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Oral Corrective Feedback in Remote Video-conferencing EFL Classes

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Master of Arts in Teaching English as a Foreign Language

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We hereby approve that this capstone

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Abstract

Oral corrective feedback is of great significance in an EFL classroom as it can have a great impact on students' acquisition of four language skills. A number of research has been conducted around this topic; however, the majority of them were conducted in face-to-face settings. Given the recent shift to online learning due to the Covid-19 Pandemic, it is of great importance to find out what types of oral corrective feedback are used in online video conferencing classes and what types work best resulting in uptake and repair. To answer those questions a mixed method study was conducted. The sampling procedure was purposive, and the participants were three groups of students from an English afterschool program in Yerevan and their teachers. The groups had pre-intermediate, intermediate and upper-intermediate proficiency levels of English. The instruments for data collection were observations and interviews. The data was analyzed deductively using pre-determined classification. The results showed that explicit correction, recasts and elicitation were the most frequently used oral corrective feedback strategies, while elicitation, repetition, explicit correction and metalinguistic feedback were the most effective types that resulted in repair. Moreover, teachers mentioned that their preferred feedback strategies were repetition, explicit correction, elicitation and metalinguistic feedback.

Key words: oral corrective feedback, video conferencing environment, uptake, repair, explicit correction, recasts, elicitation, metalinguistic feedback, clarification requests, elicitation, repetition.

CHAPTER ONE: INTRODUCTION

Oral corrective feedback plays a significant role in second language acquisition. It has long been an area of investigation as students are highly affected by the feedback they receive. A number of researchers have studied the importance and effectiveness of different types of corrective feedback. Lyster and Ranta (1997) classified six types of them and analyzed their effectiveness paying attention to uptake and repair. Different types of oral corrective feedback have different effects, some of them resulting in error repair, others not even in uptake. The uptake and repair can also depend on the proficiency level of students. For example, in case of intermediate participants paralinguistic signals and clarification requests are common (Hashemian & Mostaghasi, 2015). For the upper-intermediate participants, recasts and repetition are the most common types. Moreover, advanced participants seem to show no significant positive or negative attitudes towards any kinds of feedback. Though there are a number of studies conducted on this topic, all of them refer to face-to-face settings. Furthermore, face-to-face learning differs from online learning a great deal.

1.1 Problem Statement

As online learning has spread all over the world very fast due to the Covid-19 pandemic, the transformation from face-to-face learning to online learning has been difficult and raised several issues. There have been many changes in teaching and learning processes. Thus, it is of major importance to study how oral corrective feedback works in online video conferencing environment. There are a few studies investigating the effectiveness of different types of oral corrective feedback in online learning (Pineda Hoyos, 2019; Shirani, 2020). It is possible that the effectiveness of different feedback types change from face-to-face to online settings. Some might work well in face-to-face settings and not work during video conferencing classes. To be more successful we need to find out what types of oral feedback work best to help the students succeed in their learning.

1.2 Purpose Statement

The purpose of the current study is to investigate the types of oral corrective feedback used in online video-conferencing and their effectiveness, and to find out the teachers' perceptions of OCF. Thus, the study aims at answering the following questions:

- What types of oral corrective feedback are used in online videoconferencing EFL classes at pre-intermediate, intermediate and upper-intermediate levels?

- What types of oral corrective feedback result in uptake and repair in online videoconferencing EFL classes at pre-intermediate, intermediate and upper-intermediate levels?

- What are teachers' perceptions of oral corrective feedback in online videoconferencing EFL classes?

1.3 The Significance of the Study

The significance of this action research is to inform the teachers at the afterschool program about the effectiveness of the oral corrective feedback they provide on students' errors. It will show them what type of feedback results in students' uptake and repair which will help them to avoid giving the feedback that has no or negative impact on students' performance. As a result, students may benefit from receiving the right type of feedback and, subsequently, correcting their errors and improving their L2 skills. Moreover, the afterschool program and other schools could benefit from the findings post-COVID-19 if they wish to offer some of their classes in an online video conferencing format.

1.4 Definition of Terms

The following terms are the central concepts of our study. Thus, they are defined below:

OCF- Oral corrective feedback

Videoconferencing - "Videoconference technology is a communication medium that allows connected users to share visual and audio facilities in real time" (Al-Samarraie, 2019, p. 4).

Uptake – "Uptake in our model refers to 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" (Lyste & Ranta, 1997, p. 49).

Repair - "Repair in our model refers to the correct reformulation of an error as uttered in a single student turn" (Lyste & Ranta, 1997, p. 49).

CHAPTER TWO: LITERATURE REVIEW

Corrective feedback refers to the responses to learners' utterances that contain linguistic errors. It provides students with information that their L2 form or utterance was incorrect. There has been disagreement among researchers and educators about whether to correct the errors, what errors to correct, how and when to correct (Ellis, 2009; Ellis et al., 2006; Lyster & Ranta, 1997; Li, 2010). This literature review analyzes and synthesizes studies that have been conducted to find out the effectiveness of different types of oral corrective feedback (OCF) in face-to-face and online settings.

2.1 Types of OCF

Previous research on oral corrective feedback distinguishes six main types of oral corrective feedback (Lyste & Ranta, 1997; Ellis, 2009).

1. *Explicit correction* refers to the explicit indication of the error and providing the correct form. The teacher clearly shows that an error was made and gives the correct form.

2. *Recasts* are implicit types of feedback as they are the reformulation of the student's erroneous utterance minus the error without a clear indication that an error was made.

3. *Clarification requests* indicate that the utterance was not understood, and students need to reformulate it. It includes phrases such as "Excuse me?", "Sorry?", "What do you mean by…?"

4. *Metalinguistic correction* is the use of metalanguage to correct the error. Teachers do not explicitly provide the correct form but use metalanguage to help students to come up with the correct form by themselves.

5. *Elicitation* refers to the techniques used to elicit the correct answer from the students. For example, the teacher may repeat the utterance without the erroneous part and signal the student that something is wrong.

6. *Repetition* takes place when the teacher repeats the students' utterance with the error highlighting it by emphasizing the error.

2.2 Effectiveness of Different Types of OCF

A number of research was conducted to see which type of oral corrective feedback is mostly used and what works best resulting in student uptake and repair (Bryfonski & Ma, 2020; Rohollahzadeh Ebadi et al.,2014; Zhai & Gao, 2018; Ellis et al., 2006 ; Lyster et al., 2013; Panova & Lyster, 2002; Sheen, 2004). The study carried out by Bryfonski and Ma (2020) indicated that while the students preferred getting immediate explicit feedback on their errors, teachers preferred recasts, as they were easy to deliver. Sheen (2004) also found out that recasts are the most frequently used type of feedback, however, they led to the lowest rate of uptake and repair. According to the studies by Zhai and Gao (2018), Ellis et al. (2006), Muslem et al. (2017) explicit correction is more effective than implicit feedback. Clarification requests have the largest positive effect on a student's speaking skills. Metalinguistic feedback is the second most effective method being very clear. Moreover, implicit feedback may have negative effects. Similarly, Afitska (2015) came up with the conclusion that corrective feedback is more effective when provided more explicitly with detailed explanations, when the learners feel that they are given a linguistic feedback on their errors. On the other hand Dehgani et al. (2017) having metalinguistic correction first in rank showed that implicit corrective feedback can also be helpful for low-intermediate level students.

