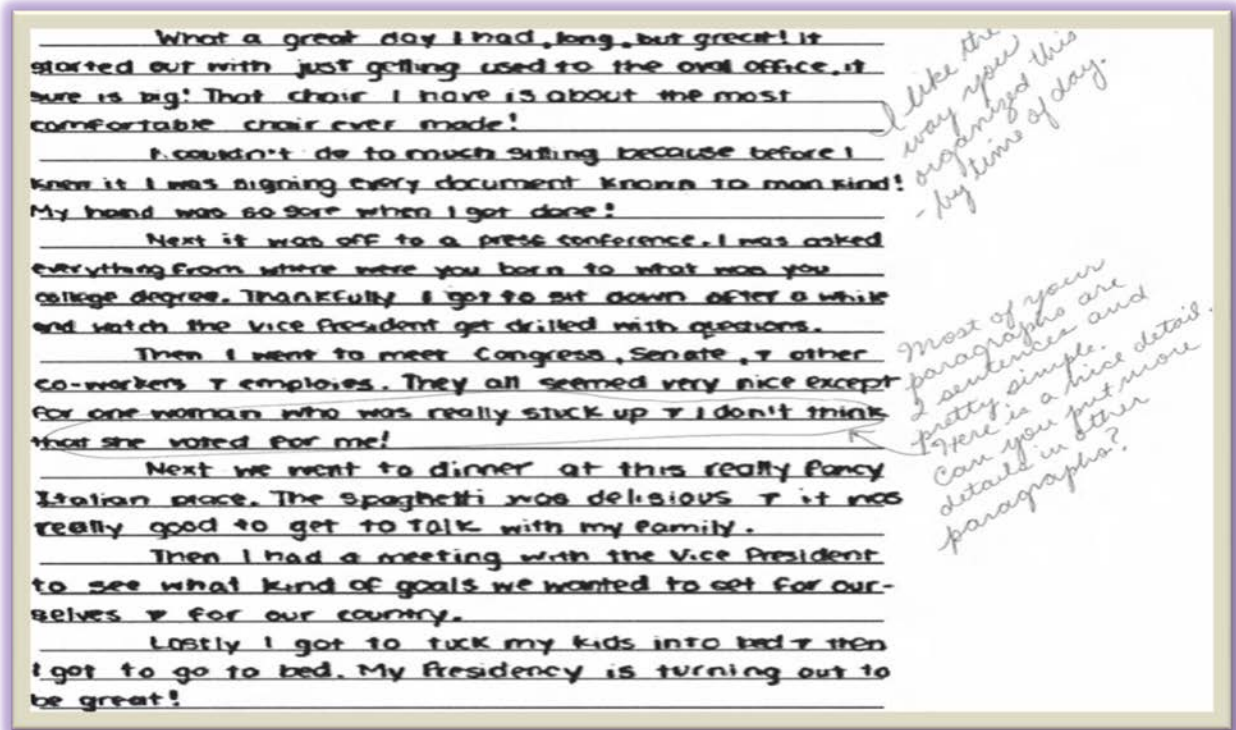
Figure 3: An example of written feedback directly on a work or task (Brookhart, 2008 p.39).

➢ Descriptive feedback: It always links to the learning goal that is desired by the student (i.e., where I am going). According to Earl and Lorna (2003) pointed out that students are able to know 'where improvement is needed' and then 'how to move forward in the learning process' by getting this feedback as it shows an image of what "good work looks like" by addressing faulty interpretations and lack of understanding of the students (i.e., what do I need to do to develop and how do I do it).

2.4 Focus Feedback to this Study

To fulfill the objective of this study successfully, this study is going to focus on only one feedback among them is that oral corrective feedback. In order to acquire a target language speaking skill without any errors and mistake, oral corrective feedback is an indication for the students that his or her use of the target language is incorrect which need be corrected

immediately for the purpose of avoiding fossilization; otherwise this non-target forms become

fixed in interlanguage (Rydahl, 2005, 3; Kirgoz & Agcam, 2014, p. 574).

2.4.1 Definitions of Oral Corrective Feedback

The term corrective feedback has been defined by various authors in a very similar way

at different times. One of the earliest definitions of corrective feedback is that it considers as the

teachers reaction only delivers for the improvement of the learner utterance, defined by

Chaudron in 1997 (as cited in Coskun, 2010, p.1). Ellis, Loewen, and Erlam (2006) pointed out

that it is the response of learner's error utterances. This response can be transformed by

indicating the error that has been made by student, or by supplying the correct target language

form, or by metalinguistic information in relation to the nature or error for L2 development

(p.340). In addition, Lyster et al (2013) stated that oral corrective feedback is teacher's

immediate response on the errors made by the students that effect on L2 development (p.1).

2.4.2 Different Types of Oral Corrective Feedback Strategies

Lyster et al (2013) stated that Oral corrective feedback plays a vital role in the kind of

scaffolding that teacher needs to use to continue the growth of the target language without any

errors and mistakes in the classroom (p.1). Different types of oral corrective feedback identified

by various authors at several times. Lyster and Ranta (1997) pointed out six different types of

oral corrective feedback strategies based on their descriptive study of teacher-student interaction

in French immersion classroom that was classified into two broad categories: one is

"reformulations" in which included recasts and explicit correction (see figure 4). Although, both

are placed under reformulation but implicit feedback often takes the form of recasts (see figure

4). Research shows that recast can also be quite explicit depending on student's context and

characteristics such as linguistic targets, length, and number of changes made to the original

utterance etc (Lyster, Saito, & Sato, 2013, p. 3). Implicit corrective feedback is regarded as a method in which teachers draw attention to the learner's immediate proceeding utterance that is one or more non-target like items such as lexical, grammatical etc which are replaced by the similar target language forms without threatening the confidence of students and that time both teacher and student focus on meaning not language as an object, defined by Long (Ellis, Loewen, & Erlam, 2006, p.341; Mahdi & Saadany, 2013, p.11).

	Implicit	Explicit
Reformulations	Conversational recasts • a reformulation of a student utterance in an attempt to resolve a communication breakdown • often take the form of confirmation checks	Didactic recasts • a reformulation of a student utterance in the absence of a communication problem Explicit correction • a reformulation of a student utterance plus a clear indication of an error Explicit correction with metalinguistic explanation • in addition to signalling an error and providing the correct form, there is also a metalinguistic comment
Prompts	Repetition • a verbatim repetition of a student utterance, often with adjusted intonation to highlight the error Clarification request • a phrase such as 'Pardon?' and 'I don't understand' following a student utterance to indirectly signal an error	Metalinguistic clue • a brief metalinguistic statement aimed at eliciting a self-correction from the student Elicitation • directly elicits a self-correction from the student, often in the form of a wh-question Paralinguistic signal • an attempt to non-verbally elicit the correct form from the learner

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

According to Coskun (2010), recasts refer to the teacher repetition with correct form of student erroneous utterance without directly point out that the utterance is incorrect. The following episodes interpret this strategy:

S: I have 20 years old

T: I am (Partial didactic recast)

S: Can I lend your book?

T: What?

S: Can I lend your book?

T: You mean, can I borrow your book? (Conversation recasts) (Mendez & Cruz, 2012, p.65).

Besides, 'explicit correction' refers to the correct form which is clearly indicates the student that this utterance is incorrect (e.g., "oh, you mean," "you should say") (Fungula, 2013, p. 4). For example:

S: there is a little milk in fridge.

T: It's not "in fridge", but "in the fridge" (Coskun, 2010, p. 2).

And another category is "prompts" in which included elicitation, meta-linguistics cues, clarification requests and repetition (see figure 5). Further, according to Coskun (2010) and lyster & Ranta (1997), elicitation refers to three technique of teacher in which he or she elicits the correct form from the student such as by asking question (e.g., "How do I ask somebody to clean the board?), by pausing to allow students to "fill in the gap" (e.g., "It's a . . . "), or by asking to reformulate the utterance (e.g., "Can you repeat that once again?"). In accordance with figure 4, this type of corrective feedback is clearly explicit since it directly elicits a self-correction from the students by asking questions (Lyster et al., 2013, p.4). In addition, explicit feedback is a clear indication of teacher that an error has been committed by the students. The following example of elicitation corrective feedback strategy:

S: when did you went to the market?

T: when did you……..? (Mendez & Cruz, 2012, p.66).

Furthermore, meta-linguistic cue refers to those information, comment or question on the basis of student erroneous utterances which are provided by the teacher without explicit correct

form for well-forming of student utterance by self-correction. Mate-linguistic cue also includes

meta-language, which could be it is singular, not plural (Coskun, 2010, p.3; Mendez & Cruz,

2012, p.66). This strategy is a type of explicit corrective feedback and similar to elicitation (see

figure 4). For example, meta-linguistic feedback is followed by student uptake involving self

correction by student in the following dialogue:

S: I go to a movie yesterday.

T: you need the past tense.

S: I went (provided self-correction) (as cited in Li, 2013, p.2).

On the other hand, the other two types of corrective feedback (i.e., clarification requests

and repetition) that are placed under prompts which are considered as implicit corrective

feedback. According to Lyster & Ranta (1997), clarification requests occur only when students

utterance has been misunderstood by the teachers (i.e., comprehensibility) and their utterance are

ill-formed in some way (i.e., accuracy) that a repetition or a reformulation is needed by using

phrases like "excuse me", "sorry", "pardon me", and "I do not understand what you just said"

etc.

An example is provided for this strategy from Mendez & Cruz's (2012) study:

S: How many years do you have?

T: Sorry? (p.66).

Furthermore, according to Lyster and Ranta (1997) and Mendez and Cruz (2012),

repetition refers to the teacher repetition of student erroneous utterance (p.48), it can occur

partially or entirely by using some intonation and question form to draw student's attention to it

(p.66). This strategy is different from the three earlier corrective feedbacks. For example:

S: Yesterday, I goes to him.

T: Goes? (Emphasizing the error in a question form by teacher) (Mahdi & Saadany, 2013, p.11).

In addition, sheen (2011) added explicit correction with meta-linguistic explanation as another corrective feedback strategy and that is placed under reformulations (see figure 5) (as cited in Mendez & Cruz, 2012, p.65). According to Mendez & Cruz (2012), explicit correction with metal-linguistic explanation refers to the direct indication of student erroneous utterances for providing some input and at the same, it encourages learner to self-correct. In the following example this strategy is expressed:

S: Yesterday rained.

T: Yesterday it rained. You need to include the pronoun "it" before the verb. In English we need "it" before this type of verb related to weather (Mendez & Cruz, 2012, p.66).
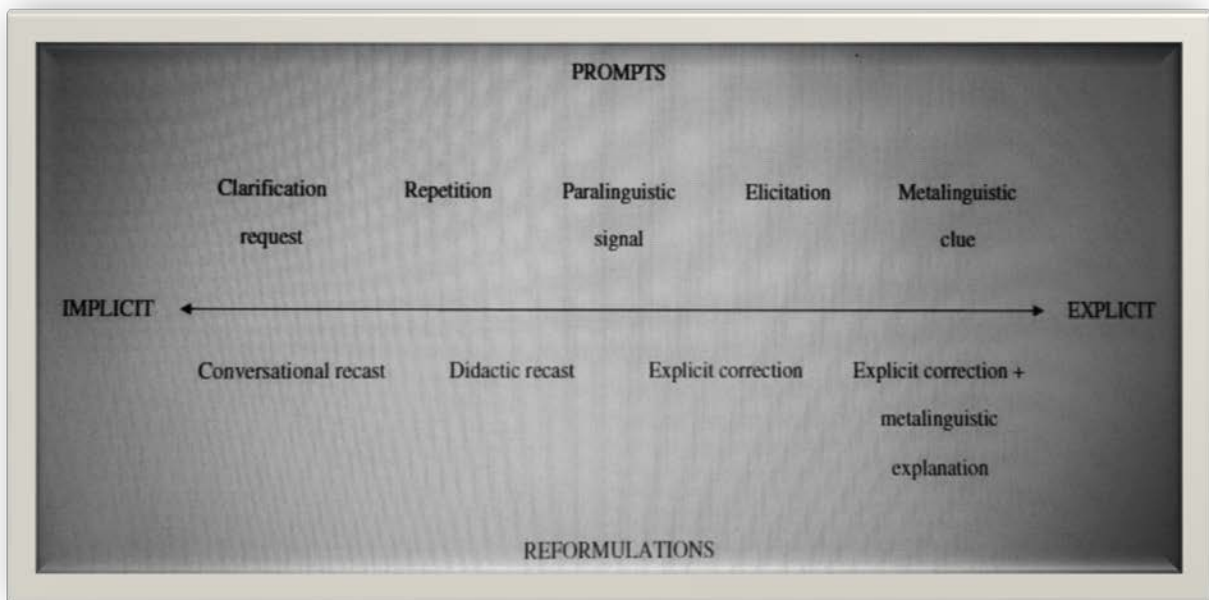
Figure 5: The types of corrective feedback (Lyster et al., 2013, p.5)

Finally, Yao (2000) also added another strategy of corrective feedback is that body language which refers to those facial expression or body movement of teacher like a frown, head shaking and finger signaling "no" etc to indicate that the utterance is not correct. For example:

S: She doesn't can swim.

T: Mmm (T. Shakes her head= no)(as cited in Mendez & Cruz, 2012, p.66).

2.4.3 The Role of Corrective Feedback for Developing L2 Knowledge and Skills

In learning a target language, making error is an indispensible part of learning process. Corrective feedback is regarded as an important tool for the teachers intended to prevent their learners' errors from getting fossilized and help them progress along their interlanguage continuum. To master a new language, feedback needs to provide enough information and guidance to produce the correct target form by letting the learner whether their answer is correct or not (Gitsaki & Althobaiti, 2010, p. 198).

