



**LEARNER UPTAKE WITH DIFFERENT TYPES  
OF CORRECTIVE FEEDBACK  
IN SECONDARY EFL CLASSROOMS**

**BY**

**MS. SURANG SUWAT**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF  
THE REQUIREMENTS FOR THE DEGREE OF MASTER  
ARTS IN TEACHING ENGLISH AS A FOREIGN LANGUAGE**

**THE LANGUAGE INSTITUTE**

**THAMMASAT UNIVERSITY**

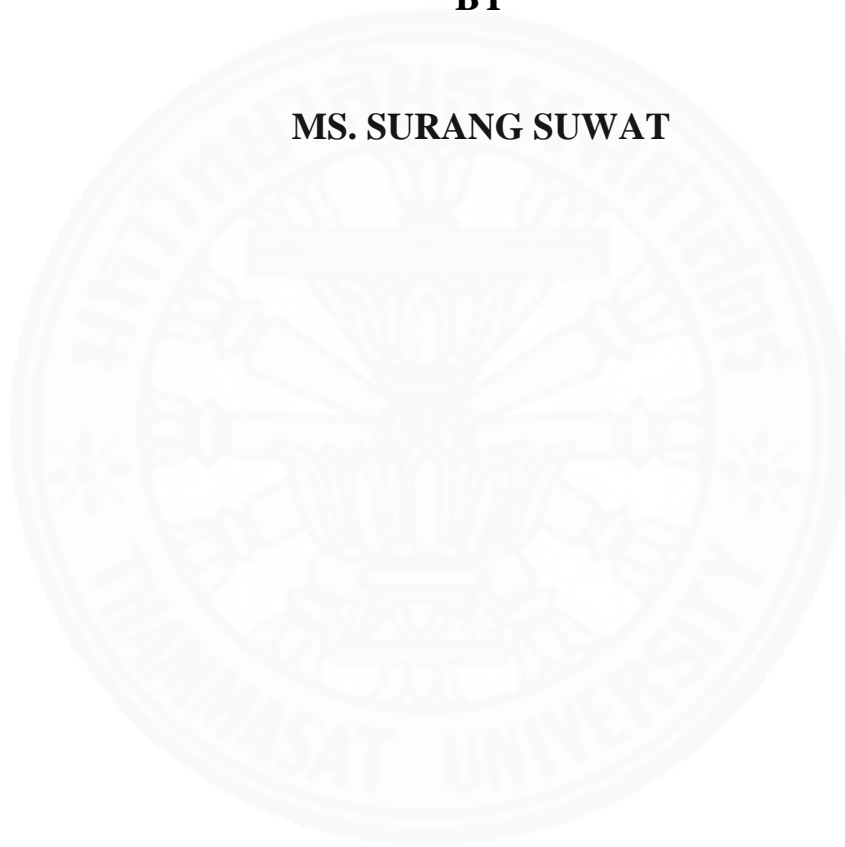
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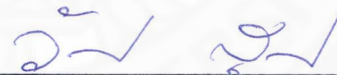
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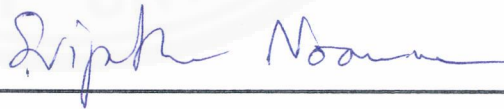
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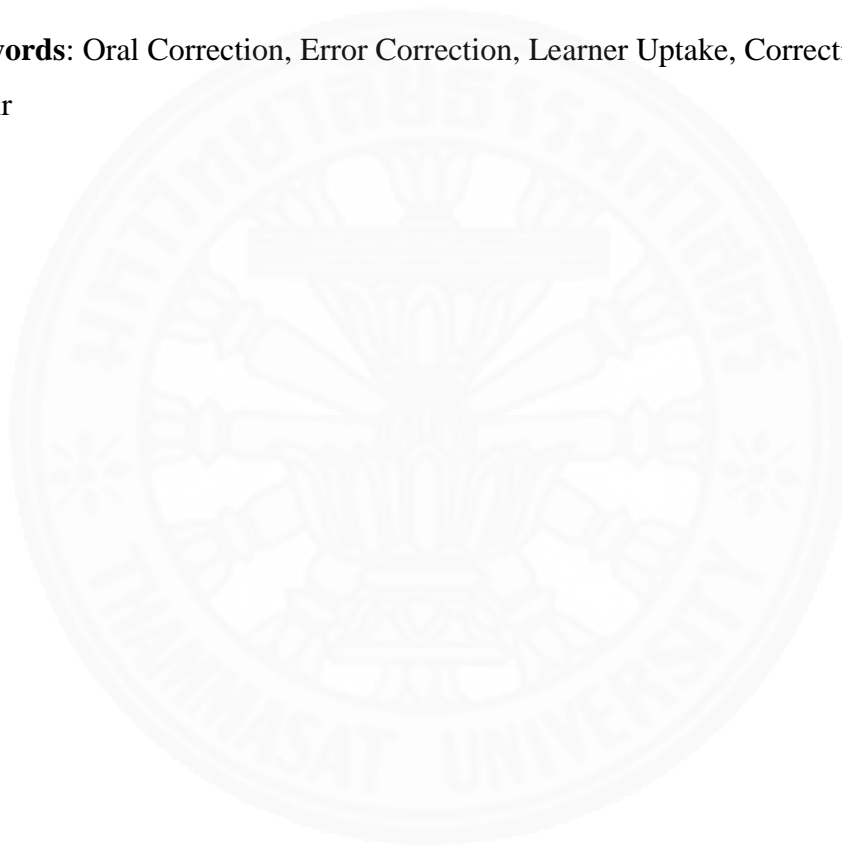
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### **ABSTRACT**

The present study investigated the pattern of corrective feedback provision and learner uptake in secondary EFL classrooms as well as students' opinions on teacher corrective feedback. The research instruments included classroom observation, questionnaires, and interviews. Two hundred forty-eight students were observed in listening and speaking lessons conducted by six different teachers in order to investigate the learner uptake in response to different types of corrective feedback (CF). The first questionnaire was given to all the students and the second questionnaire was given to 23 English teachers at Satri Nakhon Sawan school in Thailand in order to gain their perceptions and opinions on CF. Lastly, five students were randomly chosen for an interview to gain more opinions on CF. It was found that the teachers gave CF on pronunciation (phonological error) the most (58%) followed by grammatical and lexical error (22% and 20% respectively). Recast was found to be the most frequent strategy used in classrooms (56%), followed by explicit correction (22%), elicitation (11%), and metalinguistic (7%) strategies, while clarification request and repetition were equally found to be the least used methods (2%). Of all the 45 corrective provisions, there was 86% of learner uptake with 14% of no uptake. Phonological error gained 100% uptake, lexical, 89% and grammatical, 50%. The second objective was to discover types of repair happening according

to learner uptake. The findings suggested that repetition was the most frequent type that happened in classrooms, followed by self-repair then incorporation and peer-repair with the same rate. The last objective concerned students' opinions on corrective feedback provided by the teachers. The result revealed that corrective feedback was very useful (mean =4.19) and it should be frequently provided in the classroom as necessary.

**Keywords:** Oral Correction, Error Correction, Learner Uptake, Corrective Feedback, Repair



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## CHAPTER 1

### INTRODUCTION

This study was to investigate distribution of corrective feedback and learner uptake, types of repair that happens in an EFL classroom, and students' opinions on corrective feedback provision. This chapter contains: 1) background of the study, 2) statement of the problem, 3) objectives of the study, 4) research questions, 5) definition of terms 6) limitations of the study and 7) organization of the study.

#### 1.1 Background

Learning a foreign language is vitally important for Thai learners as a language is considered to be a medium to communicate and seek knowledge in the worldwide community. Consequently, the education core curriculum mainly aims at facilitating Thai learners to be able to communicate, exchange information and culture, and express opinions. In other words, students are supposed to use language for communication in various situations (the Ministry of Education, 2008). Oral production, which every school provides for the students, is considered to be one of the most significant skills of learning language. It is offered and takes place in Listening and Speaking, English for Communication, English for Fun, Pronunciation courses and so on. In such classes, students are promoted to speak English through various activities such as presentations, role plays, reading aloud, picture describing, answering questions etc. It is, however, rather difficult for learners to acquire the target language because speaking skills require time to acquire the state where one can fluently produce a correct and appropriate form of the target language. It is inevitable that learners who are learning a foreign language will make errors in a particular activity. Errors, on the other hand, might make learners realize what they have produced incorrectly, and afterwards students might modify to the proper form when they are guided by the teacher.

Making an error in a foreign language is regarded inevitably and necessarily as an indication of learners' developmental process. Learners who make errors may or may not know that the language they produced is erroneous. Sometimes they notice

the errors, but they are not able to correct the errors themselves. In order not to let errors be fossilized but rather make students aware of errors, corrective feedback is preferable in most foreign language classes. Teachers who give instruction are said to be a helper or trainer helping students to achieve successful learning. Teachers should provide appropriate correction for the students and might give them an explanation for those errors. However, some teachers might not correct their errors immediately or not pay attention to the errors at all because they do not want to break the communication flow, and it probably obstructs students' learning. Teachers' responses to learners' utterance when they find some errors are called corrective feedback (Ellis, 2006). Regarding corrective feedback, there is not only debate over whether or not it should be employed in communicative classrooms, but also the contentious issue of the impacts on learner uptake of providing different corrective feedback types in EFL/ESL classrooms.

## **1.2 Statement of the problem**

Some teachers believe that the provision of corrective feedback can discourage learners from producing English since it might affect learners' confidence in using English. There has been some investigation into how EFL learners emotionally respond to teachers' oral corrective feedback in Spanish. Agudo (2013) claimed that the feeling of the students when they had got immediate corrective feedback was satisfaction, which was shown as the highest percentage (34.64 %) of a group of factors, whereas embarrassment resulted in a lower percent at 14.85%. According to Lyster, Saito and Sato (2013), they suggested that corrective feedback should be provided to the learners in order to foster them to go forward to future second language learning. In contrast, there are other studies which have claimed that corrective feedback should be disregarded. For example, Truscott (as cited in Tomczyk, 2013) noted that corrective feedback's helpfulness has not been proven.

The issue has been studied as to the patterns of corrective feedback given in classrooms, as well as how well learners are able to comprehend the feedback given by teachers. Further study has looked at how they respond to those corrections (which are referred to as 'uptake') or whether they just ignore the feedback and continue their speech ('no-uptake'). It has been proposed that types of error and types of corrective

feedback have a significant relation. According to Suzuki's study (2004), as an example, the result showed that lexical error led to the provision of recasts (57%) and clarification request (39%). Moreover, the learner uptake that was mentioned earlier also relates to how teachers provide feedback to learners. In addition, age, language proficiency, purpose of attendance, and classroom settings, are all factors that lead to consequences as to how well learners can get benefits from provision of corrective feedback.

In the Thai context, particularly at Satri Nakhon Sawan School where the researcher has taught, English is used only in English language subjects. During a two year teaching experience, it was observed that students who were corrected and had explained to them the erroneous form seemed to react uncomfortably, but a few students seemed to pay attention to the feedback provided. Moreover, I heard from many teachers discussing the problem that Thai students do not speak English because they are afraid of making errors or mistakes. I think it relates to how teachers react to learner errors verbally, physically and emotionally, as well as how teachers give feedback to the learners.

Additionally, students themselves are also a main factor in target language comprehension. Therefore, the researcher really wanted to find out the patterns of learner uptake following the teachers' corrective feedback that happens in classrooms, as well as how students respond to the corrective feedback. They might be able to notice their errors, getting teachers' hints and trying to fix them, or they might just ignore what the teachers say. Since teachers' corrective feedback might have significant influence on learner uptake, as well as influencing some circumstances that might affect their English learning in the future, students' opinions on corrective feedback should be investigated.

### **1.3 Objectives of the study**

The objectives of the study can be divided into three aspects as follows:

1.3.1 To demonstrate the distribution of learner uptake following corrective feedback types to different learner errors that occurs in EFL classroom



1.3.2 To investigate types of repair with which students respond to teachers after they receive the corrective feedback

1.3.3 To find out students' opinions on corrective feedback from the teachers

#### **1.4 Research questions**

The research questions of this study are as follows:

1.4.1 What is the distribution of learner uptake following corrective feedback types to different learner errors?

1.4.2 What types of repair happen according to learner uptake?

1.4.3 What are students' opinions on corrective feedback?

#### **1.5 Definition of terms**

1.5.1 Corrective feedback refers to any responses of teachers to students when they produce erroneous utterances of the target language which need to be corrected.

1.5.2 Learner uptake indicates the utterances of students after they receive the corrective feedback from the teachers.

1.5.3 EFL learners are students who learn English as a foreign language; in this study they were studying in the secondary education level at Satri Nakhon Sawan School in Thailand.

#### **1.6 Limitation of the study**

1.6.1 The sample group this study focused on was secondary EFL students who attended English listening and speaking lessons in one school. Therefore, the findings obtained may not be generalized to other groups of students.

1.6.2 The way in which the researcher observed the classrooms to collect the data may have affected the participants' interaction in the classroom.

1.6.3 Language proficiency of the participants may affect the findings since the students in this study had different levels of proficiency. Thus, how the students

perceived or corrected some particular errors may have had an impact on the results of the study.

### **1.7 Organization of the study**

The present study is organized into five chapters as follows:

Chapter One contains background and statement of the present study which provides the objectives as well as the research questions. Significant terms are also defined and the organization of the present study is outlined.

Chapter Two presents a review of related literature on oral corrective feedback and learner uptake with types of repairs as well as previous studies on the issue.