To sum up different types of OCF have different effects. To better understand it is necessary to investigate OCF in relation to students' proficiency level.

2.3 OCF in Relation with Proficiency Level of Students

Some studies examined oral corrective feedback in relation to students' proficiency levels (Sepehrinia & Mehdizadeh, 2018; Muslem et al.; 2017, Maolida, 2013; Zhang & Rahimi, 2014; Karimi & Asadnia ,2015, Ahangari & Amirzadeh, 2011). Some of these studies showed that the feedback type changes from level to level. For example, the study carried out by Hashemian and Mostaghasi (2015) revealed that in case of intermediate participants paralinguistic signals and clarification requests were used. For the upper-intermediate participants, recasts and repetition were the most common types. Moreover, advanced participants showed no significant positive or negative attitudes towards any kinds of feedback. Research by Karimi and Asadnia (2015) showed that explicit correction was the most dominant OCF strategy along with recasts at both elementary and intermediate level. However, elicitation was mostly used in elementary level whereas recasts were provided in upper-intermediate level.

Ahangari and Amirzadeh (2011) also conducted research on OCF at elementary, intermediate and advanced levels. Their results showed that at all three levels the most frequently used OCF was recast. At elementary and intermediate levels the second in rank was explicit correction with 14,2% and 15,8% respectively. For advanced level the second OCF was metalinguistic correction with 12,5% of cases. Moreover, translation was the least used OCF at both elementary and advanced levels and was never used at intermediate level. At this level the last in rank was metalinguistic feedback.

Overall, six main types of OCF may have different effects at different proficiency levels. One type may work really well at one level but not the other. Thus, we should understand which feedback type works well at a specific level to reach uptake and repair which are discussed below.

2.4 Uptake and Repair

To measure the effectiveness of oral corrective feedback Lyster and Ranta (1997) introduced the concept of uptake which is the students' response to teachers' feedback. It has two types: repair and needs repair. There may also be cases when students do not respond to teacher's corrective feedback which is called no uptake. They also distinguish other types of repair: *repetition,* when students repeat teacher's feedback; *incorporation*, which takes place when the student incorporates teacher's feedback in more complex structures: *self-repair*, when the student corrects himself before the teacher gives feedback; *peer-repair*, when another student corrects the error.

Lyster and Ranta (1997) further classified "needs repair" category:

1. *Acknowledgement* refers to the student's response to the teacher's feedback in a form of simple "Yes" or "No".
2. *Same error* takes place whenever students repeat the initial error in response to teacher's feedback.
3. *Different error* refers to the uptake when the student makes a different error after receiving teacher's feedback instead of correcting the previous error.
4. *Off target* is a type of uptake in case of which students get round teachers' linguistic focus without making any other errors
5. *Hesitation* refers to the situation when students are hesitant about the teacher's feedback.
6. *Partial repair* results in a correction of one part of the error.

A number of studies have been conducted to find out which type of OCF is more effective resulting in uptake and repair (Esmaeili & Behnam, 2014; Taipale, 2012; Surakka, 2007; Panova &

Lyster, 2002; Choi & Li, 2012; Suzuki, 2004; Fu & Nassaji, 2016; Alsolami & Elyas, 2016). According to the research by Taipale (2012) the most effective form of oral corrective feedback was metalinguistic feedback which resulted in repair in 80% of cases. Elicitation was the second most effective one resulting in repair in 50% of cases. Aranguiz and Quintanilla Espinoza (2016) carried out a research in a Chilean classroom to find out what types of oral corrective feedback resulted in student uptake and repair. The results showed that most of the feedback provided resulted in repair. However, to see which type was more effective they analyzed the six types of feedback one by one. It was revealed that *repetition*, *metalinguistic feedback* and *clarification request* were the most effective strategies as they mostly resulted in repair. Whereas *recast, translation* and *explicit correction* were less effective resulting in no or very little uptake.

Whereas the study conducted by Suzuki (2004) found that explicit correction was the most effective feedback resulting in 100% repair, Panova and Lyster (2002) showed that whenever students received explicit correction the uptake rate was quite low. Similarly, in the first study it was shown that elicitation, clarification requests led to needs repair, while the second study found that these types of feedback resulted in high rates of uptake along with repetition and metalinguistic correction.

Fu and Nassaji (2016), Esmaeili and Behnam (2014) had very similar results concerning recasts. Both studies found that although recasts were the most frequently used types of OCF, they were not effective as they resulted in very low rates of uptake. Moreover, both studies revealed that the first most effective type of OCF was elicitation, while metalinguistic feedback and explicit correction were the second and the third most successful types.

Alsolami and Elyas (2016) found that the most effective type of OCF was metalinguistic correction with 100% repair. It was followed by elicitation, repetition, explicit correction and

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clarification requests resulting in 70%, 66.6%, 50%, 50% repair respectively. Furthermore. The most frequently used OCF type, recasts, generated only 28.78% repair.

As discussed earlier OCF may differ from level to level. Similarly, uptake and repair may also differ according to proficiency level of students. Research by Li (2014) showed that at elementary and intermediate level recasts were effective generating 53% and 87% uptake rate. On the other hand, recasts did not work with advanced students. According to the author, the reason it did not result in uptake and repair was the communicative nature of the advanced classroom. This means that receiving the feedback advanced students either did not notice it as they were focused on the content rather than the form, or they noticed but preferred to keep the flow of their speech over correcting the error.

In summary, OCF is successful if it results in uptake and repair. However, not all types of OCF do so. Numerous studies analyzed OCF to find out which types are more effective than the others, and they had both similarities and differences in results. Moreover, some studies showed that uptake and repair may also depend on students' proficiency level. The main reason is the type and the nature of the classroom. For example, Li (2014) found that the nature of advanced classrooms is communicative, and advanced students do not correct their errors after receiving feedback as they are more concentrated on keeping the flow of their speech.

2.5 Teachers' Perceptions of OCF

To find out what are teachers' perceptions about oral corrective feedback they provide in their classroom Tomczyk (2013) conducted a study and found out that the most favorable feedback type for teachers was repetition. Teachers mentioned that whenever they notice a student making a mistake they repeat it using rising tone which is an indication for the students that they made an

error. This study showed that most teachers liked using gestures as a means to let the students notice that an error was made.