Generally, students' will get few hours or week comparing to learning a first language. Students have another language for their daily communication with the other people and that is their first language, pointed out by Yule (1985). He also said that after critical period, it is not easy to receive the feature of another language (as cited in Rydahl, 2005, p.2). For the sake of that, oral error correction is necessary in the process of language learning responded by majority of the teachers discovered in Kirgoza and Agcamb (2014) study.

In addition, Rydahl's (2005) found that oral corrective feedback plays a vital role to acquire a target language successfully in the classroom, responded by the majority of the teacher. Similarly, Lyster et al (2013) speculated oral corrective feedback is an effective tool in SLA classroom as it not only for noticing target models in the input but also for corroborating emergent L2 knowledge and skills (p.5). Further, Schmidth (1990, 1995, 2001) in his Noticing Hypothesis opines that corrective feedback act as a stimulus, triggering learners to identify the gap between their erroneous utterance and target form (Rezaei, Mozaffari & Hatef, 2011 p.22).

Since, first language acquisition takes place implicitly (i.e., through social interaction and without conscious effort) while receiving language input, that is why, oral corrective feedback does not play a significant role in first language acquisition. This view is applicable in the process of second language acquisition, concluded by Krashen. His Input Hypothesis mentioned that implicit learning from exposure to comprehensible input was sufficient to acquire an L2 successfully. He argued that explicit instruction or corrective feedback would not increase L2 proficiency. As a result, corrective feedback is regarded as irrelevant for SLA. He assumed that implicit learning is more effective than explicit learning (Vries et al., 2011, p.1).

Moreover, krashen's comprehension language input alone is not sufficient for successful L2 learning; output also plays a significant role in SLA. Swain's (1985, 1995) output hypothesis, shedding light on the role of output in L2 development because it can boost learner to notice the 'gaps' in L2 knowledge, hypothesis testing in relation to linguistic correctness, activating metalinguistic awareness and enhancing fluency (Rezaei, Mozaffari, & Hatef, 2011, p. 22).

2.4.4 Importance of Timing for Providing Feedback Types in accordance with Error Types

In order to achieve a target language speaking skills, error should necessarily be corrected timely in the classroom; otherwise various aspect of a learners' interlanguage may get fossilized. According to Hedge (2000), errors occur when students have incomplete knowledge of the language, whereas, mistake happens by carelessness, tiredness, distractions, and other circumstances (as cited in Rydahl, 2005, p.1). In a teaching context, it is paramount to identify the type of error the learners make and then used various approaches such as meaning-focus instruction (fluency) and form-focus instruction (accuracy) to provide feedback to master a new language. In that case, some errors should require immediate correction and others requires delayed or ignored at all. Research shows that a little bit delay feedback is helpful in task

processing because students get time to think before receiving the feedback in relation to difficult tasks (Amy, 2015). Do not wait too long to give feedback as it can have less impact on the student achievement and also make it harder for the student to understand exactly what need changing (Ash Read, 2015).

In addition, according to Grant Wiggins (2002), good feedback is provided "timely" rather than "immediate" in education. The similar findings presented by Tomczyk (2013) who revealed that immediate correction interrupts a student's utterance that might have its negative consequence, responded by the secondary level teachers and learners

2.4.5 Teachers' and Learners' Preference of Corrective Feedback Types

Yoshida (2008) found that teachers choose the types of corrective feedback depending on the individual learners' differences such as their learning style and their language development levels (i.e., grammatical & listening areas). They believe that self-corrections are effective in learning but teachers used recasts most frequently than the other types of corrective feedback because of class time restrictions. He also found the learner's prefer elicitations and clarification requests approaches that help them to find out the correct answer by themselves, rather than receiving the correct forms immediately by the teachers' after their erroneous utterance.

Further, Rydahl (2005) explored that majority of the teachers' always adapt the types of corrective feedback based on the needs of individual students which helps students' to achieve a higher proficiency in English. Besides, recast was used more frequently than any other approaches intended to maintain a supportive classroom environment in which students do not feel embarrassed by their error. The Similar results presented by Park's (2010) who shown that recast is the most frequently chosen approach by both the teachers and students because it does

not pinpoint students' error, rather it gives a safe, non-threatening way to correct the error utterances of students', for that reason, it does not hindrance the natural flow of speech too much and also helps the student's to be more confident in conversational class, especially in a beginning level class. Like the teacher's group, the student's group reported that recasts does not make students' shy intended to away from class participation, assist the conversation go smoothly and develop the confidence of the student in developing conversational skills.

Furthermore, Nunan (1995) stated that teacher preferences of corrective feedback varies according to learners' cultural backgrounds, previous and current language learning experiences and proficiency levels that was the opinion of the interviewed teachers.

In addition, Mackey et al (2007) said that in the L2 classroom, language teachers' use a wide range of corrective feedback that assist the learner's to identify the problems in their L2 utterance (as cited in Kirgoz & Agcam, 2015, p. 576). Besides, according to Lier (1998), the situation and the atmosphere have an influence on the correction in the classroom, responder by the teachers and the students (as cited in Rydahl, 2005, p. 7)

Moreover, Kim (2015) found that learners preferred recasts, explicit corrections and on-line corrections and also they have strong preference for frequent corrections during activities such as vocabulary & expression, communicative-skill focus and speaking activity's focus. On the other hand, teachers mostly preferred to use recasts strategy but their choices influenced by contextual factors like classroom environment, teaching style, and the needs of different types of learners. In addition, teacher's dislike to use explicit correction because of having negative impact on learner's confidence and self- esteem.

2.4.6 Preferences of Corrective Feedback Providers in the Classroom Setting

Mendez and Cruz (2012) revealed that 86.7% of interviewees preferred teacher correction. They all agreed that teacher is the authority for providing corrective feedback in the classroom as he or she know the problem and solution intended to simply define and put things so that learner can understand the error. Learners should engage in self-correction with the help of instructors help responded by 73% of interviewees as it is face-saving and allows the learner to play an active role in the corrective event and also permits the autonomous learning to the student; peer correction is the least favorable responded by most teachers (86.7%).

In addition, Yoshida (2008) pointed out the perceptions of the teachers and the learners in his study, expressed that self-correction is preferable to teacher correction lead to more effective for learning as it gives the learners a sense of achievement and confident. But the students' ability to self correct is very by task, error, and learner proficiency that was predicted by the teachers. This also chimes with the findings of Hendrickson (1978) who indicated that Self-correction with teacher guidance may lead the students to learn more than by having their teacher correct them.

2.4.7 Several Attitudes toward Error Correction

Several researches show different attitudes towards classroom oral error correction in the process of learning. Katayama's (2007) revealed that 77.6% of the students had positive attitude towards receiving error correction because they want to improve their accuracy in English. Similarly, Tomczyk's (2013) exposed that, 81.4% of the secondary school teachers and 92.8% of the students agreed that errors have to be corrected in order that students do not commit the same error repeatedly in the future, answered by the teachers.

In addition, Cathcart and Olsen (1976) stated that students expect to be corrected more than the teacher's feel they should be. Besides, Keenedy (1793) revealed that all teacher should correct the student's oral and written errors just as parents correct their children's' error in a natural language learning environment so that it helps the students' to discover the functions and limitations of the syntactical and lexical forms of the target language (as cited in Hendrickson, 1798, p. 389).

On the other hand, Chaudron (1977), Krashen (1987), Salikin (2001) and Truscott (1999) concluded that, error correction is more of a hindrance rather than a useful tool that hampers the natural process of learning of the target language and prevent the natural exposure of the language (as cited in Farahani & Salajegheh, 2015, p.10). The similar findings presented by Fungula (2013) who found that correction was unnecessary if teachers are able to understand the erroneous utterances of students in order not to break students' follow of mind. Besides, Mendez and Cruz (2012) stated that sometimes some types of errors should be neglected that do not obstruct comprehension between the instructor and the learner for effective learning.

2.4.8 Use of Teacher's Corrective Feedback in relation to Error Types and Uptake

Lyster and Ranta (1997) revealed that teacher provide feedback on 62% of the student's erroneous utterance. Reacts (55%) were the most widely used type of techniques of learner utterances. But regarding the relationship between types of feedback and learner uptake, almost 70% of all recasts did not lead to uptake, and elicitation (100%) resulted in the highest rate of uptake. They found that metalinguistic feedback (45%) ,elicitation (46%), clarification request (27%), repetition (31%) allow for negotiation of form that lead to more student-generated repair than other types of feedback such as recasts and explicit correction.

In a subsequent study, Lyster (1998) discovered that corrective feedback involving negotiation of form (i.e., feedback types that provide clues for self correction rather than correct reformulations) which leads to repair of lexical and grammatical errors more likely than recasts and explicit corrections, whereas Recasts were more effective in leading to repair of phonological errors.

Fungula (2013) stated that oral corrective feedback improves the student's speaking skill of the target language and most Chinese EFL teachers preferred recasts strategy due to come out naturally, not time consuming, and not too direct while errors are corrected. He also discovered that teachers did not provide feedback when the learner errors were less severe and understood despite the presence of error in order not to break learner's flow of mind in the classroom.

Rydahl (2005) found that teachers more often corrected content (41%) and pronunciation (28%) errors than vocabulary (17%) and grammatical errors (14%). In addition, they used a mix approaches depending on the needs of individual students and situation but recasts approach mostly used in response to vocabulary, grammatical, and pronunciation errors in order to give the best student uptake as it does not embarrass the student. Furthermore, different factors such as response from classmates, comfortable atmosphere, size of group, type of tasks and how much English is spoken in the classroom, and personal factors such as attitude, expectations, ambition, intelligence, social security, alertness, self-confidence and encouragement that influenced the student's uptake in learning process. Besides, Ellis (1995) also suggested that sometimes teachers use a mix of different approach or use the same type of feedback or approach on the erroneous utterance of students (as cited in Rydhal, 2005, p. 17).

Conversely, Chaudron (1986) suggested that only 39% of corrected errors resulted in uptake, the effect of feedback is low. The Similar result found by Alamari, only 15% of the students write down the correction in their note book while 20% of the students do not understand what teacher say (as cited in Rydal, 2005, p. 7) and at the same time, Weeden and Winter (1999) discovered that primary school student were not understood most form of feedback (as cited in Noor et al., 2010, p. 399). In addition, Nystrom (1983) said that student uptake is also influenced by the teacher's personal style. Further, Ellis (1999) noted that teacher tends to provide feedback during one part of a lesson and ignore the other part. Sometime teachers do not give feedback if uptake does not seem to occur (as cited in Rydhal, 2005, p.7).

Finally, Tomczyk (2013) claimed that pronunciation and grammatical errors are the most crucial errors to be corrected than lexicon errors, responded by most teachers and students. The similar findings presented by Mendez and Cruz (2012) who claimed that morphosyntactic and pronunciation errors corrected more by the teachers than lexicon and pragmatic errors.

2.5 Factors that Influence Language Learning

It is quite observable that some students learn a new language more swiftly and easily and some other learners are not able to acquire a new language successfully. For that reason, it is obvious that there are some crucial factors such as intelligence, aptitude, personality, motivation and attitude, learner preferences, learner beliefs, and age of acquisition etc that affect the second language learning in classroom situations. According to krashen (1994), those factors are powerful enough to impede in the process of L2 learning (as cited in Smith, 2010, p. 25). Detail descriptions of these factors are given below:

➢ Intelligence: Intelligence is the ability to think and reason abstractly, to solve problem, and to acquire a new knowledge. According to Howard Gardner, everyone is born possessing the seven different kinds of intelligence that is logical-mathematical intelligence, linguistic intelligence, spatial intelligence, musical intelligence, bodily-kinesthetic intelligence, intrapersonal intelligence, and interpersonal intelligence which can be developed over a lifetime (as cited in Larsen-freeman, 2000, p. 169-170). So, when a students come into the classroom, they come with different set of intellectual strengths and weaknesses, for the sake of that, teachers should choose a mix strategy based on the 'learning style' to provide the information during the course of L2 learning or acquisition in order to meet the needs of individual student.

➢ Aptitude: According to John Carroll (1991), aptitude refers to the ability to learn quickly or to potential for achievement. It is usually composed of four different types of abilities for language learning: ability to identify and memorize new sounds, ability to understand the function of particular words in sentences, ability to figure out grammatical rules from language samples, and ability to memorize new words. Peter Skehan (1989) pointed out that successful language learners are not always strong in all of the components of aptitude. For example, some may have strong memories but only average ability to figure out grammatical rules. Teacher should select appropriate teaching techniques and activities based on learner's with a variety of aptitude profile in order to attain significantly higher levels of achievement, revealed in Wesche's (1981) study (as cited in Lightbown & Spada, 2006, p. 57-58).

➢ Personality: A number of personality characteristics such as extroversion, introversion, inhibition, risk talking, self –esteem (self-confidence), anxiety, empathy, dominance,

talkativeness, and responsiveness that are likely to affect second language learning. Research shows that personality is a major factor that affects only in the acquisition of conversational skills (i.e., oral communicative ability), not in the acquisition of literary or academic skills (i.e., reading and writing skills) (as cited in Lightbown & Spada, 2006, p. 60-62). In addition, according to Dekeyeser (1993), Krashen (1994), Sheen (2008), Truscott (1999), and Yoshida (2008) stated that personality affects not only the effectiveness of error correction but also selection of corrective feedback type and also impact on teachers choice of whether they correct a student error or not (as cited in Smith, 2010, p. 25). Yoshida (2008) speculated the reason of choosing recast feedback strategy by the teacher in order that students do not get intimidate, distract, frustrate, or embarrass which make them less willing to participate in speaking activities, said by krashen (2003) (as cited in Smith, 2010, p. 26).

