BAŞKENT UNIVERSITY

INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGE EDUCATION
MASTER IN ENGLISH LANGUAGE TEACHING WITH THESIS

EFL INSTRUCTORS' AND LEARNERS' PERCEPTIONS ON AND PREFERENCES FOR ORAL CORRECTIVE FEEDBACK: DO THEY OVERLAP?

PREPARED BY

MUSTAFA EMRE BÖLÜKBAŞI
21910046

MASTER THESIS

ANKARA – 2022

BAŞKENT UNIVERSITY

INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGE EDUCATION
MASTER IN ENGLISH LANGUAGE TEACHING WITH THESIS

A STUDY ON EFL INSTRUCTORS' AND LEARNERS' PERCEPTIONS ON AND PREFERENCES FOR ORAL CORRECTIVE FEEDBACK: DO THEY OVERLAP?

PREPARED BY

MUSTAFA EMRE BÖLÜKBAŞI
21910046

MASTER THESIS

THESIS ADVISOR

ASST. PROF. DR. SEVGİ ŞAHİN

ANKARA – 2022

BAŞKENT ÜNİVERSİTESİ

EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı çerçevesinde Mustafa Emre Bölükbaşı tarafından hazırlanan bu çalışma, aşağıdaki jüri tarafından Dönem Projesi olarak kabul edilmiştir.

Tez Savunma Tarihi: 05/08/2022

Tez Adı: Karşılaştırmalı Bakış Açısıyla İngilizce Öğretiminde Öğretmenlerin ve Öğrencilerin Sözlü Düzeltici Geri Bildirimlere Yönelik Algıları ve Tercihleri

Tez Jüri Üyeleri (Unvanı, Adı - Soyadı, Kurumu)	**İmza**
Asst. Prof. Dr. Nilüfer Can Daşkın, Hacettepe Üniversitesi	……………………
Asst. Prof. Dr. Gülin Dağdeviren Kırmızı, Başkent Üniversitesi	……………………
Tez Danışmanı Asst. Prof. Dr. Sevgi Şahin, Başkent Universitesi	……………………

ONAY

…………………………..
Eğitim Bilimleri Enstitüsü
Müdürü
Tarih: 05/08/2022

BAŞKENT ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ
YÜKSEK LİSANS / DOKTORA TEZ/PROJE ÇALIŞMASI
ORİJİNALLİK RAPORU

Tarih: 26 / 07 / 2022

Öğrencinin Adı, Soyadı: Mustafa Emre Bölükbaşı

Öğrencinin Numarası: 21910046

Anabilim Dalı: Yabancı Diller Eğitimi

Programı: İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı

Danışmanın Unvanı/Adı,Soyadı: Dr. Öğr. Üyesi Sevgi Şahin

Tez Başlığı: Karşılaştırmalı Bakış Açısıyla İngilizce Öğretiminde Öğretmenlerin ve Öğrencilerin Sözlü Düzeltici Geri Bildirimlere Yönelik Algıları ve Tercihleri

Yukarıda başlığı belirtilen Yüksek Lisans/Doktora tez/proje çalışmamın; Giriş, Ana Bölümler ve Sonuç Bölümünden oluşan, toplam 154 sayfalık kısmına ilişkin, 26/07/2022 tarihinde tez danışmanım tarafından Turnitin adlı intihal tespit programından aşağıda belirtilen filtrelemeler uygulanarak alınmış olan orijinallik raporuna göre, tezimin benzerlik oranı % 13'tür. Uygulanan filtrelemeler:

1. Kaynakça hariç

2.Alıntılar hariç

3.Beş (5) kelimeden daha az örtüşme içeren metin kısımları hariç

"Başkent Üniversitesi Enstitüleri Tez Çalışması Orijinallik Raporu Alınması ve Kullanılması Usul ve Esaslarını" inceledim ve bu uygulama esaslarında belirtilen azami benzerlik oranlarına tez çalışmamın herhangi bir intihal içermediğini; aksinin tespit edileceği muhtemel durumda doğabilecek her türlü hukuki sorumluluğu kabul ettiğimi ve yukarıda vermiş olduğum bilgilerin doğru olduğunu beyan ederim.

