

Oral Corrective Feedback: Use and Impact on Junior Secondary Level Students

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Declaration

It is hereby declared that

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2. The thesis does not contain material previously published or written by a third party.
3. The thesis does not include material which has been accepted, or submitted, for any other degree at a university or other institution.
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Abstract

The study attempted to find out how junior secondary level English language teachers utilize their corrective feedback verbally in classroom settings. To fulfill that purpose, the research was conducted in 3 Bengali medium schools of Dhaka city. It tried to identify the types and the timing of oral corrective feedback that were used by English language teachers. Besides, it tried to find out the impact of oral corrective feedback on the performance of the students. In the study, 174 students and 6 English language teachers participated and two part survey questionnaires were used to get information from them. To collect research data, classrooms were observed too. The findings of the study revealed that junior secondary level English language teachers always corrected their students in class by mostly using ‘explicit correction’ and ‘recast’. ‘Meta-linguistic feedback’ was also utilized less frequently. Moreover, teachers mostly used ‘delayed feedback’ in terms of timing which meant they corrected the students at the end of their erroneous utterances. In the case of impact, the positive aspects of oral corrective feedback influenced students more than the negative ones.

Keywords: impact, oral corrective feedback, students’ and teachers’ view points, timing, types.

Dedication

This dissertation is dedicated to my beloved parents. The journey of MA was not possible without their constant support and encouragement. Thanks a lot Baba-Maa for always staying beside me and trusting me.

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Oral Corrective Feedback: Use and Impact on Junior Secondary Level Students

In the process of language learning, whenever students attempt to learn any rule or any concept they most of the time make mistakes. In that case, it is the responsibility of the teacher to identify and provide correction to those errors of the students. Teachers need to utilize corrective feedback verbally in such a way that can encourage the students to learn. From the view point of Brookhart (2008), corrective feedback might be influential if it is provided properly. Moreover, effective corrective feedback gives students information that they need so that they can recognize where they are in the process of learning and what they need to do next (p. 2). Thus, it can be said that oral corrective feedback is an essential component that help in foreign language learning and teaching.

Problem Statement

In language classes, oral corrective feedback is usually provided by the teachers to the students. The way a teacher provides corrective feedback to his/her students can influence the performance of the students a lot. By utilizing the oral feedback teachers not only correct the erroneous utterances of their students but also inspire the students to learn. However, improper use of oral corrective feedback can demotivate students and hamper their opportunities to learn the target language effectively. Therefore, it is necessary to know how teachers use oral corrective feedback to rectify the mistakes of their students.

Purpose of the Study

The study tried to find out how junior secondary level English language teachers used oral corrective feedback in language classes. To fulfill this purpose, the types and the timing of oral corrective feedback were emphasized in the study. Furthermore, this research tried to

identify the impact of oral corrective feedback on the performance of the students. It considered students' and teachers' perceptions and the researcher's classroom observation in this regard.

Central Research Questions

The study tried to find out the answers of these following questions –

- a) What types of oral corrective feedback are mostly used by junior secondary level English language teachers?
- b) When do junior secondary level English language teachers mostly provide oral corrective feedback to their students?
- c) What impact does oral corrective feedback create on the performance of students from the perspective of students and teachers?

Significance of the Study

The study served dual benefits. Firstly, it assisted to know the current scenario of oral corrective feedback in Bengali medium junior secondary level English language classes. Secondly, it would facilitate junior secondary level English language teachers to develop the oral corrective feedback procedure accordingly.

Limitations

The study had a few limitations. The limitations were -

- a) The study would have been more meaningful if the researcher could include more schools from Dhaka city. The research was conducted only in 3 schools in Dhaka city.
- b) The findings could have been more authentic if the number of participants could be increased.

Operational Definitions

The definitions of some important concepts are given below -

- a) Oral corrective feedback: Meriem (2015) illustrated that oral corrective feedback to happen when a student forms an inaccurate utterance which is followed by the reaction of the teacher (p. 6). Oral corrective feedback can be acknowledged as OCF in short.
- b) The types of oral corrective feedback: Lyster and Ranta (1997) identified that teachers usually use the following six types of oral corrective feedback to rectify the mistakes of their students, such as - explicit correction, repetition, recast, meta-linguistic feedback, elicitation and clarification request (as cited in Lyster et al., 2013, p. 3).
- c) The timing of oral corrective feedback: The timing of oral corrective feedback can be divided into three categories, like – immediate feedback, delayed feedback and post-delayed feedback. By focusing on these three categories of timing, teachers correct the mistakes of their students (Olmezer-Ozturk & Ozturk, 2016, p. 118).
- d) The impact of oral corrective feedback: The effect of oral corrective feedback can be of two types. It can be positive focusing on the positive aspects of oral corrective feedback or negative focusing on the negative aspects of oral corrective feedback.

Literature Review

This particular chapter was concerned with a number of literatures related to the study. It included definition of oral corrective feedback, providers of oral corrective feedback, types of oral corrective feedback, timing of oral corrective feedback, strategies for providing oral corrective feedback and error correction and the impact of oral corrective feedback.

Definition of Oral Corrective Feedback

The notion of oral corrective feedback was put forwarded by many researchers in the field of language teaching and learning. Suryoputro and Amaliah (2006) defined oral corrective feedback as the process of giving correction to student's error in verbal production which can be conveyed by the teacher or by the student (p. 73). In language classes, teachers either provide it indirectly without interrupting the flow of communication or directly with an emphasis on ill-formed utterance of the students (Park, 2010, p. 8). Brown (2001) illustrated corrective feedback as an instant response to an inaccurate word, phrase or sentence which helps learners to identify and correct their errors (p. 253). According to Mendez and Cruz (2012), oral corrective feedback is a reaction of the teacher which alters or requires development of the learner's utterance (p. 64). Corrective feedback can bring both negotiation of form and negotiation of meaning. More specifically, corrective feedback mostly occurs due to communication breakdown; however teachers sometimes utilize it to attract the attention of the students to form (Dehgani et al., 2017, p. 282). Similarly, Olmezer-Ozturk and Ozturk (2016) identified that corrective feedback leads to language development because it gives opportunities to learners to perceive the difference between their input and output (p. 114).

Providers of Oral Corrective Feedback

Oral corrective feedback can avail from three different sources. The following possibilities can be observed in terms of corrective feedback interaction.

Teacher feedback. The teacher is the most common source of feedback to students in the second language classroom. He/she is regarded as the richest source of target content. The primary responsibility of a teacher is to assist students in internalizing the correct form of target language accurately and fluently. For that reason, he/she identifies inadequacies in the utterances of the students and offers level appropriate feedback to them. Therefore, it can be implied that a teacher works as a tool that fosters language learning among students (Park, 2010, p. 17).

Peer feedback. It is one of the feedback types that can be used in language classrooms. It occurs when one student corrected another one. This type of feedback has some potential. Firstly, it enables students to actively participate in classrooms as students need to provide correction to each other. Secondly, students do not need to rely on the knowledge of their teachers thus it makes the exchange of information easy. Moreover, it promotes language learning by enhancing cooperation among students. Lastly, it assists language teachers to get an idea about current language abilities of students. However, peer feedback has drawbacks too. It is not applicable in every situation. Even in some cases it can be less trustworthy than teacher's feedback. Furthermore, students may fail to give feedback properly (Pirhonen, 2016, p. 15).

Self-repair. The final source of feedback can be students themselves. They can repair their own productions as well. It promotes autonomy among students as they need to take the responsibility of correcting their errors. It is also face-saving and allows students to play an active role in the corrective event. However, self-correction technique has a limitation too. Students cannot correct themselves if they do not possess required knowledge or information.

They need to rely on their teachers if they fail to correct themselves (Mendez & Cruz, 2012, p. 68). Khaneghah (2016) provided an important solution to overcome this situation. According to him, if the teacher gives necessary guidelines and information to his/her students, the students will not face any difficulty in correcting their errors (p. 2537).

Types of Oral Corrective Feedback

Several studies on oral corrective feedback had focused on its types. In this case, Lyster and Ranta's (1977) categorization about oral corrective feedback was widely used.

Lyster and Ranta (1997) identified six types of oral corrective feedback, such as – explicit correction, repetition, recast, meta-linguistic feedback, elicitation and clarification request. Language teachers utilize these feedback types to correct erroneous utterances of the students (as cited in Lyster et al., 2013, p. 3).

A brief explanation on these six types of oral corrective feedback is given below -

Explicit correction. The first type of oral corrective feedback is explicit correction. It is concerned with the direct correction of any erroneous production. In simple, teacher directly indicates incorrect utterance of the students and provides correction for it. For example – a student might say, 'John and Kathy has bought new toys'. In this case, a teacher might respond 'No, you are wrong. You have to say, 'John and Kathy have bought new toys'' (Park, 2010, p. 8).

Repetition. In this case, the teacher asks the student to repeat his/her erroneous production. If the student fails to do so then the teacher can repeat erroneous utterance of the students by intonating their errors. For instance – a student might say, 'I watch a movie yesterday'. A teacher might respond 'I WATCH a movie yesterday'. In this case, the teacher emphasized on the inappropriate utterance of that student by using his/her intonation (Mendez

&Cruz, 2012, p. 66). For drawing the attention of learners to the errors, clues or hints are used for possible answers (Tasdemir & Arslan, 2018, p. 4).

Recast. In this case, teachers do not explicitly point out the error to show the right form to the students. They just reformulate whole or part of the inaccurate word or phrase as a part of the error correction procedure. For instance – a student might say, ‘Keep the book in the table’ and the teacher might correct him/her by saying ‘On the table’. Teachers’ responses do not include utterances like – ‘use this word’ or ‘you should say’ and so on (Olmezer-Ozturk & Ozturk, 2016, p. 114).

Meta-linguistic feedback. In meta-linguistic feedback, teacher asks questions or gives comments or hints to the student which is related to his/her inaccurate utterance. For example - a student might say, ‘Most of them are teacher’ and the teacher could respond, ‘Do we say most of them are teacher?’ The purpose of this type of feedback is to aid the learners to find the right form (Boudraa, 2016, p. 20).

Elicitation. It refers to a technique that teachers utilize to elicit the right structure from the students. A student might produce erroneous utterance, like - ‘Yesterday we go to the shopping mall’ and three strategies could be used to elicit information in this regard. Firstly, the teacher could use fill in the blank strategy, like – ‘No, yesterday we...’ to elicit correct form from the learner. Secondly, teachers could ask questions, such as – ‘How do we talk about the past in English?’ to elicit correct form. Lastly, the teacher might ask students to reformulate the utterance, for instance – ‘Please say that again in a correct manner’ (Zangoei & Derakhshan, 2014, p. 83).

Clarification request. It indicates that the utterance of the student is not understood as it is ill-formed in some way therefore a repetition or reformulation is required. A clarification

request contains phrases, such as – ‘sorry’, ‘excuse me’ and ‘pardon me’ that point out a communication error has occurred (Tasdemir & Arslan, 2018, p. 4). For example a student might say, ‘How many years do you have?’. In this case, the teacher might respond by saying ‘sorry’ to that student (Mendez & Cruz, 2012, p. 66).

From the perception of Ellis (1999), a teacher should combine different types of corrective feedback by depending on the type of error made by the students (p. 585). Similarly, Golshan (2013) identified that the use of different types of corrective feedback is more effective than no feedback (p. 565).

Carroll (2001) was in favor of explicit correction of errors. It was because in explicit correction teachers not only indicate incorrect utterance of the learners directly but also provide correction directly that assists learners to perceive their errors more easily (p. 355). Moreover, teachers usually use this type of feedback with young and less skilled learners because they cannot identify their errors alone (Park, 2010, p. 8).

Villalobos (2010) illustrated that recast is a useful tool for error treatment as it permits language teachers to provide feedback implicitly to the students. He also stated that it allows teachers to focus on the form of the utterance of the students without altering the content of the message (p. 236).

Fadilah et al. (2017) figured out the favorable attitude of freshmen and sophomore undergraduate students in receiving oral corrective feedback. These two groups of students preferred recast and explicit correction more than other types of oral corrective feedback (p. 85).

Tayebipour (2019) stated that oral corrective feedback is effective than no corrective feedback. He acknowledged explicit correction technique more effective than other types of

corrective feedback. In the explicit correction process a learner easily notices the lack in his/her utterance and perceives interlocutors' remedial utterances as corrective feedback (p. 152).

Lyster and Mori (2006) considered recast as an effective corrective feedback type. According to them, recast helps to maintain the flow of communication. Moreover, it facilitates the delivery of complex subject matter in a supportive way (p. 273).

Khaneghah (2016) investigated the efficiency of different types of corrective feedback on vocabulary development of Iranian English learners. He randomly divided all the learners in seven groups and arranged a vocabulary pre-test for them. Six groups received different types of corrective feedback based on Lyster and Ranta's (1997) taxonomy. However, the first group did not receive any type of corrective feedback. At the end of the study, a post-test was conducted for comparing all the groups with each other. The findings of the study showed that elicitation technique was more useful than explicit correction and recast for correcting the lexical errors of learners (p. 2534).

Tamayo and Cajas (2017) recognized meta-linguistic feedback as a useful one because it encourages students to self – repair. More specifically, in the meta–linguistic feedback process, students need to take the responsibility of their own error correction (p. 175).

Ellis et al. (2006) made a comparison between the effects of explicit correction and meta-linguistic feedback. They identified that meta-linguistic feedback is more effective than explicit correction in terms of learning regular past tense (-ed) morpheme (p.339).

Timing of Oral Corrective Feedback

Tomczyk (2013) illustrated that teachers need to take a range of decisions while providing oral corrective feedback to students. He added that they must make a choice regarding oral corrective feedback timing. In this case, teachers need to be very careful because the decision when to provide corrective feedback is related to how to provide it (pp. 925-926).

