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Trabajo Fin de Máster

TEACHERS' FEEDBACK IN EFL ERRORS IN SECONDARY SCHOOL IN ZARAGOZA: THE IMPACT OF AWARENESS RAISING IN TEACHERS' USE OF FEEDBACK TYPES.

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1. INTRODUCTION

In this dissertation I intend to conduct a study on the corrective feedback on students oral production generated by one teacher in two EFL classrooms in one secondary school. The focus of my research is the use of teacher's corrective feedback on students' oral production. The procedure followed includes three stages. First, I will check the knowledge and awareness on the use of corrective feedback that the teacher has on students' oral production. Then I will observe the types of corrective feedback this teacher used in their classes and her frequency of each type. Finally, I will analyze the changes produced in teacher's use of these strategies after an awareness raising process on the issue.

In this dissertation, the term *corrective feedback* will refer to any corrective feedback provided to a learner that contains evidence of learner error of language form.

To conclude the introduction, I would like to emphasize that the interest of this dissertation lies in the fact that corrective feedback is a topic that has many possibilities in order to improve students' oral production. However, many teachers are not aware of how relevant corrective feedback is in EFL classes. Thus, I decided to carry out this research to demonstrate the importance of corrective feedback in EFL classes and to bring teachers closer to corrective feedback. This, therefore, are the reasons that have helped me decide on my choice of subject matter. In the sense of being interested in investigate this topic and the possibility that the effort of this dissertation will contribute to a greater or lesser degree, to the improvement of the same in relation to teacher training and I would also like to contribute to improving learning for many children, young people and adults.

1.1. RESEARCH DESCRIPTION

This project is organized in different sections, which I discuss below by way of summary.

In the **theoretical framework** firstly I carry out a review on the researches done on corrective feedback analyzed for this dissertation. Secondly, I complete an analysis of the different types and techniques of corrective feedback.

Afterwards, **the research methodology** is carried out for the development of such research. In this paragraph, I justify why I chose the method to develop the research process, as well as a set of techniques and tools which support my study.

The following chapter is to present the **results of the study**. I will analyze the study and give an appropriate and correct interpretation of those results that allow me to reach a series of conclusions.

After that, I initiate a **discussion** in order to compare the results of my investigation with some previous researchers.

In the next chapter, these findings will appear with **the conclusions** of the analysis performed above, from which I can draw some recommendations and suggestions for improvement in the subject.

Apart from this, at the end of the project, I have included **bibliographical sources** necessary to carry out this work, and **appendices** to the questionnaires and tokens used for this work.

2. THEORETICAL FRAMEWORK

The focus of this dissertation is the study of oral corrective feedback to learner's oral production. To this aim I have studied some of the most recent literature on the topic.

2.1. DEFINING CORRECTIVE FEEDBACK

Speaking skills constitute an important aspect of English language education. Within this context, oral feedback in school is assumed to be a tool for EFL teachers to help learners alerted to errors in order to improve their knowledge, in which non-target forms become fixed (Ellis 1999).

Early in the twentieth century, language errors were considered to be undesirable forms and it was the teacher's goal to reduce these errors by any means (George, 1972). However, in the early sixties, language errors began to be viewed by language experts in a more positive way, as being indicative of progression. Corder (1974) illustrated the significance of learner errors in several ways. He pointed out that learner errors are important for teachers as they indicate the amount of information that the learner has acquired, and teachers can then modify their instruction according to their students' needs. Errors were then seen as important, indeed inevitable, in the learning process.

Although the provision of feedback in the foreign language classroom seems natural in the process of learning a language, the role that feedback plays in the classroom and the attitudes language teachers have towards it have been not same through the years, or even from one teacher to another. On the other hand, in the theoretical ground, corrective feedback has also been an area of research and discussion in language acquisition and learning over the last decades.

For the sake of clarity, one of the first definitions of feedback is that of Chaudron (1977) who considers it as "any reaction of the teacher which clearly transforms, disapprovingly refers to, or demands improvement of the learner utterance".

Other synonyms of feedback more commonly used are "error correction", "negative or positive evidence" "negative or positive feedback". However, error correction implies an evident and direct correction, whereas feedback is a more general way of providing some clues, or eliciting some correction, besides the direct correction made by the teacher.

There are various terms used in identifying errors and providing corrective feedback in EFL, the most common being *corrective feedback*, *negative evidence*, and *negative feedback*. Because of possible confusion arising from the use of this terminology, a brief review of the definitions of terms and of the different types of feedback is presented below.

Chaudron (1988) has pointed out the fact that the term corrective feedback incorporates different layers of meaning. In Chaudron's view (1988: 99), the term "treatment of error" may simply refer to "any teacher behavior following an error that

minimally attempts to inform the learner of the fact of error". The treatment may not be evident to the student in terms of the response it elicits, or it may make a significant effort "to elicit a revised student response". Finally, there is "the true" correction which succeeds in modifying the learner's interlanguage rule so that the error is eliminated from further production.

Lightbown and Spada (1999: 171-172) define corrective feedback as:

"Any indication to the learners that their use of the target language is incorrect. This includes various responses that the learners receive. When a language learner says, 'He go to school every day', corrective feedback can be explicit, for example, 'no, you should say goes, not go' or implicit 'yes he goes to school every day', and may or may not include metalinguistic information, for example, 'Don't forget to make the verb agree with the subject'. "

2.2. POSSIBLE BENEFITS OF CORRECTIVE FEEDBACK

Corrective feedback aims to make learners aware that their utterances contained errors. However, it should be noted here that corrective feedback is an interlocutor's interactional move that indicates explicitly or implicitly any non-target like feature in the learner's speech and need to be corrected.

Lightbown (1999) emphasizes that when teenagers and adults, however, start to learn a foreign language, they are usually exposed to this new language only a few hours a week compared to the situation when learning a first language. Mistakes are part of the learning process. For this reason it is important that the teacher gives corrective feedback to students to boost their confidence and thus raise their oral production.

Teachers, students, or researchers who have criticized corrective feedback as being ineffective, or even harmful (for example: Schumann, 1979), may be missing the point. Corrective feedback is not an island where all errors can be fixed in isolation. It is a part of a long EFL process, and like anything else in language acquisition, corrective feedback takes time to be effective. Truscott's assertion that corrective feedback was at best a waste of time and at worst a detriment is intriguing, but it also might be at chances with what is known in second language acquisition theory.

There is a wide variety of potential corrective feedback choices when dealing with an oral error. And while the choice may be rather varied, it demonstrates the creativity and inquisitiveness of teachers and researchers who strive to find the most effective means to give corrective feedback in an attempt to enact the greatest change.

There is an evidence of the role of corrective feedback in the hypothesis testing models of acquisition. In these models, the learner is assumed to formulate hypotheses about the target language, and to test these hypotheses against the target norm. In this model of learning, corrective feedback, or negative data, plays a crucial role (Bley-Vroman, 1986). Ohta (2001) takes corrective feedback a step further by showing that if the correct form is provided, learners may have the chance to compare their own production with that of another. In this way, corrective feedback may stimulate hypothesis testing, giving the learner the opportunity to deal with form-meaning relationships. Corrective feedback which does not provide the correct form, on the other hand, may force the learners to utilize their own resources in constructing a reformulation.