The importance of gestures as a way of giving feedback was also highlighted in the study by Hernández Méndez and Reyes Cruz (2012). 80% of teachers emphasized gestures and mimicry as a way of correcting students' errors. However, more teachers found clarification requests more frequently used strategy. The next type of feedback favored by the teachers was repetition of the error with a change of intonation so that the students can realize that they made an error. In other words, the three most frequent strategies of OCF were clarification requests, repetition and gestures.

Tran and Nguyen (2020), Roothooft and Breeze (2016) have contradicting results regarding the teachers' perceptions of metalinguistic feedback. While the first study found that teachers used this type of feedback quite often and found it effective, the second study showed that only 20% of teachers found it effective. Tran and Nguyen (2020) further showed that teachers' favorite feedback types were elicitation and clarification requests. Moreover, explicit correction was found to be less frequent which was in line with the results of the study by Roothooft and Breeze (2016) who also showed that explicit correction is not favored by the teachers as only 10% of the teachers found it effective.

2.6 Remote Learning

Nowadays remote learning has spread all over the world due to the Covid-19 pandemic. In our context remote learning refers to online learning which is forced in its nature. Students and teachers do not choose this setting but they are forced to, as there is no other way. Online learning, in its turn, refers to the learning that takes place at a distance using internet connection. It is also known as e-learning. This transformation from face-to-face learning to online learning has been difficult and raised several issues. There have been various changes in teaching and learning

processes. According to research carried out to see if there is any difference in students' performance in online and face-to-face classes, online classes had higher failure than face-to-face classes in a specific course. However, we cannot be sure if we will have the same results in other courses (Ni, 2013). Another study carried out by Rosell-Aguilar (2006) comparing online and face-to-face learning found that more online students failed and dropped out. More students wanted to switch from online to face-to-face classes rather than vice versa.

A recent study was conducted to find out students' views and attitudes towards remote learning (Salih & Omar, 2021). Firstly, they tried to find out if online learning was motivating for students. Around half of the students found it motivating, while 33% had the opposite opinion. On the other hand, online learning was challenging for over 60% of the students, and only 20% of the students did not find it challenging. The other good thing about online learning is opportunities for collaboration. Over 65% of students improved their collaborative skills by sharing materials with their classmates, and 23% of students did not see any improvement in their collaborative skills. At last, 63% of students were quite satisfied with materials available online which facilitated their learning a great deal.

It comes with no surprise that online learning has various advantages as well. Shalevska (2021) examined fun activities used during EFL classes. According to the author, these activities such as Kahoot, Nearpod, etc. increase students' motivation and make the learning process enjoyable. It was shown that students enjoyed online classes even more than face-to-face classes. Moreover, during the questionnaire they even suggested to have the same activities during their real-life classes as these activities make their learning more interesting

2.7 OCF in Online Learning

One of the recent studies carried out by Isperdon (2020) investigated the second language development in Videoconferencing classes. Her results showed that students had positive attitudes in student-student and student-teacher interactions in online learning which was mainly student centered. She also showed that the main type of corrective feedback used was written feedback which was delivered in Zoom chat box or in the form of comments in the shared docs.

A few studies were conducted to find out the effectiveness of OCF in videoconferencing environment. Shirani (2020) studied the implicit and explicit OCF in videoconferencing and their effects on accuracy and fluency. The research found out that explicit correction worked better than implicit correction in the form of recasts. There are some possible reasons according to the author. The first one is noticeability of explicit correction. Students could notice their errors when corrected explicitly which led to learner repair 91.2%, while implicit correction resulted in repair only 21.1% of the cases. Thus, explicit correction had a positive effect on accuracy. On the other hand, it had a negative impact on fluency. The reason is that students concentrated more on accuracy when receiving explicit correction. However, implicit correction resulted in more fluent speech.

Pineda Hoyos (2019) studied corrective feedback and its effectiveness in EFL online classes. The research showed that the teacher used explicit correction and recasts. Moreover, explicit correction was quite effective resulting in student uptake while recasts were unnoticed. According to the author, the main reason students corrected their errors after explicit correction is that they noticed their errors.

To sum up, OCF plays a very significant role in students' learning process as it gives them an opportunity to notice their errors and correct them. However, not all types of correction do so. To find out which types of corrections enable students to correct their mistakes a number of research

has been conducted. Some of them had very similar results, others were radically different. For example, some studies (Fu & Nassaji, 2016; Esmaeili & Behnam, 2014; Alsolami & Elyas, 2016; Suzuki, 2004) showed that explicit correction is very effective as it results in repair. On the other hand, another study conducted by Shirani (2020) showed that explicit correction is not beneficial if we want to improve students' fluency of speech. Uptake and repair may also depend on students' proficiency level. To find out which type of OCF fits in different proficiency levels we have taken pre-intermediate, intermediate and upper-intermediate levels for our study.

CHAPTER THREE: METHODOLOGY

The study aims to explore what types of OCF are used in online video conferencing environments, and which of them result in uptake and repair. The following chapter describes the context, participants, instruments used to collect the data, the steps for data collection and analysis, limitations and delimitations of the study.

3.1 Research Design

This study is a sequential QUAL-> quan mixed method study. This type of study is also known as exploratory non-experimental mixed methods study. Here the qualitative data is collected first and weighs more than quantitative data. During the first part of the study observations and interviews were conducted, and then quantitative methods occurred after the completion of qualitative methods.

The following steps were taken to conduct the research. First, we chose three groups of students with different proficiency levels. Second, we planned and implemented a qualitative data collection. During this phase we observed the classes and gathered the data for later analysis, and conducted interviews with the three teachers. Third, the data was quantified to show the results in numbers.

3.2 Restatement of the Research Questions

The study was conducted on the basis of the following research questions:

1.	What types of oral corrective feedback are used in online video conferencing EFL classes at pre-intermediate, intermediate and upper-intermediate levels?

2.	What types of oral corrective feedback result in learner uptake and repair in online video conferencing EFL classes at pre-intermediate, intermediate and upper-intermediate levels?

3.	What are teachers' perceptions of oral corrective feedback in online videoconferencing EFL classes?

3.3 Context and Participants

The research was conducted in an English Afterschool program in Yerevan, Armenia. Three groups of pre-intermediate, intermediate and upper-intermediate levels were chosen for the study. There were seventeen students in pre-intermediate group (four boys, thirteen girls), nine students in intermediate (three girls, six boys), and five students in upper-intermediate group (three girls, two boys). The participants were all teenagers. They were all native Armenian speakers. The teachers shared the same academic background. They were all MA TEFL graduates at AUA. Thus, they had similar experiences and views about teaching and learning English as a foreign language and shared general CLT beliefs.

The sampling strategy used is non probability purposive (judgmental) sampling. This is a strategy when the participants are selected deliberately. In our case, the participants were selected according to their proficiency level.