Chapter Three describes the methodology, including participants, instruments, data collection procedure and the data analysis to answer the research questions of the present study. Threats to validity and reliability are also mentioned.

Chapter Four presents the findings related to the research questions, using information collected from 248 questionnaires with students and 23 questionnaires with English teachers, six classroom observations and short interviews with five students.

Chapter Five shows the discussion of the findings, examining the factors which makes learner uptake happen and how students repair the errors they have made. Consequently, the student and teacher' perspectives on corrective feedback are discussed. Recommendations for further research are also given.

## CHAPTER 2

### REVIEW OF LITERATURE

In this chapter, literature related to oral corrective feedback is discussed in this sequence: (1) errors, (2) oral corrective feedback, (3), learner uptake (4) preference and learners' opinion on oral corrective feedback and (5) previous research on patterns of corrective feedback and learner uptake.

#### 2.1 Errors

In foreign language classrooms, errors cannot be avoided during oral activities both in young and adult learners. Regarding research into language acquisition, it is believed that errors have rather a beneficial effect than a negative one. Fang and Xue-meimei (2007) studied error analysis and EFL classroom teaching and indicated the significance of errors in the classroom. They pointed out that errors are precious for students in learning since they can indicate student learning progress and what aspect teachers should focus on for the students. Hence, errors that students make need to be appropriately corrected by teachers with different responses. In a classroom, learners might make errors in pronunciation, grammar, words or vocabulary that bring about either interruption or continuation of the communication or utterances.

##### 2.1.1 Error types

Error types which learners produce are linguistically categorized into various categories. According to Burt and Kiparsky (1978) error is divided into two types: local and global errors. Local error is the production of target language which does not impact on the meaning in communication, such as misusing nouns, verb inflection, prepositions, articles and auxiliaries. Global error hinders the meaning of communication, or the utterances critically involve word order in a sentence. Another type of error classification divides according to language components, namely grammatical, phonological, and lexical. Based on Lyster's scheme (2001), these errors are defined as:

1. Grammatical error concerns errors in tenses, verb morphology, auxiliaries, pluralization, question formation, word order, subject/verb agreement, and the use of closed classes such as prepositions, pronouns, and determiners.
2. Phonological error is an error with mispronunciation in reading aloud or spontaneous conversations.
3. Lexical error refers to inaccurate and inappropriate choices of lexical items in open classes such as nouns, verbs, adverbs and adjectives.

The three error types occur unequally in different classrooms depending on the learners and classroom settings. There are many researchers who have studied errors in oral language classroom. It has been found that in different ages of learners and levels of language proficiency, error types have been made differently in terms of frequency. Zoghi and Nikoopour (2014) who studied EFL learners' errors with intermediate level of learners aged 23-29 concluded that the most frequent error that students made, almost half of the errors found, was phonological error, followed by grammatical and lexical respectively. Similarly in Suzuki's study (2004) in which corrective and learner uptake in adult ESL classrooms were studied, it was found that phonological error was the most frequent error occurring in the classroom (58.7%), followed by lexical (23.1%) and grammatical errors (18.2%). A contrasting result was found in Choi and Li's study (2012), in which ESOL classrooms in primary school were investigated, and grammatical error was found to be the majority of the error types followed by phonological and lexical respectively. The error count might depend on the age of learners since it was shown that learners in different levels make different types of error.

What errors should be corrected is an issue that has to be focused on. Teachers and students agree that all types of error - phonological, lexical, grammatical errors - should be corrected. Zhang, Zhang and Ma (2010) indicated that learners thought lexical should be paid more attention followed by grammatical and phonological errors. Similarly, the teachers agreed that lexical should be mainly paid attention, more than grammatical and phonological errors.

What types of error lead to what types of feedback is also significantly focused on among second language researchers. There are different results among researchers on the relationship between error types and corrective feedback types. There are some different results between two researchers (Choi and Li, 2014; Suzuki, 2004), that can be illustrated in Table 2.1.

Table 2.1

*Comparing Error Types Leading to Different Types of Corrective Feedback between Suzuki's and Choi & Li's Studies*

Feedback Types	Suzuki (2004)			Choi and Li (2012)		
	Grammatical	Phonological	Lexical	Grammatical	Phonological	Lexical
Recast	15 (57%)	41 (58%)	16 (57%)	49 (59%)	27 (69%)	10 (40%)
Elicitation	2 (8%)	3 (4%)	1 (4%)	6 (7%)	3 (8%)	3 (12%)
Clarification	6 (23)	22 (31%)	11 (39%)	2 (2.5%)	1 (3%)	1 (4%)
Metalinguistic	2 (8%)	0	0	2 (2.5%)	0	4 (16%)
Explicit	1 (4%)	2 (3%)	0	24 (29%)	8 (20%)	7 (28%)
Repetition	0	3 (4%)	0	-	-	-
Total	22	71	28	83	39	25

According to Table 2.1, it can be seen that all types of error invited mostly recasting and slightly invited the use of elicitation. In Choi and Li's study, the clarification request was used just a little to respond to all error types, but, by contrast Suzuki's study showed that all error types invited clarification request as the second rank of all feedback types. To phonological error, there was no evidence associated with metalinguistic feedback. On grammatical and lexical errors, it was found in both studies that teachers never provided repetition to respond to these errors.

## 2.2 Oral corrective feedback

The role of corrective feedback in a foreign language classroom, especially a communicative classroom, has been discussed in the language acquisition field for decades. In second language classrooms, it is thought that students should be essentially given feedback on their performance. Camilla (2009) claimed that learners who did not receive feedback from the teachers in the stage when learners internalized the rules might bring about fossilization. In addition, it is proved that corrective feedback facilitates improvement in oral accuracy. A study of oral English, which focused on the accuracy of English-major college students, stated that corrective feedback affected positively on improving oral accuracy since learners of all English proficiency levels had better scores in post-test investigation (Chu, 2011).

According to a study by Lyster and Ranta (1997), corrective feedback is defined as the provision of negative or positive evidence of learners' ill-formed utterances, which aim to persuade learners to repair with accuracy and comprehensibility. Chaudron (1988) described corrective feedback as any teachers' response to learners' erroneous utterances and demand for improvement. Corrective feedback provided in the class can be divided as teacher correction, peer correction and self-correction. (Sultana, 2009)

Most research on corrective feedback deals with the error correction provided by the teachers. Teachers, therefore, have important roles for students learning the target language. Regarding learners' preferences for provision of corrective feedback, Sultana (2009) stated that adult learners thought that the final answer should be provided by the teacher. Likewise, another study analyzing corrective feedback in oral interaction showed that most teachers and students consider teacher correction as the best response (Zhang, et al., 2010).

Whether oral corrective feedback will be used and how feedback will be used depend on the purpose of the course students are learning and the ways teachers respond to students' errors. If the course aims to facilitate learners to acquire fluency, it is better not to interrupt the flow of language production by giving them corrective feedback, as in a communicative classroom where errors are seen as the natural result

in developing language communication skill. With a grammar translation method, it is vital that teachers should supply corrective feedback when students make errors (Larsen-Freeman, 2000, p.19). In the classroom with the silent way method, as for example, the ways that teachers respond to the students are quite different. The teachers will provide the correct form of language when they notice that there is neither self-correction nor peer correction (p.67). However, it is indicated in Camilla's research (2009) that error correction can be done in a communicative classroom and it does not interrupt nor does it inhibit students from communication flow. It can be seen that teachers in different settings react to the learners' errors differently depending on the purpose of the course and the teacher's strategies.

### 2.2.1 Types of corrective feedback

Types of oral corrective feedback can be categorized into six types based on the model of Lyster and Ranta (1997), who proposed a framework of corrective feedback types from classroom observation. The six types of corrective feedback are as follows:

2.1.1.1 Explicit correction is a kind of corrective feedback in which the teacher provides the correct form and points out the error for students explicitly such as "You don't say....", "No, what you said was wrong".

2.1.1.2 Recast is defined as implicit corrective feedback where a teacher reformulates students' erroneous forms and provides them the correct form without pointing out what their errors are.

For example: (Suzuki, 2004)

*S: You should go see doctor. (Error – grammatical)*

*T: the doctor. (Feedback – recast)*

2.1.1.3 Clarification requests are introduced by questioning to indicate a learner's utterance which is considered to be incorrect in terms of comprehension and accuracy (Razaei, Mozaffari & Hatef, 2011). The phrases used in this strategy are "Pardon me?" and "What do you mean by.....?" (Lyster & Ranta, 1997)

2.1.1.4 Metalinguistic feedback is where a teacher explains grammatical terminology or lexical errors without providing the correct form. Teachers, in other words, let learner self-correction happen.

For example: (Suzuki, 2004)

*S: She without. (Error – grammatical)*

*T: without... what is the verb? (Feedback – metalinguistic)*

2.1.1.5 Elicitation can be done directly with the students using three techniques. First, a teacher pauses the students' utterance and allows them to complete that utterance. Second, the teacher asks the question "how do you say ... in English?" or "yes, no question" to elicit the correct form from the students. Lastly, the teacher asks students to reform their utterances.

2.1.1.6 Repetition involves teacher's repetition of learner error by using highlight intonation to indicate the erroneous form.

For example: (Suzuki, 2004)

*S: When [???] I don't understand what garden [kuden] is in Japanese [???], (Error – phonological)*

*T: [kuden]? (Feedback – repetition)*

In the classroom setting, different types of feedback can be combined; in other words, more than one feedback type can be used in one turn, which is called *multiple feedback* (Lyster & Ranta, 1997).

Example: (Doughty & Varela, 1998: 124)

*Jose: I think that the worm will go under soil.*

*Teacher: I think that the worm will go under soil? (repetition)*



*Jose: (no response)*

*Teacher: I thought that the worm would go under the soil. (recast)*

*Jose: I thought that the worm would go under the soil.*

According to the example above, at first, the teacher provides the whole sentence repetition of the learner's utterance but the student still does not give any response, so the teacher provides recasting, which provides the correct form of verb and article to the student.

### **2.2.2 Distribution of different types of corrective feedback**

Researchers have investigated ways of corrective feedback that might be effective as well as suitable for learners. Some teachers provide different types of corrective feedback according to learners' levels of proficiency as it seems clear that providing useful types of corrective feedback is associated with factors of learners' language proficiency level. Lyster and Ranta (1997) claimed that the choice of corrective feedback strategies should be chosen depending significantly on the learners' proficiency levels and learners' language development. In another example, Ahangari and Amirzadeh (2011), who investigated the error correction techniques used in different levels of language proficiency, the result showed that different techniques were provided for different proficiency levels. That is self-correction techniques, which are metalinguistic, elicitation, clarification and repetition were used more frequently in more proficient learners than those who were lower proficiency level. In order to clarify the distributions of the six different types of correction techniques, each technique is illustrated as follows:

#### **1.) Recast**

Recast is a feedback strategy that has been proved by many researchers to be the most frequent treatment used in the classroom (Lyster & Ranta, 1997; Safari, 2013; Ajideh & FareedAghdam, 2012; Suzuki, 2004). Camilla (2009) indicated that recast, which is an implicit corrective feedback, is very discreet and makes students

feel more comfortable than any other feedback types method. Moreover, recast is believed to be a feedback strategy that is employed successfully with learners in many classrooms like communication and content exchanges classes (Lightbown & Spada, 2006). Recast was found as a to response to every kind of error – grammatical, phonological and lexical (Suzuki, 2004; Choi & Li, 2012) but when focusing on student-generated repair or self –repair, recast became null since this type of feedback contained the correct form for the students (Lyster & Ranta, 1997). Recasting, additionally, might be ignored or unnoticed by the students since this type of feedback is just a correct form provided from the teacher and does not point out where the error is, as the example shown below: (Taipale, 2012).

*T: and how is the next one expressed in English in the text?*

*S: exploit people's ignoridge (**lexical error**)*

*T: yeah that's right. So ignorant person doesn't know anything and ignorance is the state of not knowing (**recast**)*

## **2.) Explicit correction**

Explicit correction is preferred for use in correcting grammatical errors in traditional grammar contexts since it offers correct forms and the teachers also indicate the errors (Camilla, 2009). Also, in Zhang et al.'s (2010) study, it was stated that students preferred explicit correction. Regarding uptake rate, explicit correction invited high learner uptake as in Lyster and Ranta (1997), Suzuki (2004) and Choi and Li (2012) but it was not found to lead to no repair as in Panova and Lyster (2002).

## **3.) Metalinguistic feedback**

The study of the impact of metalinguistic correction on oral, lexical and grammatical range showed that this type of corrective feedback was an effective method since it proved that the learners had improved their oral proficiency (Fahim & Montazeri, 2013) Likewise, Rassaei and Moinzadeh (2014) who demonstrated the effect of metalinguistics showed that metalinguistic feedback could help students in their performance. In addition, some investigation indicated that metalinguistic

feedback had an effect on long-term learning when compared to recast and elicitation (Rashidi & Babaie, 2013). Karimi (2014) indicated that students who got metalinguistic correction were able to notice the gap between the erroneous form and target form. There is, however, a suggestion that it may not be appropriate for every learner, especially at low proficiency (Camilla, 2009).

#### **4.) Clarification request**

Teachers provide this corrective feedback by asking a question to indicate that there is something wrong in the students' utterance. Regarding uptake, although clarification request is not used as much as recast, it leads to a large amount of learner uptake (Lyster & Ranta, 1997; Suzuki, 2004; Choi & Li, 2012). In contrast, in a study in an adolescent communicative EFL context, metalinguistics was found to be ineffective in leading to uptake (Safari, 2013). It may be because the learners at low-intermediate level were not equipped to receive this type of feedback due to Camilla (2009)'s suggestion about appropriateness for learner proficiency.