In either case, corrective feedback may facilitate L2 development. According to Chaudron (1988: 134), "the information available in feedback allows the learners to confirm, disconfirm, and possibly modify the hypothetical, transitional rules of their developing grammars." These effects, however, "depend on the learners' readiness for and attention to the information available in feedback. That is, learners must still make a comparison between their internal representation of a rule and the information about the rule in the input they encounter". Finally, Schachter (1991: 159), with reference to the above views, points out that it is due to the corrective feedback the learners receive that they leave their wrong hypotheses and immediately switch to formulating new ones."

It has been written about extensively that students appreciate corrective feedback and find it useful (Ferris & Roberts, 2001; Other, 2001) and that they feel upset when teachers do not comment on their errors (Ferris & Roberts, 2001).

Ferris and Roberts (2001) reported on the corrective feedback views and preferences of EFL students at an American university. Although, by the authors' own admission, this study is limited in what it can claim due to the small sample size, their findings are still valuable. Most students appreciated teacher feedback on their oral production, as well as expecting direct correction on their errors. The authors make this observation about the problems of students appreciating corrective feedback, but also expecting mass correction of all surface errors.

2.3. RESEARCH RESULTS

Many of the articles I read describe the results from experimental action-research examining different features of feedback, and some offer interesting historical reviews.

The most significant results have been obtained by Lyster and Ranta and I explain these conclusions below. Most of the research, like the one of Loewen & Erlam (2006), examined certain types of feedback and the researcher found it difficult to decide which type of feedback is best for all contexts. Although research, in general, showed a superior advantage for learners receiving feedback, regardless of its type (Lyster, 2004).

Lyster and Ranta (1997) examined corrective feedback from the perspective of an analytical teaching strategy. The study illustrated the types and distribution of corrective feedback moves and their relationship to learner uptake. The overall aim of the study was to determine, first, whether error treatment is indeed negotiable and if so, to what extent such pedagogically motivated negotiation (i.e. of form) occurs in communicative classrooms and, second, what moves constitute such an exchange. The database analyzed for this study was comprised of 27 lessons totaling 18.3 hours. The teachers in this study were aware that the researchers were interested in recording classroom interaction. They were unaware, however, of the fact that the research focused mainly on corrective feedback. Analysis of the data revealed that there were seven different types of feedback used by the four teachers in the study: explicit correction, recasts, clarification requests, metalinguistic feedback, elicitation, repetition, and multiple feedback (which referred to combinations of more than one type of feedback). It was found that recasts were by far the most widely used form of feedback of all the teachers' corrective feedback moves; more than half involved recasts. In the

analysis of student turns immediately following teacher feedback (referred to as *uptake*) it was found that 69% of recasts were followed by topic continuation; 18% of recasts were immediately repeated or incorporated into student utterances and were coded as *needs repair*. Recasts did not lead to any student-generated forms of repair.

The findings of the study above revealed that the teachers were more systematic and consistent in their provision of feedback than other teachers observed in previous studies carried out by Chaudron (1988). The interaction between error type and feedback type was significant, confirming that error type affected choice of specific corrective feedback types. While grammatical and phonological errors tended to elicit recast, lexical errors tended to invite negotiation of form. A reason might be that cognitive processing involved in accessing and applying the system-driven rules of grammar is much more complex than that involved in the retrieval of lexical items or modeling of the teachers' recasts of phonological errors. Overall, the findings of the study from Lyster and Ranta support the view that the negotiation of form manifested in the provision of feedback and immediate learner repair makes up a distinguishable set of moves in classroom discourse, which invites further research to determine its effect on the development of target language accuracy.

Comparison studies of feedback also demonstrated the evidence suggesting that feedback helped learners generalize the information obtained from the feedback process to new contexts (Carroll 1993).

In view of these results obtained from the different authors, I will compare the effects of my own research in a secondary school at the end of this dissertation.

2.4 TYPES OF FEEDBACK

The feedback types were identified according to Lyster and Ranta's (1997) as follows: explicit correction, recast, clarification requests, metalinguistic feedback, elicitation, repetition. All of these techniques are placed in an explicit-implicit continuum. The following section focuses on each of these corrective feedback types.

Explicit correction:

As the name suggests, explicit feedback falls at the explicit end of corrective feedback. This kind of error correction therefore, is characterized by an overt and clear indication of the existence of an error and the provision of the target-like reformulation and can take two forms (for example, 'Oh, you mean ...').

In explicit correction, the teacher provides both positive and negative evidence by clearly saying that what the learner has produced is erroneous. However,
in providing the correct answer, explicit error correction reduces the need for the learner to produce a modified response.

Recast:

Recasts are the most commonly used form of corrective feedback. Recasting is when a student makes a mistake (whether in meaning or form) and the teacher adds, omits, or changes words to make the student's message clearer. Recasts can be an

effective form of corrective feedback. They allow students to choose whether they want to focus on form or on meaning. Teachers can also modify recasts by combining them with other forms of corrective feedback if they want students to focus more on form or on meaning. Recasts also reinforce grammar points for the whole class.

A example of a recast is:

S: Did you talk long time?

T: Did you talk for a long time?

Clarification request:

Feedback that carries questions indicating that the utterance has been ill-formed or misunderstood and that a reformulation or a repetition is required are identified as clarification requests. Clarification requests can be more consistently relied upon to generate modified output from learners since it might not supply the learners with any information concerning the type or location of the error.

A clarification request includes phrases such as 'Excuse me....' and 'What do you mean by...'.

Metalinguistic feedback:

Metalinguistic feedback falls at the explicit end of the corrective feedback spectrum. Metalinguistic feedback is categorized as comments, information, or questions related to the well-formed utterance of the student, without explicitly providing the correct form. Metalinguistic feedback is divided into three subcategories: metalinguistic comments, metalinguistic information and metalinguistic questions.

For instance:

S: We look at the people yesterday.

T: What's the ending we put on verbs when we talk about the past?

Elicitation

Elicitation is a correction technique that prompts the learner to self-correct and may be accomplished in one of three following ways during face-to-face interaction, all of which vary in their degree of implicitness or explicitness. One of these strategies is request for reformulations of an ill-formed utterance (for example, S: My father cleans the plate. T: Excuse me, he cleans the ... ? S: Plates?). The second one is through the use of questions (for example, ... 'How do we say x in English?'). The last strategy which is the least communicatively intrusive and hence the most implicit is the use of strategic pauses to allow a learner to complete an utterance (for example, It's a ...).

Repetition:

Another approach to provide corrective feedback is repetition which is less communicatively intrusive in comparison to explicit error correction or metalinguistic feedback and hence falls at the implicit extreme on the continuum of corrective feedback. This feedback is simply the teachers or interlocutors' repetition of the ill-formed part of the student's utterance, usually with a change in intonation.

For instance:
S: He's in the bathroom.
T: He's in the bedroom.

3. TEACHERS'AWARNENESS OF CORRECTIVE FEEDBACK

First of all it is important to discuss teachers' awareness of using corrective feedback in EFL classrooms.

