



**ORAL CORRECTIVE FEEDBACK ON GRAMMATICAL ERRORS:
AN ANALYSIS OF LEARNER BELIEFS, TEACHER BELIEFS, AND
CLASSROOM PRACTICES**

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TELİF HAKKI VE TEZ FOTOKOPİ İZİN FORMU

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ÖZ

Dil öğretiminin gittikçe artan önemi ile birlikte, bu alandaki öğretmen uygulamaları ve bunların etkinliği ile ilgili sorular artmaktadır. Öğretmenlerin mesleklerini icra ederken kişisel inançlarının etkisinde hareket etmeleri beklense de Baştürkmen, Loewen ve Ellis (2004) tarafından yürütülen çalışmada, son zamanlarda öğretmenlerin mesleki uygulamaları ile mesleki inançları arasında farklılıklar görüldüğü ortaya konmuştur. Dil öğretimindeki en tartışmalı konulardan biri hata düzeltimidir. Hata düzeltimi sözel ve yazılı olarak yapılabilmektedir. Öğrencilerin ders esnasında, özellikle konuşurken ve öğrenilen konuya ilişkin alıştırmaları cevaplararken yaptıkları dilbilgisi hataları için Sözel Düzeltici Dönüt tercih edilmektedir. Sözel Düzeltici Dönütün altı farklı çeşidi vardır. Bunlar literatürde ‘söyletim’, ‘yeniden biçimlendirme’, ‘doğrudan düzeltme’, ‘üst-dilsel geribildirim’, ‘tekrarlam’ ve ‘açıklığa kavuşturma talebi’ şeklinde sınıflandırmıştır (Lyster ve Ranta, 1997) ve hangisinin öğrenci için daha anlaşılır veya daha etkili olduğuna dair öğretmen inançlarının neler olduğu ve bu inançların, öğretmenlerin mesleki uygulamalarını etkileyip etkilemediği pek çok defa araştırılmıştır. Bunun yanı sıra, öğrencilerin, kendilerine sınıf içinde hata düzeltimi için verilen Sözel Düzeltici Dönütler hakkındaki inançları da bu dönütlerin hata düzeltiminde etkili olup olmaması konusunda önem arz etmektedir ve bu sebeple araştırma konusu olmuştur. Öğretmenlerin inançları haricinde, farklı etkenlerden ötürü öğretmen uygulamaları farklılaşabildiği gibi, öğrencilerin de faydasına inandığı ve gerçekten verim aldığı uygulamalar farklılık gösterebilmektedir. Şimdiye kadar genellikle sadece öğretmen inançlarını veya öğrenci inançlarını inceleyen çalışmalardan farklı olarak bu çalışmamız, hem öğretmen inançları ve uygulamalarını hem de öğrenci inançları ve dönütlerden aldıkları edinimi analiz edip bunları karşılaştırdığı için

önemlidir. Bu çalışma için, bir vakıf üniversitesi hazırlık programında, başlangıç seviyesinde (A1) İngilizce eğitimi alan beş farklı sınıftaki öğrenciler ile bu sınıflarda İngilizce öğreten öğretim görevlilerinin görüş ve uygulamaları incelenmiştir. Öğretim görevlilerinin sınıfları ile yaptığı beşer adet dersin görüntü kayıtları alınıp incelenmiş, sonrasında da öğretim görevlilerine ve öğrencilere Sözel Düzeltici Dönütlere yönelik inançlarını ölçmek için birer sormaca doldurtulmuştur. Bu sormaca ile inançlarının gerekçelerine de ulaşılmaya çalışılmıştır. Kayıtlar ve sormacalara verilen cevaplar içerik analizi yöntemi ile incelenip karşılaştırılarak, bu ikisi arasındaki ilişki ortaya çıkarılmıştır. Araştırmanın sonuçlarına göre öğretim görevlilerinin öğrencileri için en faydalı bulduğu sözel düzeltici dönüt çeşitleri yeniden biçimlendirme ve üst-dilsel geribildirim olmuş ve en sık kullandıkları ise yeniden biçimlendirme ve söyletim olarak gözlemlenmiştir. Böylelikle, öğretim görevlilerinin inançları ve uygulamaları arasında kısmi eşleşmeden bahsetmek mümkündür. Öğrenci inançları analizi, öğrencilerin yeniden biçimlendirme ve söyletim dönütlerini kendileri için daha yararlı gördüklerini göstermiştir. Fakat, söyletim ve açık düzeltme dönütleri, öğrencilerin hatalarını süzeltmelerinde en çok faydalandıkları dönüt çeşitleri olmuştur ve bu sonuç öğrenci inançları ile kısmi eşleşme göstermektedir.

Anahtar Kelimeler : Hata, Dilbilgisi Hataları, Sözel Düzeltici Dönüt, İnançlar, Öğretmen Uygulamaları.
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ABSTRACT

With the increasing importance of language teaching, questions about teacher practices in this field and their effectiveness are increasing. Although teachers are expected to act under the influence of their personal beliefs while performing their profession, a study conducted by Baştürkmen, Loewen, and Ellis (2004) revealed that there are differences between teachers' professional practices and beliefs recently. One of the most controversial issues in language teaching is error correction. Error correction can be made in oral and written forms. Oral Corrective Feedback (OCF) is preferred for grammatical errors made by students during the lesson, especially during speaking activities and exercises related to the grammar topic learned. There are six different types of OCF. These have been classified in the literature as 'elicitation', 'recast', 'explicit correction', 'metalinguistic feedback', 'repetition' and 'clarification request' (Lyster & Ranta, 1997) and teachers' beliefs about which one is more comprehensible or more effective for the students has been investigated many times. In addition, students' beliefs about the OCF given to them for error correction in the classroom is also important in terms of whether these feedbacks are effective in error correction, and for this reason, it also has been the subject of research. Unlike studies that have so far only examined teacher beliefs or student beliefs, this study is important because it analyzes and compares both teacher beliefs and practices; and student beliefs together with the uptake rate and type of each feedback. For this study, the opinions and practices of students in five different classes who receive English education at the beginner level (A1) in a preparatory program of a foundation university and the opinions of five instructors who teach English in these classes were examined. The video recordings of five lessons taught by the instructors with their classes were collected and

analyzed, and then the instructors and students were asked to fill in a survey to measure their beliefs about OCF. The video-recordings and the answers given in the surveys were examined and compared with the content analysis method, and the relationship between these two was revealed. According to the results of the research, the types of OCF that the instructors found most useful for their students were recast and metalinguistic feedback, and the most frequently used ones were recast and elicitation. Thus, it is possible to talk about partial match between the beliefs and practices of instructors. Student beliefs analysis showed that students found recast and elicitation more helpful to them with their grammar errors. However, elicitation and explicit correction were the types of OCF with the highest uptake rate and this result shows partial match between student beliefs and uptake rate.

Key words : Error, Grammar Errors, Oral Corrective Feedback, Beliefs, Teacher Practices, Uptake.
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LIST OF ABBREVIATIONS

CEFR	Common European Framework of Reference for Languages
CF	Corrective Feedback
EFL	English as a Foreign Language
ELT	English Language Teaching
ESL	English as a Second Language
OCF	Oral Corrective Feedback

CHAPTER I

INTRODUCTION

As human beings, we need different kinds of information from numerous sources so that we can learn and survive. The information we obtain in various ways helps us meet the basic needs that we cannot live if not met, and in this system, communication can be considered a must. Furthermore, Merriam- Webster Dictionary (2021) defines communication as "a process by which information is exchanged between individuals through a common system of symbols, signs, or behavior", which clearly shows that communication is also a way of receiving the information we require. While conducting this activity, the most common forms preferred are the spoken and written forms. Therefore, it is safe to say that language is the most crucial element in this context.

Since it is not possible to find or share information in only one language, and there may be a necessity to interact with others speaking different languages, language learning and teaching has been of utmost importance for the development of people and science among many other areas. Therefore, the area of language teaching has been changing constantly with the new findings of the research, shaping the methods and approaches. At this point, what remains the same is the idea that language teaching is a social event, and the teaching process must be framed accordingly, including effective interaction patterns and providing meaningful input to the learner so that learners can make use of each and every opportunity to improve their knowledge of the target language.

1.1. Background to the Study

With the high demand and need for learning foreign languages, teaching a language has become even more challenging because language teachers must take the social, psychological, and cognitive aspects of teaching into consideration carefully. One of the

most important things needed to conduct this challenging task is interaction. In a language classroom, be it learner-to-learner or teacher-to-learner, interaction is at the heart of the language teaching and learning process as it shows who is taking part and how, how and with which purposes the language is used, and so much more. Regardless of the type and content, interaction gives learners an opportunity to learn with the help of provided input, practice the target language, and notice and correct any type of errors. Therefore, teachers' responsibility to plan the lessons and set goals pertinently in order to help learners achieve the requested language proficiency is also crucial to provide learners the best learning environment. This type of a complex task requires teachers to be cautious while making decisions in certain circumstances as those decisions will affect the accomplishment of those goals. One of these mentioned important decisions is giving feedback to correct the errors learners make in the class.

The efficacy of corrective feedback in language learning has been a frequently studied topic, however, there is almost no consensus on whether it certainly has a positive or negative effect. There are only different ideas based on different types of settings.

Regardless of the discussions, it is certainly clear that learners can learn from their errors and feedback provided by their teachers since the feedback are most likely to help learners notice errors, and it is a resource of input for the learners. Hence, especially one type of corrective feedback, defined by Ellis (2009) as “responses to learner utterances containing an error” (p. 18), has an important role in foreign language learning as oral corrective feedback (OCF) is immediate and individual. Therefore, studying OCF has a vital role in terms of showing the importance of input provided through OCF and increasing interaction with the usage of OCF. Several international studies were conducted related to the comparisons and the effectiveness of OCF types (e.g. Ellis, Loewen, & Erlam, 2006; Hawkes & Nassaji, 2016; Lyster & Ranta, 1997; Lyster & Saito, 2013, etc.) in addition to several studies conducted on beliefs related to OCF and preferences of OCF types by teachers. Previous studies revealed that teachers' beliefs had a great impact on teachers' practices (e.g. Borg, 2003; Breen, Hird, Milton, Oliver, & Thwaite, 2001; Farrell & Kun, 2008; Golombek, 1998; Johnson, 1992; Ng & Farrell, 2003).

1.2. Statement of the Problem

The use of OCF, beliefs regarding OCF, and uptake rate following the OCF have been well-liked research topics recently; however, a study that investigates all of these variables

has not been encountered in the literature. As this study will try to find out the differences between teachers' beliefs and practice on OCF types and the differences between learner uptake rate and learner beliefs related to OCF, it is aimed to contribute to filling in this research gap because what teacher practices go through in years may not be noticed by the teachers since negotiations of meaning can get automatic (Farrell & Mom, 2015), and the observational data of the study can be a chance for the teacher participants in this study and other teachers in the field to reflect on their practices. Also, students' beliefs and their uptake rate in relation to the given OCF types can be used to shape teachers' future practices. All in all, not only by contributing to the literature, but also by providing insights to educators and researchers, this study is significant.

1.3. Aim of the Study

Language education is compulsory in many countries and even in those where it is not, it is quite important for career goals and personal growth. Therefore, teachers of language try to improve themselves and keep up with the research findings to find the best version of themselves as teachers so that they can provide their learners with the most suitable and effective education possible. At that point, researchers also contribute to this process and the field by conducting the necessary research and fill in the void that appear to prevents teachers or learners from performing better.

As Seedhouse & Jenks (2015) note, language classes are made of environments in which education and interaction come together. In this type of interaction, most of the time, it is teachers' responsibility to control the interaction as they are more knowledgeable than learners. They provide information, sometimes by changing or making it simpler, start communication, or give feedback or corrects errors to improve learners' performances. All of these tasks of the teachers and learners necessitate the use of language to interact.

At that point, along with instructions and questions, feedback is a powerful component of increasing interaction between teachers and learners in a foreign language learning context. In common sense, feedback is thought to be a type of interaction between teachers and learners. As learners can learn from endless things occurring in a learning context, feedback, especially oral feedback, can be seen as a vital input for learners since it is possible to observe whether or not the learner comprehends the input in the feedback and makes use of it. Hence, the importance of the type of OCF also plays an important role, and the types used differ from teacher to teacher. In that sense, to come up with an idea

about the effectiveness of OCF types, one needs to (1) analyze the frequency of OCF types used by the teachers, (2) compare those teachers' beliefs and practices, (3) have the learners' opinions on their preferences on how to be corrected in the class, and (4) finally compare learners' beliefs and their uptake rate for OCF types that teachers provide them with in the class. Accordingly, the present study will focus on teachers' beliefs and practice on OCF types and learner uptake rate, and learner beliefs related to OCF. In line with these, the study attempts to answer the following research questions:

RQ 1: What is the frequency of the OCF types used by the teachers in five different A1 level EFL classes?

RQ 2: What is the uptake rate for each type of OCF?

RQ 3a: Which OCF types do the instructors believe are useful for students and what are the reasons for their opinions?

RQ 3b: Do instructors' beliefs and their actual practices match?

RQ 4a: Which OCF type do the learners prefer to be given in the class and why do they prefer those types of OCF?

RQ 4b: Do the learners' preferences regarding OCF types and the uptake rate of the OCF given in the class match?

RQ5: Do learners' beliefs and instructors' beliefs on which OCF types are useful match?

1.4. Hypotheses

In the literature, a hypothesis is defined as “a statement describing relationships among variables that is tentatively assumed to be true”. (Ary, Jacobs, & Sorensen, 2010, p.7). With the help of the related literature and the researcher's opinions based on her teaching experience, some predictions about the result of this study can be made. They are presented as follows:

- Hypothesis 1: In the analyzed A2 level EFL classes, the most frequent OCF type used by the instructors is recast and the OCF type that was preferred the least is clarification request.
- Hypothesis 2: The instructors have the opinion that for the grammar errors by their learners, explicit correction and recast are the most useful OCF types, especially for

lower level learners, and elicitation is the most useful OCF type for higher level learners.

- Hypothesis 3: The learners favor recast and explicit correction the most for the correction of their grammar errors.
- Hypothesis 4: The highest uptake rate is observed after elicitation.
- Hypothesis 5: There is a mismatch between instructors' beliefs on which OCF types are useful for their learners and their classroom practices.
- Hypothesis 6: There is a match between learner beliefs on which OCF types they can make use of the most in case of a grammatical error and the uptake rate of those OCF types in the lessons.
- Hypothesis 7: Learner beliefs and instructor beliefs regarding their preferences among OCF types given for the grammar errors match.

1.5. Significance of the Study

In language teaching, exposure to meaningful and accurate language is one of the crucial elements that teachers must provide for learners. As feedback is a kind of meaningful input, it has a huge part in the learning process. Research related to OCF covered the issues such as whether, how, and when OCF is provided for a more successful and meaningful language teaching (Ellis, 2013), but what is actually happening concerning OCF in the classroom can be different from what teachers believe to be useful and meaningful. In addition, what learners prefer in terms of OCF may not be what is best for them. Hence, the present study will attempt to find out whether there are differences between teachers' beliefs, preferences, and practice on the use of OCF and whether there are differences between learner preferences on OCF and their uptake rate. This refers to the fact that this study covers more than the previous studies on this topic in the field did, which makes this study significant.

1.6. Assumptions

1. The video-recordings of the lessons were collected among the lessons they had had before the surveys were administered and the topic was revealed. Therefore, it is assumed that they did not perform any differently than they usually do in terms of giving feedback and responding to the feedback.
2. The participants were assumed to answer the survey questions sincerely and honestly.

1.7. Limitations

1. This study is limited in terms of the number of participants. Only 68 learners and five instructors from the same foundation university in Ankara are not enough to generalize the results to the entire population.
2. There was a loss of data since some learners copied and pasted the same answers to all of the survey questions, and some of their answers were not related to the questions.
3. Due to time constraints, only five hours of lessons by each instructor-participants were collected and analyzed. Although, it is stated in the literature that five hours of lessons would be enough to be considered as meaningful data, it remains a limitation to generalize the data to a wider population.

1.8. Definitions

Beliefs: “attitudes and values about teaching, students, and the education process” (Pajares, 1993, p. 46).

Teacher beliefs: “Statements teachers made about their ideas, thoughts, and knowledge that are expressed as evaluations of what 'should be done', 'should be the case', and 'is preferable” (Basturkmen, Loewen, & Ellis, 2004, p. 244).

Input: The language or linguistic data that learners are exposed to (Zhang, 2009).

Error: “A noticeable deviation from the adult grammar of a native speaker, reflecting the inter language competence of the learner” (Brown, 1994, p. 205).

Oral Corrective Feedback (OCF): Instructors’ oral responses to students’ incorrect output (Ellis, 2006).

Uptake: Learners’ reaction to the feedback provided after an erroneous utterance (Loewen, 2004).

Repair: The correct reformulation of an error as uttered in a single student turn (Lyster & Ranta, 1997).

CHAPTER II

REVIEW OF LITERATURE

In this chapter, a review of the literature on topics ranging from teaching grammar to OCF, and four important hypotheses that contributed to language learning and their standpoint towards the use of OCF are explained. Furthermore, errors and mistakes are defined and the necessity of correcting them is explained. Finally, previous studies on teachers' and learners' beliefs towards OCF are summarized.

2.1. Hypotheses Regarding Language Learning

Constructivism, which was seen as an epistemology, a philosophy, and a theory of communication (Kaufman, 2004), has been a crucial theory in education since it led to important changes in pedagogy. One definition of constructivism could be that it is an approach which advocates that for learning to occur, people must actively construct meaning and/or knowledge through new experiences combining it with their prior knowledge and experiences (Elliott, Kratochwill, Littlefield Cook, & Travers, 2000; Arends, 1998).