3.4 Data Collection

The main instruments for data collection were observations and interviews with the three teachers. Five video-recorded classes per group were observed. Overall, fifteen classes were observed. The classes lasted for two hours with five to ten minutes break. Thus, fifteen classes of one hour and fifty minutes were observed.

The first step for data collection was setting up the procedure with the three teachers. Firstly, one lesson for each group was observed and video-recorded by the researcher. Then, the teachers recorded their classes and sent the recordings to the researcher for analysis. A special observation form was used for data collection (See Appendix A). The observation form was created according to Lyster and Ranta's classification of OCF. The form consisted of six parts for six types of OCF. Each part was divided into three subparts showing the effectiveness of the feedback type received. The three subparts were named as uptake, repair, no uptake which again were concepts suggested by Lyster and Ranta (1997). To fill out the form we watched the recordings very carefully to find out what errors were made, how these errors were corrected by the teacher, and how students responded to the teacher's feedback.

After the observations interviews with the three teachers were conducted. They were asked five questions about the OCF they provide in their classrooms (See Appendix B). The interviews were also recorded with the participants' permission. After that, their answers were written down for later analysis.

3.6 Data Analysis

To begin with, the data analysis processes were validated by the adviser. The data was analyzed deductively according to a predetermined classification. As stated earlier, we used Lyster and Ranta's classification of six types of OCF which are explicit correction, recasts, clarification requests, metalinguistic feedback, elicitation and repetition. There were some peculiarities in our data analysis. First, the feedback type where the teacher used a special intonation and emphasized the correct form in her speech in case of phonological errors made by the students was classified as explicit correction. Even though the teacher did not indicate explicitly that she was correcting an error by using words such as "no", "we don't say..." we took these corrections as explicit as the

teacher's intonation was a clear indication that she was correcting an error. The second peculiarity was that we did not take translation as a separate category like some researchers as Ahangari and Amirzadeh (2011); Aranguiz, and Quintanilla Espinoza (2016) but we included these types of feedback into explicit correction as the teacher used it to show the students that they made an error.

The data was further analyzed in relation to students' uptake and repair. The feedback type that resulted in correction of the error by the student was classified as repair. The ones that resulted in acknowledgement that the error was corrected but did not result in an error correction by the student were classified as uptake that still needs repair. And finally, the ones that were unnoticed and did not even make the student realize that an error was made were classified as no uptake.

The data was quantified by counting the cases of each type of feedback and what type of response originated. Before coming up with the final results a co-rater was invited for reliability purposes. The co-rater was asked to analyze 25% of the data. Before sharing the data with her, we shared the literature review and the methodology so that she could get acquainted with the research. Afterwards, we analyzed one feedback move for each type of OCF strategy together. Then, we shared 25% of the data with her and after getting her response we came up with our final results and conclusions which were introduced in numbers and figures.

The data from the interviews was analyzed deductively according to the interview questions which were then generalized under four themes. The themes were the following: most common types of OCF used in the classroom, OCF in relation to proficiency level of students, feedback strategies resulting in uptake and repair, OCF in face-to-face vs online video-conferencing environment.

CHAPTER FOUR: RESULTS

The following chapter introduces the findings of the study on the types and effectiveness of oral corrective feedback used at three proficiency levels in online video-conferencing environments. Table 1 shows how many feedback moves were observed across three levels.

Table 1

The number of feedback moves across three proficiency levels

Type of feedback	Pre-intermediate	Intermediate	Upper-intermediate	Total
Explicit correction	27 (47.4%)	21 (35%)	1 (8.3%)	49 (38%)
Recasts	7 (12.3%)	25 (41.7%)	2 (16.7%)	34 (26.3%)
Clarification requests	2 (3.5%)	2 (3.3%)	2 (16.7%)	6 (4.6%)
Metalinguistic correction	15 (26.3%)	11 (18.3%)	0 (0%)	26 (20.3%)
Elicitation	4 (7%)	1 (1.7%)	6 (50%)	11 (8.5%)
Repetition	2 (3.5%)	0 (0%)	1 (8.3%)	3 (2.3%)

Total	57 (100%)	60 (100%)	12 (100%)	129 (100%)

Overall, the most frequent feedback strategy is explicit correction (38%). For example:

S: She is a babysister

T: Not babysister but babysitter

S:Yes, babysitter

The second most common type was recasts (26.3%). Here is an example:

S: A person who do not have a job

T: Yes, a person who does not have a job

Metalinguistic feedback was the third in rank with 20.3%. Here is an example:

S: It was very packed

T: Remember we do not use "very" with extreme adjectives.

S" Yes, it was packed

Less common types of OCF were elicitation, clarification requests and repetition with 8.5%, 4.6% and 2.3% of usage respectively. Here are some examples:

Elicitation:

S: Of course, there are a lot of advantages

T: Is it a good idea to start the sentence with "of course"

S: No

T: And how can we change it

S: To begin with

Clarification request:

S: It's too old

T: Do you mean old-fashioned?

S: Yes

Repetition:

S: I can't buy until my parents lend me some money.

T: Until?

S: Unless

4.1 Research Question 1

What types of oral corrective feedback are used in online video-conferencing EFL classes at pre-intermediate, intermediate and upper-intermediate levels?
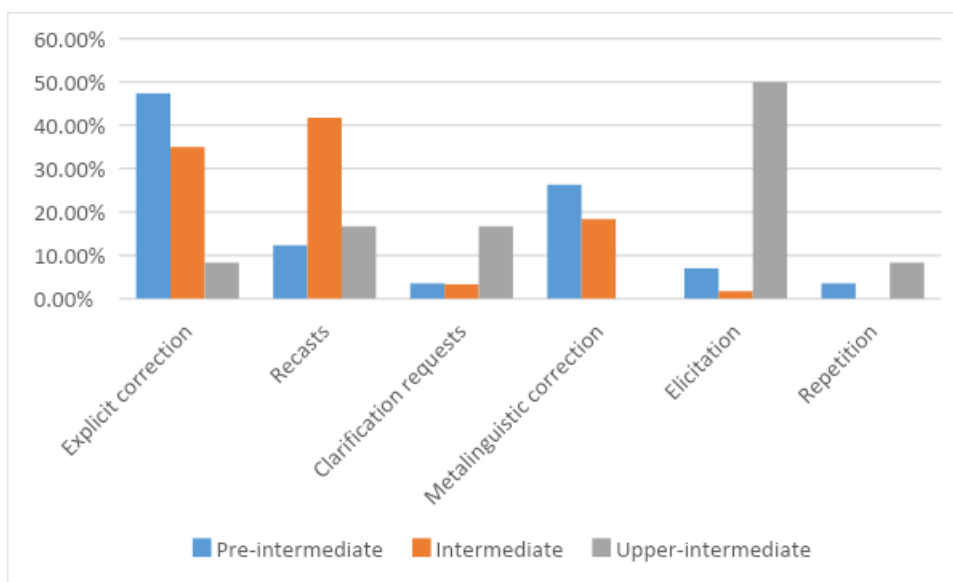
To investigate what types of oral corrective feedback are used in online video-conferencing environments class observations were conducted. Figure 1 shows the number of feedback moves at pre-intermediate, intermediate and upper-intermediate proficiency levels. It was found out that the most common type of feedback the teacher provided at pre-intermediate level was explicit correction with twenty seven cases which makes 47% of total cases. The second mostly used feedback type at this level was metalinguistic correction followed by recasts and elicitation. The least used types of feedback for pre-intermediate group of students were clarification requests and repetitions with 3.5% of total cases.