Every class and each student in a class are unique. No prescriptive answer or formula provided by researchers on effective feedback can efficiently guide teachers in making the best feedback decisions in their classes. In order to find out what works best with their students, teachers need to develop an awareness of the ways in which they provide feedback in classroom interaction as well as the signs they transmit to students through various forms of feedback. Therefore, in this case the researcher's main task is to explore, not to conclude. Prescriptions based on research or experience trying to get teachers to substitute an alternative type of feedback for what they do cannot be successful, but teachers should become aware of how they actually correct learners and explore different aspects of their corrective feedback. In different settings, teachers should also explore how their students feel about different aspects of classroom interaction. Thus, teachers should take this study as a model and, based on their own needs and interests conduct "action research" in any area of classroom discourse in order to improve their teaching activity, and hopefully, students' learning. Within that framework, the teachers should:

- record and investigate their own lessons and state the patterns they follow,
- experiment with different ways in their teaching activity, such as corrective feedback and avoid sticking to one particular pattern,
- try to increase awareness of what effects each aspect of their teaching activity may have on learners,
- investigate learners' perspectives in the teaching procedure.

Teachers, however, should systematically educate learners in the skills they need to make decisions through experimenting with different ways of doing things in their teaching activity, by trying to develop an awareness of what effects each aspect or category of their teaching activity may have on their students, and through exploring learners' perspectives on classroom learning processes.

4. RESEARCH METHODOLOGY

In this chapter I will attend to methodological aspects and the research design. I will try to explain the nature of the techniques and tools of choice, i.e. exposing the path I have chosen to address the subject of study, as well as providing a justification of why I chose to conduct the study in this way.

First, it is important to point out how I am going to approach the objective of the dissertation. My research focuses on analyzing and describing a specific teaching

strategy in a particular context, so I can say that I am faced with a case study because it is a process of a descriptive research which aims to study any given situation. A descriptive research, also known as statistical research, describes data collection.

So first of all, I have used some questionnaire to obtain information and then I have used some observation tables to obtain data from the different EFL classes and finally I give some conclusion or confirmation about the research.

In my case, the teaching strategy being studied is the use of corrective feedback in a specific classroom context in a secondary school and the possibility of improving the lessons after having provided teachers with knowledge about awareness raising about the different types of feedback.

At this point I will refer to the limitations of access to the field of this dissertation and the justification of the chosen sample. To carry out this research the circumstances and limitations presented in terms of time, accessibility and feasibility of this research should be taken into account. To fulfill the aims of this study, it is also necessary for information about students and teachers to be analyzed.

It is necessary, therefore, to compile as much information as possible to provide greater rigor and credibility, so that this investigation may be considered complete and greater accuracy and credibility may be given to the results. So what I have is a technique used to collect information, with the intention of giving more validity to this research.

4.1 RESEARCH QUESTIONS

Regarding my specific goal, to analyze feedback strategies observed in students' productions in the EFL classroom in order to specify the frequency and effectiveness of strategies used by the teacher when he or she corrects the errors made in class, the following research questions were delimited. This question will guide me for the analysis of the data from my research:

- Does the teacher use *corrective feedback* to students' oral production?
- Does the teacher use a variety of *corrective feedback* types?
- Does the teacher know the existence of a variety of corrective feedback types?
- Is the teacher aware of the effect that *corrective feedback* has on students' production?
- What are the *corrective feedback* strategies frequently used by the teacher and how do these strategies affect student errors?
- Does the raising of the teacher's awareness have an impact on the use of *corrective feedback* in the EFL classroom?

4.2. SCHOOL CONTEXT

My research will be conducted throughout the five-week practicum II and III in the school that I have chosen. This school is private although subsiding by the Government school and integrates every level of education from kindergarten to *Bachillerato.*

The students hold a high level of social cohesion, usually belonging to the upper-middle classes, with very good academic results and future prospects, and virtually zero immigration rate in their classrooms. The location of the center, away from the city center and close to a natural environment as well as the high cost of transportation, usually determines a specific kind of students.

The main concern was with class discourse in which meaning and message conveyance was primary but attention to target form arouse in implementing teacher corrective feedback. In order to facilitate learners' interactions and to observe communication strategy development, free discussion and role play were aimed while grammatical items were also intended. These two elements of focus-on-form and communicative tasks are considered essential and both need to be incorporated into the tasks for the analysis of corrective feedback.

4.3. PARTICIPANTS

The database used for analyses in the present dissertation derives from observation of two EFL classrooms in my practicum school. It yields 50 minutes' lesson for each of the two groups. The participants were studying in first and third Grade of secondary education and were provided with 4 hours per week English classes which has been defined by the general curriculum of the country. This means the time devoted to English teaching/learning was identical in each group.

They were fifty-two students (23 males and 29 females) and their English teacher (1 female). Based on the researchers' knowledge of the students' previous performances, the teacher's mid- and final- exam evaluations, student participants were judged to be of Intermediate level. They were instructed in grammar, reading, and speaking, and were required to read for meaning, make oral presentation and discussion on their readings, or free oral discussion. Therefore, the students have three English classes and one conversation class per week.

None of the participants had studied abroad or at least in English speaking countries. They did not have opportunities to use English outside the classroom. The investigation took place over 6 weeks.

4.4. PROCEDURE AND DATA COLLECTION

I think the use of a closed questionnaire is the most suitable and effective method to provide the information that I need to carry out this project. When formulating the problem I want to check with the questionnaire, I should be aware that the terms must be reliable, valid and operational, that is, when asked for some feedback aspects, to know clearly what I am looking for with that question so as not to result in error or misinterpretation.

There are two types of questions: open and closed questions. This dissertation will select the majority of closed questions, but will include some questions with an open answer, so that the teacher can give her opinion about the topic and questions. The reason I chose these is to make it easier to answer, and to avoid the diversion of information I want to obtain. This type of question is highly desirable if the aim is to measure the value that the subjects themselves give to what they are asked.

All of the instruments used in this data collection were created by the researcher. The interview questions used for the teacher in the first stage of this research and second stage can be found in Appendix I. The observation tables can be found in Appendix II. In Appendix III, there are two observations tables of the number of errors made by the students in a class and the time that they have been corrected in class. And finally in Appendix IV can be found some information about corrective feedback types that is for the teacher to know about the topic. [1]

The study will be carried out in three stages. In the first stage, the teacher will fill out a questionnaire about her professional and educational background, and about her own perception on her used procedures in giving corrective feedback. The second stage aimed at gathering data on teacher's use of feedback types in class while working with her own students. For this I use an observation chart (App. II and III). The first observation chart is to see if the teacher uses corrective feedback in class and how she uses it in class. The second observation chart is to find out how many mistakes students did during a class and how many times the teacher corrects this mistakes. This chart also finds out how many times the teacher uses each corrective feedback type. In this manner I can find out what corrective feedback type the teacher uses more and what type she never uses in class. In the third stage I will provide the teacher a chapter with information about Lyster's and Ranta's classification and explication of the corrective feedback types. Then me do again an observation to measure the impact in the teacher's awareness and whether she finally implemented all aspects in the classroom. Thus, my intention is to find out whether the teacher changed her corrective feedback behavior and how these changes affect students participation and production in the EFL classroom.

5. RESULTS

Results are presented relating to a) First stage, teacher's questionnaire and opinion (Teacher's questionnaire); b) Second stage, observation task before providing clarification of Lyster's and Ranta's types of corrective feedback (Observation 1); and c) Third stage, teacher's questionnaire and observation task after providing knowledge about corrective feedback (Observation 2).