Öğrenci İmzası: ……………

ONAY

Tarih: 26/07/2022
Öğrenci Danışmanı Unvan, Ad, Soyad, İmza:

…………………………
Dr. Öğr. Üyesi Sevgi Şahin

To my family and my future wife who supported me throughout this journey.

ACKNOWLEDGMENTS

Mustafa Emre BÖLÜKBAŞI

Ankara 2022

ÖZET

MUSTAFA EMRE BÖLÜKBAŞI

**Karşılaştırmalı Bakış Açısıyla İngilizce Öğretiminde Öğretmenlerin
ve Öğrencilerin Sözlü Düzeltici Geri Bildirimlere Yönelik
Algıları ve Tercihleri**

**Başkent Üniversitesi
Eğitim Bilimleri Enstitüsü
Yabancı Diller Eğitimi Anabilim Dalı
İngilizce Dili Öğretimi Yüksek Lisans Programı**

2022

Bu çalışmanın amacı, İngilizce öğretmenlerinin ve hazırlık öğrencilerinin sözel düzeltici dönüt hakkındaki algılarını ve tercihlerini karşılaştırmalı bir bakış açısıyla araştırmaktır. Buna ek olarak, İngilizce öğretmenlerinin sözel düzeltici dönüt ile ilgili kavramsallaştırmasını ve uygulamalarını araştırmak araştırmanın amacıdır. Bu karma yöntem araştırmasında veriler, yarı yapılandırılmış görüşme ve sözel düzeltici dönüt anketleri yoluyla toplanmıştır. Çalışmanın nicel aşaması için sözel düzeltici dönüt tercihlerini ve tekniklerine ilişkin algılarını araştırmak için iki anket yapılmıştır. Ankara'da özel bir üniversitenin hazırlık okulunda görev yapan 30 İngilizce öğretmeni ve 247 hazırlık öğrencisi anket uygulamasına katılmıştır. Çalışmanın nitel aşaması için, anketi İngilizce öğretmenleri arasından belirli kriterlere göre seçilmiş katılımcılarla yarı yapılandırılmış görüşmeler uygulanmıştır. Anketten elde edilen veriler betimsel istatistikler ve Ki-kare analizi ile SPSS kullanılarak, nitel veriler ise Creswell'in (2014) sistematik içerik analiz yöntemi ile analiz edilmiştir. Sonuçlar, İngilizce öğretmenleri tarafından sınıfta en çok kullanılan sözel düzeltici dönüt teknikleri olarak yeniden ifade etme, ima etme, söylettirme ve tekrarlama teknikleri olduğunu ortaya çıkarmıştır. İpuçları en faydalı sözel düzeltici dönüt teknikleri olarak tanımlanırken, açık düzeltme, açıklama talebi ve yeniden düzenleme en az etkili sözel düzeltici dönüt teknikleridir. Öğrencilerin sözel düzeltici dönüt hakkındaki algıları, dil bilgisi, kelime bilgisi, telaffuz ve pragmatik hataları için öğretmenleri tarafından düzeltilmesini tercih ettiklerini göstermiştir. Çalışmanın bir diğer önemli bulgusu, İngilizce öğretmenlerin ve öğrencilerin dil bilgisi, kelime bilgisi ve telaffuz hataları için sözel düzeltici dönüt tercihleri arasında istatistiksel olarak anlamlı bir fark olduğunu ortaya çıkarmıştır. Öte yandan, pragmatik hata tercihleri benzerlik göstermiştir. Her iki grup da sözlü hatalar için sözel düzeltici dönüt sağlanması gerektiğini algılamıştır. Bu çalışmanın sonuçlarının, İngilizce öğretmenlerinin ve öğrencilerinin açısından sözel düzeltici dönütün daha derinden anlaşılmasına ve öğrencilerin eğitim kültürüne ve ihtiyaçlarına göre sözel düzeltici dönütün daha etkili ve kişiselleştirilmiş ve yerelleştirilmiş uygulamalarına katkıda bulunacağına inanılmaktadır.

Anahtar Kelimeler: Sözel düzeltici dönüt, sözel düzeltici dönütün kavramsallaştırılması, İngilizce öğretmenlerinin ve öğrencilerinin sözel düzeltici dönüt hakkındaki algıları ve tercihleri

ABSTRACT

MUSTAFA EMRE BÖLÜKBAŞI

A STUDY ON EFL INSTRUCTORS' AND LEARNERS' PERCEPTIONS ON AND PREFERENCES FOR ORAL CORRECTIVE FEEDBACK: DO THEY OVERLAP?

