IRANIAN EFL LEARNERS' ATTITUDES TOWARDS CORRECTIVE FEEDBACK AND TEACHERS' PRACTICES

Zhila Mohammadnia[*]

Fatemeh Irandust*

Abstract

This study was conducted to investigate Iranian adult EFL learners' attitudes towards six types of corrective feedback, namely: recasts, metalinguistic feedback, clarification request, repetition, elicitation, explicit correction, and the correspondence between learners' attitudes and their teachers' classroom practices. In order to meet the above mentioned goals, the researchers randomly chose 220 intermediate adult EFL learners and 12 teachers from three language institutes in Tabriz. A questionnaire was distributed among the learners and the teachers' classes were audio recorded. The results of the frequency measurement revealed that most of the learners preferred explicit type of correction. On the other hand, the results of the ANOVA test showed no consistency between the learners' attitudes and teachers' practices.

Keywords: corrective feedback, recasts, metalinguistic feedback, clarification request, repetition, elicitation, explicit correction

[*] University of Tabriz

Introduction

Providing corrective feedback in oral activities has been the concern of second/foreign language researchers for years. In the early fifties the researchers had been interested in modifying learners' errors and finding suitable ways of correcting those errors in order to prevent fossilization or what they called bad habit formation. By the seventies, however, there was an upsurge of interest in studying language learners' errors and the researchers aimed at classifying different types of errors and explaining their possible causes. According to Fanselow (1977), there was a shift of interest from studying learners' errors to focusing on how the teachers react to the errors, which is called error treatment.

Error treatment and error correction, the two terms used in the early studies of the treatment of EFL/ESL learners' errors, have been replaced by the term corrective feedback in the recent years. The term correction was previously used to indicate a *cure* of the learners' learning; however, as Allwright and Bailey (1991) argue, it is not clear whether teacher's treatment or comments will enduringly affect learners' learning or not. Error correction is defined as "a response either to the content of what a student has produced or to the form of the utterance" (Richards & Lockharts, 1996, p. 188).

Ellis (1994, cited in Surakka, 2007) asserts that correction means that learners actually learn and improve their interlanguage when their errors are corrected, whereas, feedback just provides the correct form(s) for the learners and it does not seem to involve any suggestions for the learners' learning. Feedback, as Sheen (2004) defines, "refers to the input that tells learners what is not possible or grammatical in the target language" (p. 296). Campillo (2006) considers the role of corrective feedback of significant importance, and asserts that corrective feedback draws learners' attention to their utterance and enables them to think of other possibilities regarding their utterances. Allwood (1992) defines feedback as the "linguistic mechanisms which ensure that a set of basic requirements on communication, such as possibilities for continued contact, for mutual perception and for mutual understanding can be met" (p. 1). Chaudron (1988) argues that corrective feedback which is provided by the teacher following an error committed by learners, rarely attempts to focus the learners' attention to the error. Chaudron (1988) further mentions that there is the notion of *true correction* which adjusts learners' interlanguage rule in order to eliminate the error. Lightbown and Spada (1999) define corrective feedback as "Any indication to

the learners that their use of the target language is incorrect" (Lightbown & Spada, 1999, pp. 171-172).

Hall (2007) has mentioned that in EFL/ESL studies there has been a great deal of attention to corrective feedback as a facilitator of language learning. There is a great body of research on teachers' corrective feedback, such as descriptive studies conducted by Lyster and Ranta (1997), Lyster (1998a, 1998b), and Oliver (2000). The results of these studies have revealed that providing corrective feedback is also common in meaning-centered L2 instruction, and that teachers mostly utilize indirect corrective feedback rather than direct ones.