One of the most significant changes was the one where teaching became more learning-centered and learner-centered rather than teacher-centered because of the emphasis put on cognitive processes and social environment.

To understand constructivism, one must examine the ideas of Piaget and Vygotsky. Piaget focuses more on cognitive constructivism while Vygotsky explains social constructivism. As Kaufman (2004) explains, Piaget's theory suggests that learning occurs in three steps; assimilation, accommodation, and equilibrium. When encountered with new experiences, learners firstly assimilate the new knowledge and integrate them into their present schemata, if there are any. If there is already a schema that is about the same knowledge

and is already under construction, the new information is moved there throughout the learning process, and this is called accommodation. Finally, when the understanding is achieved at the end of these processes, the stable outcome of the new knowledge is called equilibrium.

On the other hand, Vygotsky's social constructivism deals with the impact of social context on the learning process. (Vygotsky, 1978). In social constructivism, the key component needed to introduce the new experiences and knowledge to learners is social interaction because as Vygotsky puts forward, people's cognitive systems cannot be considered separately from their social life. Hence, the social environment, including parents, teachers, friends, and others around learners facilitates the learning process by giving them tasks or input in order for learning to happen. As long as the input is within learners' zone of proximal development (ZPD- the difference between learners' potential/aimed development and actual development), they can process the input by following the steps explained above. In this environment, the people in interaction with the learner, can scaffold learners externally by providing feedback, modeling, or simplifying the new knowledge in accordance with learners' ZPD, and they can encourage and guide learners to make use of internal through self-reflection or self-monitoring.

Within the framework of social constructivism, there are some hypotheses that attempt to explain how language learning can be realized and/or facilitated. The ones that will be discussed in this study in terms of the efficacy of giving feedback are Input Hypothesis, Interaction Hypothesis, Noticing Hypothesis, and Output Hypothesis.

To begin with, the input can be defined as the language to which learners are exposed in a communicative context (Gass & Mackey, 2015). In Input Hypothesis, Krashen (1982) explained the significance of language input during the language acquisition process. Even though Krashen (1982) stated language learning and language acquisition are different in the sense that acquisition occurs subconsciously, and learning occurs consciously, his hypothesis is proved to be valid in language learning process, as well. In his hypothesis, he claims that a foreign language can be acquired with the help of comprehensible and meaningful input provided for the learners as long as the input is slightly above the learners' current grammatical state, which is called $i+1$ in which i refers to the learners' current competence and $i+1$ refers to the next and aimed level of linguistic competence for learners (Krashen, 1985). In addition, he is unsupportive of explicit teaching, especially grammar, and he is for the idea that learners should be exposed to the grammatical

structures until they subconsciously acquire those structures. Parallel to this, he states that corrective feedback is useless in the language acquisition process not only as it requires consciousness, which acquisition lacks, but also as it may cause learners to get anxious and elevate their affective filter, which would result in slowing down acquisition.

Even though his ideas seem compatible when put forward as above, Wei (2012) states that related to his hypothesis, there are a number of criticisms, for example, the inadequacy in defining comprehensible input and thus, inconsistency and unclarity in his claims about corrective feedback. At this point, it can be stated that even though explicit corrective feedback may have a negative effect on learners' affective filter or have no use because languages are acquired and it occurs subconsciously, there are implicit corrective feedback types, and they can be used to provide learners with comprehensible and meaningful input, which is also a bit above their grammatical competence.

As for the *Interaction Hypothesis* put forward by Long, similar ideas to Krashen's Input Hypothesis can be discussed. This hypothesis states that communication together with interaction, especially when it is face-to-face, fosters language learning by contributing to the interlanguage. When Long (1983) first presented this theory, it was quite similar to the Input Hypothesis. His emphasis was on comprehensible input, and he suggested that as long as the learners are provided with input that is understandable and in the target language, there can be a good amount of exposure for learners. Later on, Ellis (1994) improved the theory by suggesting that input providers (teachers in a classroom) must modify the input according to learners' level. Some examples of these modification types can be simplified vocabulary, articulation, or slowed speech, which would be useful to make input more comprehensible in case of a communication problem. Nevertheless, with further research and contribution by different scholars, the Interaction Hypothesis included another pillar in addition the previous two, which (1) comprehensible input and (2) making the input comprehensible for both parties by modifying it when needed. The third pillar included by Pica (1994) was that in order to create more chances to negotiate meaning and therefore increase the input and output, there should be opportunities for all the participants to communicate and have symmetrical parts in tasks. This new version included explicit and implicit feedback types, too, as a type of input that contributed to interaction by negotiating meaning. One example here could be as follows: when a teacher asks "What do you mean?" to ask for clarification, it would be an implicit correction, or when a teacher corrects the learners' errors or mistakes using metalinguistic details and explanation, it

would be explicit feedback. It is clear from this new version of the Interaction Hypothesis that learners' output provided has become as important as the input provided for them together with the meaning negotiation between both parties so as to communicate. As a result, it can be concluded that OCF has a significant place in this hypothesis.

In Schmidt's *Noticing Hypothesis*, just like highlighted in the Input and the Interaction Hypotheses, input is a fundamental element in the language learning process. In order for input to be useful in this process, it must be noticed by the learners, that is, it must become 'intake'. If the input is not comprehended by learners consciously and does not become intake, learners cannot make use of it. Therefore, it is suggested in this hypothesis that when learners notice the linguistic input provided, they become more aware of what they are learning, which helps them become more alert and in this way, leads to better opportunities in language learning (Faqeih, 2015). As mentioned above, noticing is like a tool with which learners become in charge of the input they receive (Kim, 2004). It creates awareness of the language, and without awareness, language learning cannot take place properly since learners would miss the mismatch between the correct target structures in the target language and their interlanguage (Schmidt & Frota, 1986). Regarding Noticing Hypothesis and its connection to corrective feedback, it can be stated that corrective feedback helps learners notice their errors with the help of interactions. When learners notice their errors, they become alert and pay more attention to the structure they used incorrectly (input becomes intake), and finally, errors do not become fossilized.

Lastly, Swain also put forward another idea on this issue, and in addition to accepting the necessity and significance of input, she claimed that input alone is not sufficient for language acquisition. Hence, she insisted that learners need to produce in the target language and that production must be coherent, precise, and appropriate (Swain, 1985). According to the *Output Hypothesis* she developed, which was created within the framework of Vygotsky's Social Interactional Theory, in order for language learning to occur, it is a requisite that learners have a chance to produce (in oral or written form), test what they produce, and reflect on new information (Sales, 2020). Swain (1993) stated in the Output Hypothesis that production, i.e. output, is significant since there are three functions of production. The first one is called the noticing function, and it is related to learners' awareness of a gap between what they intend to produce and what they actually can produce with their current knowledge. When learners notice the gap, they will be aware of their lack of knowledge and feel prompted to cover that gap, which will lead to

the appropriate use of the linguistic input in future attempts. The second one is hypothesis - testing function which refers to learners' opportunities to test their hypotheses regarding their previous knowledge via output. Last but not least, the third function is the metalinguistic function that takes place when learners use language so as to examine and reflect on their own and others' output/use of language. In brief, in accordance with Swain's Output Hypothesis, it is clear that output is of huge importance for both learners and teachers since learners notice and raise awareness in what they can and cannot produce, and reflect on that output. Learners' output is also received, examined, and corrected if needed by the teacher, which is a type of classroom interaction that aims for better learning. At this point, the corrective feedback teachers provide becomes an incredibly useful tool to help in this process.

All in all, these four major hypotheses developed to facilitate and improve language learning and teaching have a common standing and support for giving corrective feedback to learners, which makes it significant to conduct research on this topic.

2.2. Errors in Language Learning and Teaching

2.2.1. Defining Errors

One can find numerous definitions of errors. Lennon (1991) defined an error as “a linguistic form or combination of forms which, in the same context and under the same context and similar conditions of production, would, in all likelihood, not be produced by the speakers' native speaker counterparts” (p. 182). Also, Crystal (2003) proposed another definition: an error is the unacceptable form produced by someone learning a language, especially a foreign language. When noticing and analyzing errors, a distinction between an error and a mistake must be made carefully. A mistake is a divergence in the language that happens when the speakers, although knowing the rule, fail to show their competence, whereas an error is defined as a deviation caused by not knowing the rule. Unlike mistake, the meaning of error does not imply spontaneous self-correction because it is the consequence of the speaker's ignorance, and hence, it cannot be repaired without engagement with the unknown and broken rule.

2.2.2. Correction of Errors

There was a remarkable change in the approach towards errors in language teaching between the 1950s and 1990s. To start with, during the years when behaviorism was dominant in the language teaching field, learner errors were unwelcomed, if not forbidden, because errors were accepted as signs of mislearning, and the blame was on insufficient and imperfect teaching methods. However, when the idea that there cannot be one perfect teaching method for everyone was gradually accepted, there was also another concept in language learning that appeared: Universal Grammar. When Chomsky proposed this concept, his claim was that everyone has the capacity with which they were born and which can lead them to the knowledge of the system of categories, mechanisms, and constraints shared by all human languages (Chomsky, 1986).

With Chomsky's theory, researchers of the field started to be interested in learner errors since they began to see errors as a resource of learner's assumption formation. During those times, Corder (1967) was the first person to support the significance of errors, and Selinker (1992) backed Corder's opinions on errors by stating that learners' errors are actually systematic and that errors are not something negative and, instead of interfering with learning, they represent the assumptions of learners. In this way, teachers can focus on them and guide the learner to the correct forms.

As constructivism started to receive more attention and acceptance, its standpoint towards errors has also become significant. In constructivism, encouraging learners to take the responsibility for their learning (Wang, 2007) guiding them to infer and build the language they are learning is a crucial element. Therefore, one can see that constructivism places learner autonomy and learning before teaching. This is the reason why, as Wang (2007) states, teachers in language classrooms have the role of facilitators and guides, not information sources. In addition, similar to the idea Vygotsky (1978) supported, a child's learning must be reinforced by interaction with their parents and social environment, in a language classroom, teacher-learner collaboration and interaction has the utmost importance. During the language learning process, teachers are responsible for providing learners with models, analyzing and recognizing learners' errors, and giving them feedback in order to guide them through the correct use of the target language.

Due to the fact that errors are systematic because they show either inadequate or incorrect knowledge, they can be clues for teachers to comprehend the problems in learners' competence and help learners overcome those problems. With this type of insight, teachers

must help learners notice the gap they have and make the necessary corrections with the help of corrective feedback.

2.3. Teaching Grammar

In language teaching, experts have been discussing whether to teach grammar to learners or not, and there have been various teaching methods and approaches either focusing on grammatical structures in the language, such as Grammar-Translation Method, Audio-Lingual Method, and Structural Method or focusing on conveying the meaning in order to communicate in the target language, such as Communicative Language Teaching Approach or Natural Approach. In accordance with this fact, grammar teaching can be defined as all kinds of techniques that aim to help learners internalize grammatical forms by getting them to notice those forms by understanding them metalinguistically and processing them in production and comprehension (Ellis, 2006).

On both sides of the aforementioned debate, the importance of grammar is present to some extent even though the degree of this importance and focus differ in teaching and learning processes.

2.4. Corrective Feedback

In a second or foreign language learning context, the role and the importance of corrective feedback are explained in terms of many methods and approaches by several researchers (Ellis, 2009). According to Ellis (2009), corrective feedback is a type of negative feedback, in which students' utterances with a grammatical error are intentionally responded to. Since errors are seen as bad habit formations, learners are corrected immediately by teachers when they make errors (Larsen-Freeman & Anderson, 2011; Richards & Rodgers, 2001). Mifka-Profozic (2013) states that when learners produce some wrong utterances, corrective feedback is used to signal that there are errors and some modifications should be done in learners' statements. The study of Moss and Brookhart (2019) reveals that correcting learners' errors by giving feedback has a vital role in language learning. Acquiring the knowledge can be achieved with the help of the effect of corrective feedback (Reitbauer, Mercer, Schumm-Fauster, & Vaupetitsch, 2013). Sheen (2004) states that "corrective feedback can be in the form of implicit or explicit form occurring in both natural conversational and instructional contexts" (p. 264). Varnosfadrani and Baştürkmen (2009)

explain the explicit and implicit error correction as follows: explicit correction is defined as the process of providing feedback for the learners directly, and implicit correction is the process of giving indirect forms of feedback to the learner. These indirect forms of feedback are pieces of evidence and the comprehension problems resulting from learners' utterances need to be deduced from the evidence by the learners.

Giving corrective feedback is possible in both oral and written form. Even though oral and written corrective feedback share similar purposes, they differ in some ways. The differences are mainly as follows (Aydın, 2015): firstly written corrective feedback (WCF) is considered to be clearer. Secondly, the timing of WCF and OCF are different, the former is delayed while the latter can be delayed or immediate. Finally, WCF is given to only one student, but OCF can be given both to only one individual and more students together. Nonetheless, both types of corrective feedback are especially useful for particular error types such as content errors, errors in word order or sentence order, linguistic errors, and also errors in pragmatic discourse (Nassaji & Kartchawa, 2017).

2.4.1. Oral Corrective Feedback (OCF)

Lyster (2004) identifies OCF as teachers' responses to erroneous utterances of learners, and he states that although it does not seem difficult, it is actually not simple at all due to the complexity of discourses. From his point of view, if errors are not corrected by means of OCF, error fossilization may occur and they can become permanent. Lyster (2004) divides OCF types into two different groups as reformulations - explicit ones (e.g. recast and explicit correction), and prompts - implicit ones (e.g. elicitation, meta-linguistic-feedback, and clarification requests). Explicit OCF is used by the teacher to correct learners' utterances. However, the teacher uses implicit OCF to demand from the learner to notice the error and correct it. Also, Rahimi and Zhang (2015) put emphasis on that learners should be provided with an awareness of the purpose, importance, and different types of OCF so that they can benefit from it in an effective way. The types of OCF shall be discussed in detail below.

2.4.1.1. Oral Corrective Feedback Types

As stated previously, the types of corrective feedback are generally divided into two broad categories: reformulations and prompts (Qiao, 2013). Recasts and explicit correction are

included in reformulations because both these feedback types provide learners with target reformulations of their non-target output. Elicitation, metalinguistic feedback, clarification requests, and repetition are included in prompts. They are a variety of signals that push learners to self-repair (Ranta & Lyster, 2007).

2.4.1.1.1. Recast

Ranta and Lyster (2007) claimed that recasts represent reformulation of some or all the words that learners utter, but not the incorrect ones. All of the learner's utterance or only a part of it except for the error is reformulated by the teacher in an implicit way. Hence, no clear indication is shown when an error has occurred. With the help of recast, the teacher repeats the utterance by using some changes. All in all, learners' errors are reformulated by the teacher, or correction is provided without directly indicating that learners' utterance is incorrect as in the following example:

Student: He take the bus to go to school.

Teacher: He takes the bus to go to school.

2.4.1.1.2. Explicit Correction

According to Ranta and Lyster (2007), explicit correction is a way to show the correct forms by signaling to students the incorrect utterance. This type of feedback has advantages because it is time-saving as it is impossible to ask each learner to repeat their incorrect utterance. Thus, students are provided with the correction of their errors with the help of explicit correction. An example is provided below:

Student: He take the bus to go to school.

Teacher: Oh, you should say he takes. He takes the bus to go to school.

2.4.1.1.3. Elicitation

In elicitation, at least three techniques are used to provide feedback by eliciting forms from the students. Firstly, teachers ask learners to complete their utterances by using strategic pauses and elicit the form. Secondly, questions may be directed by the teacher to elicit correct forms like "What do we use after "X"?). Thirdly, learners are sometimes asked to reformulate their utterances by the teachers by saying "Try again", "Say that again" (Lyster & Mori, 2006; Lyster & Ranta, 1997). One example of elicitation is as follows:

Student: He take the bus to go to school.

Teacher: He...? How do we form the third person singular form in English? Can you correct that?

2.4.1.1.4. Repetition

It is provided by the teacher's repetition of the student's erroneous utterances. In general, errors are highlighted with the help of teachers adjusting their intonation (Lyster & Mori, 2006; Lyster & Ranta, 1997). The following interaction between a teacher and a learner would be an example of the use of this OCF type.

Student: He take the bus to go to school.

Teacher: He take the bus to go to school??

2.4.1.1.5. Clarification Request

In clarification request, teachers use some kinds of phrases such as "Pardon me", "What do you mean by X?", and "I don't understand" to show learners that there is an unclear message or that the utterance is formed incorrectly, and that there should be a reformulation or a repetition (Lyster & Mori, 2006; Lyster & Ranta, 1997). For instance, such a corrective feedback as below would exemplify clarification request.

Student: He take the bus to go to school.

Teacher: Pardon me? / Excuse me? / Could you repeat it, please?

2.4.1.1.6. Metalinguistic Feedback

Metalinguistic comments, information, or questions are included in this type of corrective feedback. The learners' awareness of the erroneous utterances is raised without the teacher's explicit provision of the correct form. Information or questions related to an error that the learner has made are provided by the teacher, but the correct form is not explicitly explained. Metalinguistic comments generally make learners notice that there is an error somewhere (Lyster & Mori, 2006; Lyster & Ranta, 1997). An example of metalinguistic feedback is given below:

Student: He take the bus to go to school.

Teacher: Do we say “he take”? How do we say it in simple present tense with third person singular form?

2.5. Uptake

Lyster and Ranta (1997) defined learner uptake as a learner’s utterance that includes a reaction to the teacher’s aim to draw the learner’s attention to some parts of the learner’s first utterance, and that comes right after the teacher’s feedback. learner uptake is an observable source for investigating effect of CF, though it may not capture the complete information of how learners process the preceding CF. (Wu, 2020) Lyster and Ranta (1997) defined two categories of learner uptake: repair and needs repair.