Başkent University
Institute of Educational Sciences
Department of Foreign Languages
Master's of English Language Teaching with Thesis

2022

The purpose of this study was to investigate the EFL teachers' and students' perceptions on and preferences for Oral Corrective Feedback (OCF) with a comparative view as well as EFL instructors' conceptualization and practices of OCF. In this mixed method research, For the quantitative phase of the study, 30 EFL instructors working in the preparatory school of a private university in Ankara completed the teacher version the OCF questionnaire, and 247 preparatory school students with different proficiency levels filled out the student version of the OCF questionnaire. For the qualitative phase of the study, a semi-structured interview was conducted with EFL instructors purposefully selected among those who also filled out the questionnaire. The data obtained from the questionnaire were analyzed using SPSS through descriptive statistics and Chi-square analysis, and the qualitative data were analyzed by using Creswell's (2014) systematic content analysis framework. The results indicated that recast, hinting, elicitation, and repetition were expressed as the most used OCF techniques in the classroom by the EFL instructors. While hinting was identified as the most beneficial OCF techniques, explicit correction, clarification request, and recast are the least effective OCF techniques. The perceptions of EFL students on OCF showed that they preferred to be corrected by their instructors for grammar, vocabulary, pronunciation errors, and pragmatic failures. Another key finding of the study revealed there is a statistically significant difference between the OCF preferences of EFL instructors and students for grammar, vocabulary, and pronunciation errors. On the other hand, their preferences for pragmatic failures showed more similarities. Both groups perceived that OCF should be provided for the spoken errors. The results of this study are believed to contribute to a deeper understanding of the OCF through the lenses of EFL instructors and students as well as to more effective and personalized and localized applications of OCF according to the educational culture and needs of the learners.

Key Words: Oral corrective feedback, conceptualization of OCF, EFL instructors' and students' perceptions on and preferences of OCF

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

ABBREVIATION LIST

EFL	English as a Foreign Language
ESL	English as a Second Language
ELT	English Language Testing
CF	Corrective Feedback
OCF	Oral Corrective Feedback
WOF	Written Corrective Feedback
EC	Explicit Correction
RC	Recast
MF	Metalinguistic Feedback
RP	Repetition
CR	Clarification Request
ECT	Elicitation
HNT	Hinting

CHAPTER 1

1. INTRODUCTION

The introduction of the present study consists of the background of the study, statement of the problem, purpose of the study, research questions, significance of the study, and definition of key terms with a detailed discussion.

1.1. Background of the Study

The issue of providing corrective feedback (CF, henceforth) to learners' spoken errors has been researched for decades, but researchers have placed a great deal of importance on CF for almost over two decades, especially after the descriptive research study of Lyster and Ranta (1997). They designed six oral corrective feedback (OCF, henceforth) types which are considered to be prominent in literature. Since then, discussions on whether errors or mistakes are the same and what kind of errors or mistakes should be corrected have prevailed. In addition to these key questions, researchers have investigated whether teachers should provide OCF or not, if so, when and how learners should be corrected.

In our contemporary education, errors are seen as an inseparable part of teaching a foreign language because learner errors shed light on how language is learned or acquired, what strategies or procedures learners employ in their language learning process (Corder, 1967). Therefore, it is essential for teachers to develop deeper understanding of the language learner errors and use them to help learners' language learning process (James, 1998). With the help of errors, teachers may detect where exactly learners experience problems or have lack of knowledge so that they can do remedial teaching and aid the process.

In the foreign language learning process, in this context, learning English as a foreign language (EFL, henceforth), students need to produce the target language (i.e., they should produce comprehensible output (Swain, 1985) as much as they should be exposed to comprehensible input (Krashen, 1985). In this production process, learners often monitor the language they produce to avoid errors in their utterances. However, as indispensable and natural aspect of learning, learners may commit errors when applying and using the linguistic forms and lexical items for accurate, meaningful, and appropriate language use. When such errors occur, the need for CF by instructors arises. This, in return, raises the vital issue of

how to deal with students' spoken errors since different types of errors with various sources may require corrections via different types of OCF.