Types of Corrective Feedback

There are a lot of ways in which corrective feedback can be provided, Ellis (1997, cited in Quinn, 2003), for instance, uses the terms overt and covert feedback, which Gass and Selinker (2007) call explicit and implicit corrective feedback. Implicit feedback refers to the feedback which is provided during an interaction, whereas explicit feedback refers to "stating that there is a problem" (Gass & Selinker, 2008, p. 330). Recast is the most frequently used type of implicit corrective feedback as indicated by the EFL/ESL researchers, (for example, Lyster & Ranta, 1997; Lyster, 2004). Recast is defined as the reformulation of the learner's erroneous utterance by the teacher (Lightbown & Spada, 2007). Lyster and Ranta (1997) and Lightbown and Spada (2007) distinguish six different types of corrective feedback two of which fall into the explicit type of corrective feedback category: explicit correction and metalinguistic feedback. The former refers to providing the correct form explicitly, that is, the teacher uses some specific expressions, such as "No, it is not correct…" or "You should say…", to indicate that the utterance is not correct and provides the correct form (Lightbown & Spada, 2007, p. 126). The latter is defined as a way in which the correct form is not explicitly provided. In other words, metalinguistic feedback "contains either comments, information, or questions related to the well-formedness of the student's utterance" (Lyster & Ranta, 1997, p. 11). The teacher, in this way, may provide a word definition or some grammatical explanation which are related to the error. According to Lightbown and Spada (1999), "Metalinguistic information generally provides either some grammatical terminology that refers to the nature of the error…., or a word definition in the case of lexical errors" (p.127).

There are four other types of corrective feedback which are classified as the implicit type of corrective feedback (Lyster & Ranta, 1997). Recast is referred to as the most frequently used

method of giving oral feedback during communicative tasks. Long (1996) defines recasts as "utterances which rephrase a child's utterance by changing one or more sentence components (subject, verb, or object) while still referring to its central meanings" (p. 434). Ohta (2001) asserts that "recasts are immediately subsequent to the erroneous utterance and that they may contrast with learner's utterances phonologically, morphologically, syntactically, or semantically, but are based on the learner's erroneous utterance and maintain semantic contiguity with it" (p. 141).

Clarification request is the second type of corrective feedback in this category. When the teacher does not understand what the learner means or assumes that there is something wrong with the utterance, s/he uses expressions such as "Excuse me!" or "What do you mean by…?" to indicate that the utterance is ill-formed and needs reformulation (Spada & Frohlich, 1995, cited in Lyster & Ranta, 1997).

Another type of corrective feedback is elicitation. Lyster and Ranta (1997) assert that elicitation means making use of at least three correction methods. In the first method, teacher wants the learner to complete his/her utterance by repeating the erroneous utterance up to the error. In the second method teachers asks questions like "How do you say *x* in English?" to draw learner's attention to the error and in the third method the teacher asks the learner to restructure his/her utterance (Lightbown & Spada, 2007, p. 127). Elicitation questions are said to be different from metalinguistic clues since they necessitate more than a yes/no response.

The last type of corrective feedback, among implicit types of corrective feedback, is called repetition. According to Lightbown and Spada (2007), repetition means that the teacher repeats the learner's erroneous utterance and most of the time this repetition is accompanied by question-like intonation, or putting more stress on the erroneous part to indicate that there is an error somewhere in the utterance.

Giving Feedback in Oral Activities

It is necessary for teachers to know when and where to comment on learners' errors. If learners are not willing or ready to hear teachers' comments, then providing corrective feedback would be useless. It is also essential for the teachers to consider learners' Learning style, personality characteristics, and their preferences. Since what is useful for one learner, may not be effective for another. Giving corrective feedback in this sense is a complex process. To show the complex nature of providing feedback, the researches done by Cathcart and Olsen (1976), and Walker (1973, cited in Hadley, 2003) can be pointed out. The results of the studies of Cathcart and Olsen

(1976) and Courchene (1980, cited in Hadley 2003), have revealed that learners needed their errors to be corrected consistently. However, Walker's (1973, cited in Hadley, 2003) study showed that learners did not want their errors to be corrected constantly since they believed repeated error correction would stop the fellow of communication. Hadley (2003) asserts that the *conflicting results* of the studies like these, is due to the different nature of feedback and the condition under which feedback was provided.

Related Empirical Studies

Cathcart and Olsen (1976) conducted a study among Asian adult ESL learners. The results of their study showed that learners had a strong positive attitude towards receiving corrective feedback in speaking. The results of the study done by Shulz (1996), which was conducted among adult multinational EFL learners, were the same as Cathcart and Olsen's (1976) study. Drever (2007, cited in Mosbah, 2007), Jeon and Kang (2007), and Mosbah (2007), carried out some other researches in different contexts – English in multilingual classrooms in England, Adult learners learning Korean, and EFL in a military school in Saudi Arabia – and came up with similar results in the case of learners' strong positive attitudes towards corrective feedback. Katayama's (2006) study also revealed similar results about learners' positive attitudes towards receiving corrective feedback as the studies conducted among ESL students by Cathcart and Olsen (1976), and McCargar (1993) and those conducted among EFL students by Oladejo (1993), Katayama (1996), and Bang (1999).