➢ Motivation and attitude: Motivation has been defined in terms of two factors: on the one hand, learners communicative needs, that is to say, to fulfill personal ambitions or to speak the second language in a wide range of social situations, and learners will therefore be motivated to learn a second language, and on the other, their attitude towards the second language community, that is to say, learners' favorable attitude toward the speaker of the language inspired more in second language learning. In addition, Gardner and Lambert (1972) coined the terms 'instrumental motivation' (i.e., language learning for more immediate or practical goals) and 'integrative motivation' (i.e., language learning for personal growth and cultural enrichment). Research has shown that both types of motivation are related to success in L2 learning (as cited in Lightbown & Spada, 2006, p. 63-64).

➢ Learner preferences (learning style): According to Reid (1995), 'learning style' refers to individual nature, habitual, and preferred way of absorbing, processing, and retaining new information and skills that impact in target language learning. There are different types of learning style that relate to L2 learning are as follows:

- Perceptual learning styles – 'visual learners' cannot learn something until they have seen it, 'aural learners' learn best by ear, 'kinaesthetic learners' learn by physical action such as miming or role-play.

- Cognitive learning styles – 'field dependent learners' operate holistically, prefer to work with others, tend to perceive the whole field or situation, and focus on general meaning, 'field independent learners' are analytic, prefer to work alone, tend to perceive elements independently of a context or field, and focus on details, 'reflective learners' are usually more systematic and cautious tend to make a slower progress in L2 learning, 'impulsive learners' are usually more intuitive and more willing to take risk tend to make a quick progress in L2 learning, 'right brain vs. left brain'(the right hemisphere of the brain is more efficient in processing holistic, integrative, and emotional information; whereas the left brain is more efficient in processing logical, analytical thought, mathematical, and linear information- though people tend to have one hemisphere that is more dominant but both hemispheres operates together as a "team"), "ambiguity tolerance"- the person who is tolerant of ambiguity is willing to accept innovative and creative possibilities, successful language learners require tolerance of such ambiguity (e.g., words, grammatical rules, and cultural system in the L2 differ from L1) at least for interim periods. But too

much tolerance of ambiguity can make students "wishy-washy' and also make many mistake by them when they use the second language outside the classroom (Lucid, 2008, p.17-24).

- ➢ Learner beliefs: Learner beliefs come from previous learning experiences and the assumption that a particular type of instruction is the best way for them in learning process. Carlos Yorio (1989) found the high level of dissatisfaction among the student because of exclusively focused on meaning and spontaneous communication in group-work interaction. Several aspects of instruction, give more attention to language form, corrective feedback, or teacher centered instruction are required, responded by majority of the students. Further, Renate Schulz (2001) revealed that all students wanted to correct their error while very few teachers felt this should be corrected. Therefore, acquisition take place successfully while meaning-focused and form-focused instruction are integrated (as cited in Lightbown & Spada, 2006, p.66-67).

- ➢ Age: The age of the learner impacts on second language acquisition. When adults and adolescents can use the language on a daily basis in social, personal, professional, and academic interaction then they can make a rapid progress toward mastery of any language. Research has shown that older learners (adolescents and adult) are more efficient than younger learners (children) in the early stages of L2 development and post-puberty learners face a difficulty to achieve native like mastery of the spoken language in which included pronunciation, word choice, and some grammatical features (as cited in Lucid, 2008, p.29-31).

Chapter 3: Research Methodology

3.0 Introduction

This chapter presents an overview of the research methodology to find out the teachers' perception and preference toward the types of oral corrective feedback in response to learners' erroneous utterances in the process of learning to acquire a target language successfully in the English classroom in Bangladeshi context.

3.1 Research Design

For the research both quantitative and qualitative methods were applied. Quantitative research is objective and removed from the data in which include hard numbers and provable results such as, experiments and surveys and qualitative research is more objective in which included observation and interpretation of data via ethnographic and personal interviews. It is called mixed method approach which boosts the researchers to explore a better picture of the collected data in all possible ways by getting a bunch of effective data through survey, interview, or observation. The mixed-methodology research design is becoming increasingly a part of research practice or research paradigm as it provides a broader perspective of the study and also recognized the third method research approach along with quantitative research and qualitative research. According to John Creswell, "Mixed methods research is a research design (or methodology) in which the researcher collects, analyzes and mixes (integrates or connects) both quantitative and qualitative data in a single study or a multiphase program of inquiry" (as cited in Johnson, Onwuegbuzie & Turner, 2007, p. 112, &119). That is why this approach was applied in this research.

3.2 Participants

To conduct the survey, 25 participants were selected from six different schools of Bangladesh in which English is taught as a second language or mandatory subject. All the participants are English language teachers who have had between 5 to 15 years of teaching experience in the field of language education and their age ranged from 25 to 40 involving both males and females. They teach English not only at primary but also secondary levels. All the schools were located in Dhaka city. For 5 of them it was less than five years, over half of the teachers taught almost 6 to 15 years, and the other three teachers had been teaching for over 15 years. The participants informed that they were teaching to an average of 40-45 students in each class. To collect the data, the survey conductor visited all the participants and they were requested to complete the survey questionnaires. The following table displays the experience level of the teachers:

Table 1: Teaching experience of survey participants

Experience level	Female	Male
1-5 years	3	2
6-10 years	8	3
11-15 years	3	3
16-20 years	2	1

3.3 Setting

The survey settings of the teachers were formal. During the break time, the survey conductor requested each of the teachers to fill up the questionnaires by giving enough instructions before supplying the papers in their staff room. In addition, the conductor was

present all the time to assist the participants by giving answer the questions which were asked by them in order to complete the survey questionnaires successfully without any hindrance. However, all the participants were very friendly, patronizing and positive minded to give their responses which helps to get more variety information within a short time.

3.4 Instrumentation

The researcher decided to select two methods of data collection in order to make the study more comprehensive, namely: questionnaires and a check-list for classroom observations. Questionnaire is the easiest way to get a huge amount of data from a large number of subjects in the cheapest and fasted way but the pattern of these survey questionnaires were designed based on the question of multiple choice in order to provide more options that boost participants to give their answer easily. In addition, the researcher used checklist for classroom observation which is easy to use and effective because it can aid to stay more organized by assuring in order that do not skip any steps in a process.

3.5 Classroom Observation

To conduct the survey, four classrooms of four different levels have been observed by the researcher. All the classes were primary level and total 3 hours of classroom interaction between 4 teachers and 40-45 students taken from various subject-matter lessons that took place in this research. In addition, a check list was designed by the researcher in which included various oral corrective feedback techniques based on error treatment sequence provided by the teacher in the process of learning that used during classroom observation.

3.6 Data Collection Procedure

For data collection, the survey conductor contacted the authority of those schools for getting the permission to conduct the survey and also to observe the classroom at primary level.

At first, an official recommendation latter was submitted to the respective principles of those schools. After getting the permission, the researcher went to the school to collect the data by using 17 quantitative questionnaires that were prepared for the teachers and also by observing the classroom in which watch carefully teachers' feedbacks or techniques used based on oral errors and student actions in the class. All the surveyed schools were situated at Dhaka city. Teachers were the survey participant in this research. The researcher provides enough information before started responding to the question. All survey participants were getting ample time for filling up the questionnaire. In order to further help and quarries, the researcher was present during that time. All the teachers were very busy with their work but they were very cordial, cooperative, careful, and sincere while the survey was being conducted.

3.7 Data Analysis Procedure

For the purpose of preparing this report, the researcher used both quantitative and qualitative techniques. Quantitative techniques used for presenting the survey results and qualitative techniques used for presenting the classroom observation. MS Word of 2007 was used to create a table to present the oral corrective feedback strategies which were used by the teacher during the classroom observation and the result of the teacher's questionnaire were turned into percentages and presented by ordinary bar charts to demonstrate the teacher's perception and preference of using oral corrective feedback on student's erroneous utterances in order to acquire target language speaking skills.

3.8 Obstacles Encounter

Getting the permission from the school authority was not easy for the researcher because all the institution have private teaching policies which they do not want to share with others, for the sake of that, they wanted to know the reason of conducting this kind of survey in their school.

While conducting the survey, some of the teachers were responded carefully and sincerely of survey questionnaires. But some of the teachers gave average answers because of privacy issue of the institutions.

Chapter 4: Findings and Analysis

4.0 Introduction

This section presents the results and findings of the present study with the help of ordinary bar charts and tables. Section 4.1 starts with the experience of the teachers. Twenty-five participated in this survey and they have given one answer each. Section 4.2 introduces the findings of the teacher's multiple choice questionnaires that will be presented in section 4.2.1-17. Section 4.3 presents the findings of the classroom observation and analysis of the findings of classroom observation will be presented in 4.4. At the end of this section will analyses about the final findings of the central research questions relating to the previous research.

4.1 Experience of the teachers

Twenty-five teachers of six different schools participated in this survey. Among of them most of the teachers whom asked to answer the questionnaires have experience of teaching for years in this profession. The chart below shows that only twenty percent of teachers have less than five years experience of teaching English as a second language, whereas, twelve percent of teachers have teaching experience more than 15 years. However, the majority of teachers (44%) have been teaching from 6 to 10 years and twenty-four percent of teachers have 11 to 15 years experience of teaching in the English classroom in Bangladeshi context.
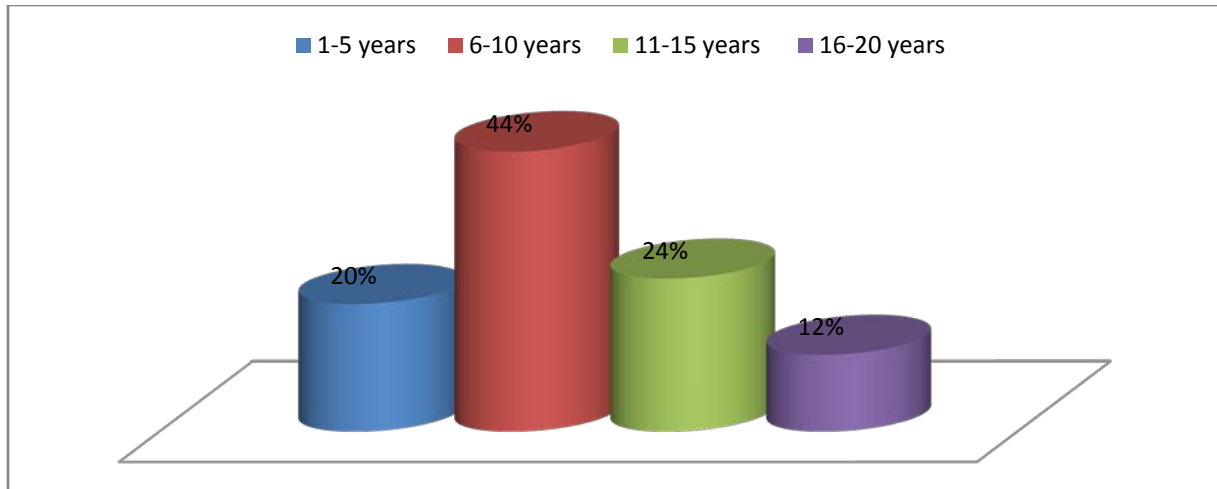
Figure 6: The years of teaching experience

4.2 Findings of Teachers' Questionnaire

4.2.1 Question 1: what kind of feedback is suitable for effective teaching?

The researcher set this question for the teachers to know the compatible feedback for effective teaching. Among them, the majority of participants (68%) filled in that they preferred "a mix of both feedbacks" depending on the students understand and the types of errors they made in the classroom. On the other hand, 20% of teachers said "oral feedback" is efficient more than "written feedback" responded by 12% of teachers.
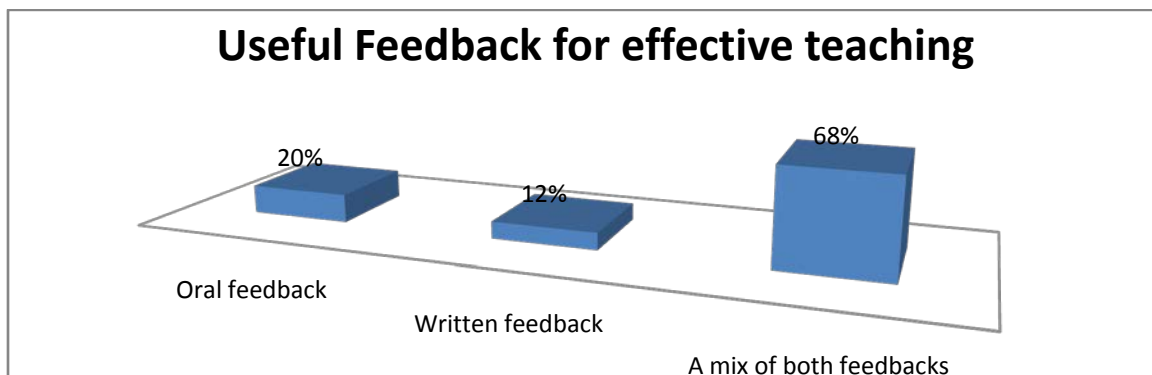
Figure 7: The preference of feedback for effective teaching