Unlike pre-intermediate level where explicit correction was the first in rank, recasts seemed to be the most frequently used OCF strategy at intermediate level. While explicit correction was provided in 35% of the cases, recasts were at the first place with 41.7% of total cases. Similarly, metalinguistic correction was the third in rank like in case of pre-intermediate level. Elicitation and clarification requests were the last ones with one and two cases respectively at intermediate level. At this level there were no cases of repetition.

On the other hand, the results for upper-intermediate level differed radically from the results for pre-intermediate and intermediate levels. At this level there was very few feedback moves in comparison with the other two levels. Here the most frequent feedback type was elicitation with six total cases which was followed by recasts and clarification requests. At this level explicit correction and repetition were the least used types. Moreover, there were no cases of metalinguistic correction given at this level.

Figure 1

The number of feedback moves at pre-intermediate, intermediate and upper-intermediate levels

4.2: Research Question 2

What types of oral corrective feedback result in uptake and repair in online video-conferencing EFL classes at pre-intermediate, intermediate and upper-intermediate levels?

To investigate what types of OCF result in uptake and repair class observations were used. Figure 2 shows the numbers of uptake, repair and no uptake according to the six types of OCF at pre-intermediate level. To start with, the most effective types of feedback that resulted in repair were elicitation and repetition. Even though they were not used frequently by the teacher they resulted in repair in all the cases. The next most effective feedback type resulting in repair in thirteen cases out of fifteen was metalinguistic correction. Explicit correction was also very effective as it resulted in repair in most cases. This feedback type also resulted in uptake in four cases, and there were four cases with no uptake. As far as uptake is concerned, the students acknowledged that they made an error and the error was corrected by responding to the teacher's feedback by just saying "yes" and not repeating the correct form. The other four feedback moves that were considered as no uptake remained unnoticed by the students. The next feedback type which was one of the least frequently used types is clarification requests. The figure shows that there was one case of repair and one case of uptake that still needed repair. Lastly, the least effective type of feedback which resulted in no uptake in the majority of cases was recasts. This type of OCF was effective in two cases only.

Figure 2

Students' uptake and repair according to the types of feedback at pre-intermediate level
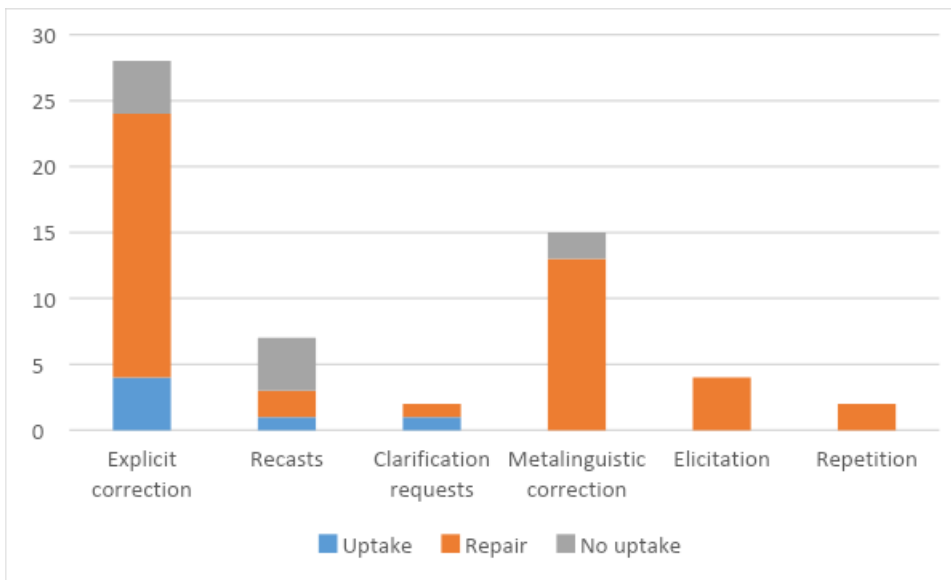
Figure 3 shows the number of uptake, repair and no uptake for each OCF type at intermediate level. The results showed that the most effective feedback types that resulted in repair were clarification requests and elicitation. These two types of feedback were given very rarely (there were only one or two cases) but in all the cases they were successful originating repair of the erroneous utterance. The next most effective type was explicit correction which was effective in nineteen cases out of twenty one. The other two cases originated no uptake as they did not make the student realize that an error was made and that they were corrected. Metalinguistic correction was the next most effective feedback strategy with very high rates of repair. As far as recasts as the most frequent type of error correction for this level are concerned, there were only eight cases of repair of erroneous utterances by the students after receiving the feedback. The cases of no uptake were more. The last type of feedback which did not result in repair at all was clarification requests. Here we had cases of uptake that still needs repair only making it the least effective OCF type for this level.

Figure 3

Students' uptake and repair according to the types of feedback at intermediate level
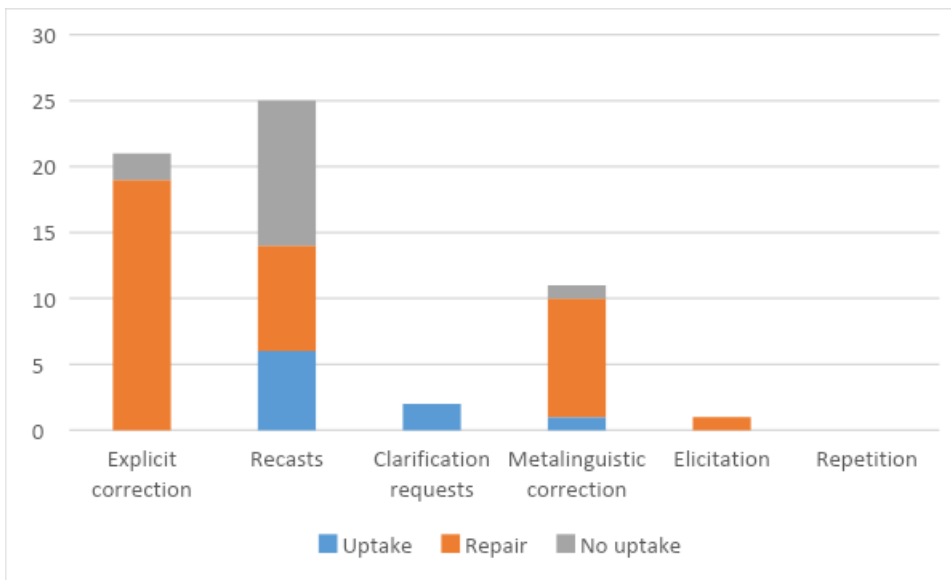
Figure 4 represents the number of uptake, repair and no uptake for six types of OCF at upper-intermediate level. At this level the most effective feedback type was elicitation with five cases of repair by the students. The second type of feedback that resulted in repair was clarification requests but there was only one case of repair and one case of uptake that still needed repair. At this level recasts, explicit correction and repetition were ineffective as neither of them resulted in repair. However, repetition originated uptake without repair, while explicit correction and recasts were classified as no uptake as they were unnoticed by the students. As far as metalinguistic feedback is concerned, the teacher did not provide this type of OCF at this level.