Uptake refers to learners' responses after CF. Uptake can be successful or unsuccessful depending on whether the error is fixed in the following utterance. The benefits of uptake are justifiable on the following grounds. First, uptake shows that feedback is noticed or is registered in the learner's short-term memory. However, absence of uptake is not an indicator of failure to notice because learners often do not have the opportunity to respond to CF, especially in classroom settings (Lyster, 2001).

2.5.1. Repair

According to Lyster and Ranta (1997), there are four types of repair that follow the corrective feedback and result in correction of the error. In the literature, they are referred to as self-repair, incorporation, repetition, and peer-repair.

Self-repair occurs when the learners correct their erroneous utterance themselves with the help of the provided corrective feedback. Incorporation is learners’ repetition of the correct form together with further speech. Repetition refers to when learners repeat the correction, i.e. the given corrective feedback whether it is the whole sentence or only a word or a phrase. Last but not least, peer-repair takes place when a different learner from the one with the error corrects the wrong utterance after the corrective feedback is given by the teacher.

2.5.2. Needs-repair

Needs-repair is the type of uptake when learners understand that there is an error in what they uttered, and attempts to correct it; however, the new utterance after the attempt still

needs correction. Lyster and Ranta (1997) defined six types of needs-repair uptake: acknowledgement, partial repair, different error, same error, off-target, and hesitation.

Acknowledgement means the response of learners as “Yes” after the provided corrective feedback. Partial repair occurs when learner is able to correct the primary error to some extent, but not completely, so the utterance continues to have an error/errors in it. Different error refers to making another error in the original utterance with or without correcting the initial error for which the corrective feedback was given. Same error is when the learner usually understands the intention of the feedback but fails to correct, and therefore, repeats the identical error. Off-target is the needs-repair uptake type in which the learner does not respond to the provided corrective feedback or the initial utterance, and continues with a different utterance. Finally, hesitation refers to the uptake when learners become confused and not sure about how to respond to the corrective feedback. Thus, they hesitate on how to continue their speech after the feedback.

2.6. Review of the Related Studies on OCF

2.6.1. Studies Regarding the Frequency of Oral Corrective Feedback Types Used in Language Classrooms and Uptake Rate

Numerous studies were conducted on corrective feedback in language teaching and learning. When they are analyzed, it is observed that OCF and WCF have not been studied together. The reason can be that although both OCF and WCF primarily aim to fix the errors in learners’ interlanguage, the foci of researchers have been more than proving this common primary aim.

Since learners have a better chance and more time to spend on comprehending the written feedback and correcting their errors in written tasks, OCF can be considered to be less effective in terms of uptake and retention. Despite this belief, there is some evidence related to the efficacy of oral corrective feedback, as well. To have a clearer opinion on both sides of the debate on the efficacy of OCF, previously conducted studies shall be examined and presented in the following paragraphs.

To begin with, in his meta-analysis, Brown (2016) reported that recasts comprised 57% of OCF used in the analyzed studies, and grammatical errors were the type of errors receiving

the highest number (43%) of OCF. The meta-analysis also revealed that the preference for recasts tended to decrease when L2 training of teachers increased.

Lyster and Ranta (1997) carried out research in French immersion classrooms in Canada. The data were collected from observations in six classrooms (four 4th Grade classrooms and two 6th grade classrooms) in a number of different lessons. There were two different types of educational backgrounds of the participants. One group's one school day was all in French apart from one hour of English while the other group started an immersion program at the 4th grade and had had 60% of their classes in French after the 4th grade. In the study, lessons were audio-recorded and analyzed. The results of the study showed that recast was (65%) the OCF type most frequently used by the teachers. Elicitation, on the other hand, was the second most frequently used (14%) OCF type.

Zhao & Bitchener (2007) conducted research in New Zealand and also had similar results in terms of the frequency of OCF types. Their participants- adult immigrants with different ethnic backgrounds, such as Korean, Russian, Chinese, Egyptian, Iranian, etc. - were 35 students at the English Language Center at the University of Auckland, and they were having classes to improve their English. This study explored whether teacher-learner and learner-learner interaction patterns had different effects on types of feedback and immediate uptake via form-focused and message-focused instructions. In this study, recast was observed to be the OCF type that was the most preferred (33.3%) by teachers, and it was the second most (28%) preferred OCF type by learners in learner-learner interactions.

Another study in New Zealand in a primary school (Choi & Li, 2012) with 38 students, aged between six and twelve and with different levels and exposure to English, revealed parallel results. The participants were three different classes in the study, and the learners were categorized into three; one group consisted of those born to immigrant families, the second group had immigrants from non-English speaking countries, and the third group was also immigrants but from countries where they had quite well exposure to English. Eight hours of lessons in total were observed. In the findings of the study, the highest number of errors by learners was observed to be in grammar (68%), and the only teacher participant's preference of OCF type was recasts (59%) and explicit correction (29%) for grammar errors. The same preference was detected in lexical (69%) and phonological (40%) errors, as well.

Roothoof (2014) carried out observational research on the frequency of OCF types used in Spain with ten teachers. Half of the teachers were working at the university and the other

half was in a private school. Their ages, experience, native language, and educational background differed quite a lot, nevertheless, these differences were disregarded in the study. Between 90 minutes to 4 hours of each teacher's lessons, in total 21 hours and 15 minutes of lessons were observed, and it was found that recast (63.5%) and explicit correction (11%) were the most common OCF types used in the classes. Nine out of ten teachers preferred to use recasts most frequently, while one teacher's most frequent OCF type was explicit correction.

Demir and Özmen (2017) carried out a research to reveal the differences between non-native and native English-speaking teachers' preferences and amount of OCF types to different kinds of errors. Seven native and seven non-native English-speaking teachers teaching at tertiary-level EFL classes in Turkey participated in the study and 36 hours of their classes were audio-recorded to be analyzed. Native English-speaking teachers' classes were speaking and listening while non-native English-speaking teachers' classes were integrated courses. The learners' English proficiency level was A2. The results showed that recast was the most frequent OCF type used by both native and non-native teachers with the frequency of 89% and 73% respectively. Also, native English-speaking teachers tended to give feedback to phonological errors the most (75% of the errors were given feedback) and grammatical errors the least (32%) whereas non-native English-speaking teachers gave OCF to lexical (96%) and grammatical (70%) the most.

One other study by Solikhah (2016) with 30 students and one teacher in the English Department of the University of Bantara presented results similar to the research above. After the analysis of video-recorded lessons and classroom observations, it was revealed that recast was the most dominantly used OCF type with the rate of 26.83%, and it was followed by elicitation (19.51%). The suggested explanation for these results was that recasts and explicit correction did not make learners confused, so teachers preferred these types of OCF.

Moreover, the research by Sheen (2004) studied the frequency of OCF types and uptake in four different classroom settings; Korean EFL (10 adult learners), New Zealand ESL (24 teenagers aged from 18 to 21), Canadian ESL (25 adult learners), and Canadian immersion (104 fourth/fifth graders) classes. The learners' English proficiency levels differed a lot, thus not taken into consideration as a variable. The results showed that recast was the most frequently preferred OCF type in all four settings. However, there was usually one more concept that was examined in these studies of OCF types' frequencies; the uptake rates

following the OCF. In Sheen's (2004) study, the uptake rate of recasts in the classrooms differed considerably. In New Zealand and Korean classes, uptake rates were 82.5% and 72.9%, however, in Canadian immersion and ESL classes, it was 39.8% and 30.7%. Sheen attributed this difference to (1) the higher English proficiency level of learners in Korean and New Zealand classes, and to (2) the fact that the learners were adults in Korean and New Zealand classes while the learners were children in both Canadian classes, which may result in higher motivation in learning a language and more awareness of what their errors are and how teachers correct them.

In their aforementioned study, Lyster and Ranta (1997) stated that although recast was more frequent than the other OCF types, it was also the feedback type that resulted in the highest rate of no uptake (69%), which shows that it was ineffective at learner-generated repair, and elicitation, the second most frequent OCF, elicitation, showed the highest rate of repair (46%) and 0% rate of no uptake, showing it to be more effective despite being less frequent.

On the other hand, Choi and Li's (2012) research described above revealed different findings that the highest uptake rate was observed for elicitation (83%), and that it was followed by recast (52%) and explicit correction (69%). Still, both of the last two types' high repair rate was connected to being corrective and not supportive.

Zhao & Bitchener's (2007) study presented not OCF type specific but general results in terms of uptake rate. In their study, it was revealed that 53.3% of teacher-to-learner OCF and 52% of learner-to-learner OCF resulted in successful uptake, 23% of OCF in both categories were not followed by an opportunity given to learners for uptake.

In Choi and Li's (2012) study, recast and explicit correction, the two OCF types that were the most frequent, yielded rather high uptake and repair rates. The numbers were 59% uptake and 52% repair for recast, and 80% uptake and 69% repair rate for explicit correction. However, the possible reason given by the author for the high uptake and repair rates of recasts and explicit correction could be because both OCF types are corrective, not supportive, and they include the correct forms.

Rassaei (2015) sought answers related to uptake rate under a different circumstance, learners' language anxiety. In his study, he compared the frequency and efficacy of one implicit and one explicit OCF type; recast and metalinguistic feedback. He conducted the research with 101 learners with an upper-intermediate proficiency level in English in a

private language teaching institute in Iran. The study presented some interesting results: learners with low anxiety made use of not only recasts but also metalinguistic feedback; nonetheless, metalinguistic feedback's effect on their development presented with the repair was reflected more. On the contrary, learners with high anxiety made use of recasts more extensively than metalinguistic corrective feedback. He explained the results by stating that since metalinguistic feedback requires the learners to notice the gap/error and to self-correct, it increases the level of anxiety and results in lower repair. Therefore, he suggests that such types of feedback may not be as effective as recasts or explicit corrections for learners with high anxiety and/or low proficiency levels.

2.6.2. Studies regarding Teacher Beliefs and the Match/ Mismatch between Their Beliefs and Actual Practice

Many studies proved that there is a relationship between what teachers believe and what teachers do in language teaching. Various aspects shape teachers' beliefs and their actions in the class. According to Kennedy (2010), teachers' beliefs can stem from their life experiences, socialization processes, and the individual differences in academic success. Parallel to the aforementioned statements, Brown's (2016) research revealed one interesting finding about the teachers he analyzed: if teachers have more training in L2 teaching, they have the tendency to provide prompts more than recasts possibly due to being aware of prompts' benefits for learners, which show how their beliefs shape their practices.

In relation to teacher beliefs, numerous research has been conducted. For example, Roothoof's study (2014) reported that the majority of the 10 teachers with adult learners were not entirely aware of whether they used different types of OCF or not, and of how much OCF they are likely to use. Nevertheless, they all believed that giving corrective feedback to learners is significant, but they also shared some concerns about affecting learners negatively by interrupting them. So, she concluded that in order not to cause any negative effects, the implicit feedback, i.e., recasts, was the most frequently preferred OCF type.

Kamiya (2018) investigated the teachers' belief in OCF's 'natural' aspect. According to his study, for each teacher, the word 'natural' might mean different features. He found out that OCF was considered as a part of the daily conversation by some of the teachers; also, it was considered as an action that is done unconsciously and automatically by some

teachers. Yet, it was seen as a part of their job by other teachers. Echoing and back-channeling were used by the teachers who consider OCF as a part of daily conversation use. Echoing and back-channeling represent recasts and clarification requests in OCF classification whereas it was mentioned by the teachers who see providing OCF as a part of their job mention that they are using it consciously and appropriately for different situations. Finally, it was noted by the teachers who claim to be providing OCF automatically and unconsciously that all types of feedback are used in relation to the appropriateness of different error cases.

In addition, Saeb (2017) investigated teachers' views on OCF types to use in class in her study, and she administered a questionnaire to 28 high school EFL teachers from 14 different provinces in Iran. Teachers' ages ranged from 25 to 44, and their teaching experience varied between three and 22 years. 48% of the teachers were Ph.D. students and 31% were M.A. holders. According to the results, teachers preferred correcting only the errors when they interfere with the communication, and they stated a belief that elicitation, repetition, and recasts were the three most useful OCF types. Moreover, teachers also believed that grammatical errors should be corrected; however, they also stated that correction of errors in vocabulary and content/ideas were more important than correction of grammatical errors.

Alkhamash and Gulnaz (2019) carried out a study in Saudi Arabia with 57 EFL teachers. 43 of the teachers were Arabic native speakers, 10 of them were Urdu and Hindu, three of them were English, and one of them was Tagalog native speakers. The purpose of this study was to find out the EFL teachers' beliefs regarding the use of OCF in language classrooms and perceptions of the impact that OCF has on learners' performances. The data collected through an opinionnaire showed that those teachers preferred using elicitation, repetition, and recast as OCF due to the fact that they hold the belief that these feedback types are the ones to help their learners more.

Another study by Roothoof (2018) with 31 private language school teachers and 23 secondary school teachers in Spain aimed to investigate teacher beliefs on the use of OCF. The participants varied in terms of their ages, teaching experiences, and qualifications; however, the collected data through a questionnaire with both close-ended and open-ended questions revealed that language school teachers favored the use of elicitation, metalinguistic feedback, and recast the most whereas the secondary school teachers favored recast, elicitation, and clarification request the most.

About the match/mismatch between teacher beliefs and practice, in Saeb (2017)'s aforementioned study, it is stated that there was a mismatch because errors are not generally corrected in classroom interactions due to students' and teachers' negative beliefs towards giving OCF. In Alkhamash and Gulnaz (2019)'s research, it was observed that instructors preferred to use the OCF types which they believe to be useful for the students frequently in their classes, which is interpreted as a match.

Kartchava, Gatbonton, Ammar, and Trofimovich (2018) also carried out a research to check the differences between the beliefs and practices of 99 pre-service English-as-a-second-language (ESL) teachers in Canada, and the topic they chose was OCF. After collecting the data about beliefs with a questionnaire, ten teachers both participated in an imaginary classroom practice session with hypothetical errors to be corrected and were observed in authentic classrooms. Results showed that (1) the teachers corrected fewer numbers of errors than they assumed they would, and that (2) their preference for the OCF type in both hypothetical and real teaching environments did not change. The suggestion by the authors was that both the lack of experience of the participant pre-service teachers and the complex nature of language classrooms may have led to mismatch between what they believe and did, thus leading them into having problems with incorporating their theoretical knowledge and practices.

In Japanese as a foreign language classrooms, Yoshida (2010) studied teacher and learner preferences of OCF with 75 learners and two teachers. The learners were studying at a language course of a university in Australia, and they completed one-year of Japanese classes before the research started. The researcher video-recorded five hours of lessons in six different classes, and observed all of those classes to take detailed notes. The results showed that the most frequently corrected error type was morpho-syntactic errors (64%), and the most frequently used OCF type was recast (51%), and their justifications to choose recast were (1) not to intimidate the learners while giving feedback, i.e. due to their teaching philosophy and (2) to be more practical while giving feedback.

Cruz and Mendez (2012) researched the EFL teachers' perceptions and practices in the classroom in terms of giving OCF to learners' errors. The study took place at a Mexican university with five language teachers with the help of a semi-structured interview and a questionnaire. The teachers favored clarification request the most, and stated that this was the most frequently used OCF type by 86.6% of them. Recast was believed to be the second useful OCF type, and 80% of the teachers reported that they use it in their lessons.

The study carried out in Vietnam with six Vietnamese EFL teachers working at a primary school (Ha & Murray, 2020) intended to explore the match/mismatch between teachers' beliefs and practices on the use of OCF. The teachers were interviewed and their lessons were observed to collect the data. The findings of the study showed that teachers believed pronunciation errors were the type of errors that need correction the most. Nonetheless, the observations revealed that together with pronunciation, grammar errors were also made by the learners most frequently, and therefore were corrected by the teachers. In addition, while the most common errors were pronunciation and grammar errors, not all of them were provided with corrective feedback, therefore the frequency of OCF used was higher for vocabulary errors since less of those errors were left uncorrected. In terms of match/mismatch, even though teachers stated that they would prefer providing prompts as in elicitation, this preference of theirs was not observed in their practices as recast was the most frequently used OCF type in their lessons.

Finally, Baker and Burri (2016) conducted a research with five ESL teachers all of whom were working in an EAP program in North America and had at least six years of teaching experience in order to compare and contrast their beliefs and practices on giving OCF to their learners' pronunciation errors. The teachers participated in three semi-structured interviews, two stimulated recall interviews, and five classes they had were observed for data collection purposes. Four of the teachers stated that recasting was the most successful OCF type to correct pronunciation errors, while the other two said that they found providing prompts more beneficial for their learners. However, their classroom observations showed that at times when prompts did not work, they also used recast or explicit correction, which overall points out that they change their feedback strategies in accordance with their learners' needs. In conclusion, the majority of the participants in this study showed a match between their opinions and practices.

2.6.3. Studies on Learner Beliefs on OCF

As the people to receive and to make use of feedback, learners also occupy quite an important place in studies about corrective feedback. Apart from the uptake and repair they show to different types of OCF, learners' beliefs regarding receiving OCF is of great significance since any kind of bias or negative attitude would affect the affective filter and damage or slow down, if not hinder, the process.

Zhu and Wang (2019)'s large scale survey with 2670 Chinese students of English from 14 different universities displayed general positive thoughts towards receiving corrective feedback, and a preference for immediate and output-prompting feedback. These results show that recasts were not the type of feedback learners requested.

What Yang (2016) found in his study with 159 learners of Chinese with different L1 backgrounds is that the learners favor recast, explicit correction, and metalinguistic feedback on almost all types of errors, such as grammatical, phonological, lexical, and pragmatics. In the study, the learners viewed recasts as more helpful for phonological errors than for grammatical and lexical errors. Also, proficiency levels of learners affected their preferences, e.g. beginner level learners did not believe clarification request would be effective with their pronunciation errors while intermediate level learners did.