4.2.2 Question 2: Do you think that oral corrective feedback is necessary to acquire a target language speaking skills?

This question was set to know the teachers' view on efficiency of oral corrective feedback to acquire an L2 successfully in the classroom. It is seen that 56% of the teachers agreed and 44% strongly agreed that oral corrective feedback helps learner to improve their speaking skill of the target language. It is noticeable that no one teacher disagree that oral feedback is not important.
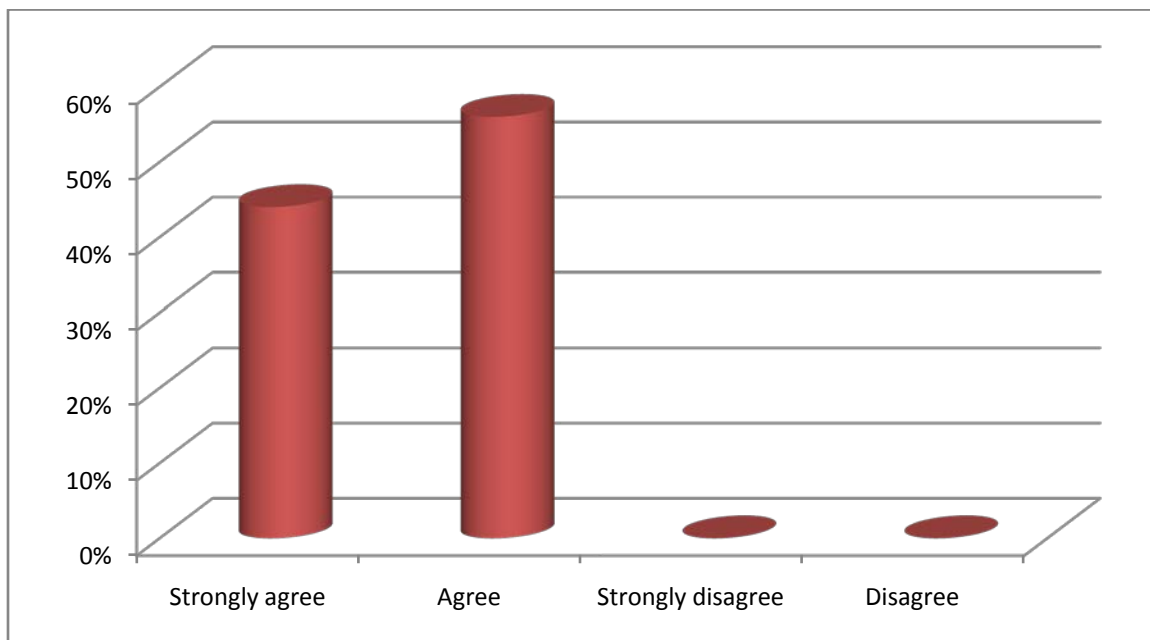
Figure 8: Teachers' view on oral corrective feedback

4.2.3 Which teaching approach do you prefer in oral interaction?

Among the 25 teachers, the majority of teachers (56%) responded that they preferred a mix of both approaches and the rest of the teachers (44%) choose meaning-focus teaching approach because it focuses more on correctness, students have the courage and self-confidence

to speak by applying this technique, responded by three teachers who uses a mixed of both approaches. Form-focused teaching approach was not preferred by any of the teachers (0%).
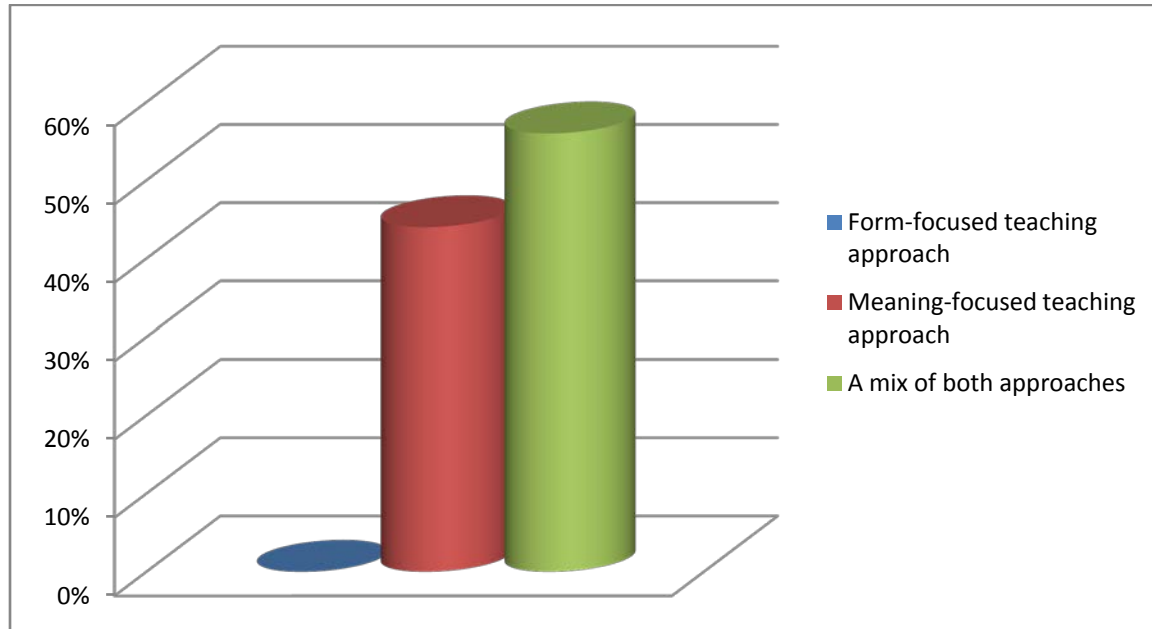
Figure 9: The preference of teaching approach in oral instruction

4.2.4 Which approach do you prefer to use most of the time while providing oral feedback in the classroom?

The researcher asked this question to know the preferred approach when giving oral feedback in the classroom. In accordance with the results, recasts (responded by 36% of the teachers), explicit correction (preferred by 28% of the teachers), and repetition (responded by 20% of the teachers) revealed the mostly used CF types in response to spoken errors of learners. On the other hand, elicitation (preferred by 8% of the teachers) and meta-linguistic feedback (preferred by 8% of the teachers) were the least frequent ones in this concern. However, the rest of the feedbacks were not supported by any of them.
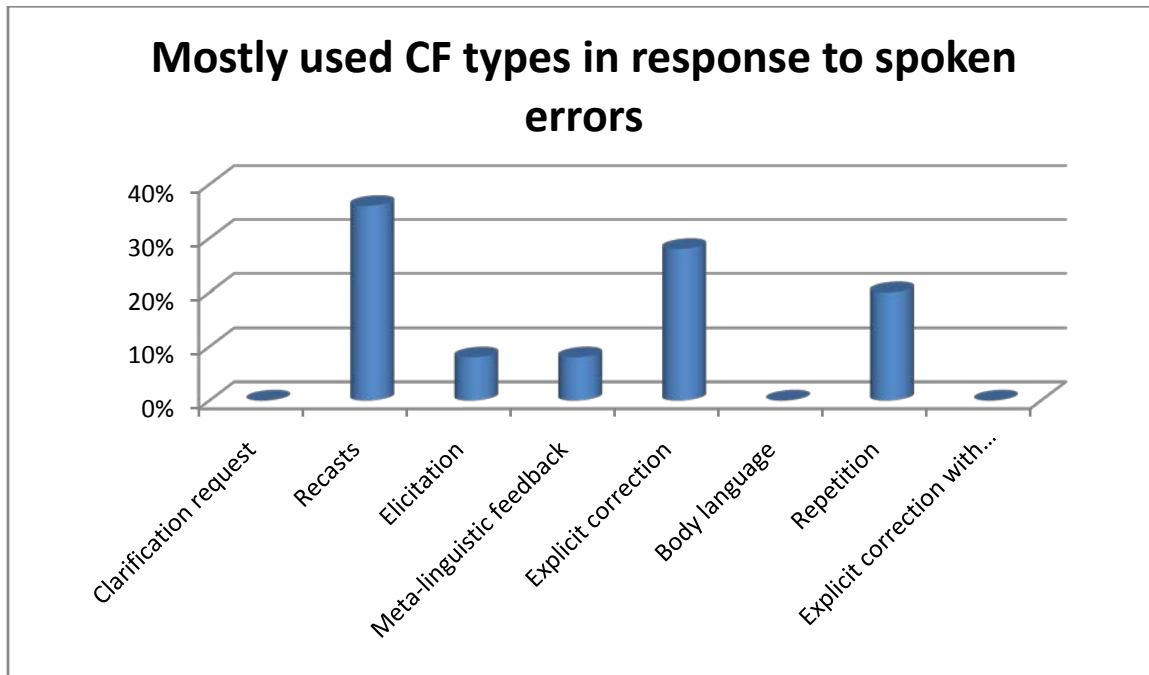
Figure 10: Preferred feedback while giving oral feedback

4.2.5 Which feedback do you think will give the best student uptake in the process of learning?

This question was asked to reveal the type of feedback which will produce the best student uptake. The result have shown that recast (supported by 28% of the teachers), elicitation (supported by 28% of the teachers), explicit correction (supported by 24% of the teachers), and repetition (supported by 20% of the teachers) will give the best student uptake in the learning process. Teachers choose these approaches or a mix is needed depending on the learning strategies, the situation, and the specific student, responded by few teachers.
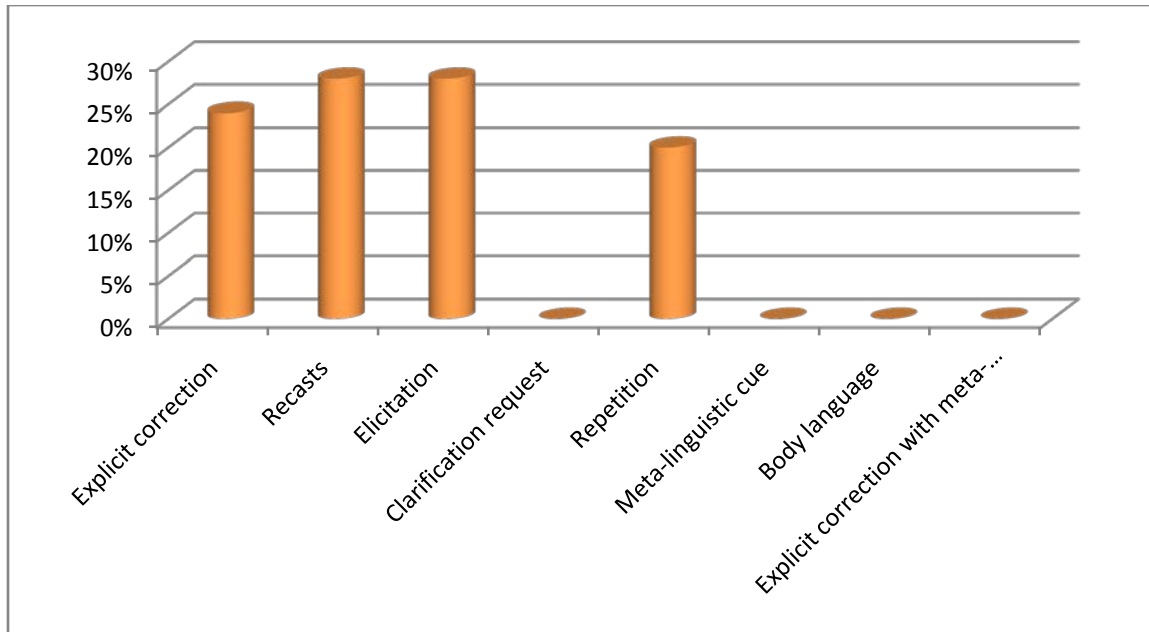
Figure 11: Providing feedback lead to best uptake in the process of learning.