Basturkmen, Loewen, and Ellis (2004) have also conducted a case study research in ESL context to find out whether there is a consistency between teachers' stated beliefs and their practices. In this study they interviewed three ESL teachers and gathered information about their beliefs about incidental focus on form and observed their classes to know how they actually do focus on form. The findings of their study revealed that there was an inconsistency between what teachers' claimed about incidental focus on form and their classroom practices.

The researchers have mostly aimed at investigating EFL/ESL learners' attitudes towards some corrective feedback types. To the best of the researcher's knowledge, little research has been done to find out the correspondence between learners' attitudes and teachers' practices regarding corrective feedback. Therefore, the purpose of the present study is to find out EFL learners' attitudes towards six types of corrective feedback on the one hand, and to investigate any

possible correspondence between their attitudes and their teachers' classroom practices in the case of six types of corrective feedback.

Research Questions

The present study was an attempt to answer the following research questions:

1- Do Iranian EFL learners have a positive attitude towards corrective feedback?

2- Is there a correspondence between learners' attitudes and their teachers' classroom practices regarding corrective feedback?

Method

Participants

In order to conduct this research, the researcher randomly chose 40 teachers - male and female - with three to seven years of experience in English language teaching, and holding BA, or MA degrees in English Language Teaching. Tow-hundreds-and-sixty-five learners who took part in this survey were chosen randomly among the learners of three language institutes in Tabriz (Irandoostan Language Academy, Shokoh-e-Novin, and Jahad-e-daneshgahy) and their level of proficiency was intermediate according to the First Certificate in English (FCE) proficiency test.

Instrumentation

A 5 likert-scale questionnaire (Appendix A) was distributed among 220 Iranian EFL learners in three language institutes in Tabriz to find out their attitudes towards oral corrective feedback. The questionnaire was a modified version of the questionnaire (Appendix B) used in a research done by Katayama (2006). It includes 21 questions: Questions 1 to 3 are about learners' general views on corrective feedback. And the last part includes eighteen questions each of which represents a different method of providing corrective feedback and aims at eliciting learners' views on different error treatment methods.

For the sake of collecting as natural data as possible, the teachers and the learners were not informed of the purpose of the study. The researcher used an MP3 recorder in order to record the feedback sessions. In order to carry out the present study, the researcher demonstrated a standardized proficiency test, i.e., First Certificate in English (FCE) (see Appendix C). This test includes three papers, paper 1 which contains 35 reading questions, and paper 2 which is the writing paper with two parts. The first part provides the participants with an opportunity to

choose one topic among five and write about it, and the second part asks the learner to write a persuasive letter. The third paper is the listening paper containing thirty questions.

Procedure

In order to conduct this study, the researcher randomly chose 265 language learners attending the intermediate level classes in three language institutes in Tabriz (Irandoostan Language Academy, Shokohe-Novin, and Jahad-e-Daneshgahy) and asked them to take the FCE proficiency test to have homogenous participants regarding their level of proficiency. The passing score in FCE test is 70 and those who score 60 are considered as narrow pass intermediate learners. After administrating the proficiency test among the learners and computing their marks, 15 learners who scored less than 60 were excluded from the population, later, the modified questionnaire was piloted among 30 learners.

Then, 220 students filled in the learners' questionnaire. These learners had also scored above 60 in the FCE test. The researcher explained different parts of the questionnaire to the learners, and then asked them to complete the questionnaire. It took about 15 minutes for the learners to answer all of the questions in each class. All these students were attending the classes of the 20 teacher participants of the study. In order to obtain information about the teachers' practices regarding oral corrective feedback, the researcher had to record some classes. Among 20 teachers, only 12 teachers consented to recording their classes. The classes were held three days a week-every session lasting an hour and forty-five minutes. They were communicatively oriented classes and the language itself was the medium of instruction. The researcher recorded 21 hours of classroom interaction. Later, the recordings were transcribed by two English teachers, the researcher and another EFL teacher, and the six different ways of providing corrective feedback, including explicit correction, recasts, clarification requests, metalinguistic feedback, elicitation, and repetition, were identified and the frequency of them was counted by each rater. The transcription of the audio-recordings was done based on a coding scheme presented by Van Lier (1988). The transcription conventions are presented in Appendix D, and some sample transcriptions are available in Appendices E. The table below represents the extracts of the transcripts which were taken from the data for the present study.