#### **5.) Elicitation**

Elicitation is known as an implicit correction strategy where teachers point out the errors to draw learners' attention. It has been infrequently used in classrooms but this type of corrective feedback leads to 100 percentage of learner uptake (Lyster & Ranta, 1997; Suzuki, 2004; Choi & Li, 2012). As for the result in learner repair, it was found in Lyster and Ranta and Choi and Li studies that elicitation was the most effective technique for repair, but it was found to be the least effective type of feedback in Suzuki's study. Concerns are the limited amount of time; elicitation was used less because this type of correction requires a considerable amount of time to indicate the particular errors and self-correction also needed (Gitsaki & Althobaiti, 2010).

#### **6.) Repetition**

Repetition of student's utterance is one of the feedback types that happens not so often in a classroom but it leads to quite high uptake. According to one study of the effectiveness of repetition, it appears that the student who received

feedback, as well as the other students, gained benefit from repetition since they got high scores in their grammar test (Büyükbay & Dabaghi, 2010). There is an ambiguous practice when a teacher repeats the learner's utterance just in order to give support to the students. As a result, it might become ambiguous at what point teachers want to indicate form or meaning of the utterance (Lyster & Ranta, 1997).

### **2.3 Learner uptake**

Learner uptake will happen after they receive corrective feedback from their teacher. Learner uptake refers to something that manifests students' reaction to the teacher's corrective feedback provided (Safari, 2013). Lyster and Ranta (1997) defined learner uptake as "a student's utterance that immediately follows the teacher's feedback and that constitutes a reaction in some way to the teacher's intention to draw attention to some aspect of the student's initial utterance". In the case students ignore their teacher corrective feedback, *no uptake* is called (Suzuki, 2004). However, Taipale (2012) claimed that uptake is not a measure that asserts the effectiveness of corrective feedback on language acquisition.

As for Lyster and Ranta's model, uptake can be classified into two categories: *repair* and *need repair*, but the term *no uptake* is added based on Suzuki's study. Three categories of uptake are as follows:

#### **2.3.1 Repair**

Repair is a correct reformulation of error utterance that students produce after they receive prompting. Repair can be divided as

- 1.) Repetition – a student's repetition of teacher's correct form.
- 2.) Incorporation - a student's repetition of teacher's correct form which the student additionally produces a longer utterance which results from incorporation.
- 3.) Self-repair – correct form reproduced by the student who made the error.

4.) Peer repair - correct form reproduced by another student instead of the student who made the error.

Example: (Choi & Li, 2012)

*S: exciting boy*

*T: an excited boy*

*S: excited (uptake-repair)*

### 2.3.2 Need repair

Need repair refers to “a situation where the learner responds to the corrective feedback but the learner’s utterance does not result in repairing the original erroneous utterance (Suzuki, 2005)” Based on Lyster and Ranta (1997), six types of need-repair are identified.

- 1.) Acknowledgement refers to the response of student simply as “yes” or “no”
- 2.) Same error refers to “repetition of the student’s initial error”
- 3.) Different error refers to response of student that neither repeats nor corrects the error, but there is a different error which the student makes.
- 4.) Off target refers to a student’s response that is not the target error the teacher gives the feedback on.
- 5.) Hesitation refers to hesitation of a student’s response to the teacher.
- 6.) Partial repair refers to the partial correct form of initial error with which the student responds to the teacher.

Example: (Choi and Li, 2012)

*S: if she plays it, people sleep gets*

*T: go to sleep*

*S: yeah (uptake-need repair)*

### 2.3.3 No uptake

No uptake refers to the case that a student neither reacts nor responds to the teacher feedback at all.

Example: (Choi and Li, 2012)

*S: he is poison*

*T: could be poisonous*

*S: He could bite you (no uptake-topic continuation)*

It is mentioned that successful uptake which follows the different types of feedback manifests the levels of noticing related to “learning outcome” (Choi & Li, 2012). Based on many studies, uptake and repair have significant relationships to corrective feedback types (e.g., Campillo, 2005; Lyster & Ranta, 1997; Suzuki, 2004). As learner uptake is the reaction of students towards teachers’ corrective feedback, the rate of learners’ uptake is associated with the ways teachers give feedback. However, student language proficiency level mainly concerns about how well they are able to uptake, or, more precisely, how well they are able to reproduce the error made in a correct form after receiving teacher corrective feedback. Although some strategies - clarification request and metalinguistic feedback are very fruitful, they may not be appropriate for learners at low proficiency (Camilla, 2009).

Regarding repair approach, it has been said that how well learners can repair error depends on their language proficiency as well as how a teacher gives feedback (Kennedy, 2010). In Kennedy’s study, learners who had mid/high language proficiency were able to repair the errors more than those who had low proficiency level because of linguistic knowledge and ability to understand oral English. Moreover, types of repair also relied on the way the teacher used correction techniques. The teacher chose to use recast (correct form provided) for low proficiency level while the learners with mid-high proficiency level were given more feedback types where the correct form was not provided. In respect of student-generated repair, i.e., peer repair and self- repair, they have been frequently

mentioned in several studies suggesting that they should be promoted in classrooms as they result in obtaining an achievement. Self-repair can be done in the case that teachers use correction techniques such as elicitation, clarification request, metalinguistic and repetition; therefore, these types of feedback were considered as useful for learners to detect their linguistic weakness (Nikoopour, 2014).

In terms of peer-correction with regard to learner-generated repair, Wang (2008) stated that peer correction could create a friendly atmosphere more than feedback provided from a teacher and it brought about a decreasing feeling of discouragement. Sultana (2009) reported that peer correction created a comfortable and supportive atmosphere and made students less frightened than when they got feedback from the teacher. On the contrary, Méndez and Cruz (2012) claimed that peer correction was not preferred by learners and it was said that peer correction was sometimes harmful as well as it could break relationships among learners. In their studies, teacher's feedback and self-correction were more effective and needed.

#### **2.4 Learners' preference and opinion on oral corrective feedback**

Learners' preference is the main key which supports the second language process to go forward. A large number of studies which accentuate the effectiveness and attitude of the learners similarly reveal that learners prefer provision of corrective feedback by the teacher. Zhang, et al. (2010) indicated that the provision of corrective feedback is agreeable and accepted by the students. The same finding was in Kavaliauskienė and Anusienė's study (2012) where the result showed that the majority had a positive perspective on teacher corrective feedback and agreed that awareness of error could bring about linguistic development. Another study of corrective feedback which focused on learners' preference reported that 90% of the questionnaire respondents said that corrective feedback was extremely important (Schulz, 2001). In the same way, Oladejo's study (1993) reported that corrective feedback did not prevent learners from communicating in the target language. One of the studies of perceptions of oral errors showed that most teachers and students have the same opinion that the errors should be corrected (Tomczyk, 2013). It can be seen that learners tend to prefer corrective feedback and have positive attitudes to it.



Who should correct students' errors is unquestionable since a number of studies indicated that learners preferred to receive corrective feedback from their teacher (e.g. Zhang, et al., 2010; Sultana, 2009; Amador, 2008). Amador (2008) concluded that all participants in his study agreed to be corrected by the teachers because it could help them improve their oral skill as well as gain new knowledge.

In what ways is the corrective feedback provided most effectively in classroom? Which do students prefer? Yoshida (2008) revealed that students preferred clarification or elicitation which led them to self-correction rather than providing them the corrected form.

On the other hand, corrective feedback can bring about negative effects to students. Results of investigation on how EFL learners emotionally respond to teacher oral feedback revealed that although they felt satisfied with the given feedback, some of them also felt that oral corrective feedback from the teacher was inhibiting and embarrassing (Agudo, 2013). Some teachers had an opinion that too much error correction could cause frustration and loss of confidence (Zhang, et al., 2010). Nonetheless, Camilla (2009) suggested that corrective feedback types did not discourage students if the teacher explained the advantages of giving different feedback strategies and made the students realize that giving feedback was not a critical matter.

## **2.5 Previous research on corrective feedback and learner uptake**

There have been researchers who were interested in corrective feedback and discussing the issue of corrective feedback and learner uptake (Lyster & Ranta, 1997; Panova & Lyster, 2002; Suzuki, 2004; Choi & Li, 2012; Taipale, 2012). They have carried out similar investigations which aimed to find out the relationship between error types and feedback types as well as the occurrence of uptake; however, the settings and ages of students in these studies were different. The present study reviewed the three studies of Lyster and Ranta (1997), Suzuki (2004) and Choi and Li (2012), and in order to give a clearer comparison, results are illustrated in the following tables.



Table 2.2 concerns the three studies' settings which were different in terms of classroom, ages of participants and students' purpose of attendance. For Lyster and Ranta, the investigation took place in French immersion classrooms with young students whose ages are 10 – 12. Therefore, students learned general subjects and knowledge which focused on content. In contrast Suzuki's and Choi and Li's investigations took place in EFL classrooms with adult learners who were 20 - 50 and ESOL classrooms with young learners who were 9 - 10 respectively. As a result, their purposes of the classrooms focused on enhancing students' language skills. For the purpose of the classrooms, this was a noteworthy factor for the way that students responded to teachers' corrective feedback moves.

Table 2.2

*Classroom Setting and Participants*

Researchers	Classroom	Participants' ages	Purpose of study
Lyster & Ranta (1997)	French Immersion	9 - 10	To study general knowledge focusing on content
Suzuki (2004)	EFL	20-50	To improve and brush up English skills in order to enter to colleges and workplace
Choi & Li (2012)	ESOL	6-12	To enhance students' English language development

Table 2.3 shows the distribution of six types of corrective feedback moves in the three different classrooms. It can be illustrated that recast was the most frequent strategy that happened in the three classrooms but the second frequency type was

different in the three studies being elicitation, explicit correction and clarification respectively. In Suzuki's study, metalinguistic feedback, explicit correction and repetition rarely occurred in the classroom. In Choi and Li's study, repetition never occurred in the classroom.

Table 2.3

*Distribution of Corrective Feedback Moves of Lyster and Ranta, Choi and Li and Suzuki*

Feedback Types	Lyster & Ranta (1997)	Choi & Li (2012)	Suzuki (2004)
Recast	375 (55%)	86 (58%)	77 (60%)
Elicitation	94 (14%)	12 (8%)	6 (5%)
Clarification request	73 (11%)	4(3%)	38(30%)
Metalinguistic feedback	58 (8%)	6(4%)	2 (1%)
Explicit correction	50(7%)	39 (27%)	3 (2%)
Repetition	36 (5%)	0 (0%)	3 (2%)

Table 2.4 illustrates the relationship between error types and feedback types. According to Suzuki's research, grammatical error was found to be the majority. It mostly invited recast (57%) and clarification feedback (23%) but never invited

repetition. Additionally, elicitation, metalinguistic and explicit strategies were rarely employed in the classroom. For phonological error, the table shows that recast (58%) and clarification (31%) were frequently provided. Elicitation, explicit and repetition were used less frequently, only 3-4%, and metalinguistic was never provided to respond to this type of error. Lexical error was the least error type which received only three types of feedback - recast, clarification and elicitation as 57%, 39% and 4% respectively.

Table 2.4

*Distribution of Errors Leading to Feedback Types of Suzuki*

Feedback Types	Suzuki (2004)		
	Grammatical (n=83)	Phonological (n=39)	Lexical (n=25)
Recast	15 (57%)	41 (58%)	16 (57%)
Elicitation	2 (8%)	3 (4%)	1 (4%)
Clarification	6 (23%)	22 (31%)	11 (39%)
request			
Metalinguistic	2 (8%)	0	0
feedback			
Explicit	1 (4%)	2 (3%)	0
correction			
Repetition	0	3 (4%)	0

In Table 2.5 illustrating Choi and Li's research, grammatical error was also found to be the majority error which invited mostly 59 percent of recast followed by 29 percent of explicit and 7 percent of elicitation. Clarification and metalinguistic were found only 2.5% of response. Phonological error mainly received recast as 69% followed by explicit as 20%. Elicitation and clarification were seldom provided - at 8% and 3% respectively. Metalinguistic was never provided to phonological error. Lexical error mainly invited recast (40%) and explicit feedback (28%). Metalinguistic, elicitation and clarification were shown as 16%, 12% and 4% respectively. In this study, repetition was nonexistent in provision.

Table 2.5

*Distribution of Errors Leading to Feedback Types Choi and Li*

Feedback Types	Choi & Li (2012)		
	Grammatical (n=157)	Phonological (n=48)	Lexical (n=27)
Recast	49 (59%)	27 (69%)	10 (40%)
Elicitation	6 (7%)	3 (8%)	3 (12%)
Clarification request	2 (2.5%)	1 (3%)	1 (4%)
Metalinguistic feedback	2 (2.5%)	0	4 (16%)
Explicit correction	24 (29%)	8 (20%)	7 (28%)
Repetition	-	-	-

Table 2.6 shows the relation between different types of corrective feedback that led to uptake with repair. According to Lyster and Ranta's study (1997), all types of feedback led to uptake, especially elicitation, which showed 100 percent of uptake. The lowest rate of feedback in terms of uptake, 32%, was recast. Clarification, metalinguistic and repetition received similar rates of uptake at 88%, 86% and 78% respectively. Explicit correction invited learner uptake of half of the provision. With respect to learner repair, elicitation and metalinguistic strategies yielded a high repair rate, and the lowest repair rate was recast.