4.2.6 Do you think errors should be corrected when your students speak English?

64% of the teachers are of the opinion "yes" that teacher should correct the learners' erroneous spoken utterances in order to achieve a higher proficiency in English while 36% of the teachers responded that error should be corrected "depending on the types of error". A reason given by one of the teachers for choosing this option is that correction was unnecessary if they can understand the students' erroneous utterances.
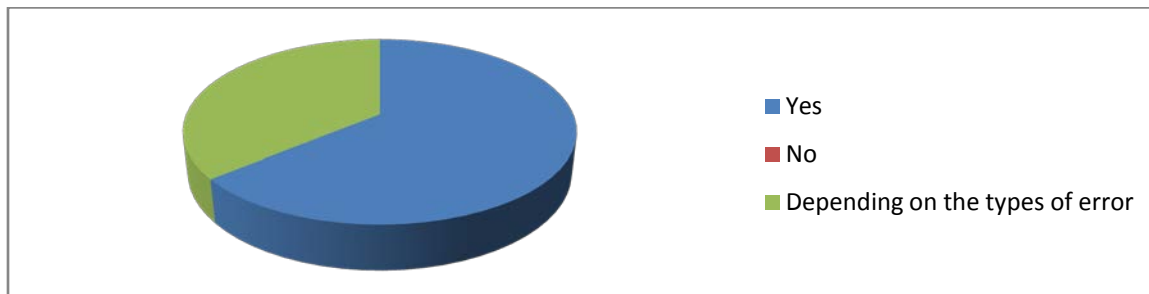
Figure 12: Correction of spoken errors

4.2.7 How important do you think it is to provide oral feedback to acquire a higher proficiency in English?

As indicated in figure 13, no participants (0%) believe that oral feedback should be entirely ignored. The majorities are of the opinion (68% of the teachers) that oral feedback is "very important" in order to gain accuracy and fluency in English and approximately 20% of them expressed that it is "fairly important" as feedback should be given depended on the situation, commented by one of the teacher as well as 12% of the teachers supported that oral feedback is "rather important".
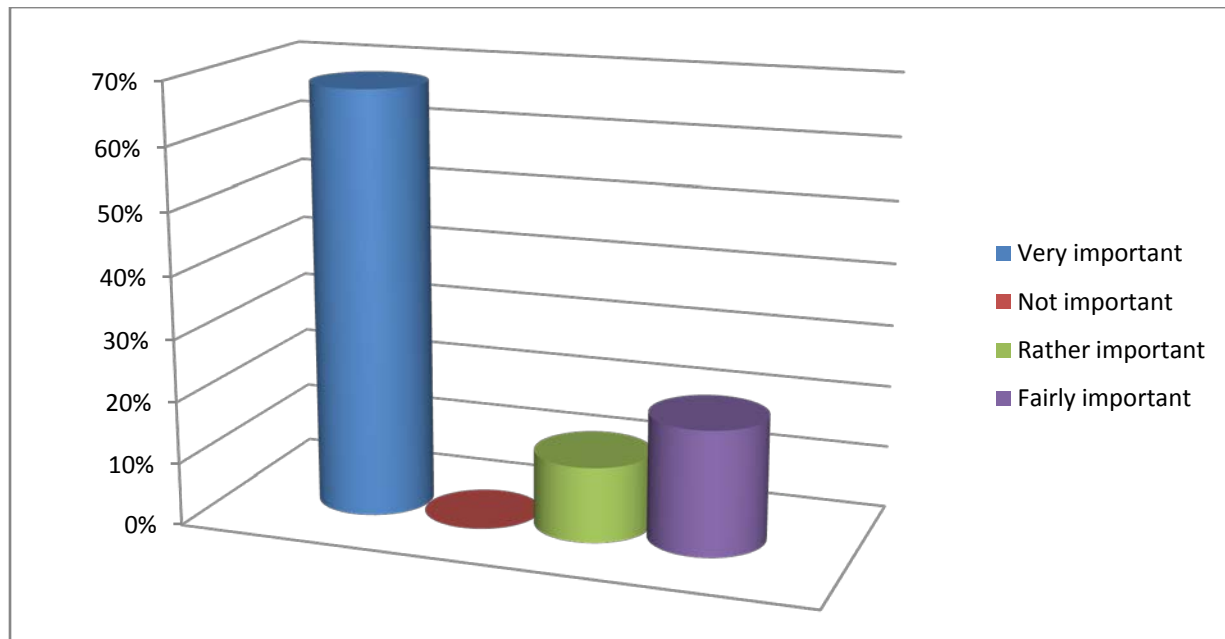
Figure 13: The importance of giving feedback

4.2.8 From your point of view, who should provide corrective feedback in the classroom setting?

In the questionnaire, a significant number of the participants (76%) responded "teacher-correction". The most important reason for choosing this, according to the teachers, was to

confirm that they can simply define all the problems that need solution so that students are able to understand where improvement is needed. On the other hand, 24% of the teachers preferred "self-correction" in the classroom. Peer-correction, on the other hand, was not preferred as positive activity by any of the teachers (0%).
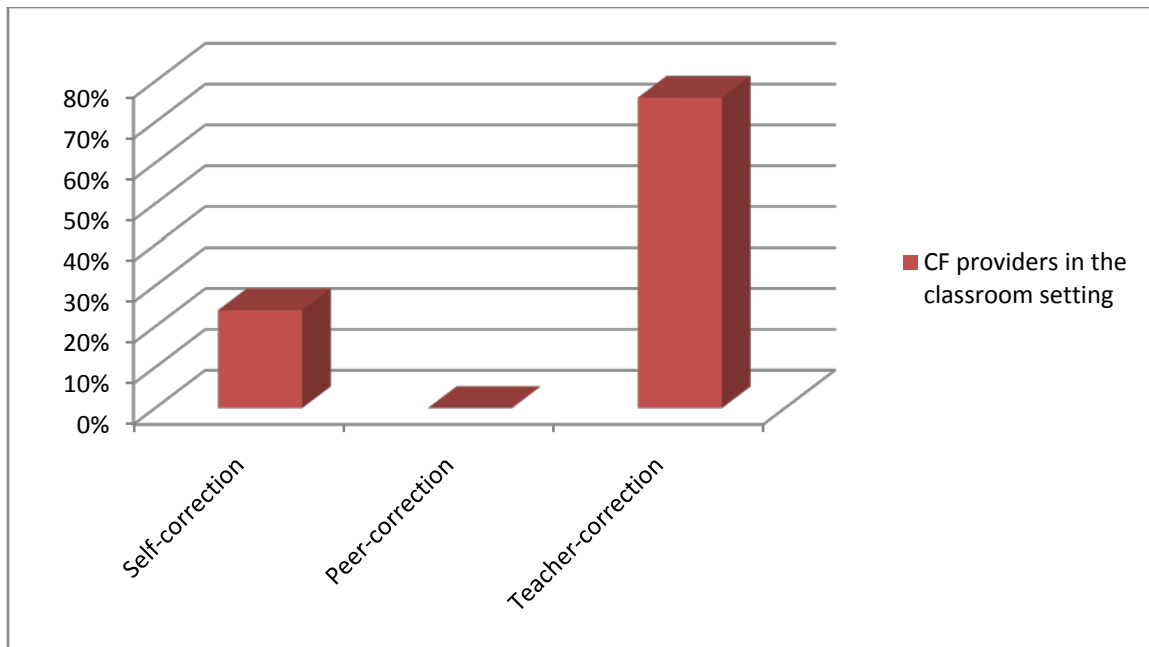
Figure 14: The preference of CF providers in the classroom setting

4.2.9 When you provide oral feedback during the classroom, you usually comment on:

The chart below shows that 44% of the total participants usually comment on "grammatical errors" while 28% advocate "pronunciation errors" when giving oral feedback. Not so many teachers think that it is essential to comment on pragmatic errors (responded by 16%) and vocabulary errors (responded by 12%).

TEACHERS' THOUGHT AND AWARENESS OF USING OCF   47
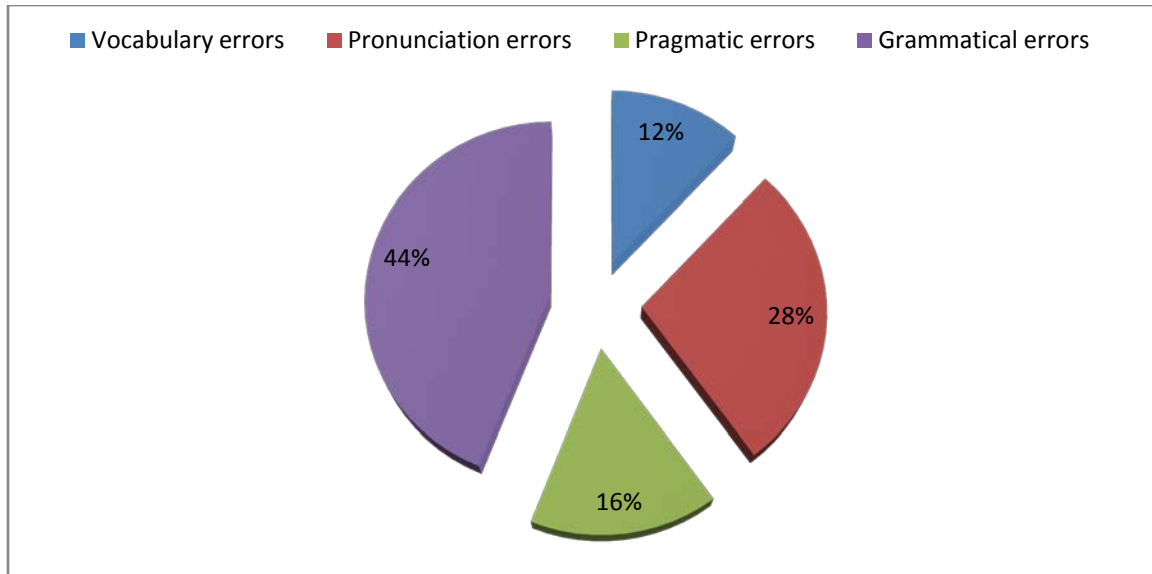
Figure 15: The types of errors requiring oral feedback

4.2.10 From your point of view, when should learner errors be corrected?

This question was asked to know the timing for providing corrective feedback of the learners' errors, 72% of the teachers favoured "immediate correction" while 28% preferred "delayed correction". However, none of them (0%) preferred "postponed correction".
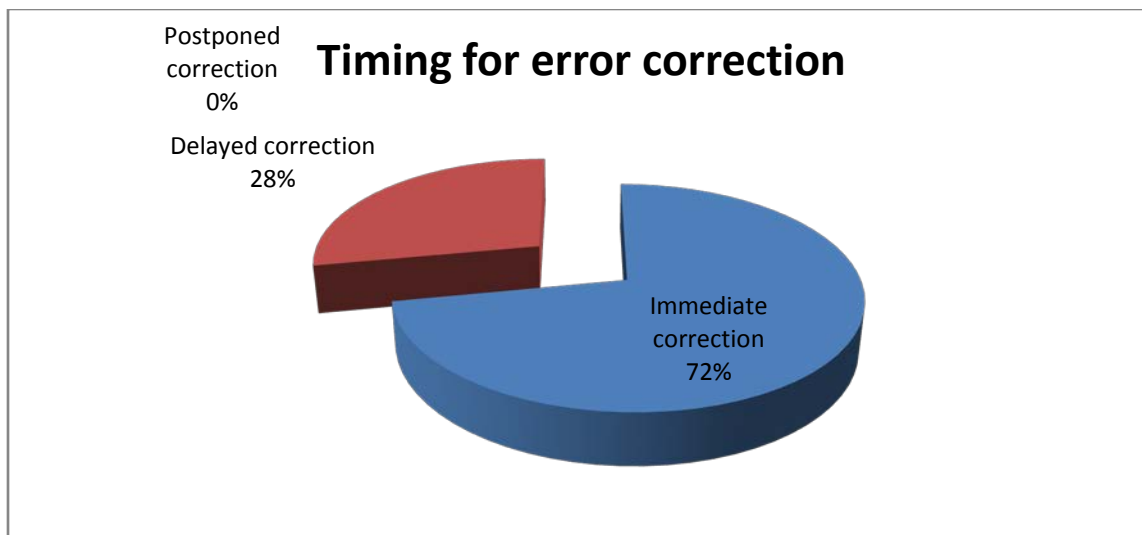
Figure 16: The results of the time for providing corrective feedback

4.2.11 What is the students' reaction while you provide oral corrective feedback during the classroom?

Among of the 25teachers, 48% of the teachers claim that students are "indifference" with the corrective feedback they receive in class, 40% of the total group experience positive or neutral emotions (contentment) when being corrected, and 12% of the teachers state that students react with anger or irritation to error correction. However, shame was not selected by any of them (0%).
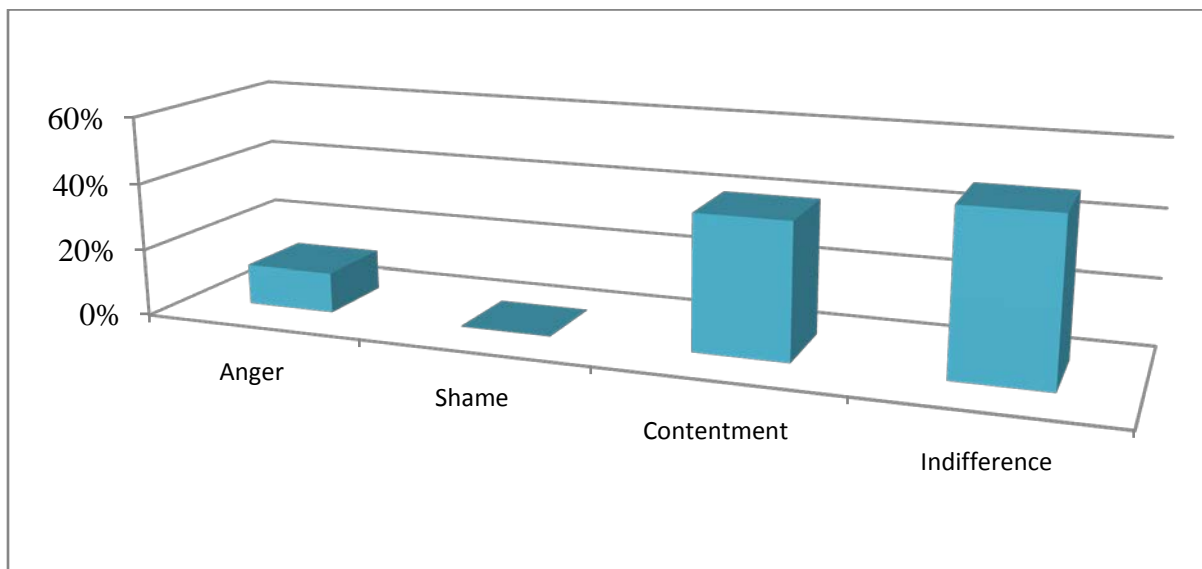
Figure 17: The teachers' perception on student's reaction to corrective feedback they receive

4.2.12 Which oral corrective feedbacks do you prefer to use to lead student uptake while focusing on grammatical errors?

To give feedback on grammatical errors, 32% of the teachers used approach is recasts. Explicit correction and meta-linguistic feedback is also used quite often (24% each) while elicitation is not so frequent used, responded by 20% of the teachers. Conversely, no one teacher