Olmezer-Ozturk and Ozturk (2016) identified the timing of corrective feedback can be divided into three categories, such as – immediate feedback, delayed feedback and post-delayed feedback (p. 118). The explanations are given below -

Immediate feedback. It is given instantly to the students after hearing any erroneous utterance. In this regard, teachers interrupt students for providing feedback. This type of feedback is recognized as effective because it reduces the time between an erroneous utterance and its treatment (Park, 2010, p. 11).

Delayed feedback. It is offered to students at the end of their erroneous sentence production and without any interruption. This type of corrective feedback might hinder the willingness of students to speak in class if it is not handled properly (Park, 2010, p. 12).

Post-delayed feedback. It is provided to students not after any erroneous production but at the end session of a lesson. Teacher takes notes about students' errors and gives feedback to them later on (Olmezer-Ozturk & Ozturk, 2016, p. 118).

From the view point of Mendez and Cruz (2012), teachers have to consider an important factor while giving corrective feedback to students. The frequency of corrective feedback is a significant issue to think about. Teachers have to refrain from themselves to provide too much or too little feedback to students. The inappropriate amount of feedback might create obstacles for

efficient and effective language learning. Thus, it was advised to teachers to make an appropriate balance when they provide corrective feedback to students (p. 68).

Different studies perceived the timing of oral corrective feedback differently. Some studies supported immediate correction whereas other studies talked in favor of delayed correction.

According to Aravena (2015), teachers need not to correct their students instantly because it might interrupt their efforts to communicate (pp. 38 – 39).

On the other hand, Park (2010) recognized immediate correction as a useful one because it lessens the time between an erroneous utterance and its treatment (p. 12). Similarly, Ellis (2009) illustrated that corrective feedback works well when it is given instantly to the student who makes the error (p. 5).

Li et al. (2016) identified the usefulness of immediate and delayed feedback. They believed that immediate feedback is responsible for the activation of cognitive mechanisms that directs to the development of linguistic competence (implicit knowledge). On the contrary, delayed feedback assists in improving explicit knowledge (p. 278).

Clariana (1999) asserted that the time of corrective feedback must be determined based on the difficulty level of tasks. She suggested to use immediate feedback for complicated tasks and delayed feedback for easy tasks (as cited in Tasdemir & Arslan, 2018, p. 3).

Similarly, Bartram and Walton (1991) illustrated that immediate feedback is necessary for accuracy related activities. It was because accuracy related activities inspire students to develop their utterances as native-like as possible. On the other hand, delayed feedback is required for fluency related activities as it encourages communication. For uninterrupted

meaningful communication, teachers were suggested to note down errors made by the students and dealt with those after the activity (as cited in Alamri & Fawzi, 2016, p. 60).

To make the oral corrective feedback process more effective, it must be offered to students as soon as possible. It was advised to teachers to provide feedback individually. The rate or the amount of feedback might differ from one student to another. In this case, they have to consider - students' age, needs, preferences, personalities, proficiency levels and motivation when they give corrective feedback to students (Pirhonen, 2016, p. 25).

Strategies for Providing Oral Corrective Feedback and Error Correction

Boudraa (2016) suggested a number of ways for teachers to make the process of oral corrective feedback more effective. First of all, teachers have to use positive language. In this case, they should use expressions, like – ‘what worked well is...’ or ‘what could have worked better is...’ etc. so that their messages are interpreted positively. Secondly, teachers need to act realistically while providing corrective feedback to students. They have to refrain themselves from making any suggestion that is beyond the capacity of the students. Thirdly, teachers need to be very specific while making any comment on the performance of the students. Finally, teachers need to choose right time to give corrective feedback (pp. 30-31).

Harmer (2001) illustrated an important point related to oral corrective feedback. In the process of providing feedback, teachers were advised to utilize their judgment to recognize what needed to be corrected and what not. The reason behind saying so was that gentle correction makes students feel confident to speak in the class (pp. 104-109).

Brookhart (2008) stated how teachers can identify whether their approach of giving corrective feedback is useful or not. Teachers can easily define the success or failure rate of their corrective feedback by observing the performance of the students (p. 30).

In terms of error correction, Leiter (2010) suggested teachers to give feedback on those errors that have connection to the subject of the class (p. 19). Similarly, Ellis (2009) illustrated that the correction of errors should be focused one. Teachers need to correct some specific errors, not all of them (p. 10).

Similarly, Sheen (2011) illustrated two types of corrective feedback strategy that are evident in a classroom setting. Focused corrective feedback is concerned with intensive correction of one or very limited number of linguistic features. On the other hand, unfocused corrective feedback refers to extensive correction of a range of grammatical structures. It targets any feature of a language level, like – pronunciation, grammar, pragmatics and semantics (as cited in Mendez & Cruz, 2012, pp. 66-67).

The Impact of Oral Corrective Feedback

Several studies emphasized on different types of oral corrective feedback and their impacts on the performance of students. From the perception of Purnawarman (2011), corrective feedback plays a significant role in the learning process if it is provided properly. It works as a tool that narrows down the gap between students' actual ability and their desired performances. Teacher's feedback is essential to develop the ability of the students to reach their learning goals (pp. 13-14).

The positive impact of oral corrective feedback. Many studies confirmed the positive impact of oral corrective feedback in various dimensions on second or foreign language learning. The corrective feedback techniques that teachers use in language classes can assist in learning (Dehgani et al., 2017, p. 280). It can promote positive self-concept and self-confidence among students if it is framed in an appropriate way (Leyla, 2016, p. 20).

Meriem (2015) claimed that oral corrective feedback creates positive impact on language learning. Its absence leads students to create false hypothesis. More precisely, students might perceive their incorrect and incomplete input as a right one without the presence of oral corrective feedback (p. 10).

Suryoputro and Amaliah (2016) identified how oral corrective feedback developed the speaking performance of EFL students. Firstly, oral corrective feedback raised awareness among those students regarding their errors. Secondly, it created a habit of listening to other's suggestion among those students. Thirdly, it assisted those EFL students to develop different aspects of language, like – pronunciation and the use of grammar. Lastly, those students enriched their vocabulary with the help of oral corrective feedback (p. 78).

Lyster and Saito (2010) illustrated why young learners get immediate and more benefits from corrective feedback than adult learners. The reason behind saying so was that young learners' cognitive and psycholinguistic development favors them more in learning than adult learners (p. 271).

From the view point of Savignon and Wang (2003), the ultimate success in learning a language largely relies on the attitude of the learner. Learners' attitudes towards learning have a great impact on the learning outcome (p. 240).

According to Leyla (2016) oral corrective feedback has a great influence on the learning process. It enlightens learners about the outcome of their performances. Moreover, it promotes autonomy among learners in the sense that they need to act on the correction that is provided by their teachers. In this way, it supports and encourages language learning (p. 19).

Khaneghah (2016) talked in favor of appropriate corrective feedback. According to him, appropriate corrective feedback not only improves the learning process of the students but also develops self-confidence among students (p. 2536).

Ayedh and Khaled (2011) asserted that teachers should know when and how to orally correct the errors of the students. They believed that oral correction needs to be done cautiously and tactfully and not in a direct or obtrusive way for getting the utmost benefit from it (p. 228).

The negative impact of oral corrective feedback. Most of the studies related to corrective feedback acknowledged the undeniable potential of corrective feedback in the learning process. However, Truscott (1999) perceived corrective feedback negatively. He argued that error correction is ineffective and harmful because it creates negative impact on learning. He also added that it works as a barrier to the flow of communication. Moreover, students feel embarrassed, annoyed and inferior due to the correction of their errors orally in class (as cited in Tomczyk, 2013, p. 925).

Similarly, Smith (2010) believed that error correction never facilitates the learning of second language rather it delays the learning process (p. 36).

According to Ur (2012), learners not only feel embarrassed in front of other learners but also experience discomfort when they are corrected by their peers. Moreover, it creates distrust among learners about each other's knowledge (p.215).

Khaneghah (2016) stated that oral corrective feedback can create negative impact on the process of learning. From his perception, the inappropriate application of corrective feedback leads to the failure of the learning process. Moreover, it creates some harmful tendencies, like – anger, shame, inferiority complex, isolation and depression among learners. Even it can hamper teacher's rapport with the students (p. 2545).

Methodology

The paper tried to identify the types and the timing of oral corrective feedback that junior secondary level teachers utilized in English language classrooms. It also figured out the impact of oral corrective feedback on the performance of junior secondary level students. This chapter illustrated the methods used in conducting the research. It covered the design of the research, theoretical framework, the process of sampling, the setting of the research, instrumentation, data collection and analysis procedure. Moreover, it included obstacles faced by the researcher while conducting the survey.

Research Design

This research was designed to investigate the types, the timing, and the impact of oral corrective feedback. In this case, the study primarily focused on junior secondary level English language classes. To make the research process more reliable, more than one approach was applied for collecting data. More specifically, quantitative and qualitative approaches were followed. From the view point of Denscombe (2010), “in a research, the use of numerous methods not only extends the findings but also offers a whole and clear image of the event that is studied” (as cited in Aravena, 2015, p. 29). Data were collected by means of survey and classroom observation. The survey was conducted in 3 Bengali medium schools in Dhaka city. The teachers and the students participated in the survey and the responses from the survey were used as the primary source for data collection. The collected data from the surveys were utilized to calculate mean score and standard deviation. Data were also interpreted by following the interpretation scale of Seliger and Shohamy (1989). Besides, the researcher designed classroom observation checklist to record every single detail related to the study. For analyzing the central research questions, graphical representations were also used.

Theoretical Framework

Lyster and Ranta's (1997) oral corrective feedback taxonomy were followed to analyze the types of oral corrective feedback. They identified six types of oral corrective feedback, which were explicit correction, repetition, recast, meta-linguistic feedback, elicitation and clarification request (as cited in Lyster et al., 2013, p. 3). The timing of oral corrective were analyzed by following the three categories, namely immediate feedback, delayed feedback and post-delayed feedback which were developed by Olmezer-Ozturk and Ozturk (2016). By focusing on the oral corrective feedback types, timing and impact the researcher adapted the survey questionnaire.

Sampling

Dörnyei (2007) stated sample as "the group of participants who are examined by the researcher in order to get the final outcome of any particular study" (p. 96). In this case, the researcher collected data from students and English language teachers from 3 different schools. All the participants belonged to junior secondary level of Bengali medium schools. For the satisfaction of the participants, all sorts of identifying information (name of the participants, associated institutes etc.) were kept anonymous.

In the research, 174 male and female students participated. They aged from 11 to 13. The research was also conducted among 6 English language teachers. In the study, 5 females and 1 male teacher participated. They were selected by the school authorities after the researcher had contacted with them. The following table illustrated the number of participants from each of the institutions.

Table 1

Number of Participants from Each Institution

Institutions	Number of Students	Number of Teachers
'X' School	59	2
'Y' School	52	2
'Z' School	63	2
Total	174	6

Setting

In a formal setting, the study was conducted. More specifically, 3 Bengali medium junior secondary level schools' students and teachers participated in the study. The researcher was given 2 classes from each of the institutions to observe and to perform the surveys.

Instrumentation

For collecting data, survey questionnaire and classroom observation checklist were used in the research.

In the study, questionnaire was selected as an instrument for the survey. The reason behind doing so was to extract maximum information in a limited time. Dörnyei (2007) illustrated questionnaire as "a written instrument that represents a series of questions or statements to which they need to react" (p. 102). Survey questionnaire was used to collect information from students and English language teachers. The same type of questionnaire was used in this regard (see Appendices A and B) and it included only closed-ended items. The researcher adapted the survey questionnaire from Park (2010). At the beginning of the questionnaire, some necessary information, like – the purpose of the study, the definition of oral

corrective feedback along with an example was provided. It was done for the better understanding of the participants. The survey questionnaire had two parts. Participants were asked to provide some general information about them in the first part. The second part consisted of 18 statements. These statements were based on central research questions. It was designed by following 'Likert Scale'. Each statement had 4 options, namely 'strongly agree', 'agree', 'disagree' and 'strongly disagree'. Furthermore, each option had a particular score and those scores were ranked from 4 to 1. The researcher omitted 'neutral' option to get utmost correct response from the surveys. More specifically, the 'neutral' option was not kept so that the participants could provide appropriate responses. In this case, all the participants were asked to mark the option that they thought to be suitable for their situation.

The classroom observation checklist was another effective instrument that was used in this study. It was designed to record relevant information in detail. The researcher adapted the classroom observation checklist from Kasim (2015) by focusing on the purpose and context of the current research. In Appendix C, the checklist was included.

Data Collection Procedure

Data were collected from 3 Bengali medium schools. The researcher previously had done several surveys in those institutions therefore she did not need any recommendation letter. However, she needed to talk to the respective authorities for getting permission to collect data. The researcher also contacted with class teachers in terms of deciding day and time for data collection. Survey and classroom observation were done in class hours and in school premises so the researcher had to present there before class time.

For the research, data were collected from students and teachers with the help of survey questionnaires. The researcher also observed English language classes to make the research

process more consistent and she did it before conducting the survey. At the end of every class, the survey was performed. For conducting the whole survey, it took 15-22 minutes. Participants returned the questionnaire to the researcher once they were done. They got help from the researcher whenever they faced any problem in understanding the questionnaire. In this case, she did not influence any of the participants but assisted them by clarifying their confusions regarding survey questionnaire.

Data Analysis Procedure

To analyze collected data, the researcher went through several procedures. The second part of the survey questionnaires that contained 18 statements were calculated individually by using Microsoft Excel. Those 18 statements were used to calculate mean score and standard deviation and discussed in detail in the findings chapter. For better understanding, data were interpreted with the help of the interpretation scale of Seligar and Shohamy (1989). Moreover, findings from classroom observation were taken into consideration while analyzing the central research questions. In this case, graphical representations were also used for effective understanding of the findings.