Over the years, various teaching methodologies suggested by English Language Teaching (ELT, henceforth) experts and shaped by second language acquisition research have contributed to the changes in the approach adopted for CF. During the 1950s and 1960s, the Audio-Lingual Method, which is a behaviorist teaching method, valued accuracy highly, so teachers did their best to banish errors completely with the help of drills and explicit teacher error correction in this method. On the other hand, Krashen (1982) indicated that providing CF may pose severe problems since it makes learners defensive, and more importantly CF has little or no effect on language learning. In that vein, Harmer (1983) discussed that while students are engaging with communicative activity, teachers should not interfere students' speech by telling them that they have committed errors. Instead, teachers should not be too much concentrated-on accuracy but ask for repetition because providing negative evidence may restrict the communication and fluency. In line with Harmer's discussions, Truscott (1999) gave six reasons why providing CF should be avoided:

(1)   Error correction hinders communicative activities.

(2)   Error correction causes undesirable emotions in students.

(3)   Teachers cannot be sure about error correction.

(4)   Recasting errors causes ambiguity for teachers.

(5)   The responsibility of error correction is massive for teachers.

(6)   Students do not attach importance to the error correction provided by teachers.

With the proposal of Communicative Language Teaching in the field of language teaching research, CF has gained a great importance by emphasizing that errors may impede meaning rather than accuracy (Russel, 2009). Since 1990s, some research studies have indicated that providing CF could help students learn a second language (e.g., Dekeyser, 1993; Ellis et al., 2006; Lyster & Saito, 2010; Lyster et al., 2012). Lyster et al. (2012) showed that OCF has permanent and positive effects on producing more accurate language. Dekeyser (1993) also emphasized that teachers should correct language errors to avoid fossilization because students are not sufficiently exposed to the language outside of the classroom. Thus, it may be said that teachers are expected to make efforts to discover and find the source of error, so they should comprehend what their students think and try to produce. While learners are accustomed to CF strategies that help them progress in their learning process, teachers

often do not make use of various CF strategies a lot (Lasagabaster & Sierra, 2009). Therefore, as an early study, Fanselow (1977) declared 16 different ways of correcting errors, and the design is comprehensible enough for the teachers who teach English as a foreign language, but it is also difficult to apply and keep in mind. Hendrickson (1978), to make the CF process easier, provided five significant phases to guide the instructors. These phrases aimed to inform teachers about whether learners' errors should be corrected, if so, when they should be corrected, which errors should be corrected, how errors should be corrected, and who should provide the correction. Although Fanselow (1977) and Hendrickson (1978) created an excellent database for CF, Lyster and Ranta (1997) designed much more effective and useful taxonomy of OCF types, which have been widely used and cited. They discerned six main feedback moves in the database: Explicit Correction, Recasts, Elicitation, Metalinguistic Clues, Clarification Requests, and Repetition. The six feedback types that have been mentioned can differ according to the types of errors.

The scrutiny of related literature reveals that quite extensive research has been conducted on the EFL teachers' and students' perceptions on and preferences for OCF, and it can be concluded that much of these research focus on EFL instructors and teachers (e.g., Chenoweth et al.,1983; Goo & Mackey, 2013; Lyster & Ranta, 1997; Lyster, 1998; Lyster, 2001).Nonetheless, to the best of the researcher's knowledge, few studies have examined the learners' perceptions on and preferences for OCF. Roothooft and Breeze (2016) declared that hardly any research takes students' affective reactions into account when it comes to examining their preferences for which OCF most effectively works for them. In addition to this, Lasagabaster and Sierra (2009) specified that although various studies have been conducted on the analysis and detection of learners' language errors, few studies have compared teachers' and students' perceptions on the issue (e.g., Hassan & Yalcin Arslan 2017; Lagasabaster & Sierra, 2005; Roothoft & Breeze, 2016; Yigit, 2019; Yoshida, 2010). Therefore, to fill this gap in the field, this study aims to investigate the EFL students' and teachers' perceptions on and preferences for OCF. Data were collected in a preparatory school because preparatory students have a higher level of metacognitive thinking skills to express their perception on and preferences for OCF (Coskun, 2018). It is believed that this research will shed light on the concept of OCF with a comparative perspective to examine EFL instructors and learners' preferences for and perceptions on the OCF depending on different OCF types used for various error types.