Interestingly, Suzuki's study illustrated that all types of corrective feedback yielded 100 percent of uptake excepting recast which also showed a high rate with

94%. Regarding repair, explicit correction resulted in the highest rate at 100%, followed by 65 percent for recast. Elicitation showed the least rate of repair.

Based on Choi and Li's study, 100 percent rate of uptake was achieved by elicitation and clarification, followed by explicit correction which revealed 80% success. Recast and metalinguistic response brought learner uptake of 59% and 50% respectively. Regarding repair, it can be seen that elicitation was the highest rate; on the other hand, metalinguistic feedback was the lowest rate.

With the respect to effective types of corrective feedback leading to uptake, elicitation and clarification request were found to be the most effective. As for the rate of learner repair, the three studies showed different results. Lyster and Ranta's study and Choi and Li's study indicated elicitation as the most effective for learner repair, but, by contrast, Suzuki's investigation indicated elicitation as the least effective type of feedback.

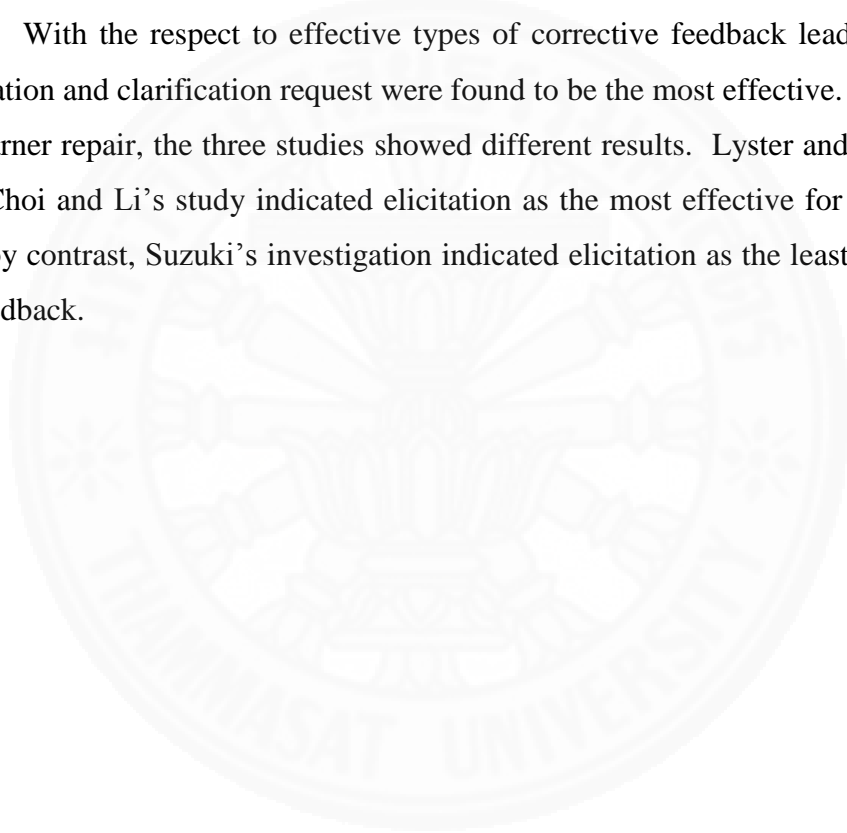


Table 2.6

*Different Types of Corrective Feedback Leading to Uptake and Repair according to Lyster and Ranta, Suzuki and Choi and Li*

Types of CF	Lyster & Ranta (1997)		Suzuki (2004)		Choi & Li (2012)	
	Uptake	Repair	Uptake	Repair	Uptake	Repair
Recast	115 (32%)	66 (18%)	66 (94%)	46 (65%)	51 (59%)	45 (52%)
Elicitation	94 (100%)	43 (46%)	6 (100%)	1 (17%)	12 (100%)	10 (83%)
Clarification request	64 (88%)	20 (28%)	41 (100%)	15 (37%)	4 (100%)	1 (25%)
Metalinguistic feedback	50 (86%)	26 (45%)	2 (100%)	1 (50%)	3 (50%)	1 (17%)
Explicit correction	25 (50%)	18 (36%)	3 (100%)	3 (100%)	31 (80%)	27 (69%)
Repetition	28 (78%)	11 (31%)	5 (100%)	2 (40%)	-	-

The current study was conducted in Thai EFL classrooms and the three types of errors - grammatical, phonological and lexical - were coded. The distribution of corrective feedback and learner uptake were investigated by following the Lyster and Ranta's taxonomy. The next chapter presents the details of the methodology.

## CHAPTER 3

### RESEARCH METHODOLOGY

This chapter describes the methodology for collecting data in order to investigate the distribution of learner uptake following teacher corrective feedback, types of repair, and learners' opinions on oral corrective feedback. It includes: 1) the participants of the study, 2) the instruments, 3) the pilot study 4) the data collection procedure, 5) the data analysis and 6) the threats to validity and reliability.

#### 3.1 Participants

The participants of this study were 248 students and 23 English teachers at Satri Nakhon Sawan School in Thailand. The students were from six classes of listening and speaking courses in secondary level (Mathayom 1-3). There were 86 students who were studying in Mathayom 1 (grade 7), 79 students of Mathayom 2 (grade 8) and 83 students of Mathayom 3 (grade 9), in total, 248 students. Students were from the age of 13 to 15. Students' language proficiency was mixed among high, moderate and low. The 23 English teachers at Satri Nakhon Sawan School consisted of 2 English native speakers and 21 Thai teachers of English. All of them were asked to complete questionnaires and 6 of these 23 teachers were selected to be observed, based on convenience sampling since the six teachers were teaching listening and speaking courses and agreed to participate in the present study. The six teachers were Thai and different in terms of ages and teaching experience. Lastly, five students who were willing to give an interview were randomly chosen.

#### 3.2 Instruments

The instruments used in the present study included questionnaires, observation and interview.

3.2.1 Closed-ended questionnaires for students (Appendix A) and teachers (Appendix B) were conducted. The questionnaires for teachers were in both Thai and English since there were 2 native English teachers.

1.) The teachers' questionnaire was designed to find out about teachers' perspectives on how students react when they receive corrective feedback from the teachers, as well as what the teachers' think about provision of corrective feedback. The frequency was divided using the five rating scale below:

always	equals to	4.51 - 5.00
often	equals to	3.51 - 4.50
sometimes	equals to	2.51 - 3.50
rarely	equals to	1.51 - 2.50
never	equals to	0.00 - 1.50

The agreement was also divided using the five rating scale below:

strongly agree	equals to	4.51 - 5.00
agree	equals to	3.51 - 4.50
neutral	equals to	2.51 - 3.50
disagree	equals to	1.51 - 2.50
strongly disagree	equals to	0.00 - 1.50

The ranges were used as suggested by Srisa-ard (2012).

2.) The questionnaire for students was to investigate the distribution of how they react to teachers' corrective feedback as well as their opinions on teachers' corrective feedback. The rating scales were identical to the teacher's questionnaire.

3.2.2 Observation was used in the present study to gather the qualitative information. The observation was conducted in English listening and speaking courses with six groups of students with six different teachers. The six classes were divided into three groups according to error types - grammatical, phonological and lexical errors. There were 39 - 43 students in each class. There was a video recording during the classroom observation. Each class was observed approximately 2 hours, a total of 12 hours for the classroom observation. There was no control over the way teachers conducted the classes but the teachers were informed of the purpose of the present study. The researcher observed the interaction between students and teachers as well as the patterns of provision of oral corrective feedback and learner uptake in the classrooms. The topics for the observation were types of errors, and learner uptake: no uptake and uptake with repair and need repair. In respect of repair, types of



repair – repetition, incorporation, self-repair and peer-repair were observed and analyzed.

3.2.3 An interview was the last instrument which was employed to explore deeper the students' opinions on oral corrective feedback from the teachers. After classroom observation, five students were randomly chosen for an interview, dependent on the willingness of the participants, and during the interview, there was an audio recording. The levels of the five interviewees were different, three from Mathayom 2 (Grade 8) and two were from Mathayom 3 (Grade 9).

There were four questions which asked about students' feelings and preferences for teachers' feedback as the following:

- 1.) When you make any errors, including grammatical, phonological and lexical, do you think the teacher should correct your error? Why or why not?
- 2.) Do you think the corrective feedback from your teacher has any influence on your English learning? How?
- 3.) Is the teachers' correction beneficial? Please explain.
- 4.) How do you feel when you get the corrective feedback from the teacher?

### **3.3 Pilot study**

The two Thai original questionnaires were given to respondents, both teachers and students. The questionnaire for students was piloted with 13 volunteer students. As for the teacher questionnaire, three teachers were asked to complete the questions for the pilot study. The teachers and students offered beneficial comments and feedback that was useful for the revision.

### 3.3.1 Student Questionnaire

The original Thai version of the questionnaire contained 15 items and the items were pared to 14 items. The 13 participants agreed to delete the item “I do not even notice that teacher gives me correction”.

### 3.3.2 Teacher Questionnaire

The 24- item Thai questionnaire was reformatted and the revisions were also made. Three teachers gave some comments about the form of the questionnaire and the language editing for clarity and conciseness.

## 3.4 Data collection procedures

The present study was conducted with triangulation which gathers data from three sources to reach the same research finding (Mackey & Gass, 2005 p.181). The research which was conducted with the three steps - questionnaire, observation and interview - took place in May, 2015 at Satri Nakhonsawan School with the permission from the director of the school. Then the researcher began to carry out the analytic procedure.

The research was carried out according to the following procedures.

- 1.) The questionnaires were given to 23 English teachers and 248 students.
- 2.) Six teachers who were teaching ‘English Listening and Speaking’ were selected according to their availability to be observed. In the observation procedure, students were not informed of the purpose of the study in the observation procedure, so they could react in the class naturally. However, the instructors were informed of the purpose of the study but how they instructed the class was not controlled and they could conduct their classes in their own way. The investigation lasted approximately 2 hours for each group. Modes of error were focused on oral production which concerned grammatical, phonological and lexical aspects. The researcher was the observer and also took notes during the observation. There was a video

recording. The students were observed during the oral activities in terms of their reactions or responses to the teacher's error correction. The students were observed how they reacted to the different ways of correction errors and the focus was also on their uptake, including repair and need-repair. In terms of repair, four types were coded according to Lyster and Ranta's model: repetition, incorporation, self-repair and peer-repair. The frequency of feedback provision, error types and types of repair were also focused on. There was a video recording during the observation to cover some relevant actions which the researcher might not have noticed during the class observation.

- 3.) After the observation, five students from the different observed classes were randomly interviewed for in-depth information about their opinions on teachers' corrective feedback.
- 4.) All the data obtained were analyzed using: 1) mean scores and standard deviation of the questionnaires according to Microsoft Excel 2010; 2) distributions of learner uptake; and 3) transcription of the interviews.
- 5.) The results were analyzed and detailed description of data analysis follows below.

### **3.5 Data analysis**

This present study concerned both quantitative and qualitative analysis. The data were analyzed according to the three research questions. The results of questionnaires were used to deal with distribution of learner uptake different types of corrective feedback in the EFL classrooms, as well as types of learner errors which were grammatical, phonological and lexical errors. The data also indicated the distribution of learner uptake following different types of corrective feedback.

Additionally, students' opinions about teacher's provision of oral corrective feedback in classrooms which might influence learner uptake could also be analyzed. Data from the observation were used to qualitatively analyze students' reactions to the

teacher's provision occurring in the classroom setting. The results of the observation can explain the relationship between types of corrective feedback and types of learner errors. Moreover, the distribution of different types of feedback for learners in these EFL classrooms was also found out from the observation. The data was collected from the three main instruments as follows:

### **3.5.1 Questionnaires**

The data obtained from both the teacher and student questionnaires were analyzed by the Microsoft Excel 2010 program. The findings from the study were presented by frequency, means ( $\bar{X}$ ) and Standard Deviation (S.D.).

### **3.5.2 Observation**

In the classroom observation, the categories which were used for coding were composed of types of learner error, teacher corrective feedback and learner uptake – made up of repair and needs-repair. The frequency rates of teacher provision of corrective feedback as well as learner uptake were focused on and counted. The corrective feedback result in learner uptake, the ways students reacted to the feedback, and types of repair, were also analyzed.

### **3.5.3 Interview**

The transcription of the interviews were analyzed. Some examples were closely examined to find out about the effects, advantages and influence of the provision of corrective feedback from the teachers.