Sample Extracts of the Six Types of Corrective Feedback

Extract 1

S: A **phrase** often used to describe…

T: What?   (Clarification requests)

S: A phrase often used to describe…

T: A phrase often used to…   (Elicitation)

S: A **phrase** /fræjz/, /fræs/

T: /fræs/?   (Repetition)

S: /freɪz/   (Self correction)

Extract 2

S: Last day my father fell and his three **foot finger** broke /broʊ :k/.

T: Oh my God! Finger no, **toes.**   (Explicit correction)

Ss: Toes

S: When I saw, I knew that his needed to help and have to sudden and quick [action]

T: action, it was an emergency; [Does it really happen?]

S: Yes.

Extract 3

S2: I read /rid/ a book which name is [which name is…]

T: [Whose name is], I read /red/ a book whose name is   (Recast)

S2: …stories of Samad Behrangi! It has a lot of **story** and it's one of them.

T: It has a lot of **stories**.   (Recast)

S1: you know? I think you know Samad Behrangi.

T: I've just heard the name, just the name.

S2: He was pop…, he is popular

T: He is popular, yeah! Look when you want to say that "I read a book which its name is…. You have a kind of possessive there, say whose name is.   (Metalinguistic feedback)

After transcribing the audio-recordings, the researcher calculated the inter-rater reliability between the two raters' frequency count of each type of corrective feedback. It is notable that the terms inter-rater and inter-coder reliability are used interchangeably in the present study since the variables were coded by the two coders. Inter-rater reliability is a test to measure the degree to which different raters' subjective ratings are consistent.

Later, the researcher measured the frequency of the repeated corrective feedback methods, the reliability of coding procedure for the different types of corrective feedback using Kappa co-efficient (ρ) method for inter-coder reliability (see Appendix H). For each type of corrective feedback, the calculated correlation was more than 0.06, so it can be concluded that there is a high correlation among the two coders' frequency count of six different types of corrective feedback. According to the results, the amount of ρ for the explicit type of error correction, recasts, clarification requests, and repetition was 0.91, 0.5, 1.0, and 1.0 respectively. For the other two types of corrective feedback, namely metalinguistic feedback and elicitation, the ρ value was 0.83 and 0.66 respectively. All these results reveal a high correlation between the two coders' frequency count.

The researcher used a questionnaire survey design along with classroom observation through audio-recording of some classes in order to find answers to the previously mentioned research questions. As Dö rnyei (2007) points out, the survey studies are used to describe the characteristics of a population through examining a sample group of that population. Using questionnaires is the main and the most popular data collection method in survey studies. The results obtained through questionnaires are nominal.

Results

In order to have homogeneous subjects, the researcher distributed a proficiency test (FCE) among 265 EFL learners. Those above 60 were considered as being at intermediate level of proficiency. Fifteen learners did not do who scored well on the test and scored below 60 and were excluded from this survey. The results indicate that 5.7% scored under 60, 17.4% scored between 61 and 70, 26.4% scored between 71 and 80, 31.3% scored between 81 and 90, and 19.2% scored above 90. The frequency distribution and the Bar-chart representing the results of the learners' scores on the FCE test, is available in Figure 1.
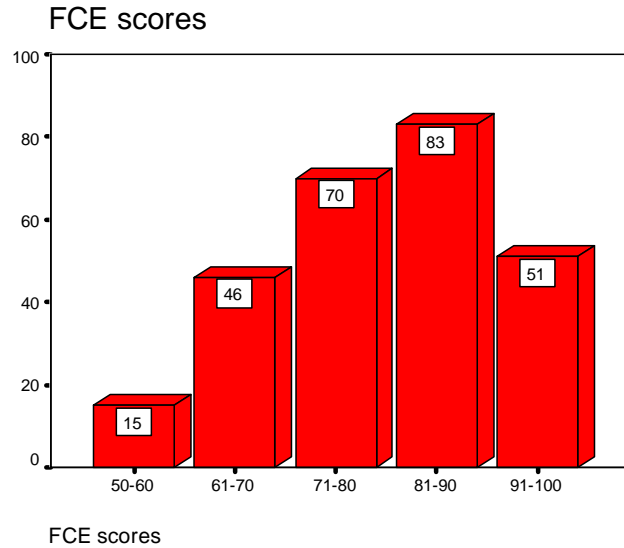
FCE scores

Figure 1. Frequency distribution of the FCE scores

To measure the reliability of the recordings of the teachers' actual practices, the researcher herself and another EFL teacher first transcribed the recordings using Van Lier (1988) coding system. Later, the frequency of the repeated error correction methods for each corrective feedback type was determined. Table 1 shows the frequency count of the repeated corrective feedback types and Table 2 illustrates the mean scores for each types of corrective feedback.