5.1. TEACHER'S QUESTIONNAIRE

The analyzing of teacher's questionnaire show a strong tendency to agree on the need to correct learners so that they gain fluency and accuracy. This is concurrent with the idea that corrective feedback has a positive impact on language learning. In the questionnaire, the teacher justifies the need to provide corrective feedback in the classroom and so she includes corrective feedback in her classes. However, she says

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[1] Lightbown and Spada wrote *How Languages are Learned* in order to provide information to second language teachers about second language acquisition (SLA) research findings and theoretical views. It was originally based on materials the authors developed for workshops with experienced classroom teachers. This orientation is obvious throughout the example- and activity-filled book. In chapter 4 they speak about corrective feedback and its different types on page 125-127.

that she does not know the different types of corrective feedback that I show her in the questionnaire (App.I). So she uses corrective feedback in class without being aware of the different types. After reading a summary of Lyster's and Ranta's classification of corrective feedback types in the questionnaire she states that the most common type she uses in the classroom are repetition and recasts. She considers that these types are the most useful in a EFL class and help students understand the errors in an easier way.

Overall, the teacher has positive beliefs and attitudes towards corrective feedback, as she considers it necessary for language learning.

Nonetheless, the teacher told me that most of the English teachers in that school associate corrective feedback with an interruption of students' oral production and that the lack of knowledge of the corrective feedback types has to do with their academic education and any training on this topic.

5.2. OBSERVATION 1

This second stage of my research is the first part of my observation conducted in two secondary classes. After having obtained data from the teacher's questionnaire I am especially interested to see if the teacher really provides feedback and if she really uses the strategies or types of corrective feedback proposed by Lyster and Ranta (1997), such as for example metalinguistic feedback or clarification request. The observation tables used for this research is added in Appendix II and III.

In order to determine corrective feedback types normally used by the teacher I observed mainly the frequency with which she used each type and, therefore, the number of mistakes students made in their production.

In a class of 50 minutes the students fail an average of 44 times. However, the teacher does not always respond to those mistakes, she only responses to 16 mistakes made in students' oral production as shown in Table 1 (App. III).
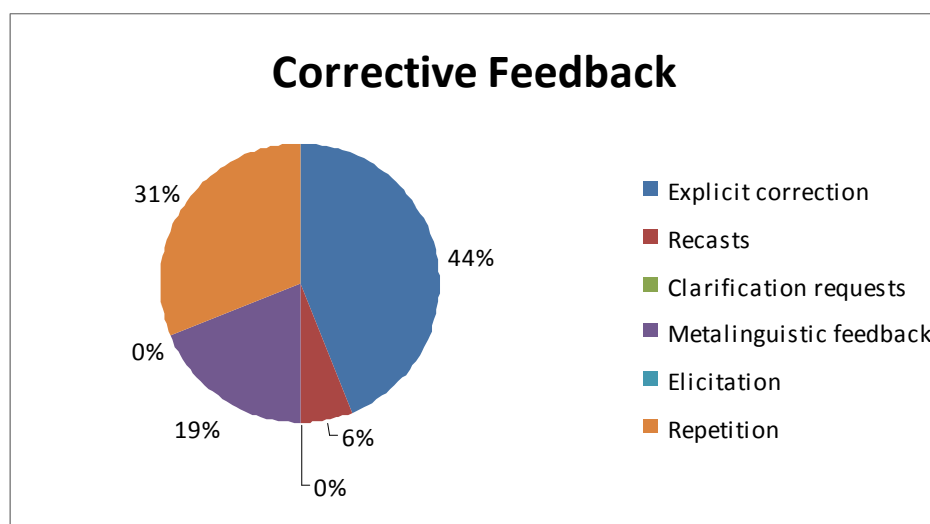
Graphic 1: Corrective feedback types used by the teacher

The graphic above shows the corrective feedback types used by the teacher in the classes during students' oral production. We can see that the corrective feedback types frequently used by the teacher are explicit correction that is, providing the correct form of the mistake explicitly, and repetition of the erroneous utterance. She also uses metalinguistic feedback, that is comments, information, or questions related to student's utterance, and recast, reformulation of student's utterance, but she only uses this two types in few cases. The graphic also shows that the teacher never uses clarification request, that is indication to students either that their utterance has been misunderstood by the teacher or that their utterance is till formed, and elicitation, eliciting of what the student has meant or uttered.

However, there is a contradiction with the teachers' answers in the questionnaire. She stated that the most common types she used were repetition and recast. In the observation of her classes I detect that she uses repetition as she stated, but the most frequent type she applies is explicit correction. She said that she uses recast, however this type is the least used.

From this first observation, we can also see that the teacher uses another corrective feedback type being not aware of this. This type is the metalinguistic feedback. So this is quite interesting and in the following stage I want to discuss this topic with the teacher.

Another important finding is that the teacher uses the same strategies in both classes, first Grade and third Grade, however the students show different reactions in both classes. I have observed that the students in first Grade respond in a encouraging manner after the teacher gives corrective feedback. The students in this class want to correct the mistake, want to know more about them or ask some questions about them. This factor is important because I have observed that students produce more and the teacher achieved a dynamic participation in class.

For summing up this second part of the present research I find out that the teacher is not aware of using any specific corrective feedback, or rather, she had never noticed she uses various types when she teaches. It is also important that she thought about using two types in particular as she said in the questionnaire, however in real practice it is not like that because as we see she uses different types.
The most frequent types uses are also repetition and explicit correction, however she uses other types of corrective feedback like metalinguitic feedback and recast, but she never uses elicitation or clarification request.

Another point is that the teacher uses the same types of corrective feedback in both secondary classes (First Grade and third Grade). However these correction types have different effects in each class. The students in third Grade did not respond to the feedback given by the teacher for example by asking or repeating the mistakes. The students from first Grade showed much more interest to learn from their mistakes.

This findings did not match my expectations because I thought that the teacher is aware of the different feedback types and uses the ones she stated in the questionnaire. I also thought that students in third Grade were more interested in correcting their mistakes than students in first Grade.

5.3. OBSERVATION 2

The results found in this research into the most frequent types of corrective feedback in two secondary classes show some degree of evolution in the use of certain types of feedback used by the teacher for correct and incorrect responses given by students' oral production.

This part of observation is produced after the teacher has become aware of the existence of different types of corrective feedback to students' oral production. Apart from that information, she wanted more information because she was interested in knowing more about the types of corrective feedback. She said that many teachers of this school are unaware of the existence of different corrective feedback strategies. And therefore, they apply some types of corrective feedback without really knowing the different strategies and the effects they have on students' oral production.

In this part of observation, the students remain with the same frequency of errors as in observation 1, about 44 failures per 50 minutes of class. However, in this part of the research, the teacher corrects most of the mistakes, exactly she corrects 33 mistakes done in students' oral production (App. III).