## **3.6 Threats to validity and reliability**

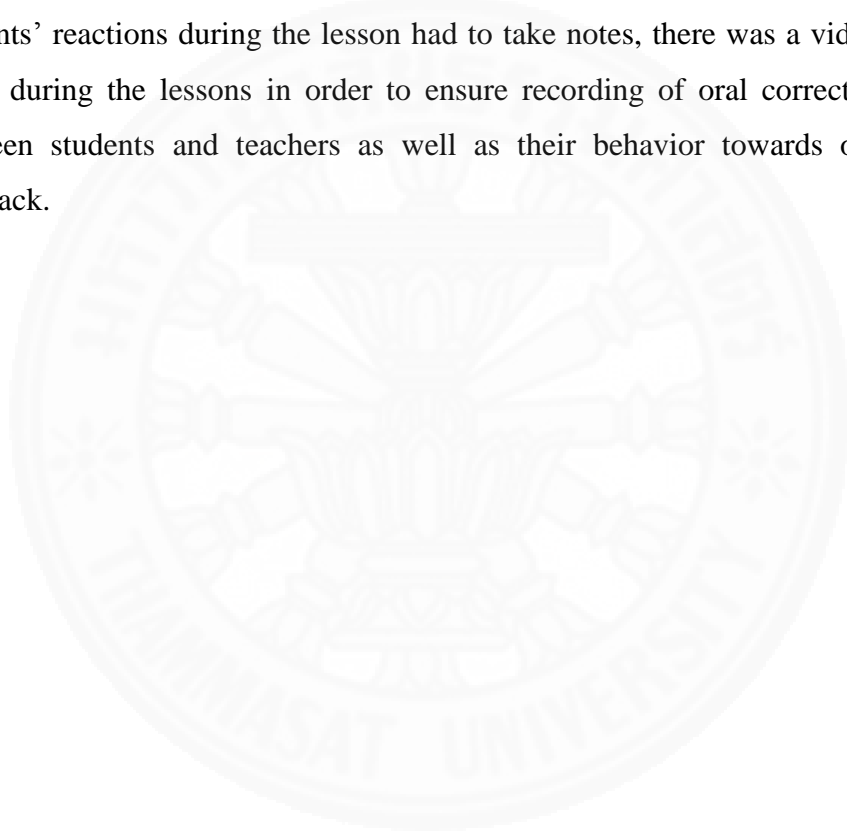
### **3.6.1 Validity**

According to the methodology in the present study, validity could be compromised as the result of some unnatural reactions of the participants during the English lessons since the presence of the researcher in the classroom to observe the class and take notes might affect how the students reacted in the classroom. Moreover, participants' language proficiency probably affected the rate of repair

because when teachers provided some clues concerning grammatical terminology or lexical knowledge, students had to have prior target language knowledge in order to repair the errors. As for external validity, the sampling was not generalizable since the sampling was quite small with 248 Thai EFL students and six English teachers. They were not representative of the entire population.

### **3.6.2 Reliability**

Since observation was a part of the study and the person who observed students' reactions during the lesson had to take notes, there was a video - recording made during the lessons in order to ensure recording of oral correction sequences between students and teachers as well as their behavior towards oral corrective feedback.



## CHAPTER 4

### DATA ANALYSIS AND RESULTS

In this chapter, the results reveal the patterns of providing oral corrective feedback and learner uptake in EFL classrooms as well as types of repairs which were the responses to the feedback. The data was obtained from the questionnaire survey and the classroom observation. This chapter also presents students' opinions on teacher corrective feedback which was additionally provided by interview.

The purpose of this research was to investigate the research questions as follows:

1. What is the distribution of learner uptake following the corrective feedback to different learner errors?
2. What types of repairs happen according to learner uptake?
3. What are the students' opinions on teachers' corrective feedback?

#### 4.1 Findings related to the first question

There are three sources of information related to the distribution of learner uptake: 1) the classroom observation, 2) the student questionnaire, and 3) the teacher questionnaire.

##### 4.1.1 Classroom Observation

The errors in the six classrooms which were observed could be divided into three according to error types - grammatical, phonological and lexical errors. How the six teachers conducted the classrooms was not controlled. Each classroom consisted of 39 – 43 students and classes were taught by six different teachers who were different in terms of ages and teaching experience. The frequency of teachers' corrective feedback was counted as well as learner uptake, which was defined as reaction or utterance after provision of teacher's corrective feedback.

Table 4.1

*Information on the Six Different Teachers across Types of Error Focuses, Classes of Teaching, Frequency of Corrective Feedback Provision and Frequency of Learner Uptake*

	<b>T1</b>	<b>T2</b>	<b>T3</b>	<b>T4</b>	<b>T5</b>	<b>T6</b>
<b>Types of Error Focus</b>	Grammatical	Grammatical	Phonological	Phonological	Lexical	Lexical
<b>Class of teaching</b>	M.3/3	M. 2/8	M. 2/1	M. 1/9	M. 3/8	M. 1/12
<b>Frequency of CF provision</b>	3	7	21	5	9	0
<b>Frequency of Learner Uptake</b>	0	5	21	5	8	0

The teachers gave the corrective feedback in the classrooms altogether 45 times. Regarding the types of error that the teachers corrected, it was found that the teachers frequently gave feedback to the students for pronunciation or phonological error, a main focus in the classroom with 26 times of all 45 times, or 58% of corrective feedback provision, followed by grammatical error as 22% and lexical error as 20%.

With respect to distribution of corrective feedback moves which were provided by the teachers, the six types of corrective feedback initiating by Lyster and Ranta's model were coded. Recast, which refers to a teacher reformulation of students' erroneous form without pointing out where the errors are, was found to be the most frequent strategy used in classrooms with 56%, followed by explicit feedback, with 22%, elicitation and metalinguistic with 11% and 7% respectively. Clarification requests, together with repetition, were equally found to be the methods least often used, with 2%.

According to types of corrective feedback across types of error, it was found that with grammatical errors, teacher response mostly employed recast (4 out of 10) followed by elicitation (3 out of 10), explicit (2 out of 10) and repetition (1 out of 10). Clarification and metalinguistic feedback did not occur. As for phonological error, recast was also found to be the most frequent method, in 21 out of 26 corrective feedback provisions. Explicit correction and metalinguistic feedback were equally found at 2 out of 26, and elicitation was found in only 1 case out of 26. Clarification and repetition were not found with this type of error. In lexical error focus classes, an explicit response was most frequently used, with 6 out of 9 instances. Clarification, metalinguistic and elicitation were equal - 1 out of 9 corrective feedback provisions. Recast and repetition, on the other hand, did not happen.

Table 4.2

*Distribution of Corrective Feedback Moves across Error Types*

	Grammatical (n=10)	Phonological (n=26)	Lexical (n=9)	Total (45)
Recast	4	21	-	25(56%)
Elicitation	3	1	1	5(11%)
Clarification request	-	-	1	1(2%)
Metalinguistic	-	2	1	3(7%)
Explicit correction	2	2	6	10(22%)
Repetition	1	-	-	1(2%)
Total	10 (22%)	26 (58%)	9 (20%)	45(100%)



To illustrate the ways teachers gave corrective feedback to the students, the examples, which were obtained from the observation, are given as follows:

**Example 1:** phonological error focus

*S: gets dress*

*T: "there is no S after get, don't pronounce it" (explicit correction)*

*S: gets dress*

*T: again, please?*

*S: get dress*

**Example 2:** grammatical error focus

*S: I am get up at 7 o'clock.*

*T: I..? [pause] (elicitation)*

*S: [silent]*

*T: I get up at 7 o'clock. There is no "am" (explicit)*

*S: I get up at 7 o'clock.*

**Example 3:** lexical error focus

*S: Out of the home*

*T: out of the .....? (elicitation)*

*S: .....[silent]*

*T: we don't use home. We use house.*

To illustrate the distribution of learner uptake that followed corrective feedback, the frequency of corrective feedback that teachers provided and frequency of learner uptake are shown. Learner uptake included any student responses to provision of teacher's corrective feedback. Students responded to teacher corrective

feedback 39 times out of 45 times, or learner uptake was calculated at 86 % of corrective feedback. It means that there was no uptake with only 14 % of corrective feedback provision. With respect to error types, phonological error was shown to be the most frequent error that was corrected and the rate of learner uptake was 100 %. Corrective feedback given for grammatical error was found to be 22% of all corrective feedback provision and the rate of learner uptake was 50 %. Lexical error correction made up 20 % of the corrective feedback provision with 89 % of learner uptake. A clearer format of the information is shown in Table 4.3

Table 4.3

*Distribution of Learner Uptake*

Types of Error	Frequency of CF (n=45)	Frequency of Learner Uptake (n=39) (86% of CF)	No Uptake (n=6) (14% of CF)
Grammatical	10 (22%)	5 (50%)	5
Phonological	26 (58%)	26 (100%)	0
Lexical	9 (20%)	8 (89%)	1

With respect to effectiveness of corrective feedback types leading to learner uptake, the table shows that there were three correction techniques that 100% brought about learner uptake: recast, clarification and metalinguistic. Explicit feedback could lead to 80% learner uptake, followed by elicitation with 40%. Repetition was not found to lead to any learner uptake at all. Regarding repair, which refers to a correct reformulation of student error utterances produced after the students received the feedback, clarification and metalinguistic techniques were found 100% to invite repair. Elicitation, explicit and recast invited repair at 88%, 87% and 50 % of learner uptake respectively.

Table 4.4

*Different Types of Corrective Feedback Leading to Learner Uptake and Repair*

Types of Corrective Feedback	Frequency of CF (n=45)	Frequency of Learner Uptake (n=39)	Frequency of Repair (n=34)
Recast	25	25 (100%)	22 (88%)
Elicitation	5	2 (40%)	1 (50%)
Clarification request	1	1 (100%)	1 (100%)
Metalinguistic	3	3 (100%)	3 (100%)
Explicit correction	10	8 (80%)	7 (87%)
Repetition	1	-	-

Table 4.5

*Comparison of Different Types of Corrective Feedback Leading to Uptake and Repair*

Feedback Types	Lyster & Ranta (1997)		Suzuki (2004)		Choi & Li (2012)		Current Study	
	Uptake	Repair	Uptake	Repair	Uptake	Repair	Uptake	Repair
Recast	115 (32%)	66 (18%)	66 (94%)	46 (65%)	51 (59%)	45 (52%)	25 (100%)	22 (88%)
Elicitation	94 (100%)	43 (46%)	6 (100%)	1 (17%)	12 (100%)	10 (83%)	2 (40%)	1 (50%)
Clarification request	64 (88%)	20 (28%)	41 (100%)	15 (37%)	4 (100%)	1 (25%)	1 (100%)	1 (100%)
Metalinguistic feedback	50 (86%)	26 (45%)	2 (100%)	1 (50%)	3 (50%)	1 (17%)	3 (100%)	3 (100%)
Explicit correction	25 (50%)	18 (36%)	3 (100%)	3 (100%)	31 (80%)	27 (69%)	8 (80%)	7 (87%)
Repetition	28 (78%)	11 (31%)	5 (100%)	2 (40%)	-	-	-	-

### 4.1.2 Questionnaires

Based on 5-item, Likert Scale questionnaires which were the main instrument in the present study, the data found can be analyzed to evaluate the distribution of learner uptake following teacher corrective feedback, both from students' and teachers' perspectives. Descriptive of Mean scores ( $\bar{X}$ ), S.D. were computed. The frequency level of learner uptake following teacher corrective feedback is presented using the mean scores ( $\bar{X}$ ).

4.51 - 5.00	means	always
3.51 - 4.50	means	often
2.51 - 3.50	means	sometimes
1.51 - 2.50	means	rarely
0.00 - 1.50	means	never

The identical statements of the two questionnaires asked to find out how often corrective feedback was provided in classrooms. The following statements from the students' questionnaire concern the reaction of students following different corrective feedback. As for the teachers' questionnaire, regarding students' reaction from the teachers' perspective, the statements were divided into three types of error – grammatical, phonological and lexical.

#### 4.1.2.1 Student Questionnaire

The obtained result showed that the teachers thought they often provided corrective feedback to the students, with the mean scores of 4.48 and S.D 0.69. The error that students thought they were most frequently corrected on was phonological error; the mean score was 4.44 and S.D 0.69. Lexical and grammatical errors were corrected with the mean scores of 3.85 and S.D 0.94 and 3.72 and S.D 0.85 respectively. The information is clearly presented in Table 4.6.

Table 4.6

*Frequency Questionnaire Results Evaluated by Students*

Statements	Level of Frequency		
	$\bar{X}$	S.D.	Meaning
1. Frequency of receiving correction from the teacher	4.48	0.69	often
2. Frequency of receiving corrective feedback following different errors			
2.1 Grammatical error	3.72	0.85	often
2.2 Phonological error	4.44	0.69	often
2.3 Lexical error	3.85	0.94	often

The reaction of students towards teachers' corrective feedback can be divided into two parts – uptake and no uptake. Uptake includes any reactions of students to the feedback, no matter whether the students could correct the errors or not. No uptake refers to ignorance of the teacher correction. The results indicated that students often had reactions to the teacher's corrective feedback rather than ignoring it. The students said they could correct the error by themselves with the mean scores of 3.71 and S.D 0.66. However, often they could not correct the error with the mean scores of 3.55 and S.D 0.90. The mean score of asking for help from friends was 3.73 with S.D 1.17. Additionally, they sometimes ignored the teacher's correction with the mean scores of 2.63 and S.D 0.69. The information is presented in Table 4.7.

Table 4.7

*Reaction of Students towards Corrective Feedback Evaluated by Students*

Statements	Level of Frequency		
	$\bar{X}$	S.D.	Meaning
3. The students' reactions to the teachers' corrective feedback			
3.1 I try to understand what the teacher is saying and I can correct the error by myself	3.71	0.66	often
3.2 I try to understand what the teacher is saying but I cannot correct the error by myself	3.55	0.90	often
3.3 I ask help from my friend to correct the error	3.73	1.17	often
3.4 I just ignore the teacher correction	2.63	0.69	sometimes

**4.1.2.2 Teacher Questionnaire**

From the teachers' perspectives, they thought that overall corrective feedback was often employed in classroom, with the mean scores of 3.83 and S.D 0.67. In respect of error types, phonological error required the most frequent provision of feedback, with the mean scores of 4.04 and S.D 0.76, followed by lexical error with the mean scores of 3.74 and S.D 0.81. Grammatical error was found to be the least frequent type that teachers provided feedback for, with the mean scores of 3.22 and S.D 1.27.