(0%) did not advocate on clarification requests, repetition, body language, and explicit correction

with meta-linguistic explanation as effective feedback for grammatical errors of the students.
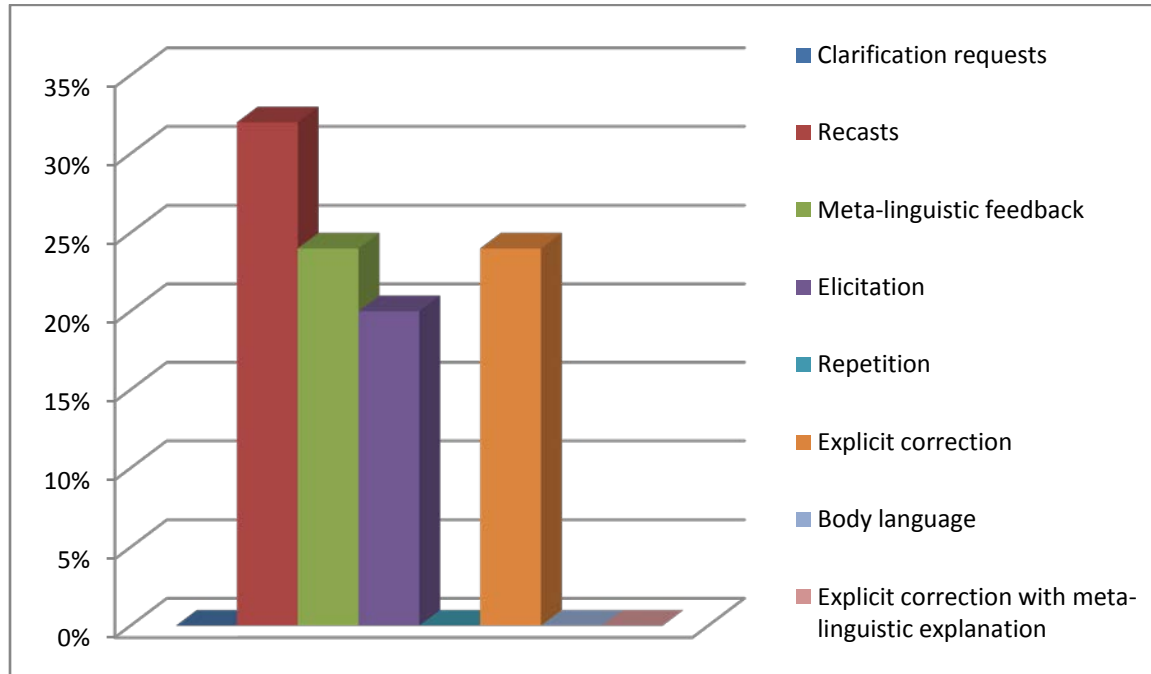
Figure 18: The preference of CF types on grammatical errors

4.2.13 When focusing on pronunciation, which oral corrective feedback do you prefer to use?

The results have shown that more than half of the teachers (64%) prefer to use "recasts"

when focusing on mispronunciation. 20% of the teachers answered "explicit correction" and

16% of the teachers answered "repetition" while no one (0%) uses "clarification requests", meta-

linguistic feedback", "elicitation", "body language", and "explicit correction with meta-linguistic

explanation".
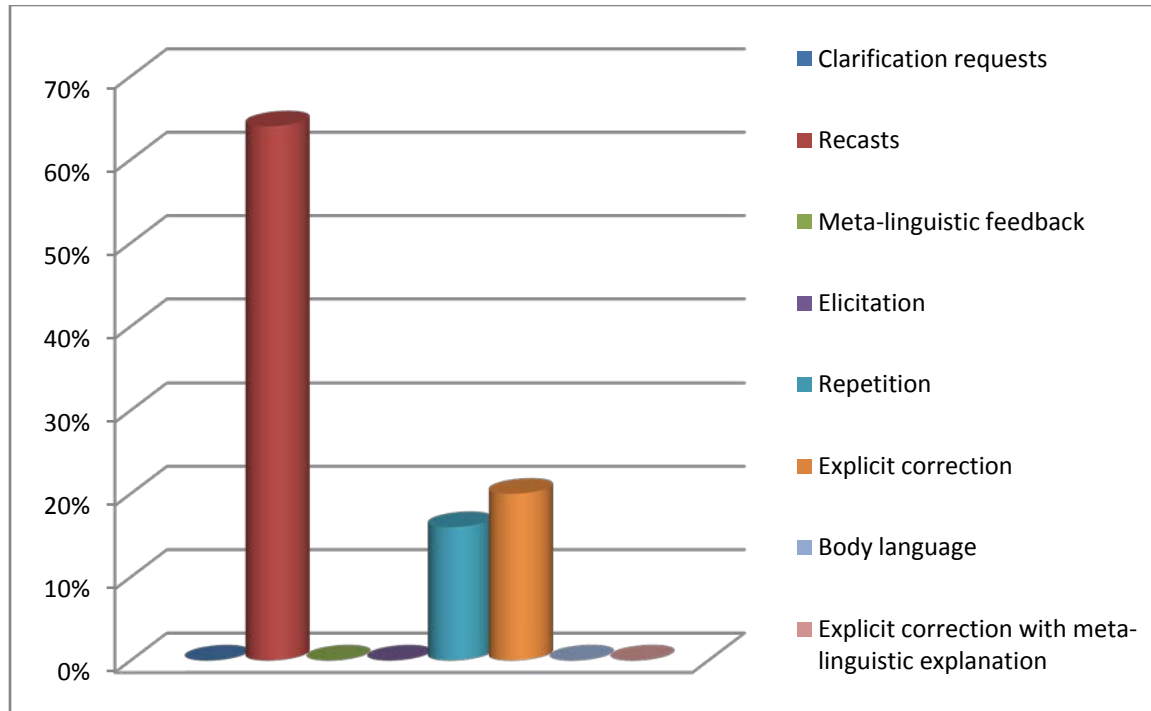
Figure 19: The preference of CF types when focusing on pronunciation

4.2.14 Which oral corrective feedback do you usually prefer to provide in response to vocabulary errors?

Of the eight types of feedback, "recasts" (responded by 48% of the teachers), "explicit correction" (preferred by 32% among participants), and "elicitation" (advocated by 20% of the participants) were used the most frequently, and recasts occurred in more than half of the feedback turns in response to vocabulary errors while none of them (0%) used "meta-linguistic feedback", "clarification requests", "repetition", "body language", and "explicit correction with meta-linguistic explanation".
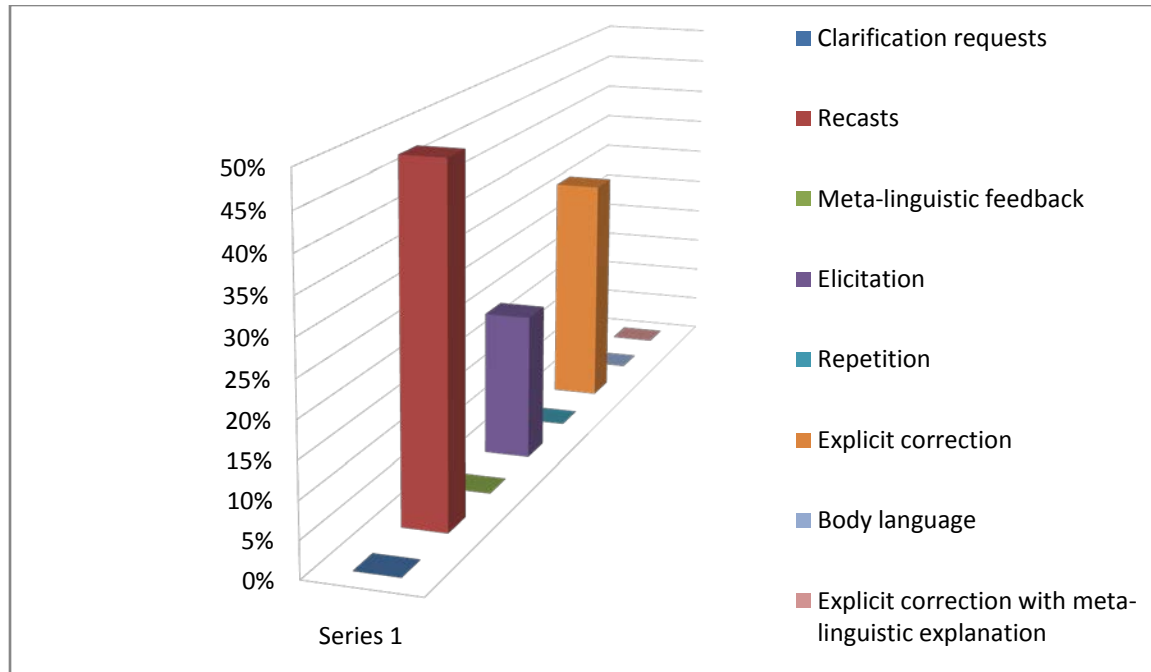
Figure 20: The most useful approach when focusing on vocabulary errors

4.2.15 Do you think error correction can create negative emotional experience for the students that hinder the learning process in the classroom?

According to the data presented in figure 21, 56% of the total teachers admitted "no" that students have positive attitude towards errors correction. The most frequently cited reason for "no" was that their students wanted to promote accuracy in English. No one teacher (0%) said "yes", in contrary, nearly half of the respondents (44%) advocate "sometimes" error correction can create negative impact on successful learning if the teachers provide exceeding correction or sketchy feedback that did not meet the students' needs and expectation.

Whether or not errors should be corrected

Yes
0%

Sometimes
44%

No
56%
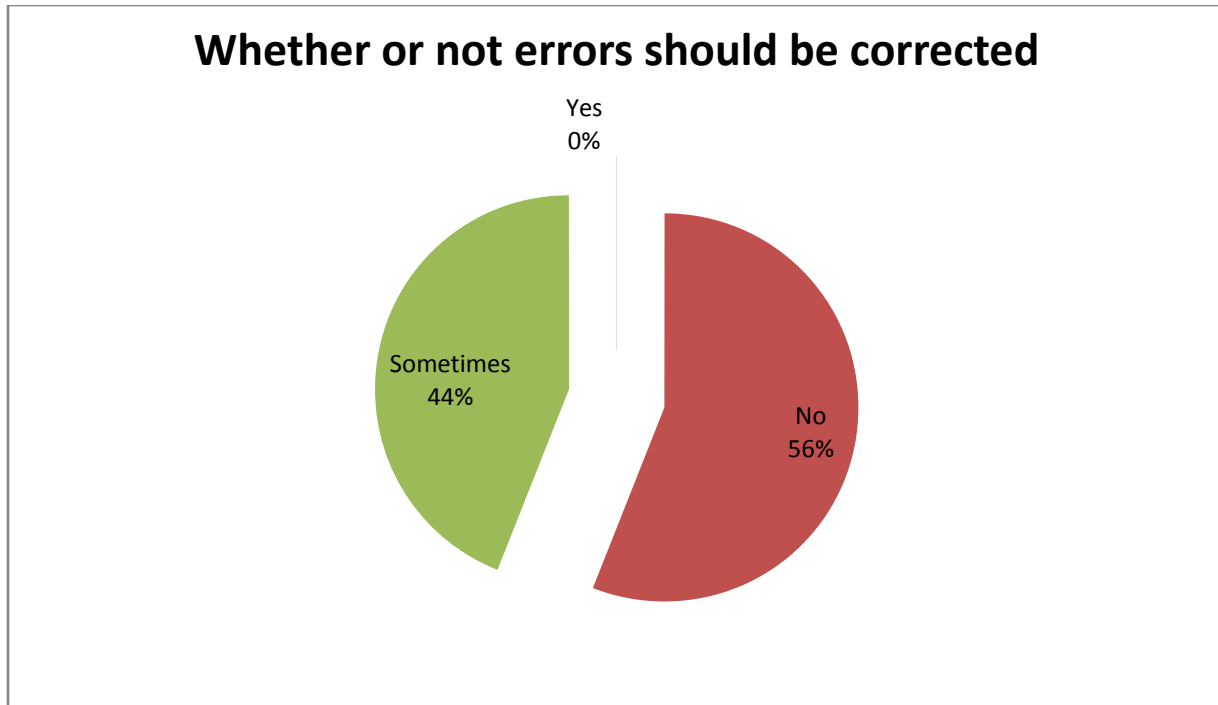
Figure 21: Teachers' perception towards error correction in the classroom

4.2.16 How important do you think it is to adapt feedback to the needs of individual students in learning process in order to acquire a desired goal?

The majority of the teachers (64%) responded "fairly important" while 36% of the teachers advocate "very important". A reason given by many teachers was that sometimes situation and atmosphere have an influence on the individual students' needs and expectations in the classroom. However, none of them (0%) supported "rather important" and "not important".