A very important factor is that the teacher uses different strategies of corrective feedback to correct these mistakes. Consequently, the teacher changed her attitude towards error correction.
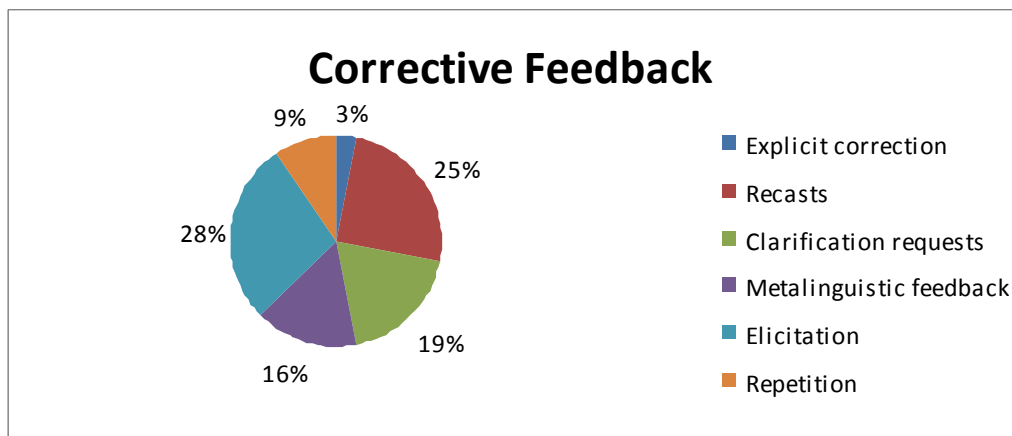
Graphic 2: Corrective feedback types used by the teacher

The most frequent type used by the teacher in this part of the research are elicitation and recast. She also uses clarification requests and occasionally metalinguistic feedback. These last both types of feedback require understanding and internalizing of the new linguistic knowledge provided by the teacher through these strategies. However, only in some few cases the teacher uses explicit correction and repetition as shown in the graphic above.

In this observation the teacher uses again the same corrective feedback types in both secondary classes. However, there is a change in students of the third Grade. The fact that the teacher uses some different types for correcting their mistakes, the students

want to know more about their mistakes committed in their oral production and so they ask about them and repeat the mistakes done.
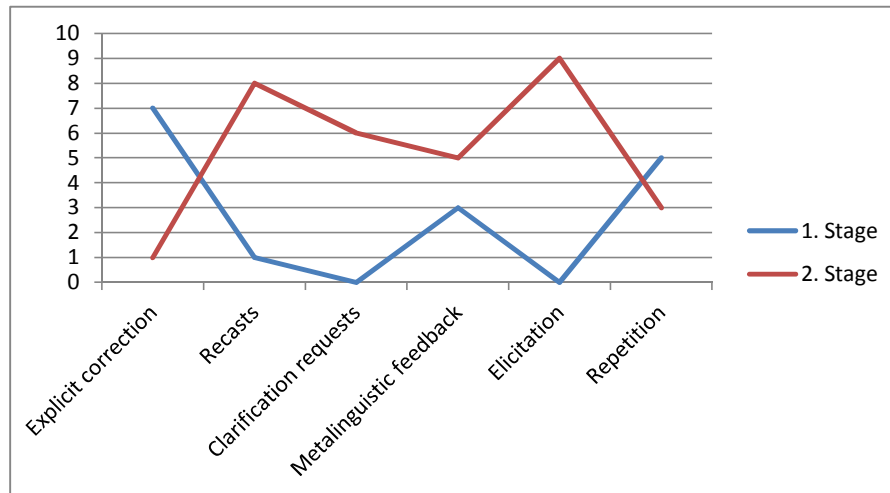
Graphic 3: Differences of both stages in teacher's use of corrective feedback

The graphic below shows a comparison of the corrective feedback types used by the teacher in the first and second observation. As the graphic indicates there are some differences in using different types. So in the first observation, the teacher frequently uses repetition or explicit correction. However, after providing some information of the different types of corrective feedback, the teacher uses in this second observation more frequently elicitation and recasts.

The teacher uses metalinguistic feedback in both observations, however in the second few times. So in the second observation she uses for the first time clarification requests and elicitation, because in the first observation she ignores these types of corrective feedback. And the important thing here is that she uses elicitation for the first time and this corrective feedback type is the one she most frequently uses.

Another important finding is that in the second observation the teacher avoids the use of repetition and explicit correction. These both types are the ones that the teacher frequently uses in the first observation.

For summing up this part of the research, the results show that after providing some information about corrective feedback to the teacher, there has been lots of changes in the use of the corrective feedback types, as well as in the responds of the students. So there has been an increase in students' interest in learning from their own errors.

As shown in the graphic 2, the teacher tried to use a variety of different corrective feedback types in order to find out some possible changes in students' oral production. Thus, there has been a great improvement in contrast with the first observation, because students now are interested about correcting their mistake in both classes.

The results of the graphics show that the teacher uses in the first observation some specific corrective feedback types like repetition and explicit correction, but that these types of corrective feedback in the observation 2 she intends to avoid. The graphics also show that the teacher uses different types in observation 2 than in observation 1. In the second observation the teacher uses frequently elicitation and recast. She also uses clarification requests and metalinguistic feedback. This results demonstrate that the teacher has now awareness about the different corrective feedback types and intends to use all of these types.

The final teacher's questionnaire (App. I) shows that the teacher is very satisfied with the results of the investigation and that she had not imagined such a change in her student, in her awareness raising and in her attitude and behavior toward the mistakes. She states that she improves as a teacher and in giving corrective feedback. In the future she will continue to use some corrective feedback strategies and she will always remember these types.

However, the teacher says in the questionnaire that she intent to use different corrective feedback types, but in her opinion many of them interrupt the fluency of students' oral production and need some extended explications and so there is no time in the class for doing this frequently. So she says that she will continue to use the most effective ones according to her perceptions. She also justifies in the questionnaire that the effectiveness of the different types, productivity and students reaction depends greatly on the group of students. So, depending on all these aspects, productivity, effectiveness and students reaction, she may be used one special corrective feedback type. The teacher re-emphasized her satisfaction with this dissertation, and was grateful because it has helped her enrich her life as a teacher.

6. DISCUSSION

The main purpose of the present dissertation was to conduct a study on the corrective feedback on students' oral production generated by one teacher in two EFL classrooms in one secondary school. The focus of the research was the use of teacher's corrective feedback on students' oral production and the impact that teacher's awareness raising has on her behavior and attitude toward corrective feedback.

The role of corrective feedback has been studied and emphasized since the beginning of language learning. The term largely relates to the four skills of language such as reading, writing, speaking and listening. This dissertation focuses on the students' oral production.

However, the provision of corrective feedback seems inconsistent, ambiguous and unsystematic. There is a need for teachers to provide corrective feedback clear enough to be perceived by learners as such. Although after being aware of the different types of corrective feedback, the teacher employs different techniques for corrective feedback. However, these perceptions can be understood as a need to provide corrective feedback in a more systematic and consistent way. Teachers should not correct every error, or neglect all of them. They need to use techniques that are effective and that allow for time and opportunity for repair.

In learning a foreign language, making mistakes is an indispensible part of learning process. Finely tuned and pertinent corrective feedback is an important tool for teachers to prevent their learners' errors from getting fossilized and help them progress along their oral production. There are different factors which contribute to the efficacy of corrective feedback among which is taking into consideration the level of learners' proficiency when choosing corrective feedback techniques. This point is what the teacher stated in the final questionnaire.