Table 1. Frequency Distribution of Corrective Feedback Types

CFB / Teachers	Explicit correction		Recasts		Clarification requests		Metalinguistic feedback		Elicitation		Repetition	
	N	P%	N	P%	N	P%	N	P%	N	P%	N	P%
T2	6	9.09	23	34.84	2	3.03	11	16.66	17	25.75	7	10.60
T7	2	6.45	15	48.38	1	3.22	1	3.22	11	35.48	1	3.22
T8	0	.0	20	76.92	1	3.84	0	.0	3	11.53	2	7.69
T9	0	.0	27	87.09	4	12.9	0	.0	0	.0	0	.0
T10	1	4..0	15	60.0	3	12.0	0	.0	5	20.0	1	4.0
T11	0	.0	28	77.77	1	2.77	0	.0	5	13.88	2	5.55
T12	6	14.63	18	43.9	8	19.51	6	14.63	1	2.43	2	4.87
T13	7	25.92	10	37.07	0	.0	2	7.4	7	25.92	1	3.7

T14	1	2.22	32	71.11	1	2.22	1	2.22	7	15.55	3	6.66
T15	1	2.32	29	67.44	0	.0	3	6.97	7	16.27	3	6.97
T16	1	2.77	32	88.88	0	.0	2	5.55	0	.0	1	2.77
T17	3	8.33	25	69.44	2	5.55	5	13.88	1	2.77	0	.0
Total	28	6.79	244	59.22	22	5.33	31	7.52	64	15.53	23	5.58

Table 2. Mean Scores of Each Type of Corrective Feedback

		explicit	recasts	clarification	metalinguistic	elicitation	repetition
N	Valid	12	12	12	12	12	12
	Missing	0	0	0	0	0	0
Mean		2.3333	22.8333	1.9167	2.5833	4.4167	1.9167
Std. Deviation		2.57023	7.22160	2.27470	3.31548	4.88892	1.88092
Range		7.00	22.00	8.00	11.00	17.00	7.00

The data gathered from transcribing the audio-recorded classes demonstrated that the teachers participating in this study mostly used recast type of corrective feedback. The mean score for this type of corrective feedback is $M=22.83$, which is more than the means of other used methods. Additionally the researcher used a questionnaire to elicit learners' attitudes towards corrective feedback to answer the first research question. The first research question raised in this study deals with whether the learners have a positive attitude towards receiving corrective feedback. The results of frequency measurement of learners' general view on receiving corrective feedback in classroom interaction revealed that most learners (52.2%) agreed to have their errors corrected. The learners also favored at teacher correction rather than peer-correction; that is 86.8% compared to 38.2% (see Table 3).

Table 3. Learners general view on receiving corrective feedback

	Strongly Agree	Agree	No Idea	Disagree	Strongly Disagree
1. I want teachers to correct my errors in speaking English.	68.2	18.6	5.9	2.7	4.5
2. Teachers should correct all errors that learners make in speaking English.	28.6	23.6	25.5	12.3	10.0

3. I want my classmates to correct my oral errors in group work.	21.4	16.8	18.2	17.7	25.9

The other questions in the questionnaire were aimed at gathering learners' attitudes toward six types of oral corrective feedback. The results are presented in Table 4.

Table 4. Frequency Distribution of the Learners' View on the Six Types of Corrective Feedback

	CFB types	No. of questions	Questions	Very good		good		No idea		bad		Very bad		missing	
				F	P %	F	P %	F	P %	F	P %	F	P %	F	P %
1	Explicit correction	4	7-8-18-19	54	24.33	45	20.35	47	21.48	33	14.98	35	15.9	6	2.98
2	Clarification requests	2	12-13	68	30.65	55	25.0	45	20.7	33	15.25	9	3.85	10	4.55
3	Recasts	4	5-6-14-15	77	35.0	51	23.3	45	20.23	24	10.7	15	7.15	8	3.62
4	Elicitation	3	9-16-17	54	24.7	51	23.06	52	23.63	25	11.23	17	7.86	21	9.52
5	Metalinguistic feedback	2	20-21	106	48.0	50	22.75	29	13.2	15	7.05	15	7.05	5	2.05
6	Repetition	2	10-11	53	24.05	54	24.5	55	25.0	26	11.85	22	10.0	10	4.6