Importance of adapting feedback

■ Very important   ■ Rather important   ■ Not important   ■ Fairly important
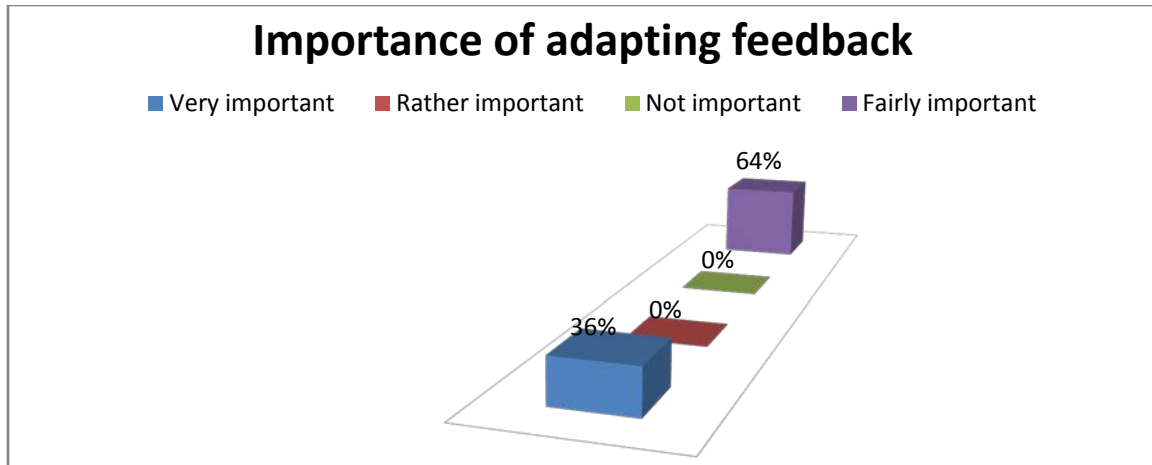
Figure 22: The importance of adapting feedback to the needs of individual students

4.2. 17 Do you think contextual factors like classroom environment influence your choice of corrective feedback method?

72 percent of the total participants said "yes" contextual factors impact on choice of corrective feedback method while 28% have acknowledged "sometimes". "No" was not responded by any of them (0%).

Contextual factors influence on choice of CF method

■ Yes   ■ No   ■ Sometimes
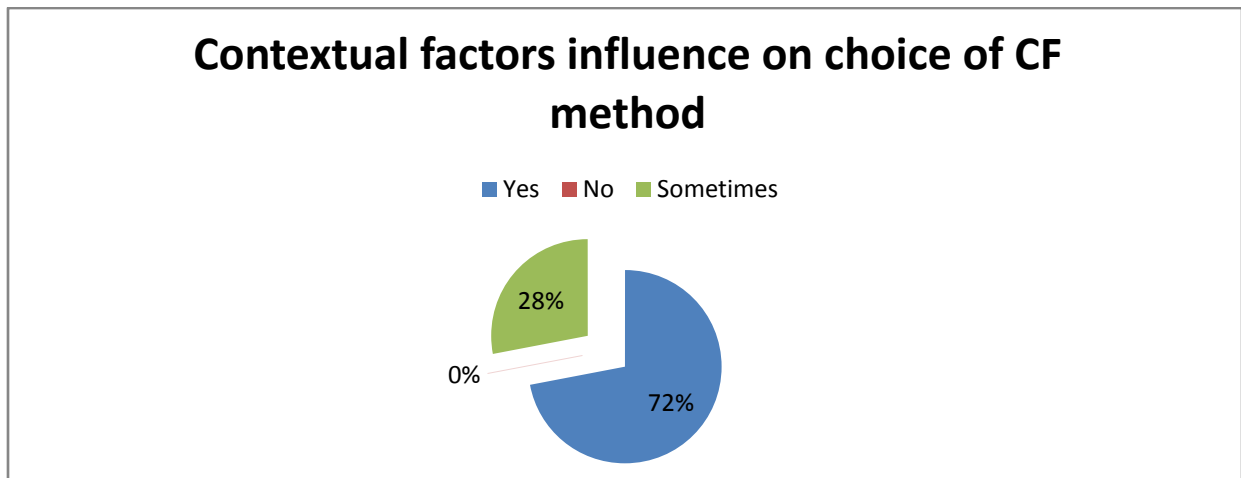
Figure 23: Teachers' perception on whether or not contextual factors influence the choice of corrective feedback method.

4.3 Findings of Classroom Observation

This section will include a presentation of the result of the analysis of the observation in the form of one table in which interpret the total number of the different feedback types given by the four teachers of four different levels on the basis of different types of erroneous utterance (see table 2). The teachers who participated in the survey to give their thought about and experience of OCF are the same teachers whose classes were observed to show the actual use of the different feedback types depending on the error made by the student in the English classroom in Bangladeshi context. The main purpose of this study is to find out the types of oral corrective feedback most frequently used during the classroom interaction for correcting the erroneous utterance of student. To observe the four classrooms of four different levels, it has been found that all the level most frequently used explicit correction, recasts, meta-linguistic cue and elicitation to correct the oral error utterances. And the rest of them were less used by the teachers (see table-2). The observations of these classes will be presented one by one by giving the classroom interaction patterns are as follows:

To observe "the classroom of KG" researcher found that teacher most frequently used "recasts", "explicit correction", and "repetition" more than the other types of oral corrective feedback to correct the grammatical errors. On the other hand, after completing the fairy tale, teacher asked the question on the basis of fairy tale, some student responded it successfully and the rest of them tried to response and that time teacher used explicit correction and recasts strategies for correcting the error answer (see table 2). Most of the input came from the teacher during the classroom setting and the pattern of classroom talk being:

- Teacher question

- Student response

- Teacher confirmation

For example: one exchange of grammatical error was as follows:

T. To draw the picture on the blackboard, asked the student to utter the picture name with number.

S. Three doll (responded by student)

T. Three dolls (recasts expression)

To observe the classroom of class-1 researcher found that for correcting the grammatical error teacher used more "recasts", "explicit correction" and "meta-linguistic cue" strategies while "elicitation" and "body language" were use one time each. The rest of them were not used by the teacher in the class (see table 2). The pattern of the classroom interaction was quite similar with the KG interaction patter of teacher and students. For example: one interaction of teacher and student was as follows:

T. Teacher wrote down few translations on the black board and then asked one by one to translate the Bengali sentence in English.

S. The boy is catch the ball (responded by student)

T. Said "no" (used body language)

T. The boy is catching the ball (used explicit correction strategies by teacher)

To observe "the classroom of class-3" researcher found that teacher provided feedback on the grammatical error by using "recasts", "explicit correction", "elicitation" and "meta-linguistic cue" strategies. "Body language strategy" was used one time. In contrary, "recasts strategy" was used three times to correct the pronunciation (see table 2). For example, during the classroom setting one exchange was as follows:

T. Teacher wrote down the few sentences on the blackboard and asked the student one by one what is the name of this sentence like, may you live long!

S. Exclamatory sentence (responded by one student)

T. Said " no" and it is not exclamatory sentence, it is Optative sentence. (used body language and meta-linguistic feedback strategies)

To observe "the classroom of class-4" researcher found that recasts was the most frequently given feedback type than the others oral corrective feedback like explicit correction, elicitation, meta-linguistic cue, and explicit correction with meta-linguistic explanation were used two time each. Three strategies were not used by teacher at all is that repetition, body language, and clarification requests (see table 2). To support the discussion of providing feedback strategies, researcher will give one example to show the pattern of classroom instruction which was noticed during the classroom observation. For example:

T. To write down the few sentences on the blackboard, teacher asked the student to change the following sentence by using appropriate tense like, "we were playing football before the train started" (change it by using past perfect continuous).

S. We had playing football before the train started (responded by student)

T. said "no" and repeated the structure of past perfect continuous (used body language strategies and then explicit correction with meta-linguistic explanation). But no one produced the correct utterance and then teacher said the correction answer like, "We had been playing football before the train started" (used recast strategies by teacher).

Table 2: The distribution of levels and focus, feedback strategies.

Level and focus	Types of Feedback							
	EC	Recasts	E	CR	Repetition	MC	BL	Explicit correction with meta-linguistic explanation
KG- focus on grammatical error and question and answer part	3(G And Q&A)	4 (G and Q&A)	1		2		1	
Class-1, focus on grammar error (tense and number)	3 (T and N)	4	1			2 (T & N)	1	
Class-3, focus on grammar error (gender, kinds of sentence and form of verbs) and pronunciation	2	3 (G and P)	2			2	1	
Class-4, focus on grammar (tense) and word choice	2	4 (G & WC)	2			2		2

Note. EC=explicit correction, E=elicitation, CR=clarification requests, MC=meta-linguistic cue, BL=body language; G and Q&A= grammar and question & answer part, T and N=tense and number, G and P=grammar and pronunciation, G & WC=grammar and word choice.

4.4 Analysis of the Findings of Classroom Observation

From the classroom observation, the researcher found that the teachers used different types of oral corrective feedback strategies as a tool to best meet their classes' needs or to boost learners to develop their target language speaking skills. In addition, it appears that recasts strategy most frequently used by four teachers of four different levels on the basis of grammatical error, mispronunciation, word choice and error answer of teacher's question. One possible reason might be in that case student felt comfortable with that strategy and gave more attention on what teacher repeated. This also chimes with the findings of Rydahl (2005) and Fungula (2013) who reported that recasts comes out naturally, not time consuming and expression way is not too direct, for that reason, teacher might be preferred recasts strategy to correct the error utterances of student.

Another finding appears while observing the classroom of four different levels is that primary students do not understand most forms of feedback and at the same time most student could not able to write down on the copy what teacher say. To support this finding, the researcher presents two exchanges of two different levels which were provided during the classroom setting. One exchange comes out from the observation of KG is that after completed the fairy tale, the teacher asked all the students one by one different types of question based on the story like "snowhite and the seven dwarfs" to judge the capability of understanding. Some students responded successfully but the rest of them could not response properly. That time teacher used recasts and explicit correction strategies for providing the correct information. But Student could not able to understand what teacher provided based on their errors and did not pay much attention to what teacher said. This finding emerges while teacher called two students for role playing. One student asked to another student based on story is that "who is the prettiest all

of us?" instead of asking "what is the name of beautiful princess?". Another student answered

that " you are pretty" instead of "snowhite". From this role-play, the researcher thinks out that

the students could not comprehend to what teacher said before. One possible reason could be

students do not have enough patience or understanding to grasp the instant oral corrective

feedback. The similar finding is presented by Weeden and Winter (1999) who expounded that

primary students do not understand most form of feedback. In addition, another finding appears

from that role-play is that teacher did not interrupt to correct all the error made by the students. It

might be student felt encouragement in that way. The finding is broadly similiar Fungula (2013)

who found that sometimes teachers did not provide feedback if the students erroneous utterances

could still be understood in order not to break the learners' flow of mind. Another exchange is

emanating from the observation of Class 1. To write down the few sentences on the blackboard,

teacher said the students to note down on their worksheet copy. After completing the writing

task, teacher asked one by one to know the answer of students. One student uttered a wrong

sentence like "they are going to picnic" instead of saying "they are going on a picnic". While

teacher was provided correct information by using recasts strategy, most of the students were not

able to write down the correct answer on their work sheet copy. Only few students were able to

write or check with their own answer what teacher said. Similar result made by Alamari,

revealed that only 15 percent students write down the correction in the notebook and the rest of

them were not able to do that.

Furthermore, time constraints, comfortable atmosphere, personal interest of student and

number of student might be influenced on the correction that appears while observing the class-

4. Teacher writes down the few sentences on the blackboard, gave instructions on how to do the

task. After completing the task, student submits the worksheet copy to the teacher. Teacher was

not contented with the copy because most of the students jot down the error answers. After that she returned back all the copies to the students and then asked one by one to tell the correct answer of those sentences which write down on the blackboard. While teacher asked one student to change the correct form of the sentence like "the mouse was starting to cut the rope (past indefinite)". That time student uttered the correct answer. After that teacher said the student "why are you writing this sentence incorrectly?". From that exchange it appears that student came up with the correct answer successfully in the sake of teacher friendliness attitude. One possible reason could be student might not be interested to do the task. For the sake of that, they made mistake on worksheet copy. Besides, number of student impacts on error correction. It appears while observing the class-3 because most of the time teacher did not give feedback on the mispronunciation. Only three times is given out of 7 times. One possible reason might be, it takes more time, which is why teacher could not able to finish thoroughly within the given amount of time. This finding supports with Lier (1988) who exposed that situation and atmosphere influence on the correction.

Another finding appears during the observation is that the teacher did not give feedback on the lexical error. Two examples are provided to support the statement. One example is, while teacher returned the homework copy to the student, it appears that one student writes "cuz" instead of "because" on the copy but did not correct by the teacher. And another example is, while researcher entered the classroom of KG, one student asked the researcher "miss, do you come from bidhes?", "bidesh" is Bengali word. Teacher heard that but did not give any feedback. From these examples, it appears that sometimes errors are neglected in some extent in order to save students embarrassment which hampers the freedom to express themselves. The similar finding is presented by Mendez and cruz (2012) stated that teacher did not pay more attention on

those types of errors that probably did not obstruct comprehension between the language instructor and the learners.

Therefore, from the observing of four classrooms of four levels, it appears that teacher not only frequently used recasts strategy, but also used explicit correction, elicitation, meta-linguistic cue, repetition, body language, and explicit correction with meta-linguistic explanation depending on the content, focus, timing and audience in order to correct the error utterance what student made in the classroom. Furthermore, it also appears that sometimes teachers used their own teaching technique that probably gained from their teaching experience or lack of teacher training on how to give feedback. Besides, most of the time teachers provided feedback in a direct way. One possible reason could be, all the students were belonged to primary level and they do not have the capacity to grasp the feedback in an indirect manner. However, one strategy was not used by at all is that clarification requests.

4.5 Answer to the Central Research Questions

This part will predominantly discuss about the final findings of the central research questions.

4.5.1 What types of oral corrective feedback are most frequently used during the classroom instruction for correcting the error utterance of student at primary level?