The results revealed that recast and elicitation was the most frequently used type of corrective feedback by the teacher at both levels, first Grade and third Grade. However, the teacher uses some other corrective feedback types.

In brief, this research provides, in general, evidence of similar problems found in previous studies (Chaudron, 1977; Lyster & Ranta, 1997): inconsistency; ambiguity of teachers' corrections; random and unsystematic feedback on errors by teachers; acceptance of errors for fear of interrupting the communication; and a wide range of learner error types addressed as corrective feedback.

The results from this dissertation also show some similarities to the study done by Lyster and Ranta in 1997. These similarities have to do with the frequency and effectiveness of strategies studied. In this case, most grammatical and lexical repairs were self-repaired by the students after the provision of any of the strategies. In the study by Lyster and Ranta (1997), repetition (which includes the strategy of repeating the mistake) was shown to be more effective in treating grammatical and lexical reformulation strategy (recast). Similarly, in terms of pronunciation errors it was found that the most common and effective was recast. These similarities make the empirical evidence more robust in terms of the use of some corrective feedback strategies to elicit self-repairs of the students' oral production mistakes and provide the correct form of their mistakes.

Finally, the analysis and results presented in this dissertation open up a variety of future lines of research on this topic.

An interesting topic that should be investigated could be the time factor, the time that the teacher must wait after giving some feedback. The results suggest that the effectiveness of the teaching of the language could be improved by increasing the levels of interaction in the classroom. One way to achieve this is to increase the waiting time. Therefore, to determine the appropriate timeouts for the questions asked in an English class at different levels, it would be interesting to carry out studies that handle this variable to explore how the waiting time, after providing the feedback corrective, interacts with students' ability to make the error and correct themselves.

It would also be interesting to study how English teachers combine different feedback strategies. For example, if a strategy like elicitation or clarification requests require prior knowledge and then teachers should provide another strategy to correct or to give deeper thought to the answer. However, to study such sequences a bigger corpus is needed than the one used in this dissertation, and the collection and analysis of such corpora is intensive and arduous.

7. CONCLUSION

In this dissertation, I have researched the frequency of use of different corrective feedback types in a two EFL classes. Also I have analyzed the impact of teachers awareness raising after providing some information about the corrective feedback classification done by Lyster and Ranta.

Therefore to be able to provide guidance in developing corrective feedback types for teaching and learning in English classes it is necessary to be aware of the different types.

So, after viewing the results of the this research I can state that at the beginning of the research the teacher was not aware of using different corrective feedback types. Consequently, she uses corrective feedback automatically without fully understanding the attitude that it has in students oral production and in her classroom developing.

After the analysis of the questionnaires, I have stated that the teacher also did not know the existence of different types of feedback. So she was very surprised after knowing the different corrective feedback types and she thought that knowing this aspects she can improve her attitude toward students' oral production and so it can be a possible improvement in students' oral production and language acquisition.   After providing the teacher some information about the different corrective feedback types, I observed an improvement in both, students and teacher. In the results of observation 2, we can see that the teacher uses different types of corrective feedback from that in observation 1 where she wasn't aware of using corrective feedback. The graphic 3 that compares the types used in stage 1 and in stage 2 of the research shows that the teacher uses more elicitation and recast. In the first observation the teacher uses only repetition of students' errors or explicit correction. The teacher even corrects more errors than at the beginning of the investigation.

The preference for using explicit correction or repetition by the teacher, as we can see in observation 1, may be due to the fact that the teacher seems concerned to maintain the flow of the conversation as she told in the questionnaire. Thus, the way of trying to repair the mistake by making the student either provide the expected forms or repeat the mistake. However, students are not always aware of this kind of help as we can see in observation 1. The teacher says that the students do not recognize it as the teacher's correction because they assume that the teacher is responding to the content rather than to the student's oral production. However, at the end of the research, after providing some information and after the change in teachers behavior and attitude toward corrective feedback, we can see in observation 2 a improvement in students respond to corrective feedback.

The aim of this dissertation was to examine the teacher's awareness of corrective feedback and if the raising of this awareness could have a positive impact in the teacher's behavior and attitude toward students oral production and in her way to give corrective feedback. Thus, we can see that the awareness raising of the teacher has a impact in her behavior and attitude, the teacher uses in the last observation all corrective feedback types and she states that she notes an improvement in her way to give corrective feedback and above all in students' respond to corrective feedback.

After the observations I can conclude that the teacher shows interest in this aspect and will use different types of corrective feedback to further correct students' mistakes. The students have a positive inclination to this aspect and show interest and

acceptance of correcting their errors in order to improve language acquisition and increase their production.

Consequently, when the teacher was provided with some brief information about the different types of feedback there was a great improvement on the part of the students in both levels, production and an increase of students interest in correcting their mistakes, while acknowledging that students context and students level are factors that interact with the corrective feedback as the teacher stated in her final questionnaire.

So finally, the first step is then, as language teachers, to learn more about corrective feedback and to share it with the learners; to manage individual differences in a way that they do not interfere with the language learning; to put into practice different corrective feedback types; to organize and systematize corrective feedback; and to set clear and feasible goals in this respect.

I also came to the conclusion, that it is necessary to insist in identifying factors like corrective feedback types, level of students or student themselves. So these aspects should be taken into account when selecting different corrective feedback strategies likely to use some different ones in each class. The results reflect a certain inclination related between error types and types of feedback.

Briefly summarized, the existence of feedback doesn't depend only on the teacher but rather on the student. The awareness raising of the teacher has a positively impact in teachers behavior and attitude toward corrective feedback. This aspect we can see in observation 2 where the teacher uses different corrective feedback types and correct more mistakes on students' oral production.

In an area of research as diverse and as significant as that of corrective feedback, no single literature can cover all aspects of all the issues involved. This paper is only an attempt to provide an accurate and comprehensive overview of the central issues as determined by the most prominent scholars and researchers in the field. The reason of this is because of the type of this study, a case study, and of the limitations that this dissertation has. I could only research one teacher and a few students and look only into two classes. Therefore the data collection is not too wide and the results obtained can not be conclusive.

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9. APPENDICES

APPENDIX I

TEACHER'S QUESTIONNAIRE 1

1. How do you handle mistakes of the students?

     1.1. Do you ignore them?   YES / NO / <u>SOMETIMES</u>

     1.2. Do you correct them? YES/ NO / <u>SOMETIMES</u>

2. If you correct the mistakes, what is your reason?

     2.1. The frecuency of the mistake

     2.2. <u>The seriousness of the mistake</u>

     2.3. <u>Others</u>: pronunciation

3. If you ignore the mistakes, what is your reason?

     3.1.The frequency of the mistake

     3.2. The seriousness of the mistake

     3.3. <u>Others</u>: giving emphasis to oral skills

4. What types of corrective feedback do you use?

     4.1. Grammar explanation (Metalinguistic feedback)

     4.2. <u>Paraphrasing student's production using the exact language</u> (recasts)

     4.3. <u>Providing the correct form</u> (Explicit correction)

     4.4. Indicating that the utterance is incorrect and reformulate the utterance. (Clarification requests)

     4.5. Using elicitation (completion, questions, reformulate) to say the correct form (Elicitation)

4.6. Repetition of the erroneous utterance (Repetition)

5. How much do you use the corrective feedback ?

5.1. Type : Explicit correction   <u>MUCH</u>/ SOMETIMES / NEVER

5.2. Type 2: Recasts   <u>MUCH</u>/ SOMETIMES / NEVER

5.3. Type 3: Clarification requests MUCH/ SOMETIMES / <u>NEVER</u>

5.4. Type 4: Metalinguistic feedback MUCH/ SOMETIMES / <u>NEVER</u>

5.5. Type 5: Elicitation MUCH/ SOMETIMES / <u>NEVER</u>

5.6. Type 6: Repetition MUCH/ SOMETIMES / <u>NEVER</u>

6. What type of corrective feedback (1, 2, 3, 4, 5, 6) do you use more and why?

Recast and explicit correction, because there are quite easy. I don't know this types of corrective feedback.