In Turkey, Ölmezler-Öztürk and Öztürk (2016) carried out a research on learner preferences on OCF types. There were 12 participants who were chosen among one of the researchers' preparatory school classes of the university at which the researchers worked. The participants were in an elementary level class and they had started the preparatory program as beginners three months before the study was conducted. Data collection was completed through video-recorded observations, stimulated recall interviews, and focus group interviews. In this study, researchers found that elicitation and explicit correction were thought to be more effective and beneficial by the learners since elicitation gives learners an opportunity to correct their own errors, and explicit correction both shows the erroneous part in learners' utterances and provide the explanation for the error. Another finding in this research was that learners consider recasts as a mere repetition of what they utter, therefore recast is not considered to be effective by the learners.

Another study by Fidan (2015) was conducted with 165 learners of Turkish as a foreign language and their beliefs on OCF types. 141 of the participants were C1 level and 24 of them were B2 level learners. All of the participants were learning Turkish for educational reasons, i.e., in order to continue their undergraduate or graduate studies in Turkey. The data were collected through a questionnaire and the results showed that learners tended to be corrected by their teacher (73.2%) immediately (58.9%) when they make a grammatical error (54%). One other result of the study was that learners preferred to be corrected by recasts (43%) and repetition (21.2%) in case of a grammatical error.

Calsiyao's (2015) research with the aim of understanding learner preferences related to OCF revealed similar results to the previously explained studies. The research was carried

out in the Philippines at a state university. The data were collected from 365 undergraduate students through a questionnaire. The findings suggested that learners prefer oral error correction for almost all of their errors, however, they tend to prefer correction in their oral grammar errors (4.43/ always) more than they prefer correction in other types of errors like pronunciation (4.16/ very often), word/phrase use (4.15/ very often), or discourse organization (3.77/ very often). As for the type of OCF, learners stated that top three choices for grammar errors are recast (4.27/ very good), explanation (4.27/ very good), and explicit correction (4.24/ very good). Learners believed no correction is unacceptable (1.94) and giving hints/prompts is barely acceptable (3.26).

Genç (2014) chose learners of an intensive English course at a private institution to carry out a study to uncover their views on OCF. There were two groups of learners; one with a low-level and the other with a high-level of English. In total, they were 90 learners, and a questionnaire was administered to collect the data. According to the findings, both low-level and high-level learners were fond of receiving OCF with the rate of 82.1% and 83.3% respectively and all of the participants stated that 'no correction' would be an ineffective way of handling errors. On the other hand, they showed a slight difference in their choices of OCF types. While low-level learners preferred OCF that are more explicit, such as explicit correction and repetition, high-level learners had the tendency to favor prompts more, so they preferred clarification requests and repetition.

In Iran, Saeb (2017)'s study drew attention to learners' preferences for OCF in addition to teachers' preferences. She collected her data in four different provinces in Iran and from 86 high school learners, all of whom were females between 13 and 18 years old. In her study, as mentioned above, it was revealed that teachers preferred to correct errors more if they interfere with communication; however, 50.5% of the learners preferred all of their errors to be corrected. Also, different from the teachers in the study, learners' first two choices were explicit correction with metalinguistic explanation and metalinguistic feedback for OCF types to be used for their errors, and they stated that elicitation was not a useful OCF type for them. Finally, learners' preferences for the type of errors to be corrected also differed from the teachers'; they favored grammatical and pronunciation errors to be corrected more than the other error types.

One other study conducted in Thailand by Wiboolyasarin, Wiboolyasarin, and Jinowat (2020) with 99 foreign undergraduate students learning Thai as a foreign language focused on learners' preferences regarding OCF. The data collection tool was an internet-based

questionnaire. Learners of three different nationalities, Chinese, Korean, and Japanese, all showed the tendency to favor explicit correction the most.

Alhaysony (2016) examined perceptions and views of 3200 Saudi EFL learners studying at the preparatory school at the University of Hail on OCF. The learner participants' level of English ranged from level one –true beginners- to level four –advanced and departmental English-. According to the results of the data collected through a questionnaire, most of the learners expressed their wish to be corrected when they make an oral error, and again the majority wanted their errors to be always corrected. Their three most favored preferences of OCF types were clarification requests, explicit correction, and repetition.

Yoshida's (2010) aforementioned study also sought answers to what type of OCF learners prefer to be given in the class. With the help of the interview that the researcher had with each learner-participant, Yoshida came up with the answer that learners find being given a hint/clue and some time to figure out the correct form of their erroneous utterances. Even though Yoshida could not collect clear answers in terms of OCF types from the learners, she interpreted the information given in detail and concluded that learners preferred OCF types such as elicitation and clarification request over recast or repetition.

Finally, Kartchava (2016) carried out a research in two international contexts with 421 post-secondary college students, 197 of whom were ESL learners living in French-speaking area of Montreal in Canada and 224 of whom were EFL learners in St. Petersburg in Russia. The aim of the study was to reveal learners' beliefs on corrective feedback. The participants were asked to complete a questionnaire to show their views about several aspects of corrective feedback. The findings made it clear that learners were more fond of being provided with the correct form of their errors by their teachers, therefore supported the use of recasts and explicit correction more than the other OCF types. Nevertheless, one significant point revealed in this study was that learners found these two corrective feedback types useful as long as they are followed by an explanation regarding the error and the correct form. (Hill & Flynn, 2006).

CHAPTER III

METHODOLOGY

3.1. Research Design

This study employed a mixed method research design with both qualitative and quantitative data. The mixed method design used in this study was the exploratory design.

Exploratory design is a two-part technique that begins with qualitative data to investigate a phenomenon, then progresses to a quantitative phase. By forming an instrument, determining variables, or articulating hypotheses for testing based on an emergent theory or framework, researchers utilizing this methodology expand on the findings of the qualitative phase. They link the study's initial qualitative phase to the quantitative component that follows. Because the design process starts with qualitative data, the qualitative data is frequently given more weight.

This study was carried out at the preparatory department of a foundation university in Ankara, Turkey, so it is classified as a case study since a case study is the method that allows a researcher to analyze data in depth within a specific context, and in most situations, the case study approach chooses a small geographical region or a small number of participants to investigate. In short, case studies, in its purest form, explore and analyze contemporary real-life phenomena via comprehensive contextual examination of a small number of incidents, circumstances, reasons, and the relationship between them.

The first part of the data were collected through video-recorded lessons of the volunteering instructors. The video-recorded lessons were analyzed to find out the distribution of OCF types that the instructors use and the uptake rate of the learners in accordance with the feedback type used. All of the data collected via video-recordings of the lessons constitutes the quantitative data of this study.

The second part of the data were gathered through two different surveys including open ended questions for the participants to explain the reasons behind their beliefs and constituted both quantitative and qualitative data. Both surveys include the same questions; however, learner survey was prepared and conducted in Turkish while instructor survey was in English. The preparation and translation processes were completed with two experts in the field.

As expressed in the first chapter, the research questions that were aimed to be answered in this study were as follows:

RQ 1: What is the frequency of the OCF types used by the teachers in five different A1 level EFL classes?

RQ 2: What is the uptake rate for each type of OCF?

RQ 3a: Which OCF types do the instructors believe are useful for students and what are the reasons for their opinions?

RQ 3b: Do instructors' beliefs and their actual practices match?

RQ 4a: Which OCF type do the learners prefer to be given in the class and why do they prefer those types of OCF?

RQ 4b: Do the learners' preferences regarding OCF types and the uptake rate of the OCF given in the class match?

RQ5: Do learners' beliefs and instructors' beliefs on which OCF types are useful match?

3.2. Research Context and Participants

As stated above, this study was conducted at a foundation university in Ankara, Turkey. The first year of university education in most of the departments at this university consists of one-year English education since the medium of instruction is English in those departments. Hence, students of those departments are required to take the English Proficiency Exam at the beginning of the academic year, and in accordance with their results, they either pass the exam and continue their education in their departments or they take the second exam, placement test, in order to decide their English language levels (according to CEFR) and place them to classes that suit their levels. In this university, there are three levels of classes -A1, A2, and B1- to which learners are placed after the placement test. For this study, learners from A1 levels were chosen as participants with the

consideration that the amount of language input and therefore output thanks to plenty of exercises in the curriculum would be enough for the research to be conducted. 68 learner-participants completed the survey and 73 learners were present in the video-recordings that were collected to be analyzed. Their ages were between 18 and 52 with the mean of 19.96. 36 learners were male and 29 of them were female.

Since the selection of A1 level classes was intended, it can also be stated that purposeful sampling method was used to decide the learner-participants.

Five A1 level classes were video-recorded and five instructors and their students from five A1 level classes were also asked to complete the surveys. Since the classes are determined according to the English levels of the learners, there are learners from different backgrounds and departments in all classes, and these types of demographic information will not be considered as a variable in this study.

In these five classes that were video-recorded, there were a total of 73 learners. The data were collected in the third term of the 2020-2021 academic year. In this university, due to the COVID-19 pandemic, an online education system is followed throughout the year, and the data were collected in online classes which are carried out and video-recorded on Microsoft Teams platform.

Both the learners' and the instructors' consent were taken after being informed that their lessons' video recordings would be collected and analyzed for this study, and all of the information both they give in the survey and gathered from the video-recordings would be used only for scientific purposes, kept confidential, and their names or any other personal information would not be shared with any other person or institution.

Three instructor-participants were female and two were male, aged between 27 and 35. Their gender was not a variable in this study; however, it was purposeful to choose them among the instructors with more than five years of experience in teaching English as a foreign language. Thus, it can be stated that purposeful sampling method was used to determine instructor-participants. Four of the instructors completed their BA degree in English Language Teaching Department while one of them is a graduate of English Language and Literature Department, however completed her MA in English Language Teaching and currently doing her PhD in English Language Teaching Department. One of the instructors holds a TESOL certificate, two of them are currently doing their MA in English Language Teaching, and one of them completed his MA in Teaching Turkish as a

Foreign Language. They all have been working at the same foundation university for the last five years.

3.3. Data Collection Tools, Piloting, and Data Collection Procedure

The data collection tools used in this study can be explained as follows: An instructor survey, a learner survey, and video-recorded lessons (Figure 1). The survey results constituted both qualitative and quantitative data, and video-recorded lessons provided the quantitative data.

Instructor Survey	Learner Survey	Video-recorded lessons
<ul style="list-style-type: none"> Quantitative data - the instructors' preferences regarding each OCF type Qualitative data - the instructors' beliefs to justify their stated preferences 	<ul style="list-style-type: none"> Quantitative data - the learners' preferences regarding each OCF type Qualitative data - the learners' beliefs to justify their stated preferences 	<ul style="list-style-type: none"> Quantitative data - The frequency of the use of each OCF type given by the instructors for the learners' grammatical errors Quantitative data - The learners' uptake rate and type following each OCF

Figure 1. The summary of data collection tools

The surveys were prepared and conducted online on Google Forms. Firstly, the survey given to the participant instructors included examples and explanations of each OCF type, and it was aimed to ask them about their opinions on the effectiveness of each OCF type in case of the occurrence of a grammar error by their learners. Each question in the survey included an example of the OCF type questioned in order to make the content clear. The instructors were asked to decide whether each OCF type is 'useful' or 'not useful' for their learners and explain the reasons for their answers (Appendix 1).

Secondly, the survey administered to the learners, whose classes' video-recordings were to be analyzed, was about their opinions about the OCF types that they could be provided when they made a grammatical error in the class. This was the same survey as instructors' survey, only with explanations and questions translated into Turkish. The example sentences were preserved and presented in English so as not to cause any confusion since

the errors and corrections in a classroom environment occur in English. After being provided with the necessary information about each OCF type, the learners were asked whether they would prefer to be corrected by their instructors with those types of OCF or not (Appendix 2).

For quantitative data collection, five hours of lessons of each instructor that had already been video-recorded were selected randomly. The recordings were transcribed and analyzed by the researcher. Seedhouse (2004) stated that in order to make a generalization for a phenomenon, data from five hours to 10 hours of lessons from a classroom would be enough. Taking this criterion and the time constraints into consideration, it was decided to video-record five hours of lessons from each class. At first, the types of OCF given by the instructor for grammar errors were determined and categorized to clarify the frequency of each type and see which types are used more commonly. Then, the learner uptake and repair rate were examined through learners' responses to the given feedback so as to find out to which type of OCF the learners respond more effectively in terms of understanding the feedback and correcting their errors.

The piloting was done with three instructors for instructor survey and fifteen learners for the learner survey, but video-recording the lessons were not piloted since video-recording the online lessons is the usual process at the institution.

The participants of the pilot study were from the same institution. In the pilot study, the learners' English proficiency level were the same as the real participants, and the instructors were responsible from their education at the preparatory school. Each instructor and five of their learners were administered the surveys at the beginning of the third semester at the institution.

After the piloting, it was understood that an extra explanation of the open-ended questions had to be made before it is administered to the participants. Therefore, before conducting them, the researcher made the necessary explanation related to the open-ended questions both to the instructors and to the learners orally and remained present in the online sessions for any questions until the surveys were completed.

As for the data collection procedure, the order in Figure 2 was followed. Firstly, the surveys were prepared with two experts in the field. Next, the pilot study was conducted to have a clear idea of how the process will take place and what are the possible problems that can arise during the actual research. After piloting, some arrangements were made to

prevent the problems occurred in the pilot study from happening in the actual study. Then, five video-recorded lessons from each of the instructors were collected without informing the instructors about the aim and topic of the research so that random selection of the video-recorded lessons could take place. After that, the surveys were administered to all of the participants in their online lessons, during which the researcher was present. Finally, all the collected data were analyzed.

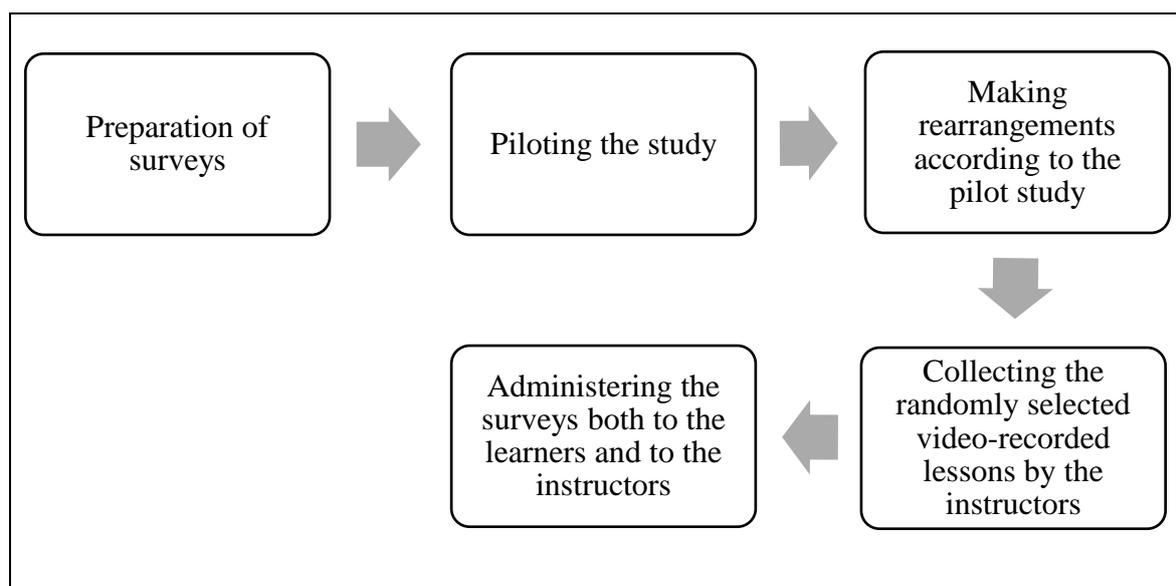


Figure 2. The data collection procedure

In short, there were three data collection tools used in this study. Firstly, the survey results were examined to put forward any similarities and differences between instructors' beliefs and actual practices. In the surveys, the questions were about the instructors' opinions on their preferences of OCF in the class and the learners' opinions regarding the OCF types they find useful and prefer to receive for their errors' correction. Afterwards, with the help of video-recordings of the lessons, the researcher aimed to find the match/mismatch between the instructors' beliefs and actual practices together with learner beliefs and their uptake rate were compared to reveal the match/ mismatch.

3.4. Data Analysis

In total, there were the raw data of 25 lesson hours (40 minutes each) that are video-recorded. Content analysis was used in order to analyze the data from the video recordings and to determine the type of OCF types given by the instructors and the uptake rate for each type of OCF given. As Insch, Moore, and Murphy (1997) defined, content analysis is

a method used in research so as to examine oral or written communication. The reason why content analysis was chosen to analyze the recordings is that by using this method, it is possible to examine the data, and to determine the occurrence of particular words, concepts, or themes in qualitative data. Content analysis also enables researchers to quantify the presence of those items in the data, and this study aimed to find out the frequency of the use of oral corrective feedback types in lessons. In addition, this method was used to examine the uptake rate and type by the learners for each OCF given in the classes for the grammar errors. All of the analysis was completed after the transcription process. In other words, firstly, the lessons were transcribed since transcriptions serve as tools that enables the researchers “to see the transient and complex nature of talk captured in an easily usable, static format” (Liddicoat, 2011, p. 27) and after that, content analysis was used to determine and categorize and find the frequencies of each OCF, and repair and needs-repair uptake. The pre-prepared tables were used at this point, with the help of these tables, the researcher transcribed the grammatical errors, the provided oral corrective feedback, and the learners’ responses following the OCF, i.e. uptake together with the exact time of occurrence for each of them. So, not all the data were transcribed because as Dörnyei (2007, p. 249) stated, it is not required to have the full transcription because “research methodology is often a balancing act between goals and resources”.