Obstacles Encountered

The researcher faced a few obstacles too. The number of participants was limited for the study. More institutions and participants could have been added but due to time limitations it was not possible. Even some students did not entirely answer the second and last part of the survey questionnaire. Therefore, the researcher had to cancel those papers.

Findings

The chapter explained data that were collected from students' and teachers' survey questionnaires and the researcher's classroom observation. At first, findings from the survey questionnaires were portrayed. Data from classroom observation were illustrated after that. In this case, the same type of survey questionnaire was used for students and teachers (see Appendices A& B) and it was adapted from Park (2010). The second part of the survey questionnaire contained 18 statements. Each statement had 4 choices namely 'strongly agree', 'agree', 'disagree', and 'strongly disagree'. Participants were asked to select the option that suited their situation most.

The findings from both of the surveys were presented in two tables. The number on the top of each row in both of the tables specified the number of the participants that put a tick mark on that specific box and the number at the bottom indicated the score after conversion into numerical figures. Besides, the collected data were utilized to calculate mean score and standard deviation. Data were also interpreted by following the interpretation scale of Seliger and Shohamy (1989). According to the interpretation scale of Seliger and Shohamy (1989), a) (1.00 – 2.25) denotes strongly disagree, b) (2.26 – 3.00) denotes disagree, c) (3.01 – 3.75) denotes agree, d) (3.76 – 4.00) denotes strongly agree (p. 214). The findings from the surveys were presented below:-

Findings from Students' Survey Questionnaire (part II)

Table 2

Findings from Students' Survey Questionnaire

Statements	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	Mean Score	Standard Deviation
01. The teacher directly notifies me whenever I make any error and provides me the correct version of it	71 284	82 246	11 22	10 10	3.23	0.93
02. The teacher draws attention to my error by asking me to repeat whatever I have said	25 100	48 144	84 168	17 17	2.47	0.99
03. The teacher reformulates my utterance in the right form without identifying any error	65 260	83 249	14 28	12 12	3.16	0.97
04. The teacher provides a hint or a clue to repair my error	53 212	83 249	28 56	10 10	3.03	0.96
05. The teacher extracts the right structure from me for any erroneous utterance	7 28	9 27	90 180	68 68	1.74	0.85
06. The teacher asks for clarification if he/she does not understand my utterance	10 40	28 84	94 188	42 42	2.03	0.92
07. The teacher corrects me in front of the class all the time	77 308	88 264	8 16	1 1	3.39	0.70
08. The teacher corrects me in private throughout the lesson	2 8	11 33	73 146	88 88	1.58	0.77
09. The teacher corrects me instantly when the error is made	18 72	47 141	93 186	16 16	2.39	0.92
10. The teacher corrects me at the end of my erroneous utterance	86 344	70 210	11 22	7 7	3.35	0.89
11. The teacher corrects my errors at the end of the class	6	8	112	48	1.84	0.76

	24	24	224	48		
12. The oral corrective feedback raises awareness in me about my incorrect utterance	72	67	26	9	3.16	0.99
	288	201	52	9		
13. The oral corrective feedback develops my understanding about different aspects of English language	60	75	29	10	3.06	0.99
	240	225	58	10		
14. The oral corrective feedback helps me to perform better in class	65	72	29	8	3.11	0.97
	260	216	58	8		
15. The oral corrective feedback gives the authority to the teacher to control my utterances	6	30	126	12	2.17	0.69
	24	90	252	12		
16. The oral corrective feedback creates pressure on me to use English language appropriately in class	10	40	106	18	2.24	0.82
	40	120	212	18		
17. The oral corrective feedback makes me upset	12	48	92	22	2.29	0.89
	48	144	184	22		
18. The oral corrective feedback hampers my willingness to speak in class	13	40	89	32	2.19	0.95
	52	120	178	32		

The Table no. 2 portrayed the findings from students' survey questionnaire. In statement no. 01 (The teacher directly notifies me whenever I make any error and provides me the correct version of it), 71 students responded strongly agree, 82 students responded agree, 11 students responded disagree and 10 students responded strongly disagree. The mean score was 3.23 and the standard deviation was 0.93. The result was illustrated as 'agree' in the interpretation scale.

In statement no. 02 (The teacher draws attention to my error by asking me to repeat whatever I have said), 25 students responded strongly agree, 48 students responded agree, 84

students responded disagree and 17 students responded strongly disagree. The mean score was 2.47 and the standard deviation was 0.99. The result was illustrated as 'disagree' in the interpretation scale.

In statement no. 03 (The teacher reformulates my utterance in the right form without identifying any error), 65 students responded strongly agree, 83 students responded agree, 14 students responded disagree and 12 students responded strongly disagree. The mean score was 3.16 and the standard deviation was 0.97. The result was illustrated as 'agree' in the interpretation scale.

In statement no. 04 (The teacher provides a hint or a clue to repair my error), 53 students responded strongly agree, 83 students responded agree, 28 students responded disagree and 10 students responded strongly disagree. The mean score was 3.03 and the standard deviation was 0.96. The result was illustrated as 'agree' in the interpretation scale.

In statement no. 05 (The teacher extracts the right structure from me for any erroneous utterance), 7 students responded strongly agree, 9 students responded agree, 90 students responded disagree and 68 students responded strongly disagree. The mean score was 1.74 and the standard deviation was 0.85. The result was illustrated as 'strongly disagree' in the interpretation scale.

In statement no. 06 (The teacher asks for clarification if he/she does not understand my utterance), 10 students responded strongly agree, 28 students responded agree, 94 students responded disagree and 42 students responded strongly disagree. The mean score was 2.03 and the standard deviation was 0.92. The result was illustrated as 'strongly disagree' in the interpretation scale.

In statement no. 07 (The teacher corrects me in front of the class all the time), 77 students responded strongly agree, 88 students responded agree, 8 students responded disagree and 1 student responded strongly disagree. The mean score was 3.39 and the standard deviation was 0.70. The result was illustrated as 'agree' in the interpretation scale.

In statement no. 08 (The teacher corrects me in private throughout the lesson), 2 students responded strongly agree, 11 students responded agree, 73 students responded disagree and 88 students responded strongly disagree. The mean score was 1.58 and the standard deviation was 0.77. The result was illustrated as 'strongly disagree' in the interpretation scale.

In statement no. 09 (The teacher corrects me instantly when the error is made), 18 students responded strongly agree, 47 students responded agree, 93 students responded disagree and 16 students responded strongly disagree. The mean score was 2.39 and the standard deviation was 0.92. The result was illustrated as 'disagree' in the interpretation scale.

In statement no. 10 (The teacher corrects me at the end of my erroneous utterance), 86 students responded strongly agree, 70 students responded agree, 11 students responded disagree and 7 students responded strongly disagree. The mean score was 3.35 and the standard deviation was 0.89. The result was illustrated as 'agree' in the interpretation scale.

In statement no. 11 (The teacher corrects my errors at the end of the class), 6 students responded strongly agree, 8 students responded agree, 112 students responded disagree and 48 students responded strongly disagree. The mean score was 1.84 and the standard deviation was 0.76. The result was illustrated as 'strongly disagree' in the interpretation scale.

In statement no. 12 (The oral corrective feedback raises awareness in me about my incorrect utterance), 72 students responded strongly agree, 67 students responded agree, 26 students responded disagree and 9 students responded strongly disagree. The mean score was

3.16 and the standard deviation was 0.99. The result was illustrated as 'agree' in the interpretation scale.

In statement no. 13 (The oral corrective feedback develops my understanding about different aspects of English language), 60 students responded strongly agree, 75 students responded agree, 29 students responded disagree and 10 students responded strongly disagree. The mean score was 3.06 and the standard deviation was 0.99. The result was illustrated as 'agree' in the interpretation scale.

In statement no. 14 (The oral corrective feedback helps me to perform better in class), 65 students responded strongly agree, 72 students responded agree, 29 students responded disagree and 8 students responded strongly disagree. The mean score was 3.11 and the standard deviation was 0.97. The result was illustrated as 'agree' in the interpretation scale.

In statement no. 15 (The oral corrective feedback gives the authority to the teacher to control my utterances), 6 students responded strongly agree, 30 students responded agree, 126 students responded disagree and 12 students responded strongly disagree. The mean score was 2.17 and the standard deviation was 0.69. The result was illustrated as 'strongly disagree' in the interpretation scale.

In statement no. 16 (The oral corrective feedback creates pressure on me to use English language appropriately in class), 10 students responded strongly agree, 40 students responded agree, 106 students responded disagree and 18 students responded strongly disagree. The mean score was 2.24 and the standard deviation was 0.82. The result was illustrated as 'strongly disagree' in the interpretation scale.

In statement no. 17 (The oral corrective feedback makes me upset), 12 students responded strongly agree, 48 students responded agree, 92 students responded disagree and 22

students responded strongly disagree. The mean score was 2.29 and the standard deviation was 0.89. The result was illustrated as 'disagree' in the interpretation scale.

In statement no. 18 (The oral corrective feedback hampers my willingness to speak in class), 13 students responded strongly agree, 40 students responded agree, 89 students responded disagree and 32 students responded strongly disagree. The mean score was 2.19 and the standard deviation was 0.95. The result was illustrated as 'strongly disagree' in the interpretation scale.

Findings from Teachers' Survey Questionnaire (part II)

Table 3

Findings from Teachers' Survey Questionnaire

Statements	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	Mean Score	Standard Deviation
01. I directly notify my students whenever they make any error and provide them the correct version of it	2	3	1	0	3.17	0.85
02. I draw attention to the errors of my students by asking them to repeat whatever they have said	8	9	2	0	2.50	0.94
03. I reformulate the utterance of my students in the right form without identifying any error	1	1	4	0	3.17	0.85
04. I provide a hint or a clue to my students to repair any error	4	3	8	0	3.17	0.84
05. I extract the right structure from my students of their erroneous utterances	2	3	1	0	1.83	0.84
06. I ask for clarification if I do not understand the utterance of my students	8	9	2	0	2.17	0.85
07. I correct the errors of my students in the class all the time	3	1	2	0	3.67	0.67
08. I correct the errors of my students in private throughout the lesson	12	3	4	0	1.50	0.71
09. I correct my students instantly when the error is made	0	1	3	2	2.17	0.46
10. I correct my students at the end of their erroneous utterances	0	3	6	1	3.50	0.71
11. I correct the errors of my students at the end of the class	0	6	6	1	1.67	0.67

	0	0	8	2		
12. I think the oral corrective feedback raises awareness among my students about their incorrect utterances	2	3	1	0	3.17	0.98
	8	9	2	0		
13. I think the oral corrective feedback develops the understanding of my students about different aspects of English language	3	1	2	0	3.16	0.83
	12	3	4	0		
14. I think the oral corrective feedback helps my students to perform better in class	4	1	1	0	3.50	0.94
	16	3	2	0		
15. I think the oral corrective feedback gives me the authority to control the utterances of my students	0	1	5	0	2.17	0.54
	0	3	10	0		
16. I think the oral corrective feedback creates pressure on my students to use English language appropriately in class	0	2	4	0	2.33	0.67
	0	6	8	0		
17. I think the oral corrective feedback makes my students upset	0	1	5	0	2.17	0.54
	0	3	10	0		
18. I think the oral corrective feedback hampers the willingness of my students to speak in class	0	1	4	1	2.00	0.82
	0	3	8	1		

The Table no. 3 demonstrated the findings from teachers' survey questionnaire. In statement no. 01 (I directly notify my students whenever they make any error and provide them the correct version of it), 2 teachers responded strongly agree, 3 teachers responded agree, 1 teacher responded disagree but none of the teachers responded strongly disagree. The mean score was 3.17 and the standard deviation was 0.85. The result was illustrated as 'agree' in the interpretation scale.

In statement no. 02 (I draw attention to the errors of my students by asking them to repeat whatever they have said), 1 teacher responded strongly agree, 1 teacher responded agree, 4 teachers responded disagree but none of the teachers responded strongly disagree. The mean score was 2.50 and the standard deviation was 0.94. The result was illustrated as 'disagree' in the interpretation scale.

In statement no. 03 (I reformulate the utterance of my students in the right form without identifying any error), 2 teachers responded strongly agree, 3 teachers responded agree, 1 teacher responded disagree but none of the teachers responded strongly disagree. The mean score was 3.17 and the standard deviation was 0.85. The result was illustrated as 'agree' in the interpretation scale.

In statement no. 04 (I provide a hint or a clue to my students to repair any error), 3 teachers responded strongly agree, 1 teacher responded agree, 2 teachers responded disagree but none of the teachers responded strongly disagree. The mean score was 3.17 and the standard deviation was 0.84. The result was illustrated as 'agree' in the interpretation scale.

In statement no. 05 (I extract the right structure from my students of their erroneous utterances), none of the teachers responded strongly agree, 1 teacher responded agree, 3 teachers responded disagree and 2 teachers responded strongly disagree. The mean score was 1.83 and the standard deviation was 0.84. The result was illustrated as 'strongly disagree' in the interpretation scale.

In statement no. 06 (I ask for clarification if I do not understand the utterance of my students), none of the teachers responded strongly agree, 2 teachers responded agree, 3 teachers responded disagree and 1 teacher responded strongly disagree. The mean score was 2.17 and the

standard deviation was 0.85. The result was illustrated as 'strongly disagree' in the interpretation scale.

In statement no. 07 (I correct the errors of my students in the class all the time), 4 teachers responded strongly agree, 2 teachers responded agree but none of the teachers responded disagree and strongly disagree. The mean score was 3.67 and the standard deviation was 0.67. The result was illustrated as 'agree' in the interpretation scale.