Table 4.8

*Frequency Questionnaire Results Evaluated by Teachers*

Statements	Level of Frequency		
	$\bar{X}$	S.D.	Meaning
1.Frequency of receiving correction from the teacher	3.83	0.67	often
2.Frequency of receiving corrective feedback following different errors			
2.1 Grammatical error	3.22	1.27	sometimes
2.2 Phonological error	4.04	0.76	often
2.3 Lexical error	3.74	0.81	often

Reactions of students from the teachers' perspectives were investigated and categorized by the types of errors: grammatical, phonological and lexical. The meanings of students' response to each error types were not different since most statements indicated that students' reaction sometimes happened in classroom as shown in Table 4.9. Focusing on the mean scores, the interesting finding was the teachers thinking that students corrected their errors by asking their peers, since the mean of these statements, in terms of grammatical, phonological and lexical error, presented as 3.17, 3.17 and 3.48 respectively. The statement of students deliberately paying no attention to what teachers say, in response to the three error types, was analyzed as rarely happening in the classroom, with the mean scores of 2.39, 2.08 and 2 respectively.

Table 4.9

*The Reactions of the Students towards the Corrective Feedback*

Statements	Level of Frequency		
	$\bar{X}$	S.D	Meaning
1. What is the reaction of the students when they are corrected their <u>grammatical errors</u> ?			
1.1 they correct their errors by themselves	2.87	0.81	sometimes
1.2 they correct their errors by asking their peers	3.17	0.88	sometimes
1.3 they cannot correct errors and keep silent	2.65	0.71	sometimes
1.4 they cannot correct errors but they try to correct their errors by themselves	3.00	0.79	sometimes
1.5 They seem not to understand what the teacher said	2.78	0.90	sometimes
1.6 they deliberately pay no attention to what the teacher said	2.39	0.89	rarely
2. What is the reaction of the students when they are corrected their <u>phonological errors</u> ?			
2.1 they correct their errors by themselves	2.96	0.70	sometimes
2.2 they correct their errors by asking their peers	3.17	0.71	sometimes
2.3 they cannot correct errors and keep silent	2.65	0.83	sometimes
2.4 they cannot correct errors but they try to correct their errors by themselves	3.17	0.71	sometimes
2.5 They seem not to understand what the teacher said	2.57	1.07	sometimes
2.6 they deliberately pay no attention to what the teacher said	2.09	1.04	rarely



Statements	Level of Frequency		
	$\bar{X}$	S.D	Meaning
3. What is the reaction of the students when they are corrected their <u>lexical errors</u> ?			
3.1 they correct their errors by themselves	3.04	0.82	Sometimes
3.2 they correct their errors by asking their peers	3.48	0.73	Sometimes
3.3 they cannot correct errors and keep silent	2.57	0.99	sometimes
3.4 they cannot correct errors but they try to correct their errors by themselves	3.09	0.73	Sometimes
3.5 They seem not to understand what you say	3.09	1.16	Sometimes
3.6 they deliberately pay no attention to what you say	2.00	1.06	rarely

In case that students did not respond to teachers' corrective feedback, teachers rarely continued the topic (with the mean scores of 1.78 and S.D 0.90) but the teachers often chose to try to find another feedback strategy to elicit students self-correction (by mean of 3.91 with S.D 0.99) or ask the peers to find the correct form of error (with the mean scores of 3.91 and S.D 0.79). The teachers sometimes provided students the correct form of an error with the mean scores of 3.43 and S.D 0.94.

Table 4.10

*Teachers' Reaction when Students did not Respond to the Feedback*

Statement	Level of Frequency		
	$\bar{X}$	S.D	Meaning
1. What do you do when the students do not respond to your corrective feedback?			
1.1 you continue the topic	1.78	0.90	rarely
1.2 you try to find another feedback to elicit students self-correction	3.91	0.99	often
1.3 you ask the peers help to find the correct form	3.91	0.79	often
1.4 you provide students the correct form	3.43	0.94	sometimes

#### 4.1.3 Comparison of distribution of corrective feedback provision across error types

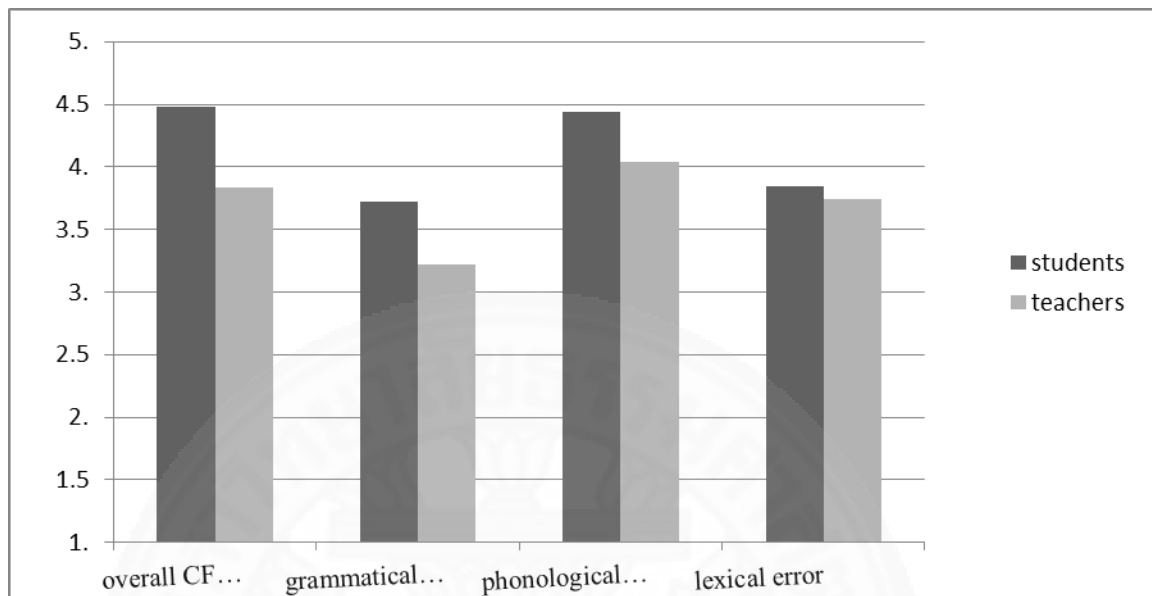
The results according to student and teacher questionnaire responses revealed that the students and the teachers indicated that corrective feedback provision occurred often. In terms of types of errors, they said that phonological errors were mostly corrected, followed by lexical and grammatical errors respectively.

Table 4.11

*Showing Comparison of Frequency of Corrective Feedback Provision between Students' and Teachers' Perspectives*

Statements	Level of Frequency					
	Student			Teacher		
	$\bar{X}$	S.D.	Meaning	$\bar{X}$	S.D.	Meaning
1. Frequency corrective feedback provision	4.48	0.69	Often	3.83	0.67	often
2. Frequency of receiving corrective feedback following different errors						
2.1 Grammatical errors	3.72	0.85	Often	3.22	1.27	sometimes
2.2 Phonological errors	4.44	0.69	Often	4.04	0.76	often
2.3 Lexical errors	3.85	0.94	often	3.74	0.81	often

#### 4.1.4 Graph showing frequency of corrective feedback provision comparing students' and teachers' perspectives



*Figure 4.1.* Comparison of frequency of corrective feedback provision between students' and teachers' perspectives

Both teachers and students agreed that corrective feedback was often provided. The focus was on phonological error as the most often responded to, followed by lexical and grammatical errors.

#### 4.2 Findings related to the second question

**Researcher Question 2:** What types of repair happen according to learner uptake?

The observation in the classrooms was used to analyze the data. The main focus of the learner uptake was on repair; in other words, the students' reactions after receiving corrective feedback from the teacher were accounted for. In the present study, learner uptake happened with 86% of the corrective feedback provision, which means there was no uptake in 14% of cases. In terms of learner uptake, repair was counted at 87% and need-repair was 13%.

Table 4.12

*Distribution of Repair and Need-repair according to Learner Uptake*

<b>Learner uptake (N=39)</b>	<b>Number</b>	<b>Percentage</b>
Repair	34	87
Need-repair	5	13

In order to illustrate the data, the six classes were divided into three sections as regards the focus on three types of errors. That is to say, the first two classes were focused on grammatical error, the second two classes were focused on phonological errors and the last two classes focused on lexical errors. Reactions of students, which have been termed as learner uptake, are divided into repair and need repair. The present study focused on repairs which were categorized as repetition, incorporation, self-repair and peer-repair. The following examples are given to illustrate each category:

**Repetition:** phonological error focus

*S: takes a bath*

*T: There is no s after take, not takes, take.*

*S: Take*

*T: bath*

*S: Bath*

**Incorporation:** lexical error focus

*S: I am at the car stop*

*T: What is it? You mean traffic light?*

*S: (nodding)*

*T: There is no car stop. Change to bus station, police station.....*

*S: I am at the bus station.*

**Self-repair:** lexical error focus

*S: A bag is on my room*

*T: on my room? What do you mean?*

*S: in my room. A bag is in my room.*

**Peer-repair:** grammatical error focus

*S1: I am go shopping at 4 o'clock.*

*S: I am go?*

*S2: I go*

*S1: I go shopping at 4 o'clock.*

According to the classroom observation, the findings showed that repetition was the most frequent type of repair which occurred in the classrooms (79.4% of total repair). Incorporation and peer-repair happened less, with the same rate at 5.9% of repair. Self-repair made up 8.8% of repair as in the Table 4.12.

Regarding types of error focus, it was found that grammatical errors mostly invited repetition (3 out of 5) followed by incorporation (1 out of 5) and peer-repair (1 out of 5) respectively. As for phonological error, it mainly invited repetition (21 out of 22) followed by self-repair (1 out of 22). Lexical errors invited all types of repair: repetition (3 out of 7), incorporation (1 out of 7), self-repair (2 out of 7) and peer-repair (1 out of 7).

Table 4.13

*Distribution of Repair across Error Types*

<b>Types of Repair</b>	<b>Grammatical Error (N=5)</b>	<b>Phonological Error (N=22)</b>	<b>Lexical Error (N=7)</b>	<b>Total (N=34)</b>
Repetition	3	21	3	27 (79.4%)
Incorporation	1	0	1	2 (5.9%)
Self-repair	0	1	2	3 (8.8%)
Peer-repair	1	0	1	2 (5.9%)

According to classroom observation, it can be seen how students reacted to correction feedback resulted from how teachers provided the feedback. If teachers just provided the correct form of the error, then students repeated. In contrast, if teachers elicited the correct form from students by asking questions or explaining words and terminology, or gave them time to think about the answer, other types of repair would occur.

The examples are follows:

**Example1: repetition**

*S: Thailand is near Phama*

*T: Phama? Myanmar*

*S: Myanmar*

**Example 2: repetition**

*S: take a bas*

*T: not bas , take a bath*

*S: take a bath*

**Example3: self-repair**

*S: statdi*

*T: again, please?*

*S: Study*

**Example 4: self-repair**

*S: the cat is in the home.*

*T: เราจะไม่ใช่ home ที่เป็นสิ่งก่อสร้าง แต่เราจะใช้..... อีกคำ อะไรคะ*

*S: house ?*

*T: (nodding)*

*S: the cat is in the house.*

According to the examples above, when the teacher provided the correct forms to the student, it obviously resulted in repair using repetition. On the other hand, when the teacher asked the student to say again in order to indicate the error, it seemed that the teacher gave the student some time to correct the errors by himself/herself. Also, in example 4, where the teacher explained the word ‘home’ and asked the student to use another word, the student could correct the error by himself. Apparently, giving time after the corrective move can bring about learner uptake and repair, as Ellis (2009) claimed; that teachers should create space following the corrective move in order to allow learner uptake.

**4.3 Findings related to the third question****Researcher Question 3: What are students’ opinions on corrective feedback?**

The questionnaire and interview provided the data to discover students’ opinions on corrective feedback provided by the teacher.



### 4.3.1 Questionnaire Result

All students were asked to fill in the questionnaire by checking the level of agreement according to the statements, which were rated as following:

4.51 - 5.00	means	strongly agree
3.51 – 4.50	means	agree
2.51 – 3.50	means	neutral
1.51 – 2.50	means	disagree
0.00 – 1.50	means	strongly disagree

The findings from the questionnaire survey pointed out the levels of frequency in their opinions on corrective feedback received from the teacher. The first column illustrates the statements of student's opinions. The second and the third review the Means and Standard Deviations respectively. The last column shows the level of agreement with the statements which students had opinions on.

The positive opinions reported usefulness, encouragement, and satisfaction, and preference for the feedback. The negative opinions were about discouragement, embarrassment, and losing confidence and worrying about speaking English. The usefulness of teacher corrective feedback was presented with the mean scores of 4.19 (S.D. 0.9), which means teacher corrective feedback was very often useful. The students' average mean score on the questionnaire with regard to encouragement to learn further knowledge was 3.55 with S.D. 0.95. The mean score of satisfaction and preference for receiving corrective feedback was 4.23 with S.D. 0.82.

Furthermore, the frequency of the corrective feedback that should be provided in the classroom was presented with the mean score of 4 and S.D. 0.91. It means students agreed that corrective feedback should be frequently provided in the classroom.