Content analysis method was also be used for the analysis of qualitative data collected through the surveys from the instructors and learners who participated in this study in order to examine the reasons and explanations all participants provided for their choices. The analysis of the survey revealed a frequency of the OCF type preferences of the instructors and learners. Besides, elicited reasons for the participants’ preference of certain OCF types were examined and common codes and themes were determined to generalize the raw data, before which pre-coding was carried out with the help of the literature.

It must be stated that in order not to cause any changes in the natural setting and application of the lessons, no information regarding the topic or aim of the study was given to the instructors and learners.

In order to sustain inter-rater reliability, two more experts joined the content analysis process of the video-recorded lessons and surveys. The video-recordings were watched and OCF types and uptake were categorized for each lesson, after which the researcher and two experts compared their findings. For the surveys, firstly, pre-coding was completed together with two experts, which increases reliability of the codes. Then, the qualitative

data from the surveys were analyzed and coded by the researcher and experts separately. After that, the new codes were examined to check if they are reproducible. When the three parties came to an agreement on codes and themes, their classification of the survey answers into the codes and themes was completed and compared. The similarity rate between the analyses was 87.4%, which is accepted as appropriate in the literature in which it is stated that the minimum similarity must be at least 70% (Tavşancıl & Aslan, 2001).

CHAPTER IV

FINDINGS AND DISCUSSIONS

The examination of the qualitative and quantitative data collected through the surveys and video-recorded lessons yielded the necessary information to answer the research questions, and those answers are presented in this chapter one by one and in detail.

4.1. Results for Research Question #1

In The first research question aimed to find the frequency of each OCF type used in their video-recorded lessons with five different A1 level EFL classes. 5 lessons by each instructor were examined, and the grammar errors made by the learners together with the OCF given to those errors were analyzed. In Table 1, the distribution of each OCF type used by each instructor is shown. Overall, 203 grammar errors were made by the learners during 25 lessons by five instructors. One type of OCF was given to 125 of them. However, 78 grammar errors were left uncorrected by the instructors' and learners' productions.

In order to find the frequencies of each OCF type, the ratio of each instructor's use of each OCF type to the total number of errors was calculated. To illustrate, recast was used 10 times by Instructor 1, and there were 51 grammar errors made by the learners in her lessons. The ratio of 10 to 51 is calculated and found as 19.60%, which was given as the percentage of Instructor 1's use of recast. The last column shows the total percentage of each OCF type, which was found by calculating the ratio of the total number of each OCF type by all the instructors to the total number of grammar errors. To illustrate, recast was used 42 times in total by all the instructors, and when its ratio to 203, the total number of errors, is calculated, the result is 20.69%, which is presented as the total frequency of recast in the table.

Table 1

The Distribution of Instructors' Use of OCF Types

	Instructor 1	Instructor 2	Instructor 3	Instructor 4	Instructor 5	Total
Recast	19.60% (n=10)	11.12% (n=2)	29.16% (n=14)	2.17% (n=1)	37.5% (n=15)	20.69% (n=42)
Clarification Request	5.88% (n=3)	0% (n=0)	4.17% (n=2)	0% (n=0)	2.5 % (n=1)	2.69% (n=6)
Repetition	5.88% (n=3)	0% (n=0)	0% (n=0)	2.17% (n=1)	2.5% (n=1)	2.47% (n=5)
Explicit Correction	1.97% (n=1)	38.88% (n=7)	6.25% (n=3)	2.17% (n=1)	5% (n=2)	6.89% (n=14)
Elicitation	49.02% (n=25)	22.22% (n=4)	6.25% (n=3)	8.70% (n=4)	20% (n=8)	21.68% (n=44)
Metalinguistic Feedback	5.88% (n=3)	16.66% (n=3)	0% (n=0)	6.52% (n=3)	12.5% (n=5)	6.89% (n=14)
Use of the OCF Types in All Errors	88.23% (n=45)	88.88% (n=16)	45.83% (n=22)	21.73% (n=10)	80% (n=32)	61.58% (n=125)
Uncorrected Errors	11.77% (n=6)	11.12% (n=2)	54.17% (n=26)	78.27% (n=36)	20% (n=8)	38.58% (n=78)
Total Number of Errors	100% (n=51)	100% (n=18)	100% (n=48)	100% (n=46)	100% (n=40)	100% (n=203)

When the distribution of their use is inspected closely and listed accordingly, as it can be seen, elicitation was the most frequently used OCF type. In total, elicitation was used 44 times in 25 lessons. Instructor 1 used elicitation 25 times in his lessons, which constitutes more than half of the total use. Instructor 5 used it eight times, and the other three instructors' use of elicitation is for at least three times. So, it can be concluded that the distribution is not homogeneous

As for recast, the second most frequently used OCF type, it can be stated that its use is more homogeneous since it was used by three of the instructors at least ten times. The other two instructors did not prefer using it more than twice. It was the number one preference of only one instructor (Instructor 3), and the other four used a different OCF type more than recast; nevertheless, its total use was 42 times in 25 lessons, which constitutes one-third of the overall use of all OCF types.

Explicit correction and metalinguistic feedback share third place in the distribution list. Both OCF types were used 14 times (6.89%) in total. An explicit correction was preferred by Instructor 2 more than the other instructors. Instructor 2 used it seven times, half of the total use, and the others did not use it more than three times. Hence, it can be concluded

that its use was not even by the instructors. The use of metalinguistic feedback, on the other hand, shows a more homogeneous distribution with its use of three times by three instructors and five times by one instructor, 14 times in total. What is also significant here is that Instructor 3 did not use this OCF type at all.

The second least frequently used OCF type was clarification request. In 25 lessons, clarification request was used six times only. It was preferred by Instructor 1 (n=3), Instructor 3 (n=2), and Instructor 5 (n=1) whereas Instructor 2 and Instructor 4 did not use it. The instructors that did not use clarification request were not quite fond of using OCF in general. Overall, the use of clarification request comprises only 2.69% of the total number of the given OCF by all the instructors.

The least preferred OCF type was repetition. During 25 lessons, it was used five times (2.47%) by four of the instructors. Two of the instructors did not use it, two others used it only once, and one instructor repeated the erroneous utterance of the learner to help him/her notice and correct his/her error three times during his five lessons.

If the instructors were to be analyzed one by one in terms of their usage of OCF types, it would reveal some noteworthy results. Firstly, Instructor 1 was the one who used OCF more than the other instructors (n=45), and he was also the one in whose lessons more errors by the learners were observed (n=51). He did not leave the majority of grammar errors uncorrected, even when he was doing a speaking activity with the learners. He had the tendency to use elicitation the most (n=25) and explicit correction the least (n=1). Despite the fact that recast and explicit correction are quite similar, he used recast (n=10) but did not prefer explicit correction as much. Therefore, this can be interpreted as his predilection for implicit OCF. In addition, although the learner's proficiency in English was not high, he wanted them to make an effort to remember the grammar rules and correct their own errors, which, in the end, will contribute to learner autonomy. However, he did not use clarification request and repetition frequently, maybe due to thinking that learners' level was not good enough to find the error on their own. So, he may have wanted to provide the learners with some guidance or clues first and then give them an opportunity to correct the errors. Another point observed in Instructor 1's lessons was that he provided immediate OCF. Instead of waiting for the activity of the learners' turns to end, he provided a CF and expected the correct form to be formulated or remembered.

Instructor 2 did not encounter many grammatical errors in her lessons, and with the ones she did, she chose to give OCF. There were 18 grammar errors, and only two of them were

not provided with a correction. She preferred explicit correction the most (n=7), and it was observed that she uttered such sentences as “..no, that's not correct.” or “No, wrong.”, which were followed by the reformulations. Elicitation was her second preference; a quarter of the OCF in her lessons was elicitation (n=4). Another point that must be stated about Instructor 2 was that she was keen on correcting the errors and sometimes, without giving the learners enough time to think over the CF, she asked many questions especially while trying to elicit the correct form. Also, she used metalinguistic feedback almost as many times as elicitation (n=3) and it was clear that the learners are familiar with some basic metalanguage, so she preferred using some phrases such as “present continuous tense”, or “... gerund is not correct here.”. The OCF type she used the least was recast, there were only two usages of it, and she did not use clarification request or repetition during the five lessons analyzed.

In Instructor 3's lessons, there were 48 grammar errors made by the learners; however, she chose to correct less than half of them (n=22). She used recast more frequently (n=14) than the other OCF types. She did not use metalinguistic feedback or repetition, and she used elicitation and explicit correction three times. In addition, clarification request was the provided corrective feedback to two of the errors. The 26 errors to which no feedback was given were mostly made during the speaking activity in one of the lessons dedicated only to that activity. Another significant observation was that the instructor did not correct the learners' errors when the learner made several of them, received the corrective feedback, but continued to make more errors. Possibly, the instructor did not want to make the learner uncomfortable or demotivated when she realized that there were many errors, so she stopped correcting them at some point. A different fact about Instructor 3 was that she gave delayed corrective feedback (42.3%) during the speaking activities, in other words, she waited for the learners to finish speaking, and then tried to correct their errors with the help of feedback.

Instructor 4 was an exceptional case as he chose not to correct more than three quarters (n=36) of the errors made in his lessons. Among the ten oral corrective feedback he used, the most frequent ones were elicitation (n=4) and metalinguistic feedback (n=3). He also used recast, repetition, and explicit correction once, but he did not use clarification request at all. A remarkable note in relation to the analysis of Instructor 4's lessons was that the errors he did not give corrective feedback were mostly during speaking-focused activities; however, the erroneous utterances did not have minor problems. Some of those utterances

were as follows: “If you talking to Van Gogh, all the time talking.”, “Employees should job very well and so successful.”, and “I was see some picture...”. As long as the instructor was able to communicate with his learners, he tended not to correct the errors they made.

Finally, Instructor 5 displayed a similar set of choices to Instructor 3 in terms of the use of OCF types. She preferred recast in almost half of her corrections (n=15) and elicitation for the quarter of the errors made (n=8). The third frequent OCF type was metalinguistic feedback in her lessons, and these were followed by explicit correction (n=2), repetition (n=1), and clarification request (n=1). Instructor 5 provided corrective feedback to 32 errors, but she preferred not to do so for eight errors.

To sum up, all of the instructors showed the tendency to use one or two OCF types more frequently than the others, two instructors did not choose to correct more than half of the errors that their learners made, and elicitation and recast were the commonly preferred OCF types by the instructors.

4.2. Results for Research Question #2

As explained in the literature review, uptake consists of the response followed by the corrective feedback, and it shows whether the learner understood it or not. While analyzing the uptake, the response of the learner must be examined in detail so as to decide if s/he can not only find the error s/he made but also correct that initial error. All of these components determine the success of the given feedback.

In the video-recorded lessons, all of the learners’ responses to the provided feedback were observed, investigated, and then categorized. At first, they were placed in general categories: repair, needs-repair, and no uptake. Next, repaired responses were divided and placed in more specific categories: self-repair, incorporation, repetition, and peer-repair, and needs-repair responses were examined the same way and categorized as follows: acknowledgement, partial repair, different error, same error, off-target, and hesitation.

Table 2

Uptake Rate of Each OCF Type

	Repair	Needs repair	No uptake	Total
Recast	28.57% (n=12)	40.48% (n=17)	30.95% (n=13)	100% (n=42)
Clarification Request	50% (n=3)	33.33% (n=2)	16.67% (n=1)	100%
Repetition	20% (n=1)	0% (n=0)	80% (n=4)	100%
Explicit Correction	21.42% (n=3)	64.28% (n=9)	14.28% (n=2)	100%
Elicitation	61.36% (n=27)	22.74% (n=10)	15.90% (n=7)	100%
Metalinguistic Feedback	28.57% (n=4)	50% (n=7)	21.43% (n=3)	100%

Table 2 shows the initial and general categorization of learner uptake and its rate for each OCF type provided. In total, 42 recast feedback were used in 25 lessons, and almost one-third of them resulted in repair while 40.8% resulted in needs-repair uptake. These results show the high uptake rate for recast and it can be deduced that it was a successful OCF type in the lessons that helped learners notice their errors and at least attempt to correct them.

Clarification request, used six times, also holds a high percentage in terms of repair and needs-repair responses by the learners. While only one of the clarification requests was not noticed or understood by the learner, which led to no uptake and therefore failure, the other five were perceived and used by the learners to correct their wrong utterances.

Repetition, one of the least preferred OCF type in instructors' practices, was unsuccessful when it came to provoking the learners to see the errors they made and attempt to alter them into the correct form. Four out of five repetition feedback went unnoticed or not understood by the learners, which makes it somehow a failure.

Explicit correction was used 14 times during the lessons, and the majority of them were comprehended by the learners as signals to show that an error was made. However, 64.28% of them were not enough to help the learners repair the erroneous utterances although in its nature, explicit correction provides the reformulation of the error. Sometimes the learners did not pay adequate attention to what their instructor said and failed to figure out the change that their instructors made in the reformulation, and most of

the time they only acknowledged that they heard the correction and said nothing more, all of which fall into needs-repair category.

Elicitation was among the most successful OCF type due to having one of the highest successful uptake rate. Since the instructors kept asking eliciting questions until the learners reach the correct answer or at least something related to the correct answer, the learners both became aware of their errors and put quite an effort to come up with the correct form. Thus, both the percentage and the number of repair and needs-repair responses were common in this feedback type.

Metalinguistic feedback has resulted in high-level uptake with more than three-quarter rate of repair and needs-repair replies. Although, obviously, the instructors familiarize their learners with the metalanguage while teaching, some learners got confused or could not remember what those terminologies meant, so half of the uptake ended up with falling into the needs-repair category. Nevertheless, this did not overshadow this OCF type's success.

Table 3

Uptake Rate of Recast

Needs-repair type	Acknowledgement	Partial repair	Different error	Same error	Off-target	Hesitation
	40.48%	0%	0%	0%	0%	0%
Repair type	Self-repair	Incorporation	Repetition	Peer-repair		
	0%	4.77%	23.80%	0%		
No uptake		30.95%				

After the detailed analysis of repair and needs-repair type for each OCF type, the tables from Table 3 to Table 8 were formed to show the results. Table 3 above demonstrates that when recast is the provided OCF type, the majority of uptake is acknowledgement, a type of needs-repair. Also, a limited number of repair was observed. The two types of repair which recasts were resulted in were repetition and incorporation due to the nature of this type of feedback, it is not possible for learners to correct themselves or be corrected by their peers. Nearly one-third of the given recast ended up with no observable uptake by the learners.

Table 4

Uptake Rate of Clarification Request

Needs-repair type	Acknowledgement	Partial repair	Different error	Same error	Off-target	Hesitation
	0%	0%	0%	16.66%	0%	16.66%
Repair type	Self-repair	Incorporation	Repetition	Peer-repair		
	33.36%	16.66%	0%	0%		
No uptake	16.66%					

Clarification request is among the three OCF types with the fewest number of responses categorized as no uptake. Half of the use of this feedback type resulted in repair. The repair types were self-repair and incorporation, which can be interpreted as the ability of the learners to notice their errors and correct them thanks to the warning by their instructors. However, there were learners who could not identify the error and thus, hesitated which part of their utterance to correct despite noticing that there was an error. So, these learners' uptake resulted in making the same error or hesitation, as shown in table 4.

Table 5

Uptake Rate of Repetition

Needs-repair type	Acknowledgement	Partial repair	Different error	Same error	Off-target	Hesitation
	0%	0%	0%	0%	0%	0%
Repair type	Self-repair	Incorporation	Repetition	Peer-repair		
	0%	20%	0%	0%		
No uptake	80%					

Repetition, as the least given feedback type, has the lowest amount of repair and needs-repair responses. Only one learner (20%) out of five was able to correct and then continue with her utterance, which is called incorporation and falls into repair category (Table 5). The other four learners provided with this OCF type could neither understand that they made an error nor noticed that their instructor was trying to help them with feedback.

Table 6

Uptake Rate of Explicit Correction

Needs-repair type	Acknowledgement	Partial repair	Different error	Same error	Off-target	Hesitation
	64.28%	0%	0%	0%	0%	0%
Repair type	Self-repair	Incorporation	Repetition	Peer-repair		
	0%	7.14%	14.29%	0%		
No uptake	14.29%					

In Table 6, the analysis of explicit correction is presented. Similar to clarification request and elicitation whose analysis is presented later, this OCF type holds one of the lowest no-uptake rate (14.29%). The majority of the responses given to this type of feedback were acknowledgement, i.e., saying such things as “Yes” or “Okay”. Therefore, almost two-thirds (64.28%) of the uptake was categorized as needs-repair. In addition, there were few learners who repeated the correct utterance after the instructors and who not only repeated the correct form, but also continued speaking, all of which show that there was repair in their replies to the given feedback.

Table 7

Uptake Rate of Metalinguistic Feedback

Needs-repair type	Acknowledgement	Partial repair	Different error	Same error	Off-target	Hesitation
	21.43%	0%	14.29%	7.14%	0%	7.14%
Repair type	Self-repair	Incorporation	Repetition	Peer-repair		
	21.43%	7.14%	0%	0%		
No uptake	21.43%					

As demonstrated in Table 7, metalinguistic feedback was among the three most frequently used OCF type, and more than two-third of the responses to this type of feedback was either repair or needs-repair responses. The replies showed no uptake occurred only slightly above one-fifth of the total responses. As for uptakes, learners only self-corrected the erroneous parts (self-repair) or both self-corrected the wrong parts and then used it in a sentence and continued speaking (incorporation).. These responses were defined as repair. Also, there were learners who only acknowledged that the signal to an error is comprehended, who partially understood or misunderstood the feedback, therefore repeated the same error, and who tried to correct the initial error but made another error. All of these fall into the needs-repair categories acknowledgement, same error, and different error respectively.