In statement no. 08 (I correct the errors of my students in private throughout the lesson), none of the teachers responded strongly agree and agree. 3 teachers responded disagree and rest of the 3 teachers responded strongly disagree. The mean score was 1.50 and the standard deviation was 0.71. The result was illustrated as 'strongly disagree' in the interpretation scale.

In statement no. 09 (I correct my students instantly when the error is made), 1 teacher responded agree, 5 teachers responded disagree but none of the teachers responded strongly agree and strongly disagree. The mean score was 2.17 and the standard deviation was 0.46. The result was illustrated as 'strongly disagree' in the interpretation scale.

In statement no. 10 (I correct my students at the end of their erroneous utterances), 3 teachers responded strongly agree, 3 teachers responded agree but none of the teachers responded disagree and strongly disagree. The mean score was 3.50 and the standard deviation was 0.71. The result was illustrated as 'agree' in the interpretation scale.

In statement no. 11 (I correct the errors of my students at the end of the class), none of the teachers responded strongly agree and agree. 4 teachers responded disagree and rest of the 2 teachers responded strongly disagree. The mean score was 1.67 and the standard deviation was 0.67. The result was illustrated as 'strongly disagree' in the interpretation scale.

In statement no. 12 (I think the oral corrective feedback raises awareness among my students about their incorrect utterances), 2 teachers responded strongly agree, 3 teachers responded agree, 1 teacher responded disagree but none of the teachers responded strongly disagree. The mean score was 3.17 and the standard deviation was 0.98. The result was illustrated as 'agree' in the interpretation scale.

In statement no. 13 (I think the oral corrective feedback develops the understanding of my students about different aspects of English language), 3 teachers responded strongly agree, 1 teacher responded agree, 2 teachers responded disagree but none of the teachers responded strongly disagree. The mean score was 3.16 and the standard deviation was 0.83. The result was illustrated as 'agree' in the interpretation scale.

In statement no. 14 (I think the oral corrective feedback helps my students to perform better in class), 4 teachers responded strongly agree, 1 teacher responded agree, 1 teacher responded disagree but none of the teachers responded strongly disagree. The mean score was 3.50 and the standard deviation was 0.94. The result was illustrated as 'agree' in the interpretation scale.

In statement no. 15 (I think the oral corrective feedback gives me the authority to control the utterances of my students), 1 teacher responded agree, 5 teachers responded disagree but none of the teachers responded strongly agree and strongly disagree. The mean score was 2.17 and the standard deviation was 0.54. The result was illustrated as 'strongly disagree' in the interpretation scale.

In statement no. 16 (I think the oral corrective feedback creates pressure on my students to use English language appropriately in class), 2 teachers responded agree, 4 teachers responded disagree but none of the teachers responded strongly agree and strongly disagree. The mean

score was 2.33 and the standard deviation was 0.67. The result was illustrated as 'disagree' in the interpretation scale.

In statement no. 17 (I think the oral corrective feedback makes my students upset), 1 teacher responded agree, 5 teachers responded disagree but none of the teachers responded strongly agree and strongly disagree. The mean score was 2.17 and the standard deviation was 0.54. The result was illustrated as 'strongly disagree' in the interpretation scale.

In statement no. 18 (I think the oral corrective feedback hampers the willingness of my students to speak in class), none of the teachers responded strongly agree, 1 teacher responded agree, 4 teachers responded disagree and 1 teacher responded strongly disagree. The mean score was 2.00 and the standard deviation was 0.82. The result was illustrated as 'strongly disagree' in the interpretation scale.

Findings from Classroom Observation

The researcher also observed English language classes to make the study more effective. In this case, 6 English language classes were observed from 3 different Bengali medium schools to record relevant information in detail. Before observing those English language classes, the researcher designed classroom observation checklist (see Appendix C) adapted from Kasim (2015). The teachers who participated in the survey were the same ones whose classes were observed to portray the actual use of oral corrective feedback. To easily understand the classroom observation findings, the teachers were categorized as teacher1, teacher 2, teacher 3, teacher 4, teacher 5 and teacher 6. In this case, teacher 1 and 2 were from 'X' school, teacher 3 and 4 were from 'Y' school and teacher 5 and 6 were from 'Z' school.

Observing the class of teacher 1. In the process of language learning, students make mistakes or errors. Different teachers follow different means to rectify those mistakes of the students. In the case of classroom observation, teacher1 started the class by greeting her students. After that she nominated few students to read aloud a text from 'English for Today' book for the entire class. She explained the entire concept of that text to the whole class and asked some true/false questions from the text to the students. Some of them were successful in answering but rest of the students failed to provide the correct response. She corrected every student who made mistakes while responding. She used two types of feedback to repair the mistakes of her students. Most importantly, she gave correction to the students without interrupting them. She used inspirational words whenever any student tried to respond. However, she did not give any opportunity to any student to correct the mistakes of their peers. Even she did not give any chance to her students to repair their errors. She did not use any type of clue or hint, like –head shaking or finger signaling to correct the mistakes of the students.

Observing the class of teacher 2. The class of teacher 2 was not different from teacher 1. He used corrective feedback to fix the mistakes of his students. After greeting, he asked his students to do some exercises on 'preposition'. The teacher asked questions to his students once they were done with those exercises. While reading out the answers of one of those exercises, one student mispronounced a word. The teacher did not ignore it and directly corrected that student by providing exact pronunciation of that word. The teacher repaired the error after the student finished his utterance. He corrected another student by reformulating his incorrect response. In this case, the absence of peer feedback or self-repair was also seen. The teacher did not show any disinterest while correcting the mistakes of his students. However, the teacher did not give any explanation to the students after identifying any error in their utterance. Similar to teacher 1, he did not use any clue or hint to correct the errors of his students.

Observing the class of teacher 3. Similarly, teacher 3 was responsive to the errors of her students. She used different corrective feedback types to rectify the mistakes of her students. The interaction pattern of her class was a traditional one. In the class, teacher 3 was the one to initiate first. She taught the change of 'active voice' into 'passive' to her students. After teaching the students, she wrote down few active voices on the black board and asked the students to change into passive voices. Surprisingly, she nominated those students to respond who remained quiet while she was explaining the rules of changing active voice into passive. It was sad but true that some of them failed to provide correct responses. The teacher applied some corrective feedback types so that the students could identify their mistakes. She used clues for a particular student. However, the student failed to provide the correct answer then she gave another clue to that student. After that the student was able to correct her mistake. Another student was not able to transform a different active voice. The teacher directly corrected the error of that student too.

She did not interrupt any of her students when they provided answers. In any case, she did not give explanation to her students about their incorrect responses after identifying it. Like the first two teachers, she did not let any student to correct his/her peers but she gave a chance to a student by utilizing clue/hint to correct the mistakes. Moreover, she did not give any explanation to any error after identifying it.

Observing the class of teacher 4. The researcher found that teacher 4 did not show disinterest when she corrected the mistakes of her students. She asked some questions to her students after explaining a text. However, her explanation was not clear enough to some of her students thus those students asked many questions to her. The teacher tried to help those students by clarifying their confusions. She corrected the students just after they finished their responses. In this case, she used more than one corrective feedback type to repair the mistakes of her students. She mostly used direct correction to repair the mistakes of her students. In some cases, she reformulated the erroneous utterances of her students. She did not let any student to correct their mistakes. In class, she was the one who corrected every single student. She did not give any explanation of the errors to the students after identifying them.

Observing the class of teacher 5. The use of oral corrective feedback was also evident in the class of teacher 5. She asked some questions to her students after explaining a text. The text was taken from 'English for Today' book. The researcher found that teacher 5 provided correction to the students whenever they made any mistakes. For different students she used different types of oral corrective feedback to correct the errors. Like other teachers, at first she allowed her students to finish their responses then she provided correction. She was responsive to every single student. She either directly corrected the responses of her students or

reformulated their responses. However, she did not give any chance to any student to correct his/her errors. Even she did not let students to correct each other's errors.

Observing the class of teacher 6. For correcting the error of the students, teacher 6 also used corrective feedback in class. She taught few rules of direct to indirect speech conversion. After that she read loudly some direct speeches from a grammar book and instructed the students to note down and convert into indirect speech. She nominated one of the students to transform a direct speech. The student responded inappropriately so the teacher asked other students but they also failed to provide the correct response. The teacher directly informed the students about their incorrect responses and gave correction by explaining the structure of that particular type of speech transformation again. The inability of the students to respond correctly made the teacher upset a little bit however she did not show anger to any of her students. It was needless to say, she was the one who repaired the mistakes of her students in class.

Above findings clearly portrayed the scenario of oral corrective feedback in junior secondary level English language classes. In short, all the 6 English language teachers were responsive to the errors of their students. They corrected their students whenever they made any mistakes in class. The teachers did not let students to correct the mistakes of their peers. In this case, teachers provided correction to the errors sometimes directly to the students. Other times, they gave correction by reformulating the inappropriate responses of the students. Only one teacher utilized clues to rectify the errors. They corrected their students after the students finished producing their responses.

Analysis

This chapter dealt with the analysis of the findings of the present study. It discussed the three central research questions based on the findings from students' and teachers' survey questionnaires and the researcher's classroom observation. Moreover, this study shed light on some previous research. The reason behind doing this was to make the argument of this study more reliable.

Answering the Central Research Question 1

The first central research question tried to identify the types of oral corrective feedback that were frequently used by the junior secondary level English language teachers. The researcher followed the oral corrective feedback taxonomy of Lyster and Ranta (1997) to figure out the types that the teachers used in their classes. In this case, the first 6 statements of students' and teachers' survey questionnaires (see Appendices A& B) were prepared to recognize the oral corrective feedback types. The findings from the two surveys and classroom observations revealed that English language teachers implemented different types of oral corrective feedback.

Types of OCF from students' perspective. The following graphical representation would help to understand the findings better.

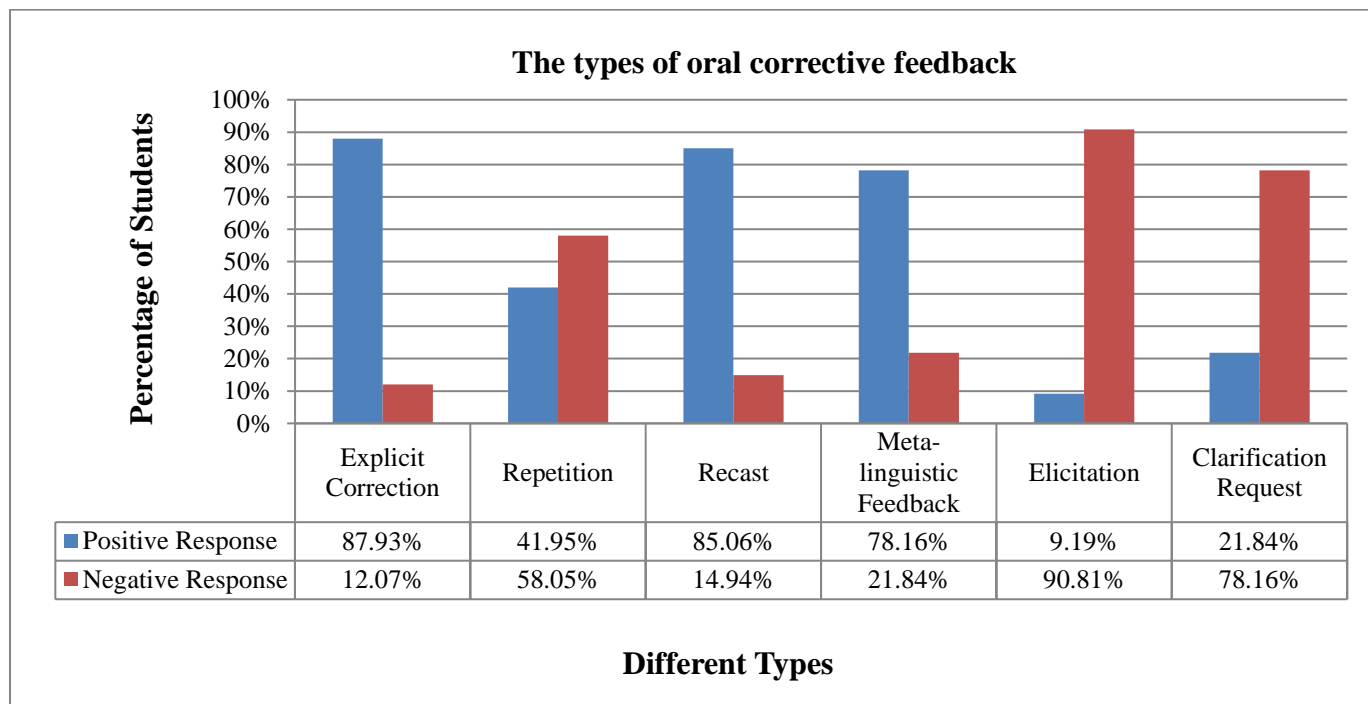


Figure 1. Preferences for the types of oral corrective feedback from the perception of students.

The graph portrayed the opinions of the students in terms of oral corrective feedback types. For explicit correction, 87.93% students provided positive responses and 12.07% students provided negative responses. Similarly, for repetition, 41.95% students gave positive responses and 58.05% students gave negative responses. 85.06% students answered positively and 14.94% students answered negatively in the case of recast. Meta – linguistic feedback had 78.16% positive responses and 21.84% negative responses from students. 9.19% students responded positively and rest of the 90.81% students responded negatively for elicitation. In the case of clarification request, 21.84% students provided positive responses and 78.16% students provided negative responses.