Thank you for your attention!

TEACHER'S QUESTIONNAIRE 2

1. How do you handle mistakes of the students?

1.1. Do you ignore them?   YES / NO / <u>SOMETIMES</u>

1.2. Do you correct them? <u>YES</u>/ NO / SOMETIMES

2. If you correct the mistakes, what is your reason?

2.1. <u>The frequency of the mistake</u>

2.2. <u>The seriousness of the mistake</u>

2.3. <u>Others</u>: Pronunciation

3. If you ignore the mistakes, what is your reason?

      3.1. <u>The frequency of the mistake</u>

      3.2. The seriousness of the mistake

      3.3. Others:

4. What types of corrective feedback do you use?

      4.1. <u>Comments, information, or questions related to student's production (Metalinguistic feedback)</u>

      4.2. <u>Reformulation of student's production (recasts)</u>

      4.3. <u>Providing the correct form explicitly (Explicit correction)</u>

      4.4. <u>Indicating that the production is incorrect and the student has to reformulate the utterance. (Clarification requests)</u>

      4.5. <u>Eliciting of what the student has meant (Elicitation)</u>

      4.6. <u>Repetition of the erroneous utterance (Repetition)</u>

5. How much do you use the corrective feedback ?

      5.1. Type : Explicit correction   MUCH/ <u>SOMETIMES</u> / NEVER

      5.2. Type 2: Recasts   <u>MUCH</u>/ SOMETIMES / NEVER

      5.3. Type 3: Clarification requests <u>MUCH</u>/ SOMETIMES / NEVER

      5.4. Type 4: Metalinguistic feedback <u>MUCH</u>/ SOMETIMES / NEVER

      5.5. Type 5: Elicitation <u>MUCH</u>/ SOMETIMES / NEVER

      5.6. Type 6: Repetition MUCH/ <u>SOMETIMES</u> / NEVER

6. What type of corrective feedback (1, 2, 3, 4, 5, 6) do you use more and why?

Recast and Elicitation. After the clarification of corrective feedback types. I think that these types are quite important for students production and language acquisition.

7. Have you noticed changes in your error correction to students?

Yes, I, as teacher, changed positively and students don't do the same mistakes. They have improved and changed their oral production. Students in third Grade increase their respond to feedback.

8. Do you use more the type 1, 2, 3, 4, 5, 6 and how much do you use each of them?

Type 2

9. Have you changed your attitude toward error correction?

      9.1. <u>More positive comments to students</u>

      9.2. More negative comments to students

10. Have you noticed a change in the student's response?

      10.1. <u>More production</u>

      10.2. <u>Positive attitude towards participation</u>

Very good!

11. Do you think it was helpful to know the types of error correction and its possible use?

Yes, it was quite useful for me.

12. Do you will use these types of error correction in the future?

Yes, of course.

Thank you for your attention!

APPENDIX II

Observation stage 1

9/4/2013

OBSERVATION TASK	1	2	3	4
Teacher's attitude to student's mistakes				
The teacher makes positive comments to the student			X	
The teacher makes negative comments to the student		X		
The teacher gives student time to react				
1. asks questions	X			
2. answers questions	X			
The teacher stimulates the students to reconsider choices	X			
Types of corrective feedback				
The teacher gives explicit correction				X
The teacher gives recasts		X		
The teacher gives clarification requests	X			
The teacher gives metalinguistic feedback		X		
The teacher gives elicitation	X			
The teacher gives repetition				X
Conversational exchange				
The teacher summarizes the main content of the corrective feedback	X			

Legend criteria: 1 poor; 2 insufficient; 3 sufficient; 4 excellent

Observation stage 1

11/4/2013

OBSERVATION TASK	1	2	3	4
Teacher's attitude to student's mistakes				
The teacher makes positive comments to the student			X	
The teacher makes negative comments to the student	X			

The teacher gives student time to react
 	
  1. asks questions
 	
  2. answers questions
	
	X
		
		X		

The teacher stimulates the students to reconsider choices	X			
Types of corrective feedback				
The teacher gives explicit correction				X
The teacher gives recasts		X		
The teacher gives clarification requests	X			
The teacher gives metalinguistic feedback		X		
The teacher gives elicitation	X			
The teacher gives repetition				X
Conversational exchange				
The teacher summarizes the main content of the corrective feedback	X			

Legend criteria: 1 poor; 2 insufficient; 3 sufficient; 4 excellent

Observation stage 1

12/4/2013

OBSERVATION TASK	1	2	3	4
Teacher's attitude to student's mistakes				
The teacher makes positive comments to the student			X	
The teacher makes negative comments to the student	X			
The teacher gives student time to react 1. asks questions 2. answers questions	X	X		
The teacher stimulates the students to reconsider choices	X			
Types of corrective feedback				
The teacher gives explicit correction				X
The teacher gives recasts		X		
The teacher gives clarification requests	X			
The teacher gives metalinguistic feedback		X		
The teacher gives elicitation	X			
The teacher gives repetition				X
Conversational exchange				
The teacher summarizes the main content of the corrective feedback	X			

Legend criteria: 1 poor; 2 insufficient; 3 sufficient; 4 excellent

Observation stage 2

16/4/2013

OBSERVATION TASK	1	2	3	4
Teacher's attitude to student's mistakes				

The teacher makes positive comments to the student				X
The teacher makes negative comments to the student	X			

The teacher gives student time to react
 	
    1. asks questions
 	
    2. answers questions
		
		X
			
			X	

The teacher stimulates the students to reconsider choices		X		
Types of corrective feedback				
The teacher gives explicit correction	X			
The teacher gives recasts			X	
The teacher gives clarification requests		X		
The teacher gives metalinguistic feedback			X	
The teacher gives elicitation			X	
The teacher gives repetition	X			
Conversational exchange				
The teacher summarizes the main content of the corrective feedback		X		

Legend criteria: 1 poor; 2 insufficient; 3 sufficient; 4 excellent

Observation stage 2

18/4/2013

OBSERVATION TASK	1	2	3	4
Teacher's attitude to student's mistakes				
The teacher makes positive comments to the student				X
The teacher makes negative comments to the student	X			

	1	2	3	4
The teacher gives student time to react				
1. asks questions			X	
2. answers questions			X	
The teacher stimulates the students to reconsider choices			X	
Types of corrective feedback				
The teacher gives explicit correction				X
The teacher gives recasts				X
The teacher gives clarification requests			X	
The teacher gives metalinguistic feedback			X	
The teacher gives elicitation		X		
The teacher gives repetition		X		
Conversational exchange				
The teacher summarizes the main content of the corrective feedback			X	