Table 8

Uptake Rate of Elicitation

Needs-repair type	Acknowledgement	Partial repair	Different error	Same error	Off-target	Hesitation
	9.10%	0%	4.55%	0%	0%	9.10%
Repair type	Self-repair	Incorporation	Repetition	Peer-repair		
	45.45%	15.90%	0%	0%		
No uptake	15.90%					

Finally, the most frequently used OCF type, elicitation ended up with having the second highest amount of repair and needs-repair leaving only less than one-quarter of the responses without any uptake (Table 8). The needs-repair types observed were acknowledgement, hesitation, and different error with the rates 9.10%, 9.10%, and 4.55% respectively. Moreover, almost three thirds of the replies consisted of self-repair (45.45%) and incorporation (15.90%).

4.3. Results for Research Question #3a

The aim of research question 3a was to examine the instructors' views about whether each OCF type would be useful while correcting their learners' grammar errors or not together with the reasons for their opinions.

Table 9 presents the quantitative data drawn from the survey and shows how many instructors find the OCF types good in the aforementioned set of errors and how many of them do not.

Table 9

Results of the Survey on Instructors' Beliefs

OCF Type	Useful	Not useful	Total
Recast	100% (n=5)	0 % (n=0)	100%
Elicitation	60 % (n=3)	40 % (n=2)	100%
Explicit Correction	40 % (n=2)	60 % (n=3)	100%
Metalinguistic Feedback	80 % (n=4)	20 % (n=1)	100%
Clarification Request	60 % (n=3)	40 % (n=2)	100%
Repetition	20 % (n=1)	80 % (n=4)	100%

As for the instructors' beliefs regarding the OCF types in case of a grammar error, the results showed that, in general, the instructors were supportive of using them. Nevertheless, one of the instructors emphasized the importance of using OCF carefully and the use of few amount of OCFs in order not to interrupt learners' speeches and not to demotivate them or to cause them to stop speaking in the class.

First of all, all of the instructors stated that they find recasts useful for their learners. There were three main reasons they gave to explain why recasts are useful: (a) recasts help learners notice their errors (n=3), and in this way learners question the correct form to learn more, (b) they are not demotivating for learners (n=1), and (c) they are specifically helpful for low-achievers due to the provision of the correct form and raising awareness (n=1).

Moreover, one instructor stated that recasts are time-saving and claimed that this is good both for himself and for the learners. Despite these advantages stated by the instructors, one instructor who believes recast is useful explains her concern that learners may not notice the correction if their attention is not drawn specifically to the correction, especially if it is a minor correction as in the example below:

Student: He take the bus to school every day.

Teacher: He takes the bus to school every day.

Secondly, three of the five instructors believe that elicitation is useful for language learners whereas two of them believe the opposite. The reasons given by the instructors in favor of using elicitation as an OCF type in the class are that elicitation helps learners notice their errors, that it leads to a learner-centered approach of correction, self-correction, and that helps create a more permanent learning atmosphere. One of the instructors stated that, with the use of elicitation, even when the learner cannot correct their erroneous utterance, "...they definitely realize that the sentence is wrong." (Instructor 3) In addition, one of the instructor notes that, elicitation "...make[s] the learners more aware of the grammar rules." (Instructor 2). On the other hand, one instructor stated that despite she thinks elicitation is useful for learners, she believes that it works with a certain level of knowledge in the target language, and therefore she does not prefer it with low-level learners. The two instructors who did not find elicitation useful for their learners explained their opinions by saying that "[i]t pushes the student too hard." (Instructor 1), and that it stops the flow of communication for a long time, which is unwanted (Instructor 4).

Thirdly, one of the least preferred OCF was explicit correction. Three of the five instructors were not supportive of its use since they believe it is discouraging for learners not only because they are corrected directly without being given a chance to correct themselves (n=2), but also because it may disturb them to be corrected while struggling with speaking in the target language (n=2). In short, three instructors do not like using explicit correction because they do not want to demotivate the learners while they are speaking, which is already a challenging activity for them. Also, even though one instructor stated that explicit correction would be useful, he thinks that this OCF type can spoon-feeding. Hence, he further said that the learner would forget the rule shortly after the lesson. On the other hand, two out of five instructors think that it may be useful especially for highlighting the errors and for providing the low level learners with the correct grammatical forms.

Next, metalinguistic feedback is believed to be beneficial for the learners by four of the five instructors. They back up their opinion by explaining that metalinguistic feedback draws their attention to the error (n=2), that it helps learners notice their error (n=3), and that it leads to self-correction (n=2). These five instructors also emphasized the significance of self-correction for learning. Moreover, one instructor noted that metalinguistic feedback is helpful for learners of lower levels due to the fact that the clue it provides is precise. However, another instructor believed metalinguistic feedback is useful for learners with high proficiency. The one instructor who put forward the opinion that metalinguistic feedback is not useful for learners is concerned about the fact that the learner's speech is interrupted because of metalinguistic feedback for a long time, which might eventually demoralize the learner.

As for clarification request, the fifth OCF type, three of the five instructors think that clarification request could be useful for learners since it leads to self-correction (n=3), whose significance was explained above, and to more in-depth internalization of the correct form of the error (n=1). However, they underlined the crux of giving this OCF type carefully (n=3). Their concern was that it might not be comprehended by the learners as corrective feedback, which is the exact reason why one instructor finds this OCF type useless. She said that when learners hear clarification requests, they tend to think that their instructor could not hear their utterance well. The other instructor that did not think this OCF type would be useful shared a similar opinion regarding the reason and further elaborated her concern by saying that "They do not realize that there is a problem in the sentence. They just repeat the same sentence again." (Instructor 5).

Finally, repetition was one of the OCF types least preferred by the instructors. Four of them believed that repetition is not useful, and all of those instructors reported similar reasons for their concerns for clarification request. The statement of Instructor 5 is as follows: "Again, if my intonation is so dominant on the incorrect part, maybe they can realize it, but I do not use this generally and my students do not realize their mistakes with this one generally." Even though they did not choose repetition as useful, two instructors added that sometimes intonation helps this feedback to be comprehended and, that it would help them correct their own error, i.e., paves the way for self-correction if it is understood by the learners as corrective feedback. The reasons given by the only instructor who found repetition useful regarding the benefits of repetition were that it increases self-awareness and lets the learner notice his/her error easily (n=1).

All in all, while the instructors found metalinguistic feedback and recast useful OCF types, they think explicit correction and repetition are the least useful ones for learners. In general, the instructors highlighted how significant raising awareness of the error and learners' self-correction are, and they expressed their concerns about the demotivation of learners especially by emphasizing their errors and not letting them speak comfortably due to corrections. Nevertheless, in terms of grammar errors and corrective feedback, they all have a positive point of view to some extent.

4.4. Results for Research Question #3b

Research question 3b was answered in order to uncover the match/mismatch between instructors' stated beliefs and in-class practices.

Table 10

The Comparison of Instructors' Beliefs and Practice

OCF Type	Usefulness	Practice frequency	Match/mismatch
Recast	100% (n=5)	20.69% (n=42)	Match
Metalinguistic Feedback	80 % (n=4)	6.89 % (n=14)	Mismatch
Clarification Request	60 % (n=3)	2.96% (n=6)	Mismatch
Elicitation	60 % (n=3)	21.68% (n=44)	Mismatch
Explicit Correction	40 % (n=2)	6.89 % (n=14)	Match
Repetition	20 % (n=1)	2.47% (n=5)	Match
Total	n=5	n=125	

After analyzing the survey results and video-recordings of lessons, some similarities and differences were found as shown in Table 10. To come up with the results, the frequencies of occurrence and the survey results regarding the usefulness of each OCF type were listed from the highest number to the lowest. Then, they were compared to see if each OCF type is in the same place on each list.

Firstly, when the overall beliefs are taken into consideration, it is clear that all of the instructors (100%) found recast useful for their learners, which is the case for only recast. Nevertheless, when their practices in the class were examined, recast was the second most commonly used (20.69%) OCF type by the instructors. The second most favored OCF type in the survey was metalinguistic feedback (80%) since four instructors stated that they found it useful, but when it comes to their actual practices, it was observed that

metalinguistic feedback was the third commonly used feedback type (6.89%), and it was not used by one of the instructors. As for the third OCF type (60%) in terms of being useful for learners according to instructor beliefs, clarification request and elicitation were chosen by the same number of instructors (n=3) in the questionnaire. However, in the classroom environment, elicitation was the most frequently used OCF type (21.68%) and clarification request was number four (2.96%). Explicit correction was not considered useful by more than half of the instructors. Hence, it was the fourth in the list in terms of usefulness. In the lessons, on the other hand, it was the third most frequently used OCF type (6.89%) together with metalinguistic feedback. Finally, only one instructor believed repetition was a useful OCF type for her learners, and due to being used for only five times in total (2.47%), it was the least commonly used feedback type as well.

To sum up, both matches and mismatches between beliefs and practices were deduced from the analysis. One mismatch uncovered was related to elicitation. Although elicitation was not favored as a useful feedback type by almost half of the instructors, they used it more frequently than all of the other feedback types. Also, metalinguistic feedback was favored by almost all of the instructors; however, it was not used frequently in the lessons, which is found to be another mismatch. Lastly, clarification request was favored more than half of the instructors, but it was used only a few times in the lessons. So, there was a mismatch. On the other hand, repetition was considered to be not useful in the questionnaire and this belief was reflected through instructors' practices and it was the least commonly used OCF type, which is considered as a match between beliefs and practice. In addition to repetition, another match was found in another OCF type: recast. None of the instructors thought that it was not useful, in accordance with their beliefs, they often used it in their lessons. Finally, the use of explicit correction was not supported by the majority of the instructors, and they proved this belief by using it only 14 times.

When each instructor is studied in detail for the match/mismatch between their beliefs and practices, some noteworthy findings were brought to light.

Table 11

The Comparison of Instructor 1's Beliefs and Practices

Instructor 1		
OCF type	Beliefs	Practice
Recast	Useful	19.60%
Elicitation	Not useful	49.01%
Explicit Correction	Not useful	1.96%
Metalinguistic Feedback	Useful	5.89%
Clarification Request	Useful	5.89%
Repetition	Not useful	5.89%
No correction		11.76%
	Total	100%

The practices by Instructor 1, summarized in Table 11, showed a significant mismatch with his stated beliefs, which stems from his use of elicitation. Despite stating that he did not think that elicitation is useful for the learners, he used it the most with learners' grammatical errors in the class. Due to this situation, he was not able to use the OCF types which he claimed to believe that are useful as frequently as possible. In addition, in the survey, he declared repetition to be not useful; however, he used it as many times as the OCF types he believed to be useful, e.g., metalinguistic feedback and clarification request.

Table 12

The Comparison of Instructor 2's Beliefs and Practices

Instructor 2		
OCF type	Beliefs	Practice
Recast	Useful	11.12%
Elicitation	Useful	22.22%
Explicit Correction	Not useful	38.88%
Metalinguistic Feedback	Useful	16.66%
Clarification Request	Not useful	0%
Repetition	Not useful	0%
No correction		11.12%
	Total	100%

Instructor 2's practices showed a general match with her practices (Table 12). However, there was a mismatch similar to Instructor 1's. That is, stating that explicit correction was not useful but using it more than the other types of OCF was a mismatch that cannot be disregarded. On the other hand, she used the OCF types she believed to be useful at similar frequencies and avoided the other two types she found not useful.

Table 13

The Comparison of Instructor 3's Beliefs and Practices

Instructor 3		
OCF type	Beliefs	Practice
Recast	Useful	29.17%
Elicitation	Useful	6.25%
Explicit Correction	Useful	6.25%
Metalinguistic Feedback	Useful	0%
Clarification Request	Not useful	4.16%
Repetition	Not useful	0%
No correction		54.17%
	Total	100%

The analysis of Instructor 3's data revealed an overall match, but there were both matches and mismatches with different OCF types as presented in Table 13. The use of recast, elicitation, and explicit correction together with the absence of the use of repetition show the match of her beliefs and practices. Nevertheless, in spite of claiming that metalinguistic feedback is useful, she did not use it at all, instead she used clarification request, which she stated to be not useful. Lastly, one noteworthy finding in her practice was that she preferred not to correct more than half of the errors made in her lessons even though she did not refer to any opinions or explanations on this topic.

Table 14

The Comparison of Instructor 4's Beliefs and Practices

Instructor 4		
OCF type	Beliefs	Practice
Recast	Useful	2.18%
Elicitation	Not useful	8.68%
Explicit Correction	Not useful	2.18%
Metalinguistic Feedback	Not useful	6.52%
Clarification Request	Useful	0%
Repetition	Not useful	2.18%
No correction		78.26%
	Total	100%

In Table 14, Instructor 4's examined data is displayed, and these results provided a huge example of a general mismatch when it came to the analysis of OCF types he preferred and his stated opinions about them. Clarification request was not used in his lessons although he claimed it to be good for the learners, and elicitation, explicit correction, and metalinguistic feedback were used despite being referred to as not useful. Nevertheless, the

match between his ideas and practice was that he stated in the survey that he did not prefer correcting the learners' errors most of the time because he believed the flow of communication to be more important than accuracy in grammar. At this point, when he did not correct more than three quarters of learners' errors, he showed a consistent practice with his belief.

Table 15

The Comparison of Instructor 5's Beliefs and Practices

Instructor 5		
OCF type	Beliefs	Practice
Recast	Useful	37.5%
Elicitation	Useful	20%
Explicit Correction	Useful	5%
Metalinguistic Feedback	Useful	12.5%
Clarification Request	Useful	2.5%
Repetition	Useful	2.5%
No correction		20%
Total		100%

Last but not least, Instructor 5, who believed all the OCF types can be useful for her learners showed a coherent performance of classroom practices (Table 15). In other words, she used all of the OCF types at some time in her lessons, and other than recast with a normal difference, the feedback types were used with similar frequencies.

4.5. Results for Research Question #4a

In order to investigate and discover learners' beliefs on OCF types and their preferences, together with explanations, among these feedback types, Research Question 4a was asked in this study.

Table 16

Results of the Survey on Learner Beliefs

OCF Type	Useful	Not useful	Total
Recast	84.4% (n=54)	15.6% (n=10)	100%
Elicitation	79.7% (n=51)	20.3% (n=13)	100%
Explicit Correction	71.9% (n=46)	28.1% (n=18)	100%
Metalinguistic Feedback	76.6% (n=49)	23.4% (n=15)	100%
Clarification Request	56.3% (n=36)	43.8% (n=28)	100%
Repetition	53.1% (n=34)	46.9% (n=30)	100%

The data which are summed up in Table 16 revealed that learners, in general, tend to find OCFs beneficial for their learning. When analyzed one by one, their beliefs on the usefulness of each OCF type differ; they find some of them more useful than the others.

Firstly, more than four-fifths of the learners believe that recast is a beneficial OCF type for their grammar errors. This is because learners believe that recast is not humiliating (n=7), that they notice the difference, i.e., their error (n=5), when they hear the correct form, that they feel familiar with it (n=8) thanks to hearing the correct form, and that the correction will stick in their mind better due to the aforementioned reasons (n=21). They also enjoy being corrected immediately (n=4), and few learners stated that they find recast encouraging/motivating (n=3); however, they did not give any explanation for this. While the majority found recast useful, slightly less than one-seventh of the learners stated that they did not feel or think positive about it. They did not believe that only hearing the correct form would be enough for learning (n=2) and would not help them understand the source of their error (n=2), and said that they needed some explanation related to the error and the correct form (n=8). Also, they would like to be given a chance to correct their own error (n=3), so they would prefer a minor reminder for self-correction (n=1). One learner also noted that this OCF type would cause them to "...get used to the easy way", emphasizing that he may therefore repeat doing the same error later (Learner 38).

Secondly, elicitation was another OCF type that was found to be highly useful by almost eight out of ten by the learners. They stated that elicitation would lead to more permanent learning (n=12) since it makes them think and self-correct their error. In addition, the learners emphasized the importance of teacher help (n=4) to make it possible for them to remember the rules/details they forgot. One learner also noted that she feels really satisfied and happy to see that she learned something when she finds and corrects her error with the little help by the teacher (Learner 14). Two learners stated that this type of feedback would help them solve the problem in their utterance step by step, and thus it sticks in mind better, so it would be good for learners with low proficiency. One learner found this type of corrective feedback fun since it is like a riddle while one other learner believed that while eliciting the correct form, the learners are at the forefront, which helps them learn better. Nevertheless, slightly more than one-fifth of the learners do not prefer the use of elicitation while their grammatical errors are being corrected by the instructors. The main reasons they gave are (a) that elicitation is complicated, so it is stressful and difficult to come up with the correct form (n=3), and (b) that it lowers their self-confidence, making them feel

like being scolded/humiliated (n=2) if they cannot answer their instructor's questions (n=3). One of the learners even stated that he "...cannot speak English in that class again." (Learner 54). Instead of their error to be highlighted (n=1), few learners also wished to learn the reason of their error (n=1) and then to be told the correct form (n=2). One learner also stated her concerns regarding the inability to learn the correct form because, when she cannot find and correct her own error with elicitation, her instructor does not always utter the correct form, and that is left unclear for her (Learner 41). One learner was worried that the questions asked while eliciting the correct form might sometimes lead to misunderstandings in difficult topics. Another learner found elicitation to be a waste of time, and finally one of the learners thought that it is better for higher levels.