After analyzing the findings from figure 1, it could be said that majority of the students responded in the favor of explicit correction, recast and meta-linguistic feedback. Other oral corrective feedback types, like – repetition, elicitation and clarification request got less positive responses that meant those types were used less frequently in junior secondary level English language classes. It also meant that English language teachers used those corrective feedback types that were teacher-oriented. The practice of such types of corrective feedback, like- explicit correction or recast did not require much contribution from the students in class. These types gave no opportunity to the students to take the responsibility of their own error correction. Therefore, it could be said that the practice of such types of corrective feedback was not much effective for students. However, meta-linguistic feedback provided the scope to the students to self-repair. In simple, it allowed students to invest from their own. Thus, teachers should enhance the use of those types of corrective feedback that require self-repair for the betterment of the students.

Types of OCF from teachers' perspective. The following graphical representation would help to understand the findings better.

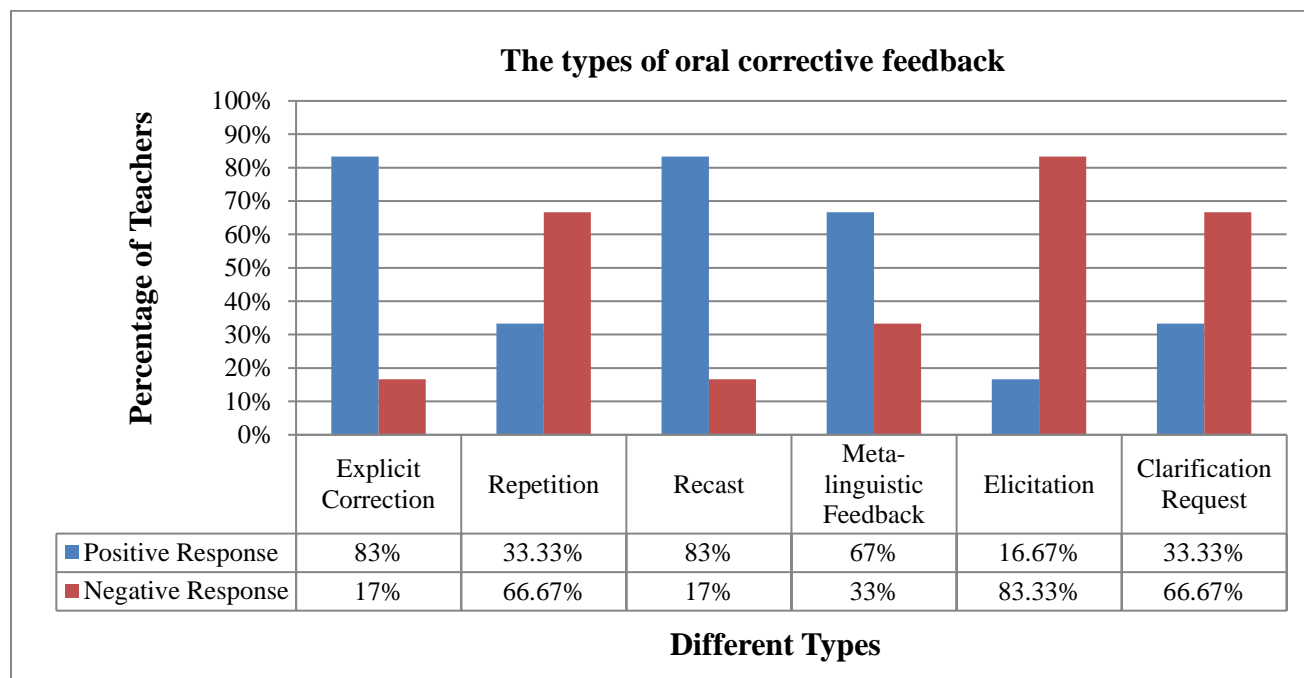


Figure 2. Preferences for the types of oral corrective feedback from the perception of teachers.

The graph portrayed the opinions of the teachers in terms of oral corrective feedback types. 83% teachers provided positive responses and 17% teachers provided negative responses for explicit correction. In the case of repetition, 33.33% teachers gave positive responses and rest of the 66.67% gave negative responses. Recast got 83% positive responses and 17% negative responses from teachers. 67% teachers responded positively and 33% teachers responded negatively in terms of meta-linguistic feedback. For elicitation, 16.67% teachers answered positively and 83.33% teachers answered negatively. In the case of clarification request, 33.33% teachers responded positively and 66.67% teachers responded negatively.

After analyzing the findings from figure 2, it could be said that junior secondary level English language teachers gave positive responses in terms of explicit correction, recast and meta-linguistic feedback. It could be interpreted that English language teachers used aforementioned corrective feedback types to correct the mistakes of their students. The use of

such types of corrective feedback, such as – explicit correction or recast allowed involvement from the teacher only. That was why, repetition, elicitation and clarification request were not preferred much by the English language teachers. It was because such types of corrective feedback require students to rectify their mistakes. If students are not allowed to correct their mistakes, they will never be able to learn properly. The absence of student-oriented feedback is not much useful for the language learning of the students.

Types of OCF from researcher’s perspective. Even the data from the classroom observation provided similar result. All the 6 teachers utilized mostly ‘explicit correction’ and ‘recast’ as their corrective feedback types. ‘Meta- linguistic feedback’ was used less frequently. In the class of teacher 1, one student was not able to give the correct answer of the following false sentence, ‘Suraiya Begum wants to set up a school for adults who cannot read or write’. The student responded by saying, ‘Suraiya Begum wants to set up a home for old people who lives all alone’. The teacher corrected the student by saying, ‘who live all alone’. She used ‘recast’ as a corrective strategy in this regard. She repaired the mistake of another student explicitly.

Similarly, teacher 2 corrected one of his students explicitly. In another case, he reformulated the incorrect response of a student. After teaching; teacher 3 asked one of the students to change the following active voice into passive, ‘They have done the work’. The student responded by saying, ‘The work has done by them’. In this case, the teacher applied some corrective strategies so that the student could identify the mistake herself. She gave hint by shaking her head at first but the student failed to provide the correct answer. She gave another clue to that student. After that the student was able to correct her mistake. Another student was

not able to transform a different active voice. The teacher directly corrected the error of that student.

The researcher found that teacher 4 did not show any disinterest when she corrected the mistakes of her students. She mostly used direct correction to repair the mistakes of her students. In some cases, she reformulated the erroneous utterances of her students.

For correcting the error of the students, teacher 5 provided direct correction to the students whenever they made any mistakes. For instance – a student failed to answer a question correctly then she directly said ‘It’s not right’ and provided the correction. In the case of another student, she used recast to the inappropriate response.

The researcher found that teacher 6 followed explicit correction to correct the errors of her students. In this case, the teacher asked one of the students to transform a direct speech but he failed. Therefore, the teacher asked other students but they also failed to provide the correct response. The teacher directly informed the students about their incorrect responses and gave correction by explaining the structure of that particular type of speech transformation again.

After discussing all the findings, it could be said that junior secondary level English language teachers handled everything in class. They not only explained different concepts to the students but also provided correction to them. In this case, they followed three types of corrective feedback to rectify the mistakes of their students. ‘Explicit correction’ and ‘recast’ were mostly used by them. ‘Meta-linguistic feedback’ was used less frequently than aforementioned types of corrective feedback and it was quite evident from the findings. The idea of following more than one corrective feedback type at a time was supported by Ellis (1999). From his perception, a teacher should combine different types of corrective feedback depending

on the type of error made by the students (p. 585). Similarly, Golshan (2013) identified that the use of different types of corrective feedback is more effective than no feedback (p. 565).

In this study, junior secondary level English language teachers directly corrected the mistakes of their students. Carroll (2001) was in favor of explicit correction of errors because in explicit correction teachers not only indicate incorrect utterance of the learners directly but also provide correction directly that assists learners to perceive their errors more easily (p. 355). Moreover, teachers usually use this type of feedback with young and less skilled learners because they cannot identify their errors alone (Park, 2010, p. 8). That was why; English language teachers might use direct correction to repair the mistakes of junior secondary level students. However, the use of such type of corrective feedback makes students less active in the corrective event. It provides no scope to the students to identify their errors. Even hampers their critical thinking ability because they need not think much in this regard.

English language teachers of junior secondary level also provided oral corrective feedback implicitly to the students. In simple, they used recast to correct their students' errors. In the case of recast, teachers did not explicitly point out the error to show the right form to the students. They reformulated the whole or part of the inaccurate word or phrase as a part of the error correction procedure (Olmezer-Ozturk & Ozturk, 2016, p. 114). Villalobos (2010) illustrated that recast is a useful tool for error treatment as it permits language teachers to provide feedback implicitly to the students. He also believed that it allows teachers to focus on the form of the utterance of the students without altering the content of the message (p. 236). It means that recast modifies the form of the students' erroneous production without changing the meaning of it. Lyster and Mori (2006) considered recast as an effective corrective feedback type. According to them, recast helps to maintain the flow of communication. Moreover, it facilitates the delivery

of complex subject matter in a supportive way (p. 273). It could be said that Lyster and Mori (2006) perceived recast as a useful corrective feedback type. However, recast is not much effective for students because it restricts the ability of the students to think and make them inactive learners. It is because all the correction is done by the teachers.

In some cases, English language teachers used clues or hints to correct the mistakes of their students. Tamayo and Cajas (2017) recognized meta-linguistic feedback as a useful one because it encourages students to self – repair (p. 175). More specifically, self-repair promotes autonomy among students as they need to take the responsibility of correcting their errors. It also allows students to play an active role in the corrective event (Mendez & Cruz, 2012, p. 68). It means that in the meta–linguistic feedback process, students need to take the responsibility of their own error correction. Ellis et al. (2006) made a comparison between the effects of explicit correction and meta-linguistic feedback. They identified that meta-linguistic feedback is more effective than explicit correction in terms of learning regular past tense (-ed) morpheme (p.339). The teachers of junior secondary level need to enhance the use of those corrective feedback types that require self-repair. It is because self-repair allows students to think critically about their errors. In simple, by reflecting on the errors, students can easily know what types of error they have made and how they need to repair them. It is necessary to say that it will also improve the self- confidence among students. Moreover, it will increase the interest of the students in learning.

Answering the Central Research Question 2

The second central research question was concerned with the timing of oral corrective feedback. In this case, statement 7 up to statement 11 of students' and teachers' survey questionnaires (see Appendices A & B) were designed to identify when junior secondary level

English language teachers provided oral corrective feedback to their students. The findings from classroom observations were also considered. The timing of oral corrective feedback was illustrated by focusing on two aspects. At first, the mode of oral correction (from statement 7 to 8) was discussed. After that the timing (from statement 9 to 11) of oral corrective were talked about which was developed by Olmezer-Ozturk and Ozturk (2016).

Mode of error correction from students' perspective. The following graphical representation would help to perceive the findings better. It was prepared to illustrate the findings of 7 and 8 number statements from the survey questionnaire of the students.

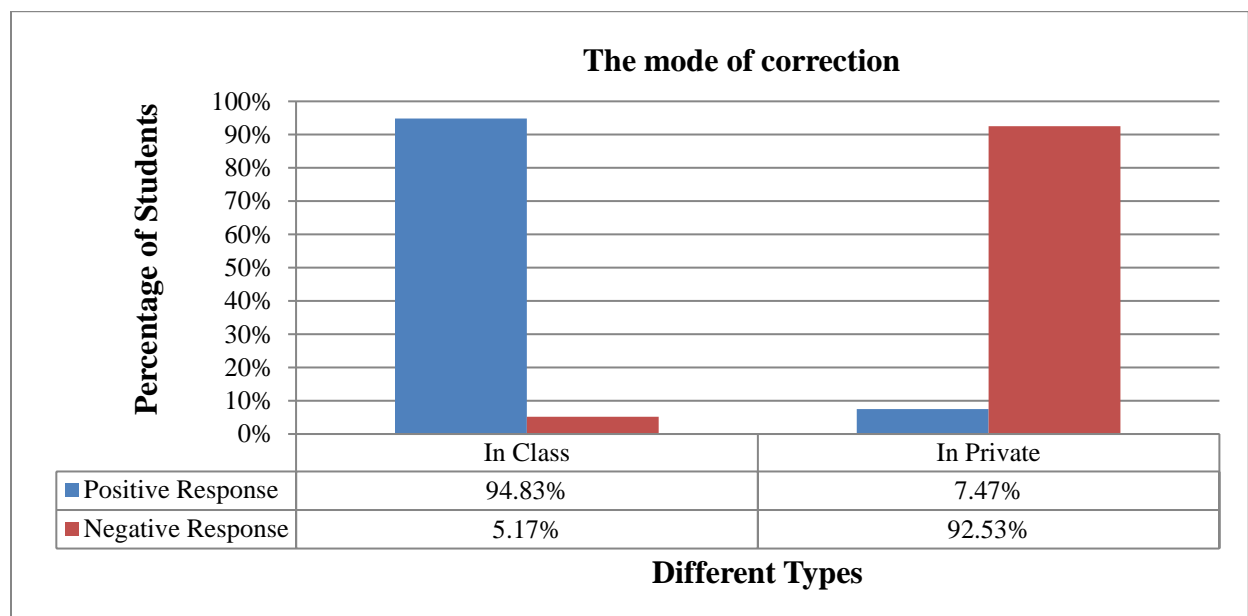


Figure 3. Preference for the mode of oral correction from the perception of students.

The graph portrayed the opinions of the students regarding the mode of oral correction. It showed that 94.83% provided positive responses and 5.17% provided negative responses in terms of in class correction. It meant that English language teachers always corrected their students whenever they made any mistake in class. In simple, every time they openly corrected

every single error of their students in class. For private error correction, only 7.47% students responded positively and rest of the 92.53% students responded negatively.

Mode of error correction from teachers' perspective. The following graphical representation would help to perceive the findings better. It was prepared to illustrate the findings of 7 and 8 number statements from the survey questionnaire of the teachers.