1.2. Statement of the Research Problem

OCF, which is defined by Ellis (2006) as "responses to learner utterances including an error" (p.28), is essential for enabling learners to identify their errors and produce accurate and meaningful language output because repetitively committed yet ignored errors are likely to get fossilized in learners' interlanguage. However, "carefully designed feedback can prevent the formation of fossilization effectively" (Qian & Xiao, 2010, p.182). Therefore, the study of OCF is crucial for studies on foreign language teaching. There have been loads of international studies about CF (e.g., Bitchener, 2008; Bitchener, 2009; Chenoweth et al., 1983; Ellis, 2009; Goo & Mackey, 2013; Lagabaster & Sierra, 2009; Lee, 2016; Long, 1977; Lyster & Ranta, 1997; Roothoft & Breeze, 2016; Tasdemir et al., 2018). In Turkey, until recently, a) errors or mistakes, b) CF or types of CF, c) OCF vs./or written corrective feedback (WOF, henceforth), and d) preferences or perceptions of teachers or students for/on OCF have been studied (e.g., Ozmen & Aydin, 2015; Can, 2021; Genc, 2019; Koroglu, 2021; Sener, 2019; Yigit, 2019).

The use of suitable and effective OCF in language learning is dependent on teachers' conceptualization of OCF. How they perceive errors affects their practice, and in turn, students' language learning process. Thus, teachers' conceptualization of OCF should be investigated to see whether the perceptions and preferences of EFL teachers overlap. EFL students' perceptions on and preferences for OCF should be investigated as well to see whether there is a difference between the EFL instructors' and students' choices and beliefs. Therefore, the researcher, in the present study, tries to investigate the EFL teachers' and students' perceptions on and preferences for OCF with a comparative view at a preparatory school of a foundation university to gain a different and contemporary perspective on the topic. The reason for choosing a preparatory school as a research context is because preparatory students have a high level of metacognitive thinking ability with thinking and reflective thinking skills which allow them to evaluate their perceptions on and preferences for OCF (Coskun, 2018).

1.3. Purpose of the Study

Firstly, this thesis aims to investigate the EFL instructors' conceptualization of OCF and its components. To this end, it uncovers whether the instructors correct all errors or not, which spoken errors they correct, what their students' expectations are for the correction of the errors, the role of OCF in ELT, and lastly what criteria instructors take into account while

providing OCF. Secondly, it seeks to uncover the EFL instructors' preferences for and perceptions on OCF techniques using different types of errors (i.e., grammar, vocabulary, pronunciation, and pragmatic). Thirdly, the current study aims to examine EFL students' perceptions on and preferences for OCF by means of asking whether they want to be corrected by their instructors for committed grammar, vocabulary, pronunciation errors, and pragmatic failures. Finally, the current study seeks to examine to what extent EFL students' and instructors' perceptions on and preferences for OCF overlap or differ.

1.4. Research Questions

The study aims to seek answers to following questions:

1. How do the EFL instructors conceptualize OCF?
2. What are the EFL instructors' preferences for and perceptions on OCF?
3. What are the EFL students' preferences for and perceptions on OCF?
4. To what extent do the EFL instructors' and students' perceptions on and preferences for OCF match?

1.5. Significance of the Study

Significant number of studies have shown the reasons why teachers prefer a specific type of CF (e.g., Goo & Mackey, 2013; Lyster & Ranta, 1997; Lyster, 1998; Lyster, 2001). However, there has been a dearth of research studies about students' preferences for OCF (e.g., Lee, 2016; Tasdemir, Yalcinaslan & Khajavi, 2018). Chenoweth et al. (1983) also stated that "relatively little research has been conducted on the reactions of the students to the correction of their mistakes" (p.79). Moreover, to the best of the researcher's knowledge, few studies have yielded insights on to what extent the EFL instructors' and learner's preferences for and perceptions on OCF match (e.g., Ozmen & Aydin, 2017; Hassan & Yalcin Arslan, 2017; Lagabaster & Sierra, 2009; Roothoft & Breeze, 2016). In the light of these explanations, the present study may fill this gap in the field by examining EFL instructors' conceptualization of OCF, EFL students' and teachers' perceptions on and preferences for OCF, and what extent teachers' and students' perceptions and preferences for OCF overlap or differ.