Figure 4

Students' uptake and repair according to the types of feedback at upper-intermediate level
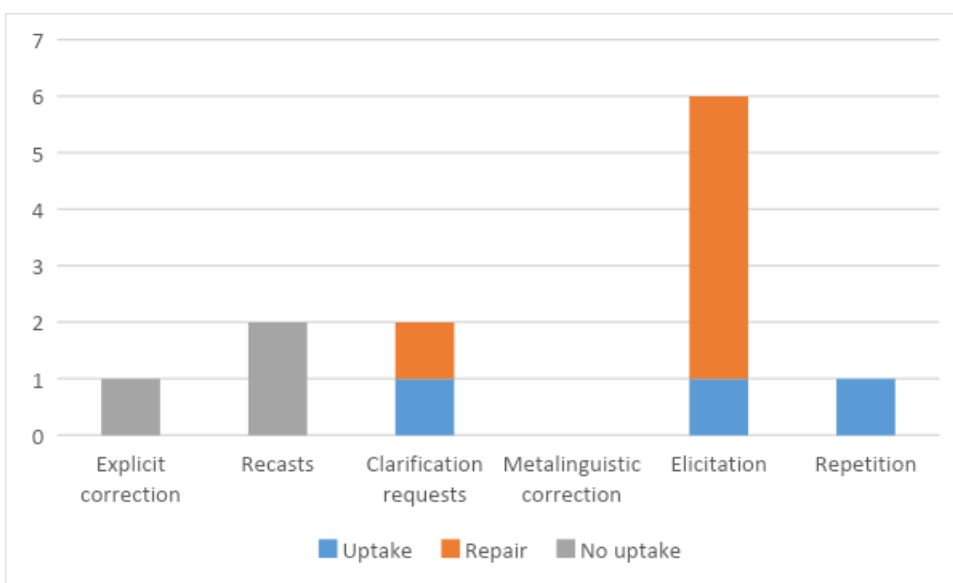
4.3 Research Question 3

What are teachers' perceptions of OCF in online video-conferencing EFL classes?

To investigate what are teachers' perceptions about OCF in online video-conferencing environment interviews were conducted. Overall, the teachers shared similar views about OCF and its effectiveness. Firstly, all three teachers mentioned that they did not pay attention to feedback they provide on students' erroneous utterances very deeply but now when they went back and looked closely they found that they used some types of OCF more often than the others.

4.3.1 Most Common Types of OCF Used in the Classroom

The first question was asked to find out what types of OCF the teachers used more frequently. The first teacher mentioned that the two corrective feedback types she used most frequently were repetition and explicit correction. The other two teachers also mentioned explicit correction as one of the most frequent types of feedback. While the second teacher mentioned elicitation as the second most common type, the third teacher preferred metalinguistic feedback.

4.3.2 OCF in Relation to Proficiency Level of Students

The second question was concerned with the feedback and the proficiency level of students. The answers revealed that two teachers out of three preferred metalinguistic feedback for lower level students and elicitation or clarification requests for higher levels. The third teacher mentioned that she used elicitation for all the levels, however, she preferred explicit correction for lower levels.

4.3.3 Feedback Strategies Resulting in Uptake and Repair

As far as the effectiveness of the OCF types are concerned, all teachers agreed that the feedback they provide mostly resulted in repair, there were only rare cases that the feedback remained unnoticed. Moreover, they mentioned that clarification requests, elicitation and metalinguistic correction worked better and resulted in repair. There was some disagreement around the effectiveness of explicit correction as one teacher found explicit correction very effective resulting in repair while the other two teachers had the opposite opinion as sometimes students ignore this type of feedback.

4.3.4 OCF in Face-to-face vs Online Video-conferencing Environments

Finally, the teachers were asked about oral corrective feedback and its effectiveness in face-to-face vs online video-conferencing environment. As the other aspects of teaching and learning, two teachers mentioned that the feedback was also different in these two settings. They both agreed that the lack of body language and gestures was the main reason of these differences. One teacher mentioned:

"During face-to-face classes whenever I noticed a student making an error I looked at that person with a surprise look and with that one look I could give that person a sign that he needed to clarify or change something".

On the other hand, one of the teachers did not agree with the idea that the feedback and its effectiveness may be different at these two settings. She mentioned that they were more or less the

same as feedback was something that could not be changed no matter it was face-to-face or online learning

CHAPTER FIVE: DISCUSSION AND CONCLUSION

5.1 Discussion

This study was carried out to investigate the types of oral corrective feedback used in online video-conferencing environment and their effectiveness at pre-intermediate, intermediate and upper-intermediate levels. This chapter discusses and evaluates the results of the study in relation to other studies carried out by different researchers on the same topic. It starts with a summary of findings for each research question.

To begin with, comparing the results of our research with the results of other studies conducted in face-to-face settings we can conclude that there are not any major differences between the OCF and its effectiveness in face-to-face vs online video-conferencing EFL classes. This section will discuss the similarities and some differences between our study and the others.

For research question one the following points are discussed: at pre-intermediate level explicit correction, metalinguistic feedback and recasts were the most common strategies, while at intermediate level recasts were the first in the rank followed by explicit correction and metalinguistic feedback. As for upper-intermediate level, elicitation was the most frequent type.

For research question two the following results are discussed: at pre-intermediate level the most effective feedback types were repetition and elicitation even though they were rarely used. The least effective feedback that for this level and for intermediate level as well was recasts. Meanwhile, the most effective types found for intermediate level were explicit correction and elicitation. As far as upper intermediate level is concerned, elicitation and clarification requests worked well. The other strategies did not result in repair but some of them originated uptake that still needed repair.