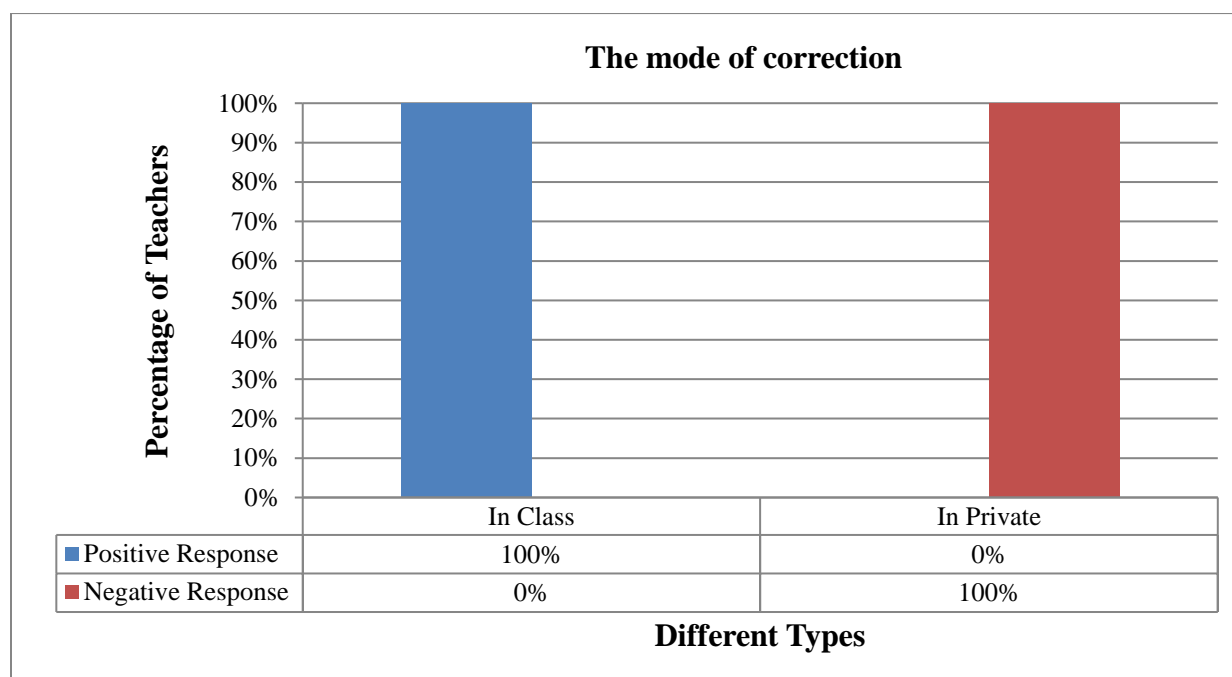


Figure 4. Preference for the mode of oral correction from the perception of teachers.

Above graph portrayed the opinions of the teachers regarding the mode of oral correction. It revealed that all the 6 English language teachers were in favor of in class error correction and no negative response was seen in this regard. It also meant that none of the errors of the students were ignored by the teachers. Errors were corrected every time openly by the teachers. However, teachers needed to consider that the correction of every single error might interrupt the learning process of the students. Therefore, they were suggested to focus on most significant types of errors. For private error correction, none of the teachers provided positive responses.

Mode of error correction from researcher's perspective. The findings from classroom observation confirmed this fact too. All the 6 teachers always repaired the mistakes of their students in class. In this case, the teachers decided which student would participate and when. They provided correction to the students whenever they made mistakes. An example could be – in the class of teacher 2, one of the students mispronounced the word 'hour' as 'haur' while reading out the answers of one of the preposition exercises. At that time, teacher 2 responded to that student by saying, 'No, no, it is not 'haur'. We pronounce it as 'our.''' In this case, the teacher could simply ignore the mispronunciation of the word 'hour' because it had no connection to the concept of preposition. However, he did not do that and provided explicit correction to the erroneous utterance of that student.

According to Leiter (2010), teachers should focus on those errors that have connection to the subject of the class (p. 19). In this case, the teacher did the opposite. He corrected that error which had no relation to the knowledge of preposition. Similarly, Ellis (2009) illustrated that the correction of errors should be focused one (p. 10). It meant that teachers should correct some specific errors, not all of them. Teachers needed to remember that correction was necessary but not excessive correction. Otherwise, it might hinder the learning process of the students.

Timing of OCF from students' perspective. Another dual graphical representation was provided below to easily perceive the findings about oral corrective feedback timing. It was prepared to illustrate the findings of 9, 10 and 11 number statements from the survey questionnaire of the students.

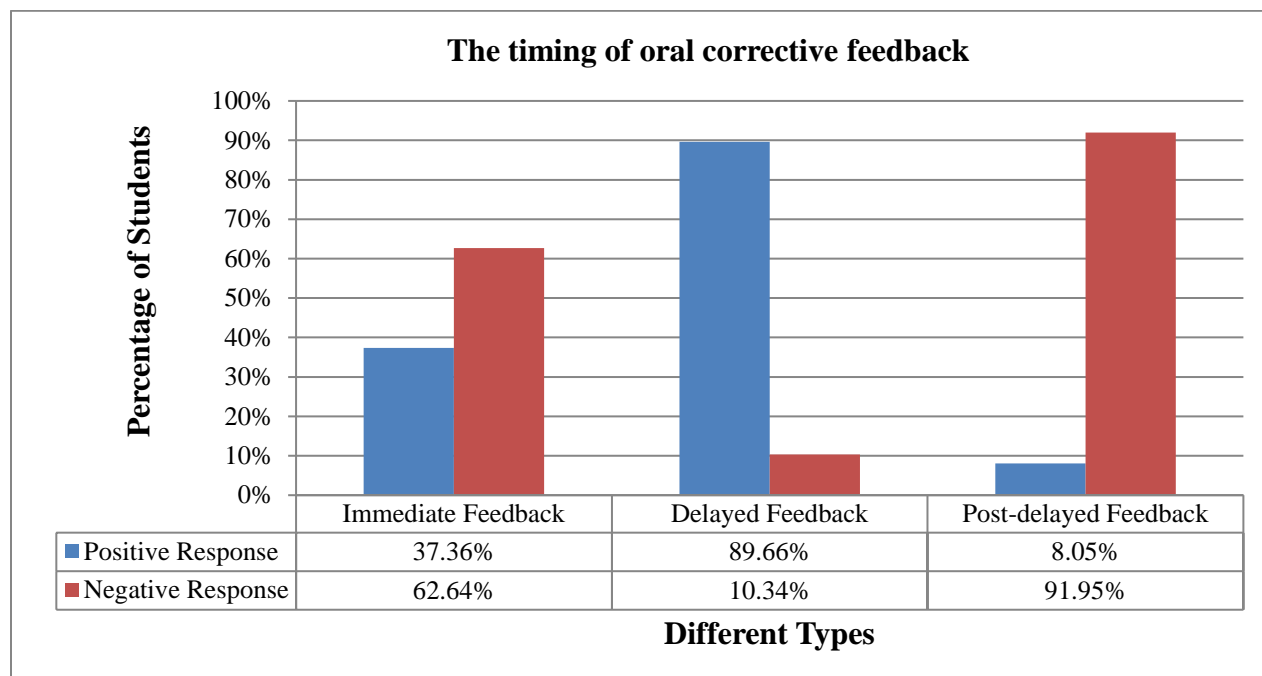


Figure 5. Preference for the timing of oral corrective feedback from the perception of students.

Above graph revealed the responses of the students in terms of oral corrective feedback timing. In this case, 37.36% students provided positive responses and 62.64% provided negative responses for immediate feedback. It meant that English language teachers did not correct the errors of their students instantly from the viewpoint of most of the students. In the case of delayed feedback, 89.66% responded positively and 10.34% responded negatively. It could be said that English language teachers of junior secondary level corrected their students at the end of their erroneous production. For post-delayed feedback, 8.05% gave positive responses and 91.95% gave negative responses. It meant that post-delayed feedback was not preferred much by the teachers.

After analyzing the figure 5 it could be said that junior secondary level English language teachers mostly used delayed feedback to correct their students. It might be because they did not want to interrupt their students. However, teachers should also enhance the use of immediate

feedback for erroneous utterances of the students. It provided treatment for errors quickly than delayed feedback. For effective language learning to happen, teachers needed to make a balance between immediate and delayed feedback timing.

Timing of OCF from teachers' perspective. Another dual graphical representation was provided below to easily perceive the findings about oral corrective feedback timing. It was prepared to illustrate the findings of 9, 10 and 11 number statements from the survey questionnaire of the teachers.

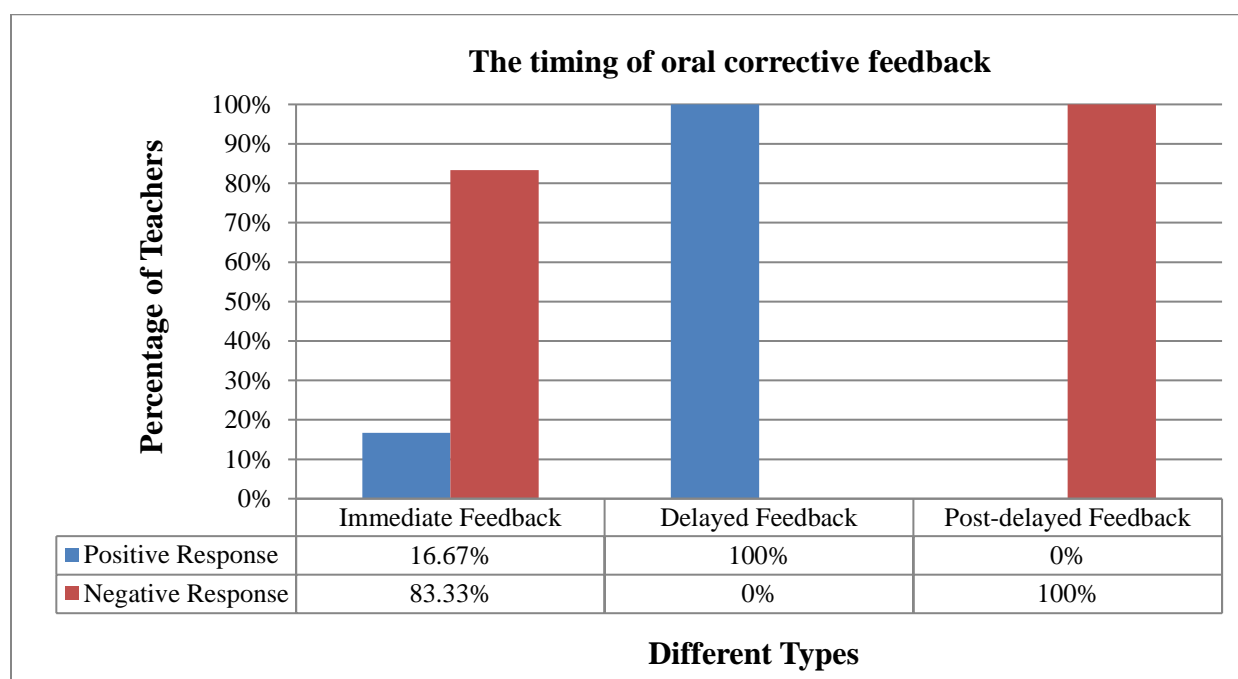


Figure 6. Preference for the timing of oral corrective feedback from the perception of teachers.

The graph revealed the responses of the teachers in terms of oral corrective feedback timing. Only 16.67% teachers provided positive responses and rest of the 83.33% teachers provided negative responses in terms of immediate feedback. It meant that most of the teachers had not much preference for immediate feedback. All the 6 teachers were in favor of delayed feedback. That was why, no negative responses were seen in this regard. It could be interpreted

that teachers corrected their students without interrupting them. For post-delayed feedback, none of the teachers provided positive responses.

It meant that teachers considered delayed feedback of timing as an effective medium for error correction. However, they needed to increase their focus on immediate feedback because it took less time for error treatment than delayed feedback.

Timing of OCF from researcher's perspective. The classroom observation portrayed similar type of findings. The researcher found that all the 6 teachers were in favor of error correction. Most importantly, they corrected their students when the students were done with producing erroneous utterance. For instance – teacher 4 asked some questions to her students after explaining a text. However, some of the students failed to respond. In one of the case, she used 'recast' strategy to correct the following erroneous response, 'Rokeya Begum fought for the rights and opportunities of women. She always fought for their welfare. She was the pride of the society'. She provided correct answer by saying, 'for women'. She corrected the student at the end of her response. However, the teacher needed to use immediate feedback of timing for reducing the time between error and its treatment.

According to Aravena (2015), teachers need not correct their students instantly because it might interrupt their efforts to communicate (pp. 38 – 39). In this case, the teachers did not correct their students instantly because it might create barrier in the flow of communication. On the other hand, Park (2010) recognized immediate correction as a useful one because it lessens the time between an erroneous utterance and its treatment (p. 12). Similarly, Ellis (2009) illustrated that corrective feedback works well when it is given instantly to the student who made the error (p. 5). It meant that immediate correction was not ineffective at all. The teacher could use immediate correction for above instance for making the error treatment process more

productive. The reason behind saying so was that immediate feedback provided treatment for errors quickly than delayed feedback. For effective language learning to happen, teachers needed to make a balance between immediate and delayed feedback timing.

To make the oral corrective feedback process more effective, it must be offered to students as soon as possible. The amount of feedback might differ from one student to another. In a language class, some students might require more feedback than other students thus teachers had to behave sensibly while correcting those students. From the perception of Pirhonen (2016), the effective error treatment depends on the following factors, like - students' age, needs, preferences, personalities, proficiency levels and motivation (p. 25). It meant that teachers needed to consider the aforementioned factors when they would correct their students.