What is unique about this current study is how it investigated the EFL instructors' and students' preferences for OCF. In other words, a questionnaire including OCF situations focusing on different error types in terms of grammar, vocabulary, pronunciation, and

pragmatic errors was designed by the researcher, and the participants were asked to select the OCF type they preferred in practice. This study is believed to contribute to raising more awareness on the part of EFL teachers to pay attention to learners' perceptions on and preferences for OCF as well. Raising the awareness of teachers for taking the perceptions of students into consideration helps learners play an active role in their learning process and increase their self-regulation, autonomy, and motivation (Yang & Carless, 2013).

1.6. Definitions of the Key Terms

The following definitions of the key terms of this thesis are believed to contribute to the understanding of the arguments in the study.

Error: It refers to "(1) any phonological, morphological, syntactic, or lexical deviance in the form of what students say from a standard variety of English which is attributable to the application by the learner of incorrect grammatical rules, (2) recognizable misconstrual of or lack of factual information, (3) a breach of rules of classroom discourse, and (4) a bit of student language behavior treated as an example of (1), (2) or (3) by the teacher" (Long, 1977, p.291).

Mistake: It refers to the slips of the tongue, or memory lapses, resulting from physical states and psychological situations (Corder, 1983).

Input: It can be defined as what is available to the learner (Corder, 1967).

Output: It refers to the way of practicing what has previously been learned (Gass & Selinker, 2008).

Oral Corrective Feedback: This concept refers to a response to a learner's incorrect utterance by an instructor (Ellis, 2009). Gass and Selinker (2008) also defined oral corrective feedback as "the learner-oriented provision of information about the success (or, more likely, lack of success) of their utterances that gives additional opportunities to focus on production or comprehension" (pp. 329-330).

CHAPTER 2

2. LITERATURE REVIEW

This chapter first presents the concepts of Error and Corrective Feedback and their key terms. Then, Oral Corrective Feedback, the relationship among the concept of Oral Corrective Feedback, Individual Differences and Language Proficiency, and types of Oral Corrective Feedback are expressed and discussed. Finally, the teachers' and students' perceptions on and preferences for OCF are mentioned and discussed.

2.1. Research on the Concepts of Error and Corrective Feedback

Error has been an essential topic for decades. It is defined by Long (1977) as "(1) any phonological, morphological, syntactic, or lexical deviance in the form of what students say from a standard variety of English which is attributable to the application by the learner of incorrect grammatical rules, (2) recognizable misconstrual of or lack of factual information, (3) a breach of rules of classroom discourse, and (4) a bit of student language behavior treated as an example of (1), (2) or (3) by the teacher" (p.291). It is important to understand what error is, yet since there is a slight difference between error and mistake, instructors need to comprehend what mistake is as well to differentiate which utterance is error and which is mistake. Gass & Selinker (2008) explained that mistakes are not systematic incorrect language productions by learners, rather they can be noticed and corrected by the learners themselves. Corder (1967) also emphasized the differences between error and mistake. Error was described as a lack of knowledge, while mistakes are failures in the process. He expressly indicated that errors provide learners with evidence about their learning process. Mistake was also explained again by Corder (1983), who characterized mistakes in spontaneous speech or writing as being caused by slips of the tongue, or memory lapses, resulting from physical states and psychological situations. Lee (1990) also widely investigated the notions of error and mistake referring to the distinctions. "Errors arise because the correct form or use of a target item is not a part of a speaker or writer's competence, whereas mistakes arise (for reasons of fatigue, stress, inattention, etc.) even though the correct form or use is a part of the user's competence" (Lee, 1990, p. 58).