The findings for research question three discussed in this chapter are that the teachers favored explicit correction, elicitation, metalinguistic feedback to use in their classroom. They found elicitation, clarification requests and metalinguistic correction the most effective feedback strategies. As for the differences of face-to-face and online video-conferencing classes, they mentioned that the only difference is that in online environment they could not use gestures as a way of giving feedback.

5.1.1 Research Question 1

What types of oral corrective feedback are used in online video-conferencing EFL classes at

pre-intermediate, intermediate and upper-intermediate levels?

The data analysis indicated that at pre-intermediate level the most frequently used type of OCF in online EFL classes was explicit correction. These results are in line with the research carried out by Karimi and Asadnia (2015); Maolida (2013) in face-to-face settings who showed that explicit correction was the most dominant strategy at elementary and intermediate levels. An explanation to this finding may be the fact that explicit correction is easy to deliver and does not take much time for students to correct their error as the correct form was already given by the teacher. Metalinguistic feedback appeared to be the second dominant OCF at this level. The reason is that at this level students learn grammar rules, and teachers use these rules to correct their mistakes which not only helps students to correct their errors but also remember the rules better for future use. The third most common feedback type in rank was recasts. While the study carried out by Ahangari and Amirzadeh (2011) showed that recasts were the most frequent type of error correction at all levels, our results showed that recasts were the third most common type after explicit correction and metalinguistic correction.

On the other hand, the results for intermediate level are in line with the findings by Ahangari and Amirzadeh (2011), as at this level recasts dominate. One reason of this may be that recasts are very easy and fast to deliver. At this level explicit correction and metalinguistic feedback were the second and the third dominant types which contradicts with the results of the study by Hashemian and Mostaghasi (2015) who revealed that in face-to-face settings in case of intermediate participants paralinguistic signals and clarification requests were mainly used. Interestingly, in our research clarification requests were rarely used as the teacher preferred giving direct feedback. Moreover, there was a contradiction with the results of the study by Ahangari and Amirzadeh (2011) regarding metalinguistic feedback. In their study metalinguistic feedback was the last in rank whereas in our study it was the third most frequent type.

As far as the results for upper-intermediate level are concerned, our study indicated that the most dominant type of feedback at this level was elicitation. However, it contradicts the results of the study conducted by Hashemian and Mostaghasi (2015) who revealed that in case upper-intermediate participants, recasts and repetition were the most common types. At this level there were no cases of metalinguistic feedback the reason of which is that teachers find this type of feedback ineffective for this level of students. However, the fact that our sample size for this level was very small questions the reliability of our findings. If in case of pre-intermediate and intermediate levels we had fifty-seven to sixty feedback moves overall, at this level we could observe only twelve. This fact decreases the reliability of our findings for this level a great deal.

5.1.2 Research Question 2

What types of oral corrective feedback result in uptake and repair in online video-conferencing EFL classes at pre-intermediate, intermediate and upper-intermediate levels?

The results for the second research question indicated that at pre-intermediate level the most effective types of OCF were elicitation and repetition. Their effectiveness can be explained with the noticeability theory (Ellis, 2015). Elicitation and repetition make the students realize and notice that they made an error that makes them concentrate and correct their mistakes themselves without their teacher's help. The study conducted by Aranguiz and Quintanilla Espinoza (2016) in a Chilean classroom also showed that repetition, metalinguistic feedback and clarification request were the most effective strategies as they mostly resulted in repair. Moreover, there were similar results regarding elicitation which was one of the most effective in our study and the second most effective in the study by Aranguiz and Quintanilla Espinoza (2016).

Similar results regarding the effectiveness of recasts were found in the studies by Fu and Nassaji (2016), Esmaeili and Behnam (2014) which showed that although recasts were the most

frequently used types of OCF they were not effective as they resulted in very low rates of uptake. Furthermore, Alsolami and Elyas (2016) also had the same results regarding recasts being the least effective feedback type. The main reason of very low rates of repair in case of recasts is that students do not notice it. As teachers do not explicitly show that an error was made this type of feedback remains unnoticed most of the time.

For intermediate level the data analysis indicated that the most useful feedback types in online EFL classes were elicitation and explicit correction. These results are in line with the study carried out by Shirani (2020) in online video-conferencing environment. This study found that explicit correction made the students notice their errors which resulted in repair in majority of cases. Pineda Hoyos (2019) also had the same views about explicit correction and its effectiveness as he also mentioned that this type of feedback was noticeable which was the reason that it originates repair.

Metalinguistic correction was the next most effective type of feedback which resulted in repair in nine cases out of eleven. Similar results were found in the study carried out by Taipale (2012) which showed that the most effective form of oral corrective feedback was metalinguistic correction that resulted in repair in 80% of cases. Although some studies (Aranguiz & Quintanilla Espinoza, 2016) indicated that clarification requests were very effective, our findings showed that this type of feedback was the least effective resulting in no repair. However, 100% of cases it resulted in uptake that still needed repair which means that the students noticed their error by acknowledging that they were wrong but did not correct themselves.

As for upper-intermediate level, overall there were very few feedback moves. The results showed that only two types of feedback resulted in repair. They were elicitation and clarification requests. Moreover, elicitation was the most effective one. It resulted in repair in the majority of

cases. Other studies had very similar results with minor differences. For example, the study conducted by Alsolami and Elyas (2016) in face-to-face classes found that 70% of elicitation originated repair of the error.

On the other hand, there were surprising results regarding the other types of corrective feedback. Explicit correction, recasts, repetition resulted in no uptake. The studies discussed above showed that explicit correction was very effective (Shirani, 2020; Pineda Hoyos, 2019). Even though recasts were not very effective but the studies showed that in some cases it resulted in uptake that still needed repair (Fu & Nassaji. 2016; Esmaeili & Behnam, 2014). However, in our study recasts did not originate any uptake or repair.

5.1.3 Research Question 3

What are teachers' perceptions of OCF in online video-conferencing EFL classes?

The results for teachers' perceptions about oral corrective feedback showed that teachers preferred the following feedback strategies in their teaching: repetition, elicitation, metalinguistic feedback and explicit correction. These results are in line with the previous research by Tomczyk (2013), Hernández Méndez and Reyes Cruz (2012) who also showed that one of the teachers' favorite feedback strategy was repetition. This happens when the teacher repeats the error the student made by rising the intonation and emphasizing that an error was made. Elicitation and metalinguistic feedback as preferred types of OCF was also highlighted in the study carried out by Tran and Nguyen (2020) who indicated that these types of feedback were widely used by the teachers and were very effective according to the interviewees.

As far as the effectiveness of the OCF is concerned, our results showed that the teachers had similar views and indicated that elicitation, metalinguistic correction and clarification requests

were the most effective ones resulting in repair. However, there was a disagreement around explicit correction as one teacher found it effective while the other two teachers had the opposite view. Roothooft and Breeze (2016) also had some disagreement in their study about the explicit feedback, however, this disagreement was not between the teachers but between the students and the teachers as in their study they tried to find out both students' and teachers' perceptions. While students had positive attitude towards explicit correction, teachers found it ineffective.