Legend criteria: 1 poor; 2 insufficient; 3 sufficient; 4 excellent

Observation stage 2

19/4/2013

OBSERVATION TASK	1	2	3	4
Teacher's attitude to student's mistakes				
The teacher makes positive comments to the student				X
The teacher makes negative comments to the student	X			
The teacher gives student time to react				

	1	2	3	4
1. asks questions			X	
2. answers questions			X	
The teacher stimulates the students to reconsider choices			X	
Types of corrective feedback				
The teacher gives explicit correction				X
The teacher gives recasts				X
The teacher gives clarification requests			X	
The teacher gives metalinguistic feedback			X	
The teacher gives elicitation		X		
The teacher gives repetition		X		
Conversational exchange				
The teacher summarizes the main content of the corrective feedback			X	

Legend criteria: 1 poor; 2 insufficient; 3 sufficient; 4 excellent

APPENDIX III

OBERVATION 1

	CLASS 1	CLASS 2
NUMBER OF ERRORS	44	44
NUMBER OF CORRECTED	16	14
FEEDBACK TYPES: Repetition Elicitation Recast Clarification requests Explicit correction Metalinguistic feedback	5 0 1 0 7 3	6 0 1 0 5 2

OBERVATION 2

	CLASS 1	CLASS 2
NUMBER OF ERRORS	44	44
NUMBER OF CORRECTED	32	33
FEEDBACK TYPES: Repetition Elicitation Recast Clarification requests Explicit correction Metalinguistic feedback	7 8 6 6 4 2	9 8 6 5 3 1

APPENDIX IV

4 Display questions: There are no display questions. The students are actively collaborating together to reconstruct the story and are asking 'real' questions of each other.

5 Negotiation of meaning: At this point in the interaction, the students have agreed on the content of the story. Thus, there is more NEGOTI-ATION OF FORM, that is, more discussion of whether they are using the correct forms to say what they've agreed they want to say.

6 Metalinguistic comments: Although they are not using words such as 'verb' or 'pronoun', the students are talking about language as they focus on trying to find the right form.

These two transcripts of student–student interaction are very different from each other. In the first communication task, the children are focused exclusively on meaning and on trying to understand each other in order to complete the information gap activity. They are constantly using comprehension and clarification requests as they negotiate meaning in this task. In the second student–student transcript, however, the learners are focused on both form and meaning. While reconstructing the story, they make several explicit statements about whether they are using the correct form of the reflexive verb *se souvenir* and continually question the grammatical accuracy of their use of this form as they continue to discuss the content of the story.

In the activities in the preceding pages, we have described and compared teacher–student and student–student interaction in terms of six observation categories. Some observation schemes use many more categories, covering a broad range of instructional practices and procedures. Others focus on one specific feature of classroom instruction and interaction. In the following sections, we review eight studies in which one particular feature of instruction has been examined. Four studies examine corrective feedback and four investigate teachers' use of questions.

Corrective feedback in the classroom

Study 1: Recasts in content-based classrooms

Roy Lyster and Leila Ranta (1997) developed an observational scheme which describes different types of feedback teachers give on errors and also examines student UPTAKE—how they immediately respond to the feedback. This scheme was developed in French immersion classrooms where second language students learn the target language via subject-matter instruction (i.e. content-based instruction). It may also be used to describe other types of second language instruction as well.

They developed their scheme by observing the different types of corrective feedback provided during interaction in four French immersion classrooms

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with 9–11 year-old students. They began their observations by using a combination of some categories from Part B of the COLT scheme and other categories from models that had examined feedback in both first and second language learning. They adjusted some of the categories to fit their data, and they also developed additional categories. This resulted in the identification of six feedback types, defined below. The definitions are taken from Lyster and Ranta (1997). The examples come from 10–11 year-old students in an ESL class.

Explicit correction refers to the explicit provision of the correct form. As the teacher provides the correct form, he or she clearly indicates that what the student had said was incorrect (for example, 'Oh, you mean …', 'You should say …').

> S The dog run fastly.
> T 'Fastly' doesn't exist. 'Fast' does not take -*ly*. That's why I picked 'quickly'.

Recasts involve the teacher's reformulation of all or part of a student's utterance, minus the error. Recasts are generally implicit in that they are not introduced by 'You mean', 'Use this word', or 'You should say.'

> S1 Why you don't like Marc?
> T Why don't you like Marc?
> S2 I don't know, I don't like him.

Note that in this example the teacher does not seem to expect uptake from S1. It seems she is merely reformulating the question S1 has asked S2.

Clarification requests indicate to students either that their utterance has been misunderstood by the teacher or that the utterance is incorrect in some way and that a repetition or a reformulation is required. A clarification request includes phrases such as 'Pardon me …' It may also include a repetition of the error as in 'What do you mean by … ?'

> T How often do you wash the dishes?
> S Fourteen.
> T Excuse me. (Clarification request)
> S Fourteen.
> T Fourteen what? (Clarification request)
> S Fourteen for a week.
> T Fourteen times a week? (Recast)
> S Yes. Lunch and dinner.

Metalinguistic feedback contains comments, information, or questions related to the correctness of the student's utterance, without explicitly providing the correct form. Metalinguistic comments generally indicate that there is an error somewhere (for example, 'Can you find your error?'). Also,

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metalinguistic information generally provides either some grammatical terminology that refers to the nature of the error (for example, 'It's masculine') or a word definition in the case of lexical errors. Metalinguistic questions also point to the nature of the error but attempt to elicit the information from the student (for example, 'Is it feminine?').

S We look at the people yesterday.
T What's the ending we put on verbs when we talk about the past?
S e–d

Elicitation refers to at least three techniques that teachers use to directly elicit the correct form from the students. First, teachers elicit completion of their own utterance (for example, 'It's a …'). Second, teachers use questions to elicit correct forms (for example, … 'How do we say *x* in English?'). Third, teachers occasionally ask students to reformulate their utterance.

S My father cleans the plate.
T Excuse me, he cleans the ???
S Plates?

Repetition refers to the teacher's repetition of the student's erroneous utterance. In most cases, teachers adjust their intonation so as to highlight the error.

In this example, the repetition is followed by a recast:

S He's in the bathroom.
T Bathroom? Bedroom. He's in the bedroom.

In the next example, the repetition is followed by metalinguistic comment and explicit correction:

S We is …
T We is? But it's two people, right? You see your mistake? You see the error? When it's plural it's 'we are'.

Lyster and Ranta found that all teachers in the content-based French immersion classes they observed used recasts more than any other type of feedback. Indeed, recasts accounted for more than half of the total feedback provided in the four classes. Repetition of error was the least frequent feedback type provided. The other types of corrective feedback fell in between.

They also found that student uptake was least likely to occur after recasts and more likely to occur after clarification requests, metalinguistic feedback, and repetitions. Furthermore, elicitations and metalinguistic feedback not only resulted in more uptake, they were also more likely to lead to a corrected form of the original utterance.

Lyster (1998) has argued that students in content-based second language classrooms (where the emphasis is on meaning not form) are less likely to