Table 4.14

*Positive Opinion on Corrective Feedback from Questionnaire Results Evaluated by Students*

Statements	Level of Agreement		
	$\bar{X}$	S.D.	Meaning
1. Corrective feedback is very useful	4.19	0.90	agree
2. Corrective feedback encourages learners to learn further knowledge	3.55	0.95	agree
3. Learners feel satisfied and prefer the further teacher corrective feedback	4.23	0.82	agree
4. Corrective feedback should be frequently provided in the classroom	4.00	0.91	agree

Another side of opinion on receiving corrective feedback from the teacher suggested discouragement, embarrassment and losing confidence and worrying about speaking English. These were presented with the mean scores of 2.41 and S.D.1.01, 2.36 with S.D.0.97 and 2.57 with S.D. 1.18 respectively. In terms of discouragement and embarrassment, students stated that corrective feedback rarely discouraged them or made them embarrassed. Nevertheless, the students sometimes lost confidence and felt worried about speaking English. As a result, overall the students disagreed somewhat that corrective feedback would discourage or make them feel embarrassed or lose confidence, as shown in Table 4.15.

Table 4.15

*Negative Opinion on Corrective Feedback from Questionnaire Results Evaluated by Students*

Statements	Level of Agreement		
	$\bar{X}$	S.D.	Meaning
1. Corrective feedback discourages learners from learning	2.41	1.01	disagree
2. Learners feel embarrassed when the teacher corrects in front of their friends	2.36	0.97	disagree
3. Learners lose confidence and feel worried about speaking English	2.57	1.18	neutral

According to the result in Table 4.14 and Table 4.15, it can be concluded that students in the present study had positive opinions on teachers' corrective feedback rather than negative ones.

#### 4.3.2 Interview Result

The interview part was done with five students who were randomly selected from the classrooms observed. The interview questions were as follows:

- 1.) When you make any errors including grammatical, phonological and lexical, do you think the teacher should correct your error? Why or why not?
- 2.) Do you think the corrective feedback from your teacher has any influence on your English learning? How?
- 3.) Is the teacher's correction beneficial? Please explain.
- 4.) How do you feel when you get the corrective feedback from the teacher?

The results given in the interview part indicated that all students agreed that the teacher should correct their errors since they could learn the correct forms and would be able to speak English correctly; otherwise, they might keep making the same mistakes forever:

“Yes I think it should be corrected, otherwise I will keep using the wrong thing forever”

“The teacher should correct our errors because if we speak something incorrect, the foreigners cannot understand us”

“It should be corrected because we can speak English correctly and should neglect the wrong thing”

“The teacher definitely corrects the errors. Sometimes I do not know and cannot speak correctly, but the teacher corrects me then I can speak correctly”

“It should be corrected and then I can speak English correctly”

As for the effects on further learning, all students said corrective feedback from the teacher had some influence on their English learning. Moreover, it actually related to reading skill since two students indicated that it could help them to read in the test. It was also mentioned that it helped students speak English and communicate with a foreigner:

“Yes it does. Sometimes we have to do the test, we can read it and when we meet foreigners, we can communicate with them”

“Yes, when the teacher is trying to correct me but I cannot do what the teacher tells me, I feel being forced and then I ask myself why I cannot speak English”

“It helps me speak English more fluently”

“Yes, it does. Sometimes what the teacher corrects us appears in the test”

“It does not have any influence on encouragement to learn English but it affects me when speaking with foreigners.”

The answers of the benefits of corrective feedback provision were similar to the effects on English learning previously presented. All students said the feedback from the teacher was so beneficial for English speaking:

“Yes, every time.”

“The advantage is I can speak English more fluently, which makes me brave to speak. Moreover, I will memorize the right thing when the teacher indicates what is wrong or correct.”

“When we communicate with foreigners, they will better understand what we say, and vice versa.”

“It is definitely beneficial because we will get more knowledge.”

“I become aware of the errors when I speak with other people.”

The feelings when the students received correction were both positive and negative. Two students indicated that they were not shy at all. In contrast, they liked to be corrected because they get knowledge:

“I like when the teacher corrects my error. It is fun because I like English.”

“I rather like it than feel embarrassed.”

Two of them felt embarrassed when the teacher corrected them because they thought they could not speak even simple utterances.

“I sometimes feel embarrassed because even the easy one I cannot speak, I forgot it.”

“I feel a bit embarrassed at being corrected in front of the peers.”

One student said he was not sure about the feeling. Sometimes it was good but sometimes not.

“When the teacher gives me feedback, I will know the right thing but at the same time, I feel that I am being blamed. I feel afraid of the teacher, but it does not affect my English speaking in the future.”

To sum up, this chapter presented the key findings both quantitatively and qualitatively from the analysis of the questionnaires, classroom observations and the interviews, in order to find the answers to the three research questions. Regarding the first research question, it was found that teachers provided corrective feedback 45

times for three kinds of errors - grammatical, phonological and lexical errors - and the students could uptake 39 times or 86% of the feedback provision. It means that students did not respond to the feedback only 14% of the time. The result showed that the teachers most frequently used recast with 56% of the feedback provision and used equally clarification and repetition for only 2 % of the cases. Phonological errors were found to be the errors that were corrected most, followed by grammatical and lexical respectively.

The second question was about the types of repair when students responded to the corrective feedback. It showed that students used repetition as the most frequent type with 79.4% of learner uptake. There followed self-repair with 8.8% occurrence and incorporation and peer-repair equally happened with 5.9%.

In response to the last question, students' opinions on teachers' corrective feedback were positive as all students preferred corrective feedback and agreed that it was useful for them, although there were some negative feelings such as embarrassment when they were being corrected.

The next chapter will discuss the main points emerging from the findings.

## CHAPTER 5

### DISCUSSION AND RECOMMENDATIONS

This chapter reviews: 1) summary of the study, 2) summary of the findings, 3) discussion including distribution of learner uptake, types of repair and students' opinions and teachers' perspective on corrective feedback, 4) conclusion and 5) recommendations for the further study.

#### 5.1 Summary of the study

This section summarizes the objectives of the study and the subjects, materials and procedures.

##### 5.1.1 Objectives of the study

In the present study, three objectives were 1) to demonstrate the distribution of learner uptake following corrective feedback types with different learner errors that occur in EFL classrooms; 2) To investigate types of repair with which students respond to teachers after they receive corrective feedback. Hence, in order to find out the answers for these two objectives, the interaction of correction sequences in 'Listening & Speaking' class lessons was observed. 3) To find out students' opinions on the corrective feedback provided by the teachers. The result of students' opinion was showed as mean ( $\bar{X}$ ) and S.D. as well as by interview description.

##### 5.1.2 Subjects, Material and Procedures

The subjects of the present study were 248 secondary students who were in the first semester of 2015 academic year and 23 English teachers at Satri Nakhon Sawan School in Thailand. Additionally, the instruments used in this study included: 1) questionnaires, 2) observation and 3) interview. The students, together with teachers, were asked to fill in questionnaires which were concerned with distribution of corrective feedback provision as well as learner uptake, and also opinion on teachers' corrective feedback. Then the students and six teachers were observed for interactions and correction sequences during the Listening and Speaking

lessons. Moreover, five students were interviewed relating to opinion on teachers' corrective feedback.

## **5.2 Summary of the findings**

### **5.2.1 The findings on distribution of learner uptake following corrective feedback types to different learner errors**

According to questionnaires done by students and teachers, the results pointed out that corrective feedback provision was frequent. The students and the teachers said that phonological error was the most frequently corrected ( $\bar{X} = 4.44$  and 4.04), followed by lexical ( $\bar{X} = 3.85$  and 3.74) and grammatical ( $\bar{X} = 3.72$  and 3.22).

According to the classroom observation, the teachers corrected three types of errors: grammatical, phonological and lexical errors. The error most frequently corrected was pronunciation, or phonological error (58%), followed by grammatical and lexical error with 22% and 20% respectively. It was found that the teachers gave corrective feedback 45 times through six types of corrective feedback. Recast was the most frequent technique used in the present study, with more than half of the corrective feedback provision (56%). Explicit correction was the second most frequent technique with 22% and it was followed by elicitation with 11%. There followed metalinguistic with 7%. Clarification request and repetition were the least used techniques, with 2%. Learner uptake occurred with 86% of the corrective provision. According to the error focuses, the students could uptake 100% in the classroom where pronunciation error was the focus. In the lexical error focus classroom, learner uptake happened for 89% of feedback. In the grammatical error focus classroom, learner uptake happened at 50%.

### **5.2.2 The findings on types of repair happening according to learner uptake**

In terms of repair, students could repair their errors for 87% of learner uptake. The type of repair found to be the most frequent was repetition (79%), followed by self-repair (9%). Incorporation and peer-repair were found in equal amounts with 6%.



### **5.2.3 The findings on students' opinions on teachers' corrective feedback**

The results from questionnaires indicated that the students had positive opinions on teachers' corrective feedback rather than negative ones. In the interviews, the students agreed that teachers' corrective feedback was very useful, although there was some negative feeling while they were being corrected.

## **5.3 Discussion**

In this section, the significant results are discussed regarding the three research questions involving distribution of learner uptake, types of repair, and opinion of corrective feedback.

### **5.3.1 Distribution of learner uptake**

**The learner uptake in this study was high (86%).**

Learner uptake is defined as “a student’s utterance that immediately follows the teacher’s feedback and that continues a reaction in some way to the teacher’s intention to draw attention to some aspect of the student’s initial utterance” (Lyster & Ranta, 1997). In the current study, the distribution of occurrences in learner uptake was rather high (86 % of all uptake). That means there was only 14 percent or 6 times out of 43 times accounted as no uptake (the case that there is neither reaction nor response from students to teacher’s feedback at all). In Suzuki’s study (2004), in an adult EFL classroom which focused on brushing up English to enter to colleges and workplaces, it was shown that learners responded to teachers’ feedback, or learner uptake happened, in the classroom with 97%. In Lyster and Ranta’s study (1997), the result presented was that student turns with uptake were 55 % of feedback provision. This difference is because Lyster and Ranta’s study investigated a French immersion classroom of Grade 4 students which aimed to focus on content rather than the target language. The differences in rate of learner uptake are a result of some particular factors, for example, classroom setting, age of learners and purpose of the classrooms. The present study was conducted in Thai EFL

classrooms with secondary students who were the age of 13 - 15 and the purpose of studying was to improve students' English language.

According to the classroom observation, recast was found to be the most frequent method used in the classroom, which is the same as in other studies, i.e. Lyster and Ranta (1997); Suzuki (2004); Ajideh and FareedAghdam (2012) and Safari (2013). It can be said that recast is the easiest guidance to provide to the students since the teachers do not have to negotiate or prompt the students to deal with the errors, but the teachers just say the correct form. Moreover, it can be seen that recast has a beneficial effect on time management; in this study there were a lot of students in one class (39 – 43 students).

As for the effect on the learner uptake, the provision of recast led to 100 percent of learner uptake, the same as for clarification and metalinguistic responses. Then followed explicit correction with 80 percent of learner uptake. Elicitation, on the other hand, was found to have only 40 percent of learner uptake and repetition did not lead to learner uptake at all. Therefore the correction techniques that can be called the most effective and frequently invite learner uptake are recast, clarification and metalinguistic in the present study. The results in the present study differ from the previous studies - i.e. Lyster and Ranta's (1997), Choi and Li's (2012) and Suzuki's (2004) - which illustrated that elicitation is the most effective strategy and leads to 100 percent of learner uptake. Recast was found in Lyster and Ranta's and Suzuki's studies to invite the lowest rate of learner uptake.

The researcher, additionally, noticed that the classroom activities of each lesson also influenced learner uptake. For example, in a phonological error focus classroom where learner uptake happened for 100% of corrective feedback provision, the teacher had students pronounce a single word one by one. Most of the time when the teacher asked a student to pronounce a word, the teacher would come close to that student. It can be seen that if there was any reaction or corrective feedback from the teacher, the students obviously noticed and they would have some response to the teacher. Thus, distance between students and teacher is also significant for interaction. Moreover, this lesson was neither difficult nor complicated since they were taught

about vocabulary. Furthermore, to pronounce a single word which had been done more than one time there was an example for the others of what the teacher wanted from them. Besides, a single word was not so complicated that students could not reproduce it following the teacher's correction. Similarly, another class of the same error focus asked students to pronounce phrases they were taught one by one. Students were in line and pronounced phrases with meaning in front of the teacher. Apparently, learner uptake in these classes was at a high rate since teacher's provision of feedback was obviously noticed.

Time to give feedback is also important for learner uptake. In a grammatical error focus classroom, the students who had already prepared an essay for their homework were asked to speak in front of the class about their activities in a day. One student used approximately 1-2 minutes. After their speeches, the teacher would make a comment as well as give delayed-corrective feedback to that student individually and sometimes turn to explain grammatical terminology to the whole class. All students who received the corrective feedback did not orally respond but nodded, and seemed not to understand what the teacher said. Since the activity was a fluency activity, timing of corrective feedback tended to delay correction, which appeared to be less effective in learner uptake. Ryan (2012) reported that giving delayed feedback beneficially did not interrupt or break the communication flow, on the other hand, it led to no uptake.

### **5.3.2 Types of repair happening according to learner uptake**

#### **Repetition is most frequently used to respond to corrective feedback.**

Generally, repetition response with the teacher's correct form is either by recast, which is done by providing correct form without pointing out the error, or by explicit correction, which provides the correct form and points out the error. In the present study, recast and explicit strategies were mostly employed with the students. Thus, repetition was evidently the most frequent type of repair that occurred in

classrooms. How students react or repair the errors relies heavily on feedback strategies.