Table 4 reflects the frequency distribution of the answers regarding the six types of corrective feedback (i.e., explicit correction, clarification requests, recasts, elicitation, metalinguistic feedback, and repetition). As it is evident from Table 5, about 25% of the learners believed that explicit error correction is a very good method for treating oral errors; however, 15.9% of them did not like this method of error treatment. The second row shows the results of the learners' responses regarding clarification requests. About 30.65% of the learners had a positive idea about receiving clarification type of error correction; 35.0% of them thought recasts are good types of error correction; 24.7% had the same idea about elicitation; 48.0% had a positive idea about receiving metalinguistic feedback; and 24.05% of the learners believed that repetition is a very good method of providing feedback. From the above mentioned information, it can be concluded that EFL learners have a positive attitude towards receiving corrective feedback and

they mostly prefer receiving metalinguistic feedback rather than other five types of corrective feedback.

To answer the second research question and test the hypothesis raised based on it, need was felt for running the one-way ANOVA test to compare learners' stated attitudes regarding six types of corrective feedback and teachers' classroom practices. The second hypothesis claimed that there is a consistency between teachers' practices and learners' attitudes towards corrective feedback.

Table 5. Analysis of the Consistency between Learners' Attitudes towards Explicit Correction and Teachers' Practices

Explicit correction**: Descriptive**

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
diverge from Ts' practice	7	3.2857	3.03942	1.14879	.4747	6.0967	.00	7.00
Abstain	4	1.0000	.81650	.40825	-.2992	2.2992	.00	2.00
Converge on Ts' practice	1	1.0000	.	.	.	.	1.00	1.00
Total	12	2.3333	2.57023	.74196	.7003	3.9664	.00	7.00

Table 6. ANOVA on Explicit correction

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	15.238	2	7.619	1.194	.347
Within Groups	57.429	9	6.381		
Total	72.667	11			

According to the results represented in Table 6, there is a significant relationship between the learners' attitudes and teachers' practices considering explicit correction. The *P* value is *P*=0.34

A Quarterly Double-Blind Peer Reviewed Refereed Open Access International e-Journal - Included in the International Serial Directories
Indexed & Listed at: Ulrich's Periodicals Directory ©, U.S.A., Open J-Gage, India as well as in Cabell's Directories of Publishing Opportunities, U.S.A.

International Journal of Research in Social Sciences
http://www.ijmra.us

880

> 0.05. The teachers do not make use of this type of correction. Although 44.72% of the learners claimed that they want their errors to be corrected explicitly. Accordingly, the null-hypothesis is rejected and the hypothesis is justified.

Similar to the above mentioned results, the researcher applied the one-way analysis of variance to other types of corrective feedback regarding the correspondence between the learners' attitudes and their teachers' practices. From these statistical analyses, it can be concluded that there is no significant consistency between the learners' attitudes and their teachers' practices considering six types of corrective feedback. The P value for recasts was $P= 0.70$ and $P= 0.84$ for clarification requests. This amount was $P=0.52$ for metalinguistic feedback, $P=0.37$ for clarification, and $P=0.25$ for repetition, all of which are more than 0.05. In summary, it can be concluded that the teachers' practices and their learners' attitudes are significantly different. Thus, the third hypothesis which asserted that there is a significant consistency between EFL learners' attitudes and their teachers' practices regarding six types of corrective feedback is rejected.

Discussion

The present study focused on investigating Iranian EFL learners' attitudes towards oral corrective feedback on the one hand, and to find out the possible consistency between the teachers' and the learners' attitudes and teachers' classroom practices on the other hand.

The results of this study revealed that most of Iranian EFL learners strongly agreed on receiving oral corrective feedback and had a positive attitude towards receiving corrective feedback, which are in line with some of the previous researches' findings. Cathcart & Olsen (1976), for example, conducted a research among 188 Asian adult ESL learners to investigate students' and teachers' beliefs about error correction and how errors were corrected in classroom and found that students had a strong positive attitude towards error correction in speaking. They also found that 75% of the 188 participants wanted correction all the time. The difference of the present study and Cathcart and Olsen's (1976), however, is the context of the study. Cathcart and Olsen (1976) conducted the research in ESL context, while this study was conducted in EFL setting.