Thirdly, explicit correction was also an OCF type highly favored by the learners even though there were some doubts and worries related to it. Slightly fewer than three quarters of the learners find explicit correction useful and say that they benefit from hearing the correct grammatical form in a sentence (n=10) the most. They also believe that explicit correction helps them understand/notice their error (n=8) because it draws their attention to the error (n=4). The statement of an error made in explicit correction was controversial for learners. On the one hand, the supporters rendered it useful due to its clarity and preciseness (n=2), and explanatoriness (n=1). They think that it is useful when time is limited (n=1), and that it helps the feedback to stick in mind as long as it is not harsh (n=2). On the other hand, almost three-tenths of the learners did not find explicit correction useful for their grammar errors, and three learners gave the following reasons about being told to have made an error: being told to have made an error is demotivating (n=1), it triggers the feeling of failure (n=1), and the emphasis of the error in the class arouses dislike for (n=1). Moreover, the most common explanation that learners gave in relation to their not finding this OCF type useful was that they would prefer finding and correcting their own error (n=5) or that they would prefer being given at least an explanation to understand why their error is an error, and why the correct form is correct (n=4). Four learners also indicated that if explicit correction is the only OCF type used all the time, that it would not help retain learning in the long term because they are not given any explanation on the correct form (n=4), and that the learning would be temporary (n=1). One of the learners added the significance of making the learners think about his/her error or encouraging him/her to make an effort to self-correct their own errors, and stressed that, if these acts are not

performed by the learners, the learner's self-confidence would be negatively affected since s/he would feel unsuccessful.

Next, metalinguistic feedback was another OCF type found useful by the learners. Almost three out of four learners found it beneficial for their grammar errors, while approximately a quarter of them thought that it would not be useful. On one hand, it was claimed that metalinguistic feedback helps notice the error more quickly (n=7), that it makes the learner think (n=3) thanks to the explanation (n=5), and that it leads the learners into self-correcting their own error (n=5), which, in the end, makes the correction stick in mind longer (n=1). Another point that learners liked about metalinguistic feedback was that, when their instructor gives them metalinguistic clues, they can become aware of the grammar point they made an error in (n=7) and then they can study that point and improve their grammar (n=6). One learner also stated that learning the terminology is useful for him (Learner 21) and another learner stated that the use of terminology is clear and so interesting that it makes her learn more about it (Learner 58). On the other hand, there were learners who were highly concerned about the use of the terminology. Among the learners who chose this OCF type as not useful, some stated that it is not useful because this OCF type is confusing/complicated (n=6) and it makes noticing and correcting the error even more difficult due to the metalanguage used. They further explain the reasons for their choice such that they may not know the terminology (n=6) or, even though they are familiar with the terminology, they may not remember it at that moment (n=4). What is more, four learners who believed that metalinguistic feedback is not beneficial because they think that it is not explanatory, that it only reminds them of the grammatical rules, and that it does not explain anything about the error or the correct form. Two more learners partially agreed to this opinion by noting that metalinguistic feedback is not explanatory enough for them to understand and correct their errors permanently. Last but not least, two learners complained that the metalanguage is too confusing for them to keep in their minds for a long time, and that they could not benefit from this type of OCF because of that.

Clarification request, the fifth OCF type, was not believed to be useful by a bit more than two-fifths of the learners. Slightly more than half of them were supportive of its use because (a) clarification request is a polite way of warning them about their errors (n=4) without making it obvious to the other learners in the class and resenting the learner who made an error (n=2), thus not demotivating, and (b) it is helpful since it provides them with some time to think, to go over their wrong utterance, to notice their errors (n=15), and

finally to correct them (n=4). One learner highlighted the significance of gestures and mimics to make it clear that there is an error. Two learners also think that in this way, being able to learn the correct grammatical forms better and in a short time. On the contrary, those who did not find this corrective feedback useful believe that it is confusing/not clear, and that it might make learners think that their instructor just could not hear their utterance (n=7), so they just repeat the same erroneous sentence. Moreover, it was stated that even though they take this feedback type as a warning indicating that there is an error, since it is not explanatory (n=3), the learners might not understand what the error is (n=7), and either try to change some parts of their utterance randomly (n=4) or cannot change or correct anything due to anxiety and stress (n=4). Because of these reasons, five learners stated that they would feel discouraged and less self-confident.

Lastly, repetition was the OCF type least preferred by slightly more than half of the participants. The learners said that it helps them find their error (n=10), especially if the error is due to a moment of carelessness (n=2), and that it is another polite and not humiliating or offensive feedback type (n=3). It was also stressed that the intonation shift on the error (n=3) and hearing their own wrong utterances (n=3) are helpful for the learners to go over them and find their errors. Nonetheless, slightly fewer than half of the learners expressed that they do not find repetition beneficial due to several reasons. Some learners do not think repetition is clear enough (n=5) and they might not even get that it is feedback (n=3). Some other learners stated that they "... make an error because of not knowing the rule or the correct form" (Learner 44), so they ask for an explanation to guide them to the correct form (n=14) or the correct form to be provided (n=3). What is more, six learners explained that without a clue about the error or the correct form, they would feel anxious, panicked, or worried that "... they would not be able to correct the error..." (Learner 7). As a result, their self-confidence would be undermined.

To sum up, it can be concluded that learners have a positive attitude towards OCFs given for their grammatical errors. The majority find it more beneficial if they are provided with some clues and chances to think, find, and correct their own errors. However, some learners state that they might feel anxious if they are expected to do the correction themselves, so they prefer their instructor to provide them with the correct form. In addition, the common concern regarding such implicit OCF types as clarification request or repetition is that the learners may not get them as indicators of an error they have made, or even if they do, they may not find their error without being guided about it. So, the

majority of learners prefer explicit corrective feedback types or the OCF types that give the learners some clues to find their errors, for example, metalinguistic feedback or elicitation.

4.6. Results for Research Question #4b

As it is quite an important point to see whether learners' beliefs about which OCF type would be beneficial for their grammar errors are actually correct and result in repair/needs-repair because this kind of information can improve teaching and learning processes, and providing this information was the goal of Research Question 4b.

In Table 17, the comparison of what learners believe to be beneficial and the benefits of OCF types in the form of repair/needs-repair rate is provided, and it is clear how much they match or mismatch with one another.

Table 17

The Comparison of Learner Beliefs and Their Uptake Rate

OCF Type	Usefulness	Repair and Needs-Repair Rate	Match/ Mismatch
Recast	84.4% (n=54)	69.05% (n=29)	Mismatch
Elicitation	79.7% (n=51)	84.10% (n=14)	Match
Metalinguistic Feedback	76.6% (n=49)	78.57% (n=11)	Match
Explicit Correction	71.9% (n=46)	84.70% (n=12)	Mismatch
Clarification Request	56.3% (n=36)	83.33% (n=5)	Mismatch
Repetition	53.1% (n=34)	20 % (n=1)	Match

The analysis of the learner survey and video-recordings revealed were used to answer this question, and some common and uncommon points related to the match/mismatch between learner beliefs on OCF types and learners' uptake rate in lessons. While interpreting the results, repair and needs-repair rates were calculated together and considered as the proof of uptake. Then, the survey results regarding the number and frequency of the given answers were compared to check if the beliefs and uptake rate match with each other.

Firstly, the learners that answered the survey had the belief that recast would be the most beneficial OCF type for their grammar errors. The number of positive opinions given for this feedback type constitutes more than four-fifths of the participants (n=54). However, the learners' uptake following recasts was the second lowest (69.05%), which refers to a mismatch between the beliefs and uptake rate.

The second helpful OCF type in the learners' opinion was elicitation. Almost four-fifths of the learners had the view that it would work well when they made a grammatical error. Similarly, the uptake rate after elicitation was used by the instructors in the lessons was the second highest among all the OCF types with the frequency of 84.10% for repair and needs-repair responses. These findings show a match between learners' views and their responses to elicitation as feedback.

The learner survey's results demonstrated that metalinguistic feedback was believed to be the third useful OCF type for the grammatically incorrect utterances of the learners. More than three-quarters of the learners agreed with the functionality of this corrective feedback type. The analysis of lessons also showed that the repair and needs-repair responses of the learners when metalinguistic feedback was used was the fourth among six OCF types with the rate of 78.57%. When these findings are taken into consideration, it can be concluded that learners' opinions and uptake they show following this OCF type match.

The fourth OCF type that the learners favored for their grammar errors was explicit correction. 46 learners chose the option 'Useful' for this type of correction in the survey. Nevertheless, when the uptake rate of repair and needs-repair responses to explicit correction was calculated, it was found that this OCF type had the highest uptake rate among all since only 14.28% of the responses given to explicit correction presented no uptake. Therefore, it can be stated that there is a mismatch between learners' views on explicit correction and their uptake rate after this OCF type.

The second least preferred OCF type was clarification request. Only 36 learners, which is slightly above the half, stated their positive beliefs on this corrective feedback. On the other hand, the examined lessons revealed a different fact. In that examination, it was observed that this OCF type had the third highest uptake rate with 88.33% of repair and needs-repair replies. This difference between the survey's and lessons' analysis show that there is a mismatch of beliefs and uptake.

The OCF type that learners favored the least was repetition. 34 learners stated that it could be useful, but 30 learners disagreed with them. In parallel with these stated views, the lessons' analysis demonstrated that repetition had the highest rate of no uptake. Four-fifths of the responses given to this OCF type resulted in no uptake, and only one response, one-fifth, was categorized as repair. In this case, it would be safe to state that regarding repetition, a match exists between learner opinions and uptake rate.

4.7. Results for Research Question #5

The fifth research question's purpose was to investigate if there is a match or mismatch between learners' and instructors' beliefs in terms of the benefits of OCF types on grammatical errors.

As shown in Table 18, it is obvious that there is a general match between the beliefs of the two groups of participants; however, there are two OCF types whose usefulness learners and instructors could not agree on.

Table 18

The Comparison of Learners' and Instructors' Beliefs on OCF Types

OCF Type	Instructors' Beliefs	Learners' Beliefs	Match/Mismatch
Recast	100% Useful	84.4% Useful	Match
Elicitation	60% Useful	79.7% Useful	Match
Explicit Correction	40% Useful	71.9% Useful	Mismatch
Metalinguistic Feedback	80% Useful	76.6% Useful	Match
Clarification Request	60% Useful	56.3% Useful	Match
Repetition	20% Useful	53.1% Useful	Mismatch

While deciding the match/mismatch between the two parties' beliefs, the results were listed separately from the most favored to the least favored OCF type. Then, the two lists were compared to see if the OCF types fall into the same or similar places on the lists.

On one hand, recast, elicitation, metalinguistic feedback, and clarification request were the OCF types that both the majority of the learners and the instructors thought to be useful and beneficial for the grammar errors made. On the other hand, the mismatch on the opinions regarding the benefits of explicit correction and repetition is also proved with the results of the surveys that both parties were administered. While more than half of the learners believed that these two OCF types would be helpful with the correction of their grammar errors, the majority of the instructors stated an opposite view in the survey. Therefore, it can be concluded that despite the disagreement on two OCF types, the general match between the two groups' opinions is clear.

When the results are taken into consideration, it can be observed that that learners tend to favor explicit oral corrective feedback types rather than implicit ones, which is likely to result from the characteristics of the learners such as not being autonomous, having prejudices for learning English, being used to being spoonfed in their previous learning experiences. However, since they were more successful when they were given implicit oral

corrective feedback, such possible beliefs of theirs could be eliminated by the instructors by raising awareness on the incorrectness of these beliefs and by promoting learner autonomy.

Also, these results show an inconsistency between teacher beliefs and practices, which is possibly due to the following reasons: (a) the teachers may not be aware that there are six different types of OCF that they can use, (b) due to some concerns such as catching up with the syllabus, teachers may not prefer using implicit OCF types in order not to lose time, (c) teachers might not be fully aware of their learners' intelligence types, which results in low uptake rate, and (d) teachers may not be fully conscious regarding the OCF types they use in their lessons. Therefore, more emphasis on this topic during in-service trainings/university education may contribute to the situation.

CHAPTER V

CONCLUSIONS AND IMPLICATIONS

5.1. Conclusions

In this study, which investigated the beliefs of five instructors and 68 EFL learners on the effectiveness and benefits of six OCF types for grammar errors, the classroom practices of those five instructors regarding the use of each OCF type, the uptake type and rate of those 68 EFL learners, and comparisons of the stated beliefs, practices, and uptake rate, seven research questions were answered with the help of the data collected through two different surveys and video-recordings of 25 lessons by the instructor-participants with the learner-participants

Firstly, regarding the use of OCF types, in this study, elicitation was found to be the most frequent one, slightly more than one-fifth, when the lessons of instructor-participants were analyzed. It was followed by recast (almost one-fifth), and explicit correction and metalinguistic feedback (around seven per cent) shared the third place together. The least frequent OCF types were clarification request and repetition. In the literature, recast was revealed to be one of the most commonly used OCF type (Brown, 2016; Choi & Li, 2012; Cruz & Mendez, 2012; Demir & Özmen, 2017; Lyster & Ranta, 1997; Özmen & Aydın, 2015; Roothoof, 2014; Solikhah, 2016; Yoshida, 2010; Zhao & Bitchener, 2007), and elicitation was the OCF to follow it (Lyster & Ranta, 1997; Solikhah, 2016). Moreover, there were previous studies which found that the third commonly used OCF type was explicit correction (Choi & Li, 2012; Roothoof, 2014). According to these findings, the first hypothesis presented at the beginning of our study confirms the previous findings.

However, recast and metalinguistic feedback were thought to be the most useful two OCF types by the instructors in our study when there are grammar errors. The third and fourth beneficial OCF types according to the instructors were clarification request and elicitation

respectively. Finally, the instructors participated in the study believed that explicit correction and repetition were the least helpful OCF types for learners. The studies that were conducted earlier than ours found that elicitation was the OCF type that teachers favor the most (Alkhamash & Gulnaz, 2019; Ha & Murray, 2020; Saeb, 2017; Yoshida, 2010). According to the related literature, the second useful OCF type was recast (Alkhamash & Gulnaz, 2019; Baker & Burri, 2016; Cruz & Mendez, 2012; Saeb, 2017). In our research, it was hypothesized that recast, explicit correction, and elicitation would be the OCF types to be considered most favorable by the instructors, and taking the literature into account, it can be concluded that Hypothesis 2 was partially falsified since explicit correction was not among the OCF types which the instructors in our study find useful.

Our participant instructors explained their opinions on the use of giving OCF as follows: when the learners' proficiency in the target language is low, it can be more helpful to provide them with the correct form immediately (recast), and since they use the basic metalanguage, it can be both easy to understand and clear, so metalinguistic feedback would be more helpful for the learners. Also, they highlighted the importance of self-correction for the learner autonomy and retention, stressing that clarification request and elicitation might also be beneficial for the correction of grammar errors. Nevertheless, since they did not want to demotivate their learners, they did not think that pointing out an error explicitly would be effective, and since it would not help the learners much to notice the errors they made to repeat the erroneous utterance, they said they did not wish to use explicit correction or repetition frequently.

All in all, these findings showed both matches and mismatches between the instructors' opinions and practices. In this case, it would be correct to state that the fifth hypothesis was partially confirmed since it failed to foresee the match.

Secondly, more than half of the learners believed that all six OCF types would be beneficial for them. When examined in detail, it was understood that recast and elicitation were thought to be the two most helpful OCF types to find and correct their grammar errors, which means the third hypothesis of this study was partially falsified because explicit correction was not one of the highly favored OCF types by the learners. In the previous studies, (Calsiyao, 2015; Fidan, 2015; Kartchava, 2016; Yang, 2016) recast was also declared as a preferred OCF type by the learners. Other than recast, elicitation (Ölmezler-Öztürk & Öztürk, 2016; Yoshida, 2010) and explicit correction (Calsiyao, 2015;

Genç, 2014; Wiboolyasarini & Jinowati, 2020; Yang, 2016) were also stated to be preferred by the learners for the grammar errors made. The next two preferences of theirs were metalinguistic feedback and explicit correction which were followed by clarification request and repetition. Learners' explained that they would prefer being told the correct form of their wrong utterance (recast) since they might not think of it right away in the class due to the possibility of getting too anxious, and that they would like to feel the satisfaction and joy of finding and correcting their errors with the help of their instructors (elicitation). Also, since they are taught some basic terminology, they believed that they could make use of metalinguistic feedback and despite their concerns of feeling humiliated or demotivated when their errors are emphasized in the class, they still believed in the power of being told the correct form (explicit correction). About clarification request and repetition, they were worried that it would not be possible to think of them as corrective feedback, so almost half of the learners stated that they would not prefer these two OCF types.

In terms of the uptake rate, the learners were able to make use of elicitation and explicit correction the most in spite of their concerns. Clarification request and metalinguistic feedback also helped them find and correct their errors more than two other OCF types despite their negative opinions about clarification request. That is as elicitation has the highest uptake rate, Hypothesis 4 was confirmed. Previous research also demonstrated that elicitation would be noteworthy for them (Choi & Lee, 2012; Lyster & Ranta, 1997). In addition, recast was not as beneficial as they thought it would be, just like found in the literature, as well (Lyster & Ranta, 1997), so it resulted in the second lowest uptake rate. Finally, they were right about repetition, which had the lowest repair and needs-repair rate.

In conclusion, despite some mismatches between their views and the rate of benefiting from the OCF types, there was, again, a general match, and therefore, it can be concluded that the sixth hypothesis was confirmed.

Finally, the last hypothesis, the 7th, is found to be also correct due to the fact that the beliefs of instructors and learners about the effectiveness of OCF types on the grammar errors were similar in most cases. The only two disagreements were on repetition and explicit correction, which were found to be useful by more than half of the learner-participants, but not useful for the majority of the instructors.

The two suggestions that could be made with the light of the findings of this research are as follows: the language teachers could be provided with some clarifications regarding the

OCF types and the needs-analysis that some institutions administer to their learners must be administered everywhere and may include a section on the learners' OCF type preferences.

5.2. Implications for Further Studies

The findings of this research may lead to conducting various more research in the future to confirm, falsify, or generalize these results. Therefore, firstly, some new research with a group of learner-participants that is higher in number or that vary in terms of proficiency level of the target language, age, or nationality can be conducted. Also, further research would contribute to the literature and to the field if the profile of instructor-participants is shaped differently, for example, instructors who are the native speakers of the target language, inexperienced teachers, student-teachers, etc.