Another reason why repetition mostly happened in the present study was brought up by a native English teacher. She added in the questionnaire that lots of students were shy, so she usually corrected these by making them repeat back what she said, especially in pronunciation cases, sometimes individually, and sometimes chorally. This information supports the classroom observation result that phonological errors frequently invited repetition since the teacher asked the students to repeat what the teacher said. This result could be supported by Nikoopour (2014) who found that phonological errors were mostly treated with explicit and recast strategies which affected repetition repair types.

Furthermore, repetition was done easily by repeating what the teachers said, but other types of repair, including incorporation self-repair and peer-repair, related to students' language proficiency. Although three cases of need repair happened across recast in the phonological error focus classroom, it was found that the students could not repair the errors due to their inability with pronunciation, not having the necessary language proficiency.

### **5.3.3 Opinion of corrective feedback**

**The students as well as the teachers have positive opinions on teachers' corrective feedback.**

One objective of the current study was to find out students' opinions on corrective feedback. The teachers' questionnaire was added to find out how teachers use corrective feedback in the classroom and what their opinions on corrective feedback were. The results according to both teachers' and students' questionnaires, as well as the interviews, clearly indicated that corrective feedback was very useful and preferable to provide in classrooms. The results were consistent with other studies on learner's attitude on error correction such as Katayama (2007), Amador (2008), Ryan (2012), Tomczyk (2013), Calsiyao (2015), Faqeih (2015) and Pirhonen (2016). Although there was some negative effects such as embarrassment while receiving

teachers' corrective feedback, it appeared that the negative feeling did not affect students' language learning. The considerable factors that might affect students' positive opinion on teachers' corrective feedback are advantages of corrective feedback, how teachers provide the corrective feedback and students' attitude, together with motivation for learning.

The reasons why students preferred the corrective feedback, which were given in the interviews, were when students made an error and the teacher corrected it, students would know the correct target form and would be able eventually to use it in the future. As a student said: "I think it should be corrected, otherwise I will keep using the wrong thing forever." Tomczyk (2013), declared that errors should be immediately corrected, otherwise the wrong form develops into part of the students' interlanguage. Students said that teacher corrective feedback could help them to speak English more fluently and it brought them to be able to speak English with foreigners. Similarly, Amador (2008) who investigated learner attitudes toward error correction, indicated that the participants agreed that teacher's feedback could help them to obtain knowledge and enhance oral production.

In this study, the researcher saw one classroom where a young woman teacher was in the class. She used a friendly manner with a kind tone of voice. The students in her class were more relaxed although some of them could not correct the error. In contrast, in another class where the teacher seemed strict, it was noticeable that students seemed silent and were not active in the learning process. Consequently, teachers' techniques for corrective feedback provision, together with personality, are considered as a factor which can facilitate language learning.

The results from observation confirmed that the atmosphere in the classrooms and how teachers gave the corrective feedback, including verbal and non-verbal language, had an impact on how students reacted to the teachers' corrective feedback. For example, in one grammatical focus classroom, which was conducted by the young teacher mentioned above, the teacher was lively and often encouraged participation from the students with a friendly manner as well as with a kind tone of voice. The students in her class were more relaxed and had a lot of involvement

although some of them could not correct the errors. As for the uptake rate, there were 5 out of 7 learner uptakes occurred in this class. In contrast, for another class which was conducted by a stricter teacher, the classroom looked silent and the students had only a slight participation in the classroom. Focusing on uptake rate, there was no learner uptake occurring at all.

Clearly, some teachers' manner might make the students afraid, as one student said in interview that he felt like being blamed and afraid of the teacher when the teacher was providing him corrective feedback. This is likely to bring about a negative result of ability to correct the error rather than bring any benefit from the teachers' corrective feedback. Tomczyk (2013) suggested that teachers' correction can be mutually beneficial for learners as long as they provide the feedback in a positive manner. Consequently, teachers' techniques for corrective feedback provision, personality and comfortable atmosphere are considered as factors which can facilitate language learning.

Additionally, positive attitude and motivation for language learning plays a crucial part in perspective on corrective feedback. An interview response from two students was that they liked when the teacher provided them the feedback because they got knowledge. One said she felt satisfied rather than embarrassed. It was fun for her because she liked English. Havranek and Cesnik (2001) claimed that the best prerequisites to uptake the corrective feedback are good language proficiency and positive attitude, as well as high motivation.

It is quite difficult to indicate the most effective way to provide corrective feedback to students since there are various factors involved for both teachers and students. However, students rather prefer a comfortable atmosphere of learning as well as a positive manner of the teachers who have to realise that the feedback given is beneficial and upbeat for students. The teachers, significantly, should be aware of verbal and nonverbal language used with the students, which must not make students feel they are being blamed or forced to do something.

As for teachers' perspectives on corrective feedback, it can be concluded that the teachers agreed that corrective feedback should be very often

provided in classroom - with the mean of 3.69 - and the teachers indicated that providing corrective feedback is very useful for students (M= 4.13). In the same way as other researchers concluded (e.g., Park, 2010; Tomczyk, 2013; Zhang, et al. 2010) it is accepted that provision of corrective feedback should be addressed in language classrooms. One teacher stated that it was the most important to correct the errors but it should be considered whether or not the error is serious. If it was necessary to correct, she just corrected immediately for students' understanding, but if not, she would later explain that error to the whole class. One of the teachers chose to give feedback to the whole class when a student's speech was done.

This issue concerns what to correct and when to correct errors. The error which does not affect the meaning of communication is considered to a local error. Global error, on the other hand, refers to the errors that involve the meaning of the communication or an utterance, in other words, which causes incomprehensible communication (Burt & Kiparsky, 1974). Touchie (1986) who studied second language error, their types, cause and treatment, claimed that all errors students made cannot and should not be corrected since the frequency of providing feedback can interrupt the process of learning. The study guideline was that teachers should correct the errors that interfere with the meaning and understanding of target language communication. Also, the most frequent errors and generality errors which always occur should be paid more attention and frequently corrected for students.

Hendrickson (1978) also recommended what errors should be corrected, stating that the correction of errors can be useful to learners when those errors seriously impede the communication, as well as the errors that frequently happen in students' utterances. However, Hendrickson stated that when to correct the student's error is related to the students' and teachers' attitudes, and learner language proficiency, as well as personality factors which teachers themselves should consider.

In the case that students did not respond to teachers' corrective feedback, the teachers stated that they did not continue to the next topic but they tried to find another feedback strategy to elicit student self-correction or peer correction. It means that the teachers pay attention to the fact that to promote self-correction and



peer-correction is important. Then if students could not give the corrected form, teachers eventually provided the correct form. Also, a native teacher said she tried to keep correcting students in a positive, upbeat way to keep them away from giving up. In the same vein, (Tomczyk, 2013) observed that the most common strategies teachers used were promoting self-correction and encouraging the peers to find out the correct form. Oladejo (1993) studied error correction in ESL and indicated that pointing out the error and then giving clues to students in order to draw self-correction was the most done by teachers and preferable for students. Park (2010) claimed that 89 % of teachers strongly agreed that students who make errors should correct the errors by themselves.

Speaking of techniques to promote self-correction, which means the situation where teachers do not provide the correct form for the students, on the other hand, teachers give some clues to have students reach the target form. According to Lyster and Ranta's model of corrective feedback, there are three categories – clarification, which means questioning to indicate the error and letting them correct the error, a metalinguistic method, which means explaining some terminologies or rules and letting learners self-correction happen, and elicitation, which can be done by pausing the learners' error utterance, asking questions and asking them to reform the utterance. A native teacher in the current study, additionally, gave some advice about corrective feedback provision in the classroom saying that writing on the board, as well as oral feedback, was important, just because the students seemed to have better reading comprehension than listening.

Concerning the controversial subject on whether or not corrective feedback increase students' motivation and self- confidence in language learning, the questionnaire result from teachers' perspective indicates that providing corrective feedback rarely discourages students from learning (M= 2.09). Moreover, it rarely makes students embarrassed when they are corrected in front of their peers. The teachers in the current study keep on providing corrective feedback to the students because they agreed that corrective feedback is very useful and it can encourage the students to learn further knowledge. In terms of effectiveness, it depends on many factors which are not related only to the teachers but also the students themselves.



One teacher gave an opinion that the corrective feedback is effective really depending on the class, the students and their level. Their responses vary on how much they understand and how much they want to learn.

## **5.4 Conclusion**

In conclusion, corrective feedback should be done in EFL classrooms since students have positive opinions about it. Similarly, the teachers' perspective presented that teachers should correct students' errors, either immediately or delayed, when it is necessary. According to classroom observation, giving feedback to students is very useful since the process of corrective feedback contains not only target language knowledge but also review of what students have learnt before. It is a process of learning. In addition, when the students made the same errors, the teacher would know which particular language feature should be emphasized.

It is sometimes quite difficult to provide corrective feedback effectively in the class where students have different language proficiency and motivation, or it is a sensitive situation because it might cause a student embarrassment or appear to force students to deal with the errors. Some teachers turned to ask the whole class in order to make the student involved feel less stressed. The findings also suggest that facilitating student responses can be done by classroom activities as well as being aware of distance between the students and the teachers.

## **5.5 Recommendations**

### **5.5.1 Recommendation for pedagogical practice**

The results from this current study show that there is no clear cut method to give effective corrective feedback. However, it might be easier when teachers adapt and consider learners' personality before giving the feedback. Facial expression, tone of voice and gesture are of considerable importance in a correction process that can make students have positive or negative attitudes to corrective feedback.

### **5.5.2 Recommendation for the further study**

One recommendation for further study is related to a longer duration of classroom observation so that a researcher can collect more data. The present study observed twice in each classroom with 2 hours. The further study should spend more time to observe in order to observe the frequency and pattern of corrective provision, learner uptake and interaction between teachers and students

In addition, it would be interesting if the study was conducted in Thai EFL classrooms which are taught by native English teachers. This is because the researcher had a chance to talk to the native English teachers and found that they had different opinions on corrective feedback when compared to Thai teachers. They said they do not usually correct students' errors since it may break communication flow.

Lastly, it is recommended that there should be an in-depth interview with students about what kinds of corrective feedback they prefer and think will be appropriate for them, since in the present study some students said that they felt afraid of the teacher and being forced to respond when the teacher gave corrective feedback. Also, there could be an in- depth interview with teachers about their beliefs and their strategies for correcting errors to develop Thai students in English learning.

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### APPENDIX A: Questionnaire for Students

<b>Statements</b>	<b>Always</b>	<b>Often</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
1. How often do you receive correction from the teacher?					
2. When you receive teacher corrective feedback, how do you react to it?  2.1 I try to understand what the teacher is saying and I can correct the error by myself 2.2 I try to understand what the teacher is saying but I cannot correct the error by myself 2.3 I ask help from my friend to correct the error 2.4 I just ignore the teacher correction					
	<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly disagree</b>
3. What do you think about providing corrective feedback from the teacher?  3.1 I think it is very useful for me 3.2 I think it encourages me to learn further knowledge 3.3 I think it discourages me from learning 3.4 I feel satisfied and I prefer the further teacher corrective feedback 3.5 I feel embarrassed when the teacher corrects me in front of my friends 3.6 I lose confidence and I feel worried about speaking English					



3.7 other (please specify).....					
4. Should corrective feedback frequently be provided in the classroom?					



### APPENDIX B: Questionnaire for Teachers

Statements	Always	Often	Sometimes	Rarely	Never
1. How often do you give corrective feedback to the students?					
2. How often do you correct the following errors? 2.1 Grammatical error 2.2 Phonological error 2.3. Lexical error					
3. What reaction of the students when they are corrected <u>grammatical errors</u> ?  3.1 they correct their errors by themselves  3.2 they correct their errors by asking their peers  3.3 they cannot correct errors and keep silent  3.4 they cannot correct errors but they try to correct their error by themselves  3.5 they seem not to understand what you say  3.6 they deliberately pay no attention to what you say  3.7 other (please specify).....					
4. What reaction of the students when they are corrected <u>phonological errors</u> ?  4.1 they correct their errors					

<p>by themselves</p> <p>4.2 they correct their errors by asking their pees</p> <p>4.3 they cannot correct errors and keep silent</p> <p>4.4 they cannot correct errors but they try to correct their error by themselves</p> <p>4.5 they seem not to understand what you say</p> <p>4.6 they deliberately pay no attention to what you say</p> <p>4.7 other (please specify).....</p>					
<p>5. What reaction of the students when they are corrected <u>lexical errors</u>?</p> <p>5.1 they correct their errors by themselves</p> <p>5.2 they correct their errors by asking their pees</p> <p>5.3 they cannot correct errors and keep silent</p> <p>5.4 they cannot correct errors but they try to correct their error by themselves</p> <p>5.5 they seem not to understand what you say</p> <p>5.6 they deliberately pay no attention to what you say</p> <p>5.7 other (please specify).....</p>					

<p>6. What do you do when the students do not respond to your corrective feedback?</p> <p>6.1 you continue the topic</p> <p>6.2 you try to find another feedback to elicit students self-correction</p> <p>6.3 you ask the peers the help to find the correct form</p> <p>6.4 you provide students the correct form</p> <p>6.5 other (please specify).....</p>					
	<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<p>7. Do you think provision of corrective feedback is .....</p> <p>7.1 very useful for students</p> <p>7.2 encouragement students to learn further knowledge</p> <p>7.3 discouragement students from learning</p> <p>7.4 making students satisfied and prefer the further teacher corrective feedback</p> <p>7.5 making students embarrassed when you corrects them in front of their friends</p> <p>7.6 making students lose confidence</p>					

7.7 other (please specify).....					
8. Should corrective feedback frequently be provided in the classroom?					



## BIOGRAPHY

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