Like the vast majority of other OCF studies, the result of this study show that oral corrective feedback is one of the most important tools to boost the students for developing a higher proficiency in English. For the sake of that, the teachers most frequently used different types of oral corrective feedback for correcting the errors made by the student at the primary level English classroom in Bangladeshi context in order to prevent the learners' errors from getting fossilized. According to Yule (1985), when the students learn a second or foreign language, they will get only a few hours or a week comparing to learning a first language. Also,

they have another language for their daily communication. In addition, after critical period, it is even more difficult to pick up the features of another language due to abrupt decline in plasticity and no residual plasticity in human's brain to adapt new types of information after this period is over. Critical period is actually occurs during early childhood and ends somewhere around puberty or could be even earlier. In that sense, to master a new language, OCF plays a vital role in the process of learning.

Furthermore, from the data of the questionnaire and classroom observation, it is clear that "recast" is most frequently used than the other types of oral corrective feedback for correcting the erroneous utterance of students. The reason why teachers use recasts the most out of the eight feedback types could be because recast comes out naturally, not too direct, time consuming and face saving strategies that did not break the students' "flow of mind" in the learning process. This suggests similar with Park (2010) who pointed out that recast do not pinpoint students error, rather it gives a safe, non-threatening way to correct the error utterance of students, for that reason, it does not hinder the natural flow of speech too much and makes the students' to be more confident in conversational class, especially in a beginning level class.

Moreover, "explicit correction", "elicitation", and "meta-linguistic" feedback are preferred by a significant number of the teachers. The reason for this could be that teachers have different teaching styles, feedback types preferences and previous experience of feedback giving in order to best meet the needs of their classes. The findings are broadly similar with Kim (2015) who stated that teacher choices of corrective feedback method influenced by contextual factors like the classroom environment, their teaching style and the needs of different types of learners.

Sometimes, teachers preferred to use "repetition", "body language", "explicit correction with meta-linguistic explanation" depending on errors made by the students in the classroom while "clarification requests" is entirely ignored by them.

4.5.2 Which errors (grammatical, lexical, phonological, semantic or pragmatic) do teachers prefer to correct in the process of learning to acquire a second language successfully? What kinds of feedback or approach do they use with specific error categories?

In order to acquire a target language successfully, almost all the teachers prefer to provide feedback more when the student makes errors in grammatical and pronunciation. In regard to lexical and pragmatic errors, teachers considered as valid in the process of language learning or language acquisition in the classroom. This also chimes with the findings of Mendez & Cruz (2012) and Tomczyk (2013) study, they claimed that morphosyntactic and pronunciation errors are more often corrected than lexicon and pragmatic errors. The result from the questionnaire and classroom observation, it is clearly seen that teachers do not provide feedback if they can understand what their student said despite the presence of an error. The similar findings presented by Fungula (2013) who noted that correction was unnecessary if teachers are able to understand the erroneous utterances of students in order not to break students' follow of mind.

Furthermore, most of the teachers are aware of the necessity of applying different types of feedback to various types of error made by the student during the classroom. The result also demonstrates that "recasts" and "explicit correction" approach are most often used than other approaches in response to grammatical errors, pronunciation errors, and vocabulary errors. The similar finding is presented by Rydhal's (2005) who found that recast used more frequently that the other types of feedback in response to vocabulary, pronunciation and grammatical errors. In

addition, Ellis (1995) also suggested that sometimes teachers use a mix of different approach or use the same type of feedback or approach on the erroneous utterance of students.

4.5.3 Do teachers think OCF should always be given? Or when they prefer to provide feedback that made by the student?

In the process of second language learning, error making seems to be inevitable because of having students' lack of knowledge of the language. For the sake of that, all teachers considered oral corrective feedback as one of the most important tool in the primary level English classroom in Bangladeshi context in order to achieve fluency and mastery over English language. Since, to master knowledge and higher proficiency in English, error correction is necessary for primary level students', in spite of that, sometimes teachers do not provide feedback when errors were less severe, one possible reason could be that students will lose interest and feel discouraged and depressed in the learning process. This suggests similar with Lyster et al (2013) who claimed that oral corrective feedback is an effective tool in SLA classroom as it not only for noticing target models in the input but also for corroborating emergent L2 knowledge and skills. Besides, Keenedy (1793) study also revealed that error correction helps the students to discover the functions and limitations of the syntactical and lexical forms of the target language. On the other hand, the findings of this study are rather different to those of Chaudron (1977), Krashen (1987), Salikin (2001) and Truscott (1999) who claimed that error correction is more of a hindrance rather than a useful tool intended to hamper the natural process of learning of the target language and prevent the natural exposure of the language.

Furthermore, this study also explores the preferences of timing of providing different feedbacks on the errors made by the students in a teaching situation. Most teachers preferred immediate correction more than delayed correction; it could be that all the students were primary level students. Moreover, depending on the types of errors, sometimes teachers try to elicit correction from the student in order to interlanguage development and finally corrected by them if students are unable to do that. The findings are rather different with Tomczyk (2013) who revealed that delayed correction is favoured by the secondary level teachers and learners because immediate correction interrupts a student's utterance that might have its negative consequence.

Chapter 5: Conclusion

Feedback has emerged as an important tool or an effective instructional component to facilitate the learning process in the classroom. This study set out to investigate the types of oral corrective feedback most frequently used by a primary ESL teacher during the classroom instruction for correcting the learners' erroneous utterance in order to acquire a second language successfully. The results are quantitative in that they present the frequency with which the different feedback approaches were applied in response to spoken errors committed by the learners in the classroom, and also, qualitative to highlight the techniques that employed by the teacher in term of student needs, proficiency level, age and classroom objectives which influence on whether to correct, which errors to correct and how to correct. Based on the findings, this research draws a conclusion.

The findings revealed that all the teachers considered oral corrective feedback to be an important tool to meet the needs of each individual student to develop the speaking accuracy during the classroom setting. But, sometimes teachers neglect the types of errors to some extent in order not to break learner's flow of mind. With regard to the use of the strategies, recasts strategy most frequently used than other strategies in response to grammatical, vocabulary and pronunciation errors by the teachers. In contrast, clarification requests strategy was entirely ignored. Research also found that grammatical and pronunciation errors are more often corrected and immediate correction is especially favoured by the teacher depending on the types of errors. Consequently, it is clear that depending on situation, atmosphere, age of student and size of group, teacher provides different types of feedback techniques based on the types of spoken errors to best meet their classes' need in Bangladeshi context.

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Appendix: A

<u>Survey Questionnaire</u>

About the survey:

This survey questionnaire is designed for Bangladeshi EFL/ESL teachers teaching in the primary level. This survey aims to explore the types and frequencies of oral corrective feedback in response to error correction of students' preferred by the teachers' that lead to students' uptake in the English classroom in Bangladeshi context.

Name_____

Age_____

Gender_____

Teaching experience_____

E-mail address (if any)_____

Grade (s) are you presently teaching_____

<u>Choose the answer that describes you/your choice best</u>

1. What kind of feedback is suitable for effective teaching?

   o   Oral feedback

   o   Written feedback

   o   A mix of both feedback

2. Do you think that oral corrective feedback is necessary to acquire a target language speaking skills?

   o Strongly agree

   o Agree

   o Strongly disagree

   o Disagree

3. Which teaching approach do you prefer in oral interaction?

   o Form-focused teaching approach (e.g. it helps students to speak correctly than to get them the courage to talk as it focuses more on correctness regarding pronunciation and grammar).

   o Meaning-focused teaching approach (e.g. it is more important that students have the courage to speak, regardless of correctness as it focuses more on vocabulary and meaning).

   o A mix of both approaches.

4. Which approach do you prefer to use most of the time while providing oral feedback in the classroom? (On page 81, 82, & 83 you will find a detailed explanation of the eight different approaches or feedbacks).

   o Clarification requests

   o Recasts

   o Elicitations

   o Mata-linguistic feedback

   o Explicit correction

   o Body language

o Repetition

o Explicit correction with meta-linguistic explanation

Comments:…………………………………………………………………………..

5. Which feedback do you think will give the best student uptake in the process of learning?

  o Explicit correction

  o Recasts

  o Elicitation

  o Clarification request

  o Repetition

  o Meta-linguistic cue

  o Body language

  o Explicit correction with meta-linguistic explanation

6. Do you think errors should be corrected when your students speak English?

  o Yes

  o No

  o Depending on the types of error

Comments:…………………………………………………………………………..

7. How important do you think it is to provide oral feedback to acquire a higher proficiency in

  English?

  o Very important

  o Not important

  o Rather important

  o Fairly important

8. From your point of view, who should provide corrective feedback in the classroom setting?

   o   Self-correction

   o   Peer-correction

   o   Teacher-correction

Comments:…………………………………………………………………………..

9. When you provide oral feedback during the classroom, you usually comment on:

   o   Vocabulary errors

   o   Pronunciation errors

   o   pragmatic errors

   o   Grammatical errors

10. From your point of view, when should learner errors be corrected?

   o   Immediate correction

   o   Delayed correction

   o   Postponed correction

Comments:…………………………………………………………………………..

11. What is the students' reaction while you provide oral corrective feedback during the classroom?

   o   Anger

   o   Shame

   o   Contentment

   o   Indifference

12. Which oral corrective feedbacks do you prefer to use to lead student uptake while focusing on grammatical errors?

o   Clarification requests

o   Recasts

o   Meta-linguistic feedback

o   Elicitation

o   Repetition

o   Explicit correction

o   Body language

o   Explicit correction with meta-linguistic explanation

13. When focusing on pronunciation, which oral corrective feedback do you prefer to use?

o   Clarification requests

o   Recasts

o   Meta-linguistic feedback

o   Elicitation

o   Repetition

o   Explicit correction

o   Body language

o   Explicit correction with meta-linguistic explanation

14. Which oral corrective feedback do you usually prefer to provide in response to vocabulary

errors?

o   Clarification requests

o   Recasts

o   Meta-linguistic feedback

o   Elicitation

- o   Repetition

- o   Explicit correction

- o   Body language

- o   Explicit correction with meta-linguistic explanation

15. Do you think error correction can create negative emotional experience for the students that hinder the learning process in the classroom?

- o   Yes

- o   No

- o   Sometimes

16. How important do you think it is to adapt feedback to the needs of individual students in learning process in order to acquire a desired goal?

- o   Very important

- o   Rather important

- o   Not important

- o   Fairly important

Comments:………………………………………………………………………………

17. Do you think contextual factors like classroom environment influence your choice of corrective feedback method?

- o   Yes

- o   No

- o   sometimes

Details explanation of the eight different approaches or feedbacks:

➢ Explicit correction refers to the correct form which is clearly indicates the student that this utterance is incorrect (e.g., "oh, you mean," "you should say").

An example would be:

S: there is a little milk in fridge.

T: It's not "in fridge", but "in the fridge"

➢ Recasts refer to the teacher repetition with correct form of student erroneous utterance without directly point out that the utterance is incorrect.

An example would be:

S: I have 20 years old

T: I am (Partial didactic recast)

S: Can I lend your book?

T: What?

S: Can I lend your book?

T: You mean, can I borrow your book? (Conversation recasts).

➢ Elicitation refers to three technique of teacher in which he or she elicits the correct form from the student such as by asking question (e.g., "How do I ask somebody to clean the board?), by pausing to allow students to "fill in the gap" (e.g., "It's a . . . "), or by asking to reformulate the utterance (e.g., "Can you repeat that once again?").

An example would be:

S –My father cleans the plate.

T –Excuse me, he cleans the???

S –Plates?

➢ Clarification requests refer to the teacher indication to students that he or she does not understand what student just said. It typically occurs when student produces erroneous utterance and that time teacher uses some requests phrases like "sorry", "Pardon me", "excuse me" etc.

➢ Repetition refers to the teacher repetition of student erroneous utterance, it can occur partially or entirely by using some intonation and question form to draw student's attention to it.

   An example would be:

   S: The...the giraffe?"

   T: The giraffe?

➢ Meta-linguistic cue refers to those information, comment or question on the basis of student erroneous utterances which are provided by the teacher without explicit correct form for well-forming of student utterance by self-correction. Mate-linguistic cue also includes meta-language, which could be it is singular, not plural.

    An example would be:

   S: I go to a movie yesterday.

   T: you need the past tense.

   S: I went (provided self-correction).

➢ Body language refers to those facial expression or body movement of teacher like a frown, head shaking and finger signaling "no" etc to indicate that the utterance is not correct.

➢ Explicit correction with metal-linguistic explanation refers to the direct indication of student erroneous utterances for providing some input and at the same, it encourages learner to self-correct.

   An example would be:

S: Yesterday rained.

T: Yesterday it rained. You need to include the pronoun "it" before the verb. In English we need "it" before this type of verb related to weather.

Appendix: B

Classroom observation checklist

Teacher name_____

Class_____

Number of students_____

Course title_____

The ways of providing error repair by the teachers: **Observation**

1. Teacher simply says the correct form of the student's

    erroneous utterance, without any further comment.   _____

2. Teacher asks for a clarification (e.g., sorry, excuse me,

    and what do you mean by) of the students' utterance.   _____

3. Teacher clearly indicates that there has been a mistake,

    and what the right form is (e.g., "oh you mean," "you should say").   _____

4. Ask question by teacher to elicit the correct form the student

    (assuming that the student can in fact produce it).   _____

5. Repeat the incorrect utterance by the teacher with a rising intonation

    and a doubting expression, implying that there's something wrong with it.   _____

6.   A brief meta-linguistic statement by the teachers aimed at

    eliciting a self-correction from the student.   _____

7. Indicating of an error by means of gesture (e.g., frown, head shaking

    and finger signaling 'no') and waiting for a student to correct it.   _____

8. To provide some input by indicating the incorrect utterance,

    and encourages for self-correcting.   _____