Answering the Central Research Question 3

The third central research question tried to identify the impact of oral corrective feedback on the performance of junior secondary level students. In this case, statement 12 up to statement 18 of students' and teachers' survey questionnaires (see Appendices A & B) were prepared to figure out the impact of oral corrective feedback. The impact was illustrated by focusing on the positive (from statement 12 to 14) and negative (from statement 15 to 18) aspects of oral corrective feedback. The findings from classroom observation were also considered in this regard.

Positive aspects of OCF from students' perspective. The following graphical representation would help to perceive the findings better. It was prepared to illustrate the findings of 12, 13 and 14 number statements from the survey questionnaire of the students.

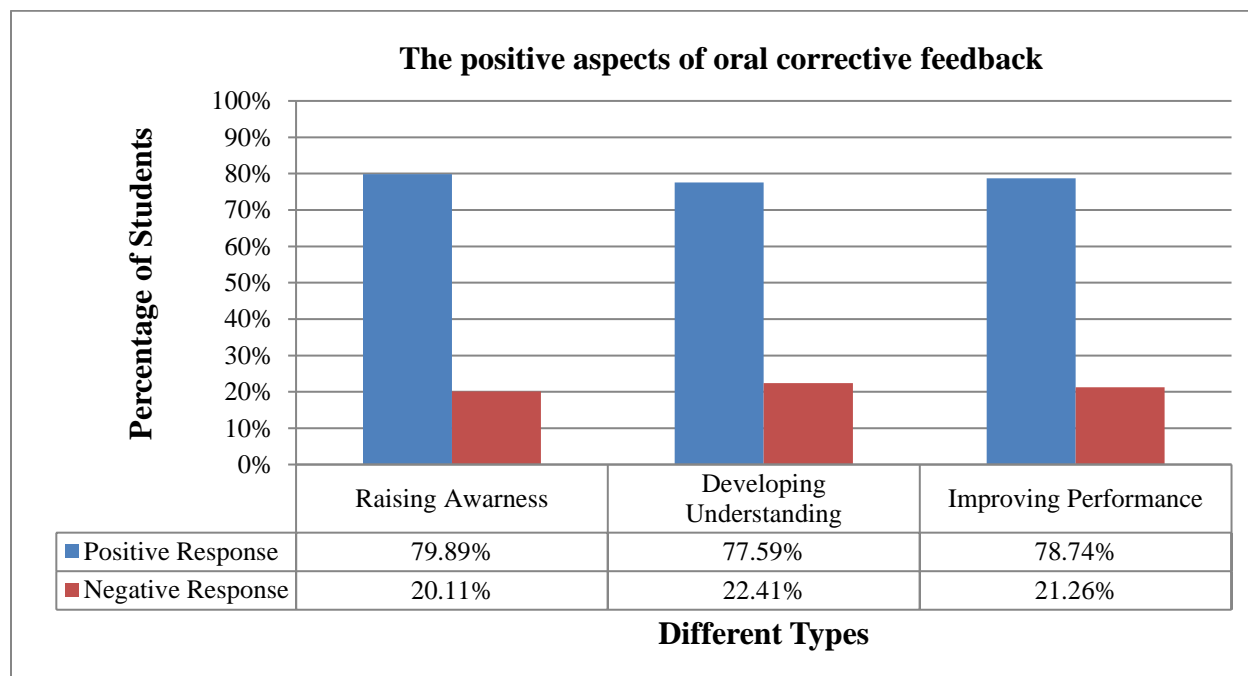


Figure 7. Preferences for the positive aspects of oral corrective feedback from students' view.

The graph on students' responses revealed that 79.89% provided positive responses and 20.11% provided negative responses about the effectiveness of oral corrective feedback in raising awareness. Similarly, 77.59% responded positively and 22.41% students responded negatively in terms of developing their understanding about different aspects of English language. In the case of performing better in class, 78.74% gave positive responses and 21.26% gave negative responses.

It could be interpreted that majority of the students were in favor of oral corrective feedback. Teachers provided correction whenever their students made errors however not all the students were influenced by the positive aspects of oral corrective feedback. It meant that the needs of some students were not fulfilled by their teachers. Therefore, it was important for the teachers to identify the needs of those students and act accordingly.

Positive aspects of OCF from teachers' perspective. The following graphical representation would help to perceive the findings better. It was prepared to illustrate the findings of 12, 13 and 14 number statements from the survey questionnaire of the teachers.

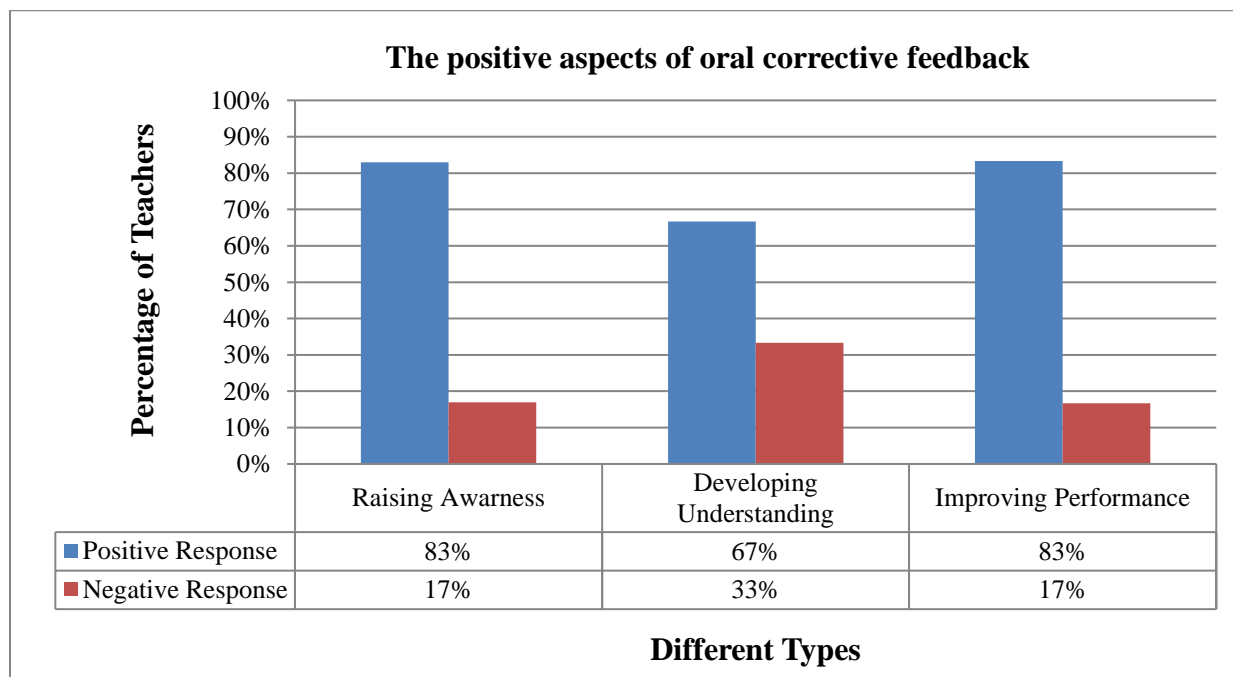


Figure 8. Preferences for the positive aspects of oral corrective feedback from teachers' view.

The graph on teachers' responses revealed that most of the teachers provided positive responses in this case. 83% responded positively and 17% responded negatively in terms of raising awareness. In the case of developing understanding, 67% gave positive responses and 33% gave negative responses. On the other hand, for improving performance, 83% answered positively and 17% answered negatively. It could be interpreted that not all the teachers believed that their way of oral correction was effective for all of their students. That was why, some of the teachers provided negative responses in terms of raising awareness, developing understanding and improving performance of their students. It meant that teachers needed to work on their error correction procedure.

Positive aspects of OCF from researcher's perspective. In the case of classroom observation, none of the teachers showed disinterest to correct the errors of their students. All the 6 teachers corrected the erroneous utterances of their students. However, most of the teachers did not use any kind of inspirational words when their students tried to respond. Only one teacher utilized short and simple praises, like – ‘good try’ and ‘thank you’ whenever her students tried to respond. Teachers need to develop the habit of using inspiring words whenever they provide feedback to their students. It is because the use of such inspirational words will help students to get interested in learning. It is also useful to improve their performance in class.

After discussing all the findings, it could be said that majority of the students and teachers believed that oral corrective feedback had positive impact on the performance of junior secondary level students. From the perception of Purnawarman (2011), corrective feedback plays a significant role in the learning process if it is provided properly. It works as a tool that narrows down the gap between students' actual ability and their desired performances (p. 13). It means that oral corrective feedback makes students responsive to their errors if it is provided properly.

Similarly, Meriem (2015) identified that oral corrective feedback creates positive impact on language learning. The absence of oral corrective feedback leads students to create false hypothesis. More precisely, students might perceive their incorrect and incomplete input as a right one without the presence of oral corrective feedback (p. 10). Thus, oral corrective feedback is necessary to be provided to the students. In this case, the more feedback students get on their performance, the better they will recognize what they need to do to minimize their errors. In this case, majority of the students were able to perceive the positive sides of oral corrective feedback.

Suryoputro and Amaliah (2016) illustrated how oral corrective feedback developed the performance of EFL students. Firstly, oral corrective feedback raised consciousness among those

students regarding their errors. Secondly, it created the habit of listening to the suggestion of others among them. Thirdly, it assisted students to develop different aspects of language, like – pronunciation and the use of grammar. Lastly, those students enriched their vocabulary with the help of oral corrective feedback (p. 78). It meant that the findings of the current study had some similarity with the findings of Suryoputro and Amaliah’s (2016) study.

Negative aspects of OCF from students’ perspective. Another dual graphical representation was provided below to easily perceive the findings about the impact of oral corrective feedback. It was prepared to demonstrate the findings of 15, 16, 17 and 18 number statements. These statements focused on the negative aspects of oral corrective feedback.

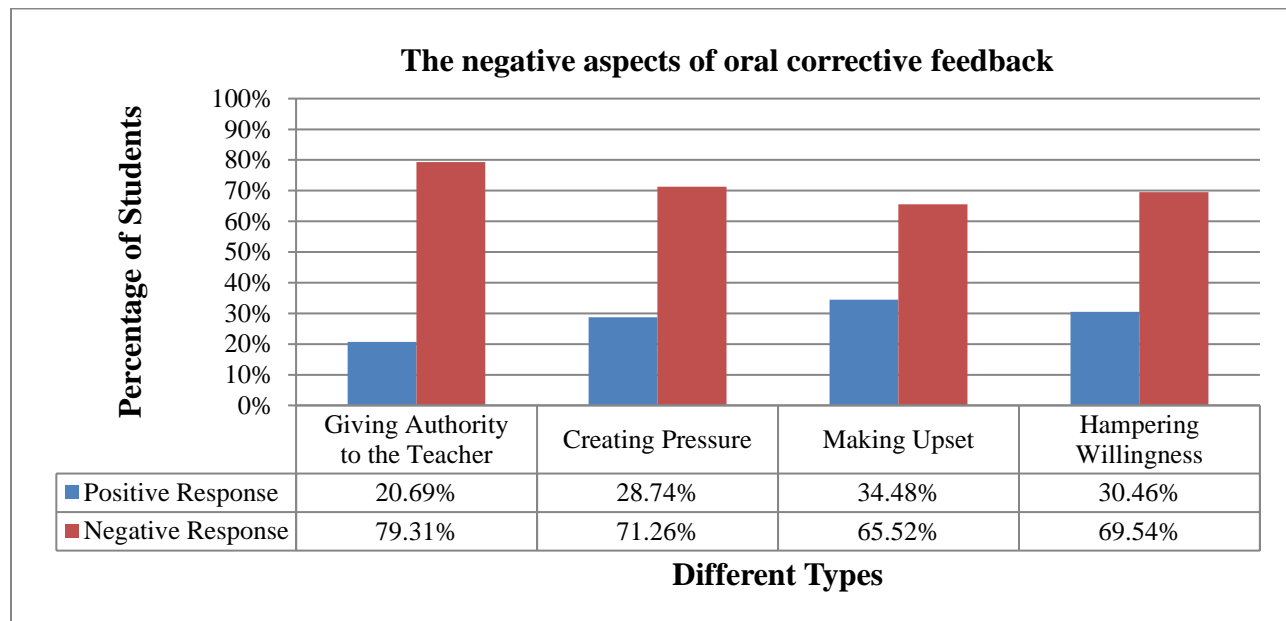


Figure 9. Preferences for the negative aspects of oral corrective feedback from students’ view.

The graph on students’ responses revealed that 20.69% students provided positive responses and 79.31% provided negative responses for the authority of the teachers in terms of controlling the utterances of the students. 28.74% responded positively and 71.26% responded

negatively in terms of creating pressure on the students to use English language appropriately by the oral corrective feedback. In the case of making upset, 34.48% students gave positive responses and 65.52% students gave negative responses. 30.46% students responded positively because they believed that oral corrective feedback hampered their willingness to speak in class and rest of the 69.54% responded negatively in this regard.

It could be interpreted that some students were not satisfied with the feedback that they got from their teachers. Since every student has the right to get proper feedback from their teachers. Therefore, teachers need to work on the needs of the students to satisfy them as well as ensure effective learning for them.

Negative aspects of OCF from teachers' perspective. Another dual graphical representation was provided below to easily perceive the findings about the impact of oral corrective feedback. It was prepared to demonstrate the findings of 15, 16, 17 and 18 number statements. These statements focused on the negative aspects of oral corrective feedback.