In addition, apart from the participants, the methodology of this study might be constructed differently to measure different criterion related to the same topic. An example is that, with the use of experimental research design, some instructors could be informed about the types of OCF and their use of those types before and after the elucidation could be compared. In addition, the study can be a longitudinal one examining fewer number of instructors for two or more years in order to examine and comprehend their choices of OCF types better and observe the differences, if any, that may occur throughout the study.

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APPENDICES

Appendix 1. Instructor Survey

ORAL CORRECTIVE FEEDBACK SURVEY

Dear participant,

The purpose of this study is to examine the efficacy of oral corrective feedback on preparatory class students in learning grammar. Your contribution to this research is completely voluntary. Please consider that your sincere answers will yield highly valuable findings. Please feel free to quit this questionnaire anytime you want and please consider that your answers are confidential and will only be used for scientific purposes. Your name will not be shared and will be coded with a participant number.

Seda CAN

Gazi University

Graduate School of Educational Sciences / Department of English Language Teaching

I have read the information above and I would like to contribute to this research completely voluntarily.

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

If yes, please sign: _____

Name Surname:	Gender:	BA Degree	ELT	Y / N
			Literature	Y / N
			Other (Please Specify)	Y / N _____ _____
Age:	Years of teaching experience:	MA Degree	ELT	Y / N
			Literature	Y / N
			Other (Please Specify)	Y / N _____ _____
		PhD Degree	ELT	Y / N
			Literature	Y / N
			Other (Please Specify)	Y / N _____ _____

Below, you can find the explanations and examples of oral corrective feedback types. Please read the explanation and the example for each oral corrective feedback type, and then state your opinion about it by filling the box with ONLY one of the options.

Explanation of the OCF type	Example	Your opinion				
<p>1. The teacher utters the correct form of the sentence without telling the learner “You have made a mistake”.</p> <p>(The oral corrective feedback type used by the teacher: RECAST)</p>	<p>Student: He take the bus to go to school.</p> <p>Teacher: He takes the bus to go to school.</p>	<table border="1"> <tr> <td data-bbox="989 459 1332 537">A) Recast is USEFUL.</td> <td data-bbox="1332 459 1380 537"><input type="checkbox"/></td> </tr> <tr> <td data-bbox="989 537 1332 616">B) Recast is NOT USEFUL.</td> <td data-bbox="1332 537 1380 616"><input type="checkbox"/></td> </tr> </table> <p>Please explain your answer below.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	A) Recast is USEFUL.	<input type="checkbox"/>	B) Recast is NOT USEFUL.	<input type="checkbox"/>
A) Recast is USEFUL.	<input type="checkbox"/>					
B) Recast is NOT USEFUL.	<input type="checkbox"/>					
<p>2. The teacher directly elicits the correct form from the student by asking questions like “How do we say that in English? He.....”, by pausing to allow the student to complete the utterance in the correct form.</p> <p>(The oral corrective feedback type used by the teacher: ELICITATION)</p>	<p>Student: He take the bus to go to school.</p> <p>Teacher: He? How do we form the third person singular form in English? Can you correct that?</p>	<table border="1"> <tr> <td data-bbox="989 952 1332 1030">A) Elicitation is USEFUL.</td> <td data-bbox="1332 952 1380 1030"><input type="checkbox"/></td> </tr> <tr> <td data-bbox="989 1030 1332 1108">B) Elicitation is NOT USEFUL.</td> <td data-bbox="1332 1030 1380 1108"><input type="checkbox"/></td> </tr> </table> <p>Please explain your answer below.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	A) Elicitation is USEFUL.	<input type="checkbox"/>	B) Elicitation is NOT USEFUL.	<input type="checkbox"/>
A) Elicitation is USEFUL.	<input type="checkbox"/>					
B) Elicitation is NOT USEFUL.	<input type="checkbox"/>					
<p>3. The teacher clearly indicates the error, and then provides the correct form.</p> <p>(The oral corrective feedback type used by the teacher: EXPLICIT CORRECTION)</p>	<p>Student: He take the bus to go to school.</p> <p>Teacher: Oh, you should say he takes. He takes the bus to go to school.</p>	<table border="1"> <tr> <td data-bbox="989 1534 1332 1668">A) Explicit correction is USEFUL.</td> <td data-bbox="1332 1534 1380 1668"><input type="checkbox"/></td> </tr> <tr> <td data-bbox="989 1668 1332 1747">B) Explicit correction is NOT USEFUL.</td> <td data-bbox="1332 1668 1380 1747"><input type="checkbox"/></td> </tr> </table> <p>Please explain your answer below.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	A) Explicit correction is USEFUL.	<input type="checkbox"/>	B) Explicit correction is NOT USEFUL.	<input type="checkbox"/>
A) Explicit correction is USEFUL.	<input type="checkbox"/>					
B) Explicit correction is NOT USEFUL.	<input type="checkbox"/>					

<p>4. Without providing the correct form, the teacher poses questions or provides comments using the terms such as “simple present tense, past participle form, gerund, reported speech, etc.”</p> <p>(The oral corrective feedback type used by the teacher: METALINGUISTIC FEEDBACK)</p>	<p>Student: He take the bus to go to school.</p> <p>Teacher: Do we say “he take”? How do we say it in simple present tense with third person singular form?</p>	<table border="1"> <tr> <td data-bbox="983 228 1334 344">A) Metalinguistic feedback is USEFUL.</td> <td data-bbox="1334 228 1398 344"><input type="checkbox"/></td> </tr> <tr> <td data-bbox="983 344 1334 461">B) Metalinguistic feedback is NOT USEFUL.</td> <td data-bbox="1334 344 1398 461"><input type="checkbox"/></td> </tr> </table> <p>Please explain your answer below.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	A) Metalinguistic feedback is USEFUL.	<input type="checkbox"/>	B) Metalinguistic feedback is NOT USEFUL.	<input type="checkbox"/>
A) Metalinguistic feedback is USEFUL.	<input type="checkbox"/>					
B) Metalinguistic feedback is NOT USEFUL.	<input type="checkbox"/>					
<p>5. The teacher uses phrases like “Excuse me?” or “I don’t understand.” to indicate that the message has not been understood due to an error and expects the student to reformulate his/her utterance.</p> <p>(The oral corrective feedback type used by the teacher: CLARIFICATION REQUEST)</p>	<p>Student: He take the bus to go to school.</p> <p>Teacher: Pardon me? / Excuse me? / Could you repeat it, please?</p>	<table border="1"> <tr> <td data-bbox="983 808 1334 925">A) Clarification request is USEFUL.</td> <td data-bbox="1334 808 1398 925"><input type="checkbox"/></td> </tr> <tr> <td data-bbox="983 925 1334 1041">B) Clarification request is NOT USEFUL.</td> <td data-bbox="1334 925 1398 1041"><input type="checkbox"/></td> </tr> </table> <p>Please explain your answer below.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	A) Clarification request is USEFUL.	<input type="checkbox"/>	B) Clarification request is NOT USEFUL.	<input type="checkbox"/>
A) Clarification request is USEFUL.	<input type="checkbox"/>					
B) Clarification request is NOT USEFUL.	<input type="checkbox"/>					
<p>6. The teacher repeats the student’s error and adjusts intonation to draw student’s attention to it.</p> <p>(The oral corrective feedback type used by the teacher: REPETITION)</p>	<p>Student: He take the bus to go to school.</p> <p>Teacher: He take the bus to go to school??</p>	<table border="1"> <tr> <td data-bbox="983 1451 1334 1532">A) Repetition is USEFUL.</td> <td data-bbox="1334 1451 1398 1532"><input type="checkbox"/></td> </tr> <tr> <td data-bbox="983 1532 1334 1648">B) Repetition is NOT USEFUL.</td> <td data-bbox="1334 1532 1398 1648"><input type="checkbox"/></td> </tr> </table> <p>Please explain your answer below.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	A) Repetition is USEFUL.	<input type="checkbox"/>	B) Repetition is NOT USEFUL.	<input type="checkbox"/>
A) Repetition is USEFUL.	<input type="checkbox"/>					
B) Repetition is NOT USEFUL.	<input type="checkbox"/>					

Appendix 2. Learner Survey

SÖZEL DÜZELTİCİ DÖNÜT SORMACASI

Değerli katılımcı,

Gazi Üniversitesi Eğitim Bilimleri Enstitüsü İngiliz Dili Eğitimi alanında devam etmekte olduğum yüksek lisans eğitimimin tez çalışması için **İngilizce derslerinde üniversite hazırlık programı öğrencilerinin yaptıkları hatalara öğretmenleri tarafından verilen Sözel Düzeltici Dönütlere yönelik algılarını** çalışmaktayım. Bu hususta sizin görüşlerinizi almak için aşağıdaki sorular hazırlandı.

Bu çalışmaya olan katılımınız tamamen gönüllülük esastır ve istediğiniz zaman cevaplamaı bırakabilirsiniz. Vereceğiniz her cevap yalnızca bilimsel amaçlar için kullanılıp hiçbir şekilde başka kişi veya kurumlarla paylaşılmayacaktır. Ayrıca ad ve soy ad bilgileriniz hiçbir yerde yer almayacak ve çalışmada “katılımcı 1, katılımcı 2” şeklinde aktarılacaktır.

Vereceğiniz her cevap hem bu çalışma için hem de İngilizce eğitimin daha iyileştirmesi için büyük önem taşımaktadır. Katılımınız için şimdiden çok teşekkür ederim.

Seda CAN

Yukarıdaki bilgilendirme yazısını okudum ve bu çalışmaya gönüllü olarak katılmak istiyorum.

Evet	<input type="checkbox"/>
Hayır	<input type="checkbox"/>

Cevabınız evet ise lütfen imzalayın: _____

1.Bölüm

Ad Soyad:	Cinsiyet:
Yaş:	Hazırlık programındaki seviyeniz ve sınıfınız:

2. Bölüm

Aşağıda öğretmenlerinizin sizlere yaptığımız dil bilgisi hatalarında verebileceği Sözel Düzeltici Dönüt çeşitleri ve örnekleri verilmiştir.

Lütfen her örneği dikkatle inceleyip derslerde yaptığımız bir dilbilgisi hatasının bu şekillerde düzeltilmesini isteyip istemeyeceğinizi işaretleyiniz ve lütfen bütün işaretlediğiniz cevapların sonrasında kişisel sebeplerinizi de kısaca yazınız.

“Sizin için faydalı oluyor mu?”, “Anlaşılır mı?”, “Yaptığınız hatayı anlayıp düzeltmenize teşvik ediyor mu?” gibi soruları göz önünde bulundurarak cevaplarınızı verebilirsiniz.

Örnek hata ve sözel düzeltici dönüt

Katılımcının görüşü

Lütfen ‘A’ ve ‘B’ seçeneklerinden YALNIZCA birini kutucukta işaretleyiniz ve seçtiğiniz cevabın sebeplerini açıklayınız.

1. Siz: He take the bus to go to school. Öğretmeniniz: He takes the bus to go to school.	A) Öğretmenimin RECAST biçimindeki dönütü benim için faydalı olmazdı OLUR.	<input type="checkbox"/>
	B) Öğretmenimin RECAST biçimindeki dönütü benim için faydalı OLMAZ.	<input type="checkbox"/>

(Öğretmen “hata yaptın” demek yerine size cümlenin doğru şeklini söyler.)

Lütfen seçtiğiniz cevabın sebeplerini aşağıda açıklayınız.

(Öğretmeninizin burada kullandığı dönüt çeşidi: **RECAST**)

2. Siz: He take the bus to go to school. Öğretmeniniz: He? How do we form the third person singular form in English? Can you correct that?	A) Öğretmenimin ELICITATION biçimindeki dönütü benim için faydalı OLUR.	<input type="checkbox"/>
	B) Öğretmenimin ELICITATION biçimindeki dönütü benim için faydalı OLMAZ.	<input type="checkbox"/>

(Öğretmen hatanıza vurgu yaparak “Bunu İngilizce’de nasıl söyleriz? Üçüncü tekil şahıs çekimini İngilizce’de bu şekilde mi yaparız?” gibi sorular sorup ipuçları vererek sizden doğru cevabı bulmanızı ister.)

Lütfen seçtiğiniz cevabın sebeplerini aşağıda açıklayınız.

(Öğretmeninizin burada kullandığı dönüt çeşidi: **ELICITATION**)

<p>3. Siz: He take the bus to go to school.</p> <p>Öğretmeniniz: Oh, it is not correct. You should say he takes. He takes the bus to go to school.</p>	<p>A) Öğretmenimin EXPLICIT CORRECTION biçimindeki dönütü benim için faydalı OLUR.</p> <input type="checkbox"/>
	<p>B) Öğretmenimin EXPLICIT CORRECTION biçimindeki dönütü benim için faydalı OLMAZ.</p> <input type="checkbox"/>

(Öğretmen hata yapıldığını belirtir, ardından da doğru biçim olan “He takes the bus to go to school.” Cümlesini söyleyerek düzeltme yapar.)

Lütfen seçtiğiniz cevabın sebeplerini aşağıda açıklayınız.

(Öğretmeninizin burada kullandığı dönüt çeşidi:
EXPLICIT CORRECTION)

<p>4. Siz: He take the bus to go to school.</p> <p>Öğretmeniniz: Do we say “he take”? How do we say it in simple present tense with third person singular form?</p>	<p>A) Öğretmenimin METALINGUISTIC FEEDBACK biçimindeki dönütü benim için faydalı OLUR.</p> <input type="checkbox"/>
	<p>B) Öğretmenimin METALINGUISTIC FEEDBACK biçimindeki dönütü benim için faydalı OLMAZ.</p> <input type="checkbox"/>

(Öğretmen düzeltilmesi gereken yeri terimler ile açıklar; simple present tense, third person singular form gibi.)

Lütfen seçtiğiniz cevabın sebeplerini aşağıda açıklayınız.

(Öğretmeninizin burada kullandığı dönüt çeşidi:
METALINGUISTIC FEEDBACK)

<p>5. Siz: He take the bus to go to school.</p> <p>Öğretmeniniz: Pardon me? / Excuse me? / Could you repeat it, please?</p>	<p>A) Öğretmenimin CLARIFICATION REQUEST biçimindeki dönütü benim için faydalı OLUR.</p> <input type="checkbox"/>
	<p>B) Öğretmenimin CLARIFICATION REQUEST biçimindeki dönütü benim için faydalı OLMAZ.</p> <input type="checkbox"/>

(Öğretmen “Pardon, anlamadım? Tekrar eder misin?” gibi ifadeler ile

Lütfen seçtiğiniz cevabın sebeplerini aşağıda

öğrenciden hata yaptığını fark ederek düzeltmesini ve doğru şekli ile tekrar söylemesini bekler.)

açıklayınız.

(Öğretmeninizin burada kullandığı dönüt çeşidi:

CLARIFICATION REQUEST)

6. Siz: He take the bus to go to school.

Öğretmeniniz: He take the bus to go to school??

A) Öğretmenimin REPETITION biçimindeki dönütü benim için faydalı **OLUR.**

B) Öğretmenimin REPETITION biçimindeki dönütü benim için faydalı **OLMAZ.**

(Öğretmen aynı yanlış cümleyi -düzeltmeden- vurgu ve tonlama ile soru sorar gibi tekrarlar

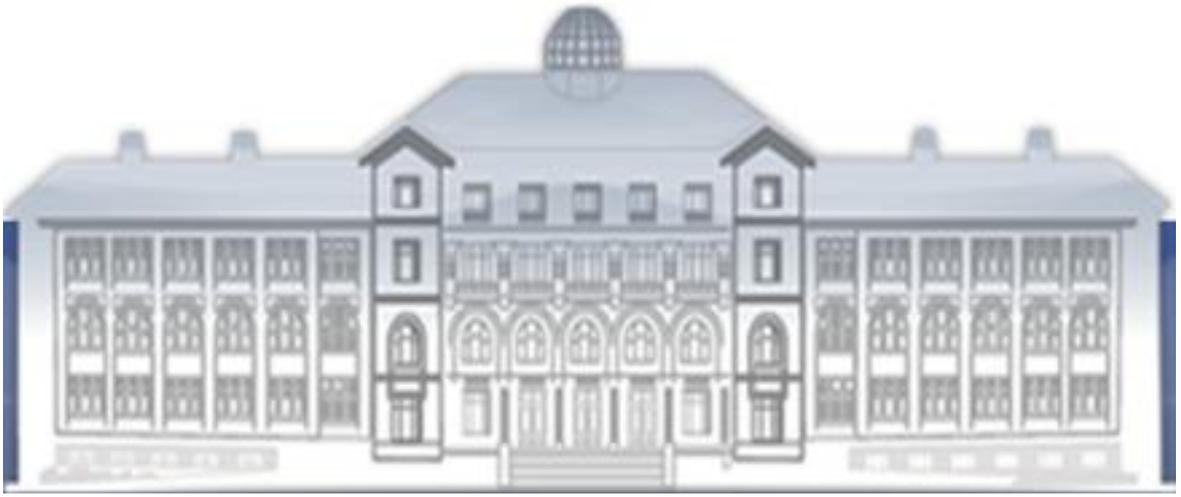
veya

hata yapılan yere vurgu ve tonlama ile dikkat çekerek hatalı cümleyi tekrarlar ve öğrencinin hatasını fark edip düzeltmesini bekler.)

Lütfen seçtiğiniz cevabın sebeplerini aşağıda açıklayınız.

(Öğretmeninizin burada kullandığı dönüt çeşidi: REPETITION)

Google Forms bağlantısı: <https://forms.gle/E5FbQwmTMXX48t1g9>



GAZİLİ OLMAK AYRICALIKTIR..