Regarding teachers' perception on the OCF in face-to-face and online setting, results showed that the feedback type was different because in online learning there were no gestures used. The teachers mentioned that one of their favorite feedback strategies in face-to-face environment was gestures as it gave the students opportunity to notice that they made an error. This type of results are found in the study by Hernández Méndez and Reyes Cruz (2012). The study showed that 80% of teachers indicated gestures as one of the most common ways of giving feedback. In other words, our results showed that the only difference feedback can have in these two settings was the lack of gestures. Otherwise, there were no other major differences.

Overall, teachers' perceptions about the OCF they use in their classrooms matches with their actual practices. Thus, the results we got from observations coincide with the results gained from the interviews.

5.1.4 OCF in Face-to-face vs Online Videoconferencing Environment

A study conducted by Bisharyan (2014) is a very similar study that was carried out in the same afterschool program in face-to-face settings. The participants of her study were seventy-six students from EEC afterschool program and sixty-one students from EP program. The level of students is not specified in her study, however, she mentioned that the students had different proficiency levels. The age of the students from EEC was ten to fifteen. The study indicated what

types of OCF teachers used at that afterschool program, analyzed the rates of uptake and repair for each type and showed what types of feedback teachers use to correct different types of errors.

Overall, the results for that study were consistent with our findings. First, the results showed that the most frequent types of feedback were recasts and explicit correction which are in line with our findings that suggests that at pre-intermediate level explicit correction was the most common strategy, while at intermediate level recasts were the first most common type.

While Bisharyan (2014) showed that elicitation, repetition, clarification request and metalinguistic clues resulted in 100% repair, our results indicated that elicitation and repetition resulted in 100% repair at pre-intermediate group. Moreover, metalinguistic correction was also highly effective originating 86.7% repair at pre-intermediate and 81.8% at intermediate level. However, clarification requests were not effective in our study. It resulted in repair in 50% of cases only. Moreover, it resulted in 0% of repair at intermediate level.

To sum up, comparing the results of two studies it is evident that there are not many differences between the types of OCF in face-to-face and online video-conferencing environment.

5.2 Conclusion and Pedagogical Implications

Analyzing and discussing the results of the study, we can come up with the following conclusions:

- The most frequently used types of oral corrective feedback are explicit correction, recasts and elicitation. More specifically, level explicit correction is the most frequent strategy at pre-intermediate, recasts are used more often at intermediate and elicitation in upper-intermediate level.

- The most effective feedback strategies that result in repair in the majority of cases are elicitation, repetition and metalinguistic feedback at pre-intermediate level. Similarly, elicitation, explicit correction and metalinguistic feedback work best at intermediate level. As for upper-intermediate level, elicitation, clarification requests seem to work better than the other types of OCF.

- As far as teachers' perceptions are concerned, they prefer providing repetition, explicit correction, elicitation and metalinguistic feedback and indicated that the feedback they provide is very productive as in the majority of the cases in results in repair or uptake and there are only rare cases when the feedback they provide remains unnoticed.

  Based on these results several teaching implications have been emerged.

- Teachers should pay direct attention to the feedback they provide in their classrooms to see which feedback type works best for each level.

- As the most effective feedback types that result in repair in most cases in online video-conferencing EFL classes are elicitation, repetition and metalinguistic feedback, teachers should try to use these strategies more often as elicitation and repetition were used very rarely at all three levels and there were no cases of metalinguistic correction at upper-intermediate level.

- Recasts were shown to be very ineffective type of feedback in online classes resulting in very low rates of repair. Thus, teachers should try to avoid this type of feedback and replace it with the other types that were more effective.

5.3 Limitations and Delimitations

Some limitations and delimitations emerged during conducting the research. The first limitation is that three levels that were observed for our study were taught by different teachers which creates a confounding variable. The second limitation is that only one group per level was observed during the research. This limits the generalizability of the results as the relationships between the teacher and the students may have an impact on the feedback given by the teacher and the student's response to this feedback. The third limitation of this study is that the co-rater analyzed 25% of the data only. Thus, 75% of the data was analyzed by the researcher only which means there may be some subjectivity in the results. Finally, the sample size for upper-intermediate level was very small. While we had seventeen students at pre-intermediate level, there were only five students at upper-intermediate level. This may be the main reason we had very few feedback moves at this level. Thus, this limits the generalizability of the results for this level.

Some delimitations of the study are the context of the research, the participants' age (14-17) and their proficiency level (pre-intermediate, intermediate and upper-intermediate).

5.4 Suggestions for Further Research

An area that could be considered for future research is students' perceptions about OCF they receive during online EFL classes. The following research question is suggested: "What are the students' perceptions on OCF in online video-conferencing environment". It was interesting to find out the teachers' views on OCF, and interviewing students will help to reveal what type of feedback the students find more effective for their learning needs. As students are different, they have different ways of learning. Thus, it will help us understand if the same type of feedback may have different results on different students.

The second suggestion would be to carry out a longitudinal research with more groups and more students to have results that are more reliable. Furthermore, to find out teachers' perceptions, more teachers could be involved in the research.

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Appendices

Appendix A

Observation Form

Observation N

Level:

Explicit correction			Recasts			Clarification requests		
Uptake	Repair	No uptake	Uptake	Repair	No uptake	Uptake	Repair	No uptake
1. 2. 3. 4. ..	1. 2. 3. 4. ..	1. 2. 3. 4. ..	1. 2. 3. 4. ..	1. 2. 3. 4. ..	1. 2. 3. 4. ..	1. 2. 3. 4. ..	1. 2. 3. 4. ..	1. 2. 3. 4. ..

Metalinguistic correction			Elicitation			Repetition		
Uptake	Repair	No uptake	Uptake	Repair	No uptake	Uptake	Repair	No uptake
1. 2. 3. 4. ..	1. 2. 3. 4. ..	1. 2. 3. 4. ..	1. 2. 3. 4. ..	1. 2. 3. 4. ..	1. 2. 3. 4. ..	1. 2. 3. 4. ..	1. 2. 3. 4. ..	1. 2. 3. 4. ..

Appendix B

Interview Questions

1. What types of OCF do you use most frequently in online videoconferencing environment?

2. Does the feedback type you provide change level to level. If so, what types of OCF do you usually use at pre-intermediate, intermediate and upper-intermediate levels?

3. How do students respond to the feedback you give? Does the feedback result in repair of the error or does it result in utterance that still needs repair?

4. What types of feedback result in repair of the error? What types result in uptake that still needs repair?

5. What are your perceptions about the OCF in face-to-face vs online videoconferencing environments?