Katayama (2006), similarly, conducted a research among 249 university students enrolled in Japanese classes in the U.S. the results of which indicated that the students had strongly positive

attitudes towards teacher error correction. The results of the present study regarding learners' positive attitudes towards corrective feedback are similar to Katayama's (2006) findings. However, the context of the study is different. Drever (2007, cited in Mosbah 2007), and Mosbah's (2007) also found similar results regarding learners' positive attitudes towards corrective feedback.

It was also evident from the results that the teachers' practices and what their learners want regarding six types of corrective feedback are inconsistent. Even though only 35.0% of the learners thought recasts are good, most of the teachers used this method of correction during oral interaction. It is also valuable to mention that most of the learners believed metalinguistic feedback was helpful and a good way of providing corrective feedback, while in practice teachers did not, frequently, make use of this method (M=2.58). The results of the ANOVA test are in consistence with the findings of the research done by Basturkmen, Loewen, and Ellis (2004). They conducted a case study to investigate the relationship between teachers' beliefs about incidental focus-on-form and their classroom practices in an ESL setting. Basturkmen et al. (2004) found that there was an inconsistency between teachers' stated beliefs and their practices. The findings of the present study confirms Pajares' (1992) notion of beliefs: "(stated) beliefs are an unreliable guide to reality" (p. 26).

According to the findings of the present study, it can be concluded that Iranian EFL learners may benefit more from oral corrective feedback to develop their interlanguage if the EFL teachers have a better understanding of what their learners' attitudes towards corrective feedback types are, and how they actually want their errors to be corrected.

Conclusion

The aim of the present study was two-fold: on the one hand the researcher aimed at investigating the learners' attitudes towards corrective feedback types, and on the other hand, to investigate the correspondence between the learners' attitudes and their teachers' practices regarding six types of corrective feedback. The results displayed that adult EFL learners had a positive attitude towards corrective feedback and they mostly favored explicit type of correction. It was also revealed that there was no correspondence between teachers' practices and learners' attitudes. This research was conducted among intermediate adult learners; therefore, the results may not be generalizable to other learners at other proficiency levels or age groups. The findings of the

present study provide EFL teachers with an insight on learners' attitudes in the case of error correction, and thus provide them with opportunities to prepare themselves for a better treatment of learners' errors. It is also hoped that this study will contribute to teachers' knowledge about learners' preferences and attitudes regarding different types of oral corrective feedback. The findings of this study may also be beneficial for teacher trainers. The results of the present study provide teacher trainer with an insight on the inconsistency between the teachers' and the learners' attitudes and the teachers' practices regarding different types of corrective feedback. Teacher trainers can help teachers in teacher training courses gain a systematic attitude towards learners' errors. This will result in a systematic way of error treatment. A close look at the findings of the present study and similar researches reveals that there is a need for providing teachers with a comprehensive knowledge on different types of error correction on the part of teacher trainers. Teachers, later, can benefit from this knowledge when dealing with their learners' errors. Furthermore, they can expose their learners to different types of corrective feedback which will enable them to know which methods are more beneficial for their learners. Curriculum developers may also benefit from the findings of the present study, in that, they can create tasks and materials which are consistent with the integration of focus-on-form instruction with communicative language teaching/learning settings.

References

Allwood, J. (1992). Feedback in second language acquisition. In C. Perdu (Ed.), *Adult language acquisition. Cross Linguistic Perspective* (2nd ed.), (pp. 196-235). Cambridge: Cambridge University Press.

Allwright, R., & Bailey, K. M. (1991). *Focus on the language classroom: an introduction to classroom research for language teachers.* Cambridge: Cambridge University Press.

Bang, Y. (1999). Reactions of EFL students to oral error correction. *Journal of Pan-Pacific Association of Applied Linguistics, 3,* 39-51.

Basturkmen, H., Loewen, S., & Ellis, R. (2004). Teachers' stated beliefs about incidental focus on form and their classroom practices. *Applied Linguistics, 25*(2), 243-272.

Campillo, P. S. (2006). Focus on form tasks and the provision of corrective feedback. *IBERICA, 11,* 123-138.