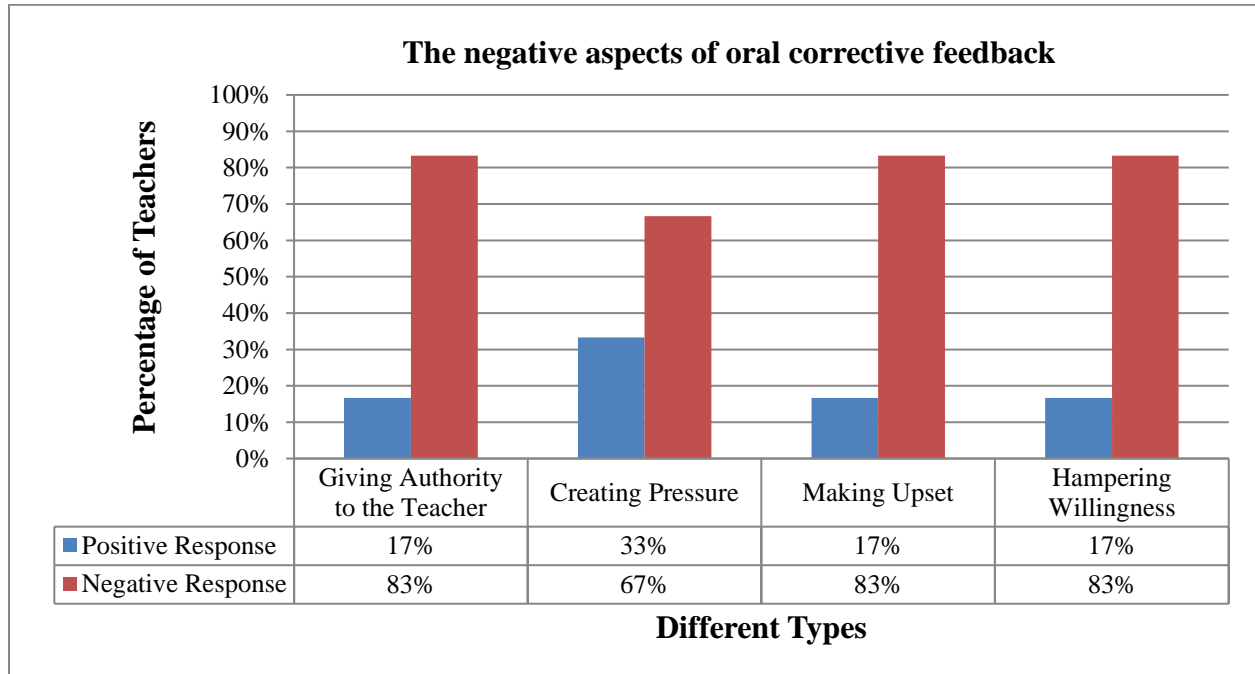


Figure 10. Preferences for the negative aspects of oral corrective feedback from teachers' view.

Above graph talked about the negative aspects of oral corrective feedback. It showed that 17% teachers responded positively and 83% teachers responded negatively for the authority of the teachers in terms of controlling the utterances of the students. 33% responded positively and 67% responded negatively in terms of creating pressure on the students to use English language appropriately by the oral corrective feedback. In the case of making upset, 17% teachers gave positive responses and 83% teachers gave negative responses. 17% teachers responded positively because they believed that oral corrective feedback hampered the willingness of their students to speak in class and rest of the 83% teachers responded negatively in this regard.

It could be interpreted that not all the teachers believed that their way of oral correction was effective for all of their students. For that reason, some of them provided positive responses in this regard.

Negative aspects of OCF from researcher's perspective. In the case of classroom observation, the researcher did not notice disinterest among teachers when they provided oral corrective feedback to their students.

Based on the findings, it could be said that oral corrective feedback had an impact on the performance of the junior secondary level students. Majority of the participants believed that the positive aspects of oral corrective feedback had influence over them more than the negative ones. In this case, not all the participants provided positive responses because they believed the received feedback was not appropriate to fulfill their needs. For that reason, Khaneghah (2016) talked in favor of appropriate corrective feedback. According to him, appropriate feedback not only improves the learning process of the students but also develops self-confidence among students (p. 2536).

After analyzing the findings of the central research questions, it could be said that junior secondary level English language teachers mostly used 'explicit correction' and 'recast' to repair the mistakes of their students. 'Meta-linguistic feedback' was also utilized but less frequently than 'explicit correction' and 'recast'. The teachers always corrected their students in class. In this case, they mostly corrected their students at the end of their erroneous utterance. It meant that teachers mostly used 'delayed feedback' in terms of timing. Even oral corrective feedback had an impact on the performance of the students. Most of the students were influenced by the positive aspects of oral corrective feedback. They recognized that oral corrective feedback raised awareness among them about their erroneous utterance. They also believed that it developed their understanding about different aspects of English language. Moreover, they acknowledged that oral corrective feedback helped them to perform better in class.

Conclusion

Oral corrective feedback is an essential part of language learning and teaching. It can assist both students and teachers to meet their goals in the process of learning and teaching if it is used properly.

The purpose of this study was to identify the types and the timing of oral corrective feedback that junior secondary level English language teachers utilized in classrooms. It also tried to figure out the impact of oral corrective feedback on the performance of the students. It considered students' and teachers' perceptions and the researcher's classroom observation in this regard.

Summary of the Findings

The findings of the study revealed that junior secondary level English language classes were teacher-oriented. Teachers not only taught different ideas or concepts to their students but also provided correction to them. They always corrected their students in class. In this case, they mostly used 'explicit correction' and 'recast' to repair the mistakes of their students. Besides, 'meta-linguistic feedback' was utilized less frequently than aforementioned types of oral corrective feedback. In the case of timing, teachers mostly used 'delayed feedback' in class. It meant that they corrected the students at the end of their erroneous utterances. Even oral corrective feedback had an impact on the performance of junior secondary level students. In this case, the positive aspects of oral corrective feedback influenced them more than the negative aspects. The following aspects, like – raising awareness about errors among students, developing understanding about different aspects of English language among students, and helping students to perform better in class created a positive impact on the participants.

Contribution to Research

This dissertation tried to unveil the types and the timing of oral corrective feedback that were utilized by junior secondary level English language teachers. Moreover, it shed light on the impact of oral corrective feedback on the performance of the students. To fulfill those purposes, the researcher gathered the opinions of students and teachers as they were the major stakeholders of the language classroom. Even classroom observation was carried out to perceive whether the findings of the observation matched with the findings of the two surveys or not. Therefore, this dissertation might hold the attention of the researchers who will be interested to work on oral corrective feedback in future. It might come into the consideration of the teachers of Bangladesh by giving them an idea about the current scenario of oral corrective feedback process and presenting probable solutions to bring some changes in it.

Practical Implication

This study incorporated the viewpoints of junior secondary level students and teachers which were the valuable source of data. As a result, the entire study might be proved to be effective for English language teachers.

Recommendations

The English language teachers in junior secondary level follow the traditional style of teaching. It means that from explaining any concept or idea to providing corrective feedback the teacher does everything. If teachers continue to follow this teaching practice, that may not provide much benefits to the students in language classrooms. To alter the current situation, some necessary steps are needed to consider. The steps are –

- First of all, teachers need to come out of the shell of conventional way of teaching because their traditional teaching process makes them too much authoritative in the

language classrooms creating barriers in the learning process of the students. For the betterment of the students, teachers should provide some liberty to the students so that they may take the responsibility of correcting their own errors. Self-repairing process of errors might be easier for students if they get necessary guidelines and information from their teachers.

- Secondly, teachers need not correct all the little mistakes made by students when they respond to their teachers. The excessive correction of errors might make students feel incompetent; consequently hamper their courage to speak in class.
- Thirdly, teachers need to make a balance between immediate and delayed feedback timing. For longer erroneous responses, immediate feedback might be effective because it provides treatment for errors quickly. On the other hand, delayed feedback might be useful for shorter erroneous responses due to its non-interruptive nature.
- Fourthly, teachers need to behave sensibly while correcting the errors of their students. It is because all the students may not have similar abilities. In this case, some students may require more feedback than other students thus teachers need to keep that in mind.
- Fifthly, teachers need to identify the needs of their students to make the corrective feedback process more effective. In this case, they may conduct needs analysis survey for their students to find out their actual needs and interests in terms of corrective feedback.
- Last but not the least; teachers need to check the understanding of their students after providing feedback to them or after providing necessary information for self-repairing.

Further Studies

The study was a small-scale exploration and the findings might reveal partial views of classroom research. Therefore, the research on oral corrective feedback is suggested to be

conducted in an extensive manner in different levels of education. Educational institutions outside Dhaka need to be taken into consideration for future research.

Conclusion

To sum up, it can be said that oral corrective feedback is a significant part of language classes. The proper application of oral corrective feedback in the classroom context is the prerequisite for successful language learning and teaching. To attain success, both teachers and students need to contribute in the corrective event. In this case, teachers should employ those corrective feedback types more that require self-repair because it allows students to invest from their own. The contribution of the students in this case makes them aware of their errors and helps them to develop their performances in class. Moreover, self-repair may help all the students to perceive the positive impact of oral corrective feedback better. More specifically, it may be helpful for those students who were influenced by the negative aspects of oral corrective feedback before.

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Appendix A

Questionnaire for Students (Adapted from Park, 2010)

Direction: This questionnaire is prepared for academic purposes. Its aim is to identify the type, the timing and the impact of oral corrective feedback on the performance of junior secondary level students. Please feel free to provide necessary information related to the study; your identity will be kept anonymous. Thank you!

(Oral corrective feedback means to provide verbal correction by teachers to the students about the errors/mistakes made by them. It can be given by means of direct correction, clue/hint, clarification request, and reformulation and so on. For example - a student may say, 'My uncle live in Dhaka'. In this case, a teacher may respond 'No, you are wrong. You have to say, 'My uncle lives in Dhaka''.)

Part I

Class: _____ Age: _____ Gender: _____

Part II

Please read the statements carefully and put a tick (√) mark in the box that best describes you.

Statements	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)
01. The teacher directly notifies me whenever I make any error and provides me the correct version of it				
02. The teacher draws attention to my error by asking me to repeat whatever I have said				
03. The teacher reformulates my utterance in the right form without identifying any error				

04. The teacher provides a hint or a clue to repair my error				
05. The teacher extracts the right structure from me for any erroneous utterance				
06. The teacher asks for clarification if he/she does not understand my utterance				
07. The teacher corrects me in front of the class all the time				
08. The teacher corrects me in private throughout the lesson				
09. The teacher corrects me instantly when the error is made				
10. The teacher corrects me at the end of my erroneous utterance				
11. The teacher corrects my errors at the end of the class				
12. The oral corrective feedback raises awareness in me about my incorrect utterance				
13. The oral corrective feedback develops my understanding about different aspects of English language				
14. The oral corrective feedback helps me to perform better in class				
15. The oral corrective feedback gives the authority to the teacher to control my utterances				
16. The oral corrective feedback creates pressure on me to use English language appropriately in class				
17. The oral corrective feedback makes me upset				
18. The oral corrective feedback hampers my willingness to speak in class				

Appendix B

Questionnaire for Teachers (Adapted from Park, 2010)

Direction: This questionnaire is prepared for academic purposes. Its aim is to identify the type, the timing and the impact of oral corrective feedback on the performance of junior secondary level students. Please feel free to provide necessary information related to the study; your identity will be kept anonymous. Thank you!

(Oral corrective feedback means to provide verbal correction by teachers to the students about the errors/mistakes made by them. It can be given by means of direct correction, clue/hint, clarification request, and reformulation and so on. For example - a student may say, 'My uncle live in Dhaka'. In this case, a teacher may respond 'No, you are wrong. You have to say, 'My uncle lives in Dhaka''.)

Part I

Gender: _____

Age: _____

Educational Qualification: _____

Part II

Please read the statements carefully and put a tick (√) mark in the box that best describes you.

Statements	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)
01. I directly notify my students whenever they make any error and provide them the correct version of it				
02. I draw attention to the errors of my students by asking them to repeat whatever they have said				
03. I reformulate the utterance of my students in the right form without identifying any error				

04. I provide a hint or a clue to my students to repair any error				
05. I extract the right structure from my students of their erroneous utterances				
06. I ask for clarification if I do not understand the utterance of my students				
07. I correct the errors of my students in the class all the time				
08. I correct the errors of my students in private throughout the lesson				
09. I correct my students instantly when the error is made				
10. I correct my students at the end of their erroneous utterances				
11. I correct the errors of my students at the end of the class				
12. I think the oral corrective feedback raises awareness among my students about their incorrect utterances				
13. I think the oral corrective feedback develops the understanding of my students about different aspects of English language				
14. I think the oral corrective feedback helps my students to perform better in class				
15. I think the oral corrective feedback gives me the authority to control the utterances of my students				
16. I think the oral corrective feedback creates pressure on my students to use English language appropriately in class				
17. I think the oral corrective feedback makes my students upset				
18. I think the oral corrective feedback hampers the willingness of my students to speak in class				

Appendix C

Classroom Observation Checklist (Adapted from Kasim, 2015)

			Field Notes (Related Comments)
	Yes	No	
01. The teacher responds to the errors or mistakes of the students			
02. The teacher responds to every single error that is produced by students			
03. The teacher provides complete explanation of the error after identifying it			
04. The teacher alone identifies the error and gives the right answer			
05. The teacher indicates the error and gives the opportunity to the student to correct it			
06. The teacher points out the error and allows another student to provide the right answer			
07. The teacher provides oral corrective feedback to every individual student			
08. The teacher provides oral corrective feedback to the whole class			
09. The teacher provides oral corrective feedback directly to the students			

10. The teacher provides oral corrective feedback indirectly to the students			
11. The teacher provides oral corrective feedback by interrupting the students			
12. The teacher provides oral corrective feedback without interrupting the students			
13. The teacher provides oral corrective feedback similarly to all the students			
14. The teacher gives oral corrective feedback in an understandable and positive manner			