Cathcart, R., & Olsen, J. (1976). Teachers' and students' preferences for correction of classroom errors. In J. Fanselow & R. Crymes (Eds.), *On TESOL* (pp. 41-53). Washington D.C.: TESOL.

Chaudron, C. (1988). *Second language classrooms: Research on teaching and learning.* Cambridge: Cambridge University Press.

Fanselow, J. (1977). The treatment of learner error in oral work. *Foreign Language Annals*, *10,* 583–593.

Gass, S. M., & Selinker, L. (2007). *Second language acquisition: An introductory course* (2nd ed.). Mahwah, NJ: Erlbaum.

Gass, S. M., & Selinker, L. (2008). *Second language acquisition: An introductory course* (3rd ed.). New York and London: Routledge.

Hadley, A. O. (2003). *Teaching language in context.* (3rd ed.). Boston, Massachusetts: Heinle & Heinle.

Hall, J. K. (2007). Redressing the role of correction and repair in research on second and foreign language learning. *The modern Language Journal, 91,* 511-526.

Katayama, A. (1996). *Correction of classroom oral errors: Preferences among university students of English in Japan.* Master's thesis, Portland State University.

Katayama, A. (2006). Perceptions of JFL students toward correction of oral errors. In K. Bradford-Watts, C. Ikeguchi, & M. Swanson (Eds.), *JALT2005 Conference Proceedings* (pp. 1248-1264). Tokyo: JALT.

Lightbown, P. M., & Spada, N. (1999). *How Languages are Learned.* Oxford: Oxford University Press.

Lightbown, P. M., & Spada, N. (2007). *How languages are learned.* (3rd ed.). Oxford: Oxford University Press.

Long, M. H. (1996). The role of the linguistic environment in second language acquisition. In W. Ritchie & T. Bhatia (Eds.), *Handbook of second language acquisition* (pp. 413-468). San Diego: Academic Press.

Lyster, R., (1998a). Negotiation of form, recasts, and explicit correction in relation to error types and learner repair in immersion classrooms. *Language Learning 48,* 183–218.

Lyster, R. (1998b). Recasts, repetition, and ambiguity in L2 classroom discourse. *Studies in Second Language Acquisition*, *20*, 51-81.

Lyster, R. (2004). Differential effects of prompts and recasts in form-focused instruction. *Studies in Second Language Acquisition, 26*, 399-432.

Lyster, R., & Ranta, L. (1997). Corrective feedback and learner uptake: Negotiation of form in communicative classrooms. Cambridge: Cambridge University Press.

McCargar, D. F. (1993). Teacher and student role expectations: Cross-cultural differences and implications. *The Modern Language Journal, 77*(2), 192-207.

Mosbah, G. A. (2007). Treatment of classroom oral errors: A comparative study between native and non-native speaking teachers. Ph.D. dissertation. Leicester University.

Ohta, A. S. (2001). *Second language acquisition processes in the classroom: Learning Japanese*. Mahwah, NJ: Erlbaum.

Oladejo, J. A. (1993). Error correction in ESL: Learners' preference. *TESL Canada Journal, 10*(2), 71-89.

Oliver, R. (2000). Age differences in negotiation and feedback in classroom and pair work. *Language Learning, 50,* 119-151.

Pajares, F. (1992). Teachers' beliefs and educational research: Cleaning up a messy construct. *Review of Educational Research 62*(3), 307–332.

Quinn, J. (2003). Cohesion: Form focused and implicit feedback. *NUCB, 5*(1), 41-48.

Richards, J. C., & Lockhart, C. (1996). *Reflective teaching in second language classrooms.* New York: Cambridge University Press.

Schulz, R. A. (1996). Focus on form in the foreign language classroom: Students' and teachers' views on error correction and the role of grammar. *Foreign Language Annals*, *29*(3), 343-364.

Sheen, Y. (2004). Corrective feedback and learner uptake in communicative classrooms across instructional settings. *Language Teaching Research, 8*(3), 263–300.

Surakka, K. (2007). Corrective feedback and learner uptake in an EFL classroom. Master's thesis: University of Jyväskylä.

A Quarterly Double-Blind Peer Reviewed Refereed Open Access International e-Journal - Included in the International Serial Directories
Indexed & Listed at: Ulrich's Periodicals Directory ©, U.S.A., Open J-Gage, India as well as in Cabell's Directories of Publishing Opportunities, U.S.A.

International Journal of Research in Social Sciences
http://www.ijmra.us

885