CF is defined by Lightbown and Spada (1999) as an indication of learners' incorrect use of target language. As a general term, CF is the feedback that instructors provide to the

learners' incorrect utterances. Ellis (2009) divided the way of correction into two: positive and negative. Accordingly, positive feedback indicates that the learner's utterance is correct, while negative feedback signals that the learner's utterance shows the lack of accuracy or linguistically deviant. For Ellis et al. (2006), CF also constitutes one type of negative feedback. They believe that the response provided by an instructor is the way of repair and consists of three explanations: (1) an indication that an error has been committed, (2) provision of the correct form, and (3) metalinguistic information about the error, or any combination of these. Gass and Selinker (2008) also defined CF as "the learner-oriented provision of information about the success (or, more likely, lack of success) of their utterances that gives additional opportunities to focus on production or comprehension" (pp. 329-330).

In the learning process, second language learners need to be exposed to language (comprehensible input) as much as possible to produce the language accurately and meaningfully (comprehensible output). The interaction approach explains the learning process through language input exposure to learners and receiving language output from the learners, and feedback provided for the correct and/or incorrect output (Gass & Mackey, 2005). The language that surrounds learners is vital since learning a language requires imitation as its primary mechanism (Gass & Selinker, 2008). Therefore, the more language input is exposed to learners, the better they are likely to produce the language since imitation of the presented language input plays a significant role in the input processing for learners to produce an accurate output. Gass and Selinker (2008) explained that output has generally been seen not as a way to generate information, but as a way to practice established knowledge as well. Thus, it may be easily understood that input and output are integrated terms, and without input, it can be stated that language production is not possible. As soon as learners are exposed to the language input, and they try to produce similar language (output), incorrect utterances may occur and the need for negotiation for ill-formed sentences emerges, so negotiation acts as a catalyst for reform (Gass & Selinker, 2008). Lyster and Ranta (2001) also stated that "the negotiation of form proved more effective at leading to immediate repair than did recasts or explicit correction, particularly for lexical and grammatical errors, but not for phonological errors" (p.184). As understood, negotiation also has a non-negligible role in CF.

2.2. Oral Corrective Feedback (OCF)

Learners are inquisitive about their performance in the process of language learning, and Long (1977) defined that people need information on the success or failure of their outputs to learn how to perform even the simplest tasks. Ellis (2009) stated that in both behaviorist and cognitive theories of second language learning (L2, henceforth), feedback is seen as leading to language teaching. In both structural and communicative approaches to language teaching, feedback is seen as a way of promoting learners' motivation and maintaining linguistic accuracy.

Feedback can be positive and negative. According to Ellis (2009), positive feedback confirms that the learner's response to an activity is correct and positive feedback has received little attention in SLA partially because empirical analysis of classroom experiences have shown that positive feedback from the instructor is often ambiguous (e.g., "Good" or "Yes" does not necessarily mean that the learner is right, as they can only preface a subsequent correction or adjustment of the student's utterance), whereas negative feedback indicates that the learner's utterance lacks validity or is linguistically incorrect. In that part, corrective feedback needs to be applied to those ill-formed sentences. OCF is one form of negative feedback. Ellis (2009) tried to explain how OCF has been viewed in SLA and language pedagogy and he defined it as a response to a learner's incorrect utterance by an instructor. The feedback could be given with one corrective strategy or complex, involving the OCF moves provided by Lyster and Ranta (1997). Pedagogical effects of OCF were examined by Lyster and Saito (2010). The aim of this study was to find out whether OCF was effective in the classroom and the results stated that OCF had vital and permanent effects on target language development. Nonetheless, there have been some confusions about how to correct learners, when to correct learners, and what errors to correct. To provide instructors guidance, Hendrickson (1978) introduced five critical questions, and instructors can find out a solution to the confusions with the help of these five questions. These questions are:

1. Should errors be corrected?
2. When should learner errors be corrected?
3. Which errors should be corrected?
4. Who should provide CF?
5. How should errors be corrected?

2.2.1. Should all errors be corrected?

Language learners are involved in a process and sometimes the language they use reflects the proficiency they reached, but it doesn't often reflect it. Bartram and Walton (2002) stated that "rather than criticize the product, it may be the teacher's job to aid the process." In this process, learners may utter some erroneous sentences and teachers should decide whether those sentences should be corrected or not. Bartram and Walton (2002) also proposed some questions which are guiding to comprehend whether to let an error go or not:

1. "Does the mistake affect communication?"
2. "Are we concentrating on accuracy at the moment?"
3. "Is it really wrong? Or is it my imagination?"
4. "Why did the student make the mistake?"
5. "Is it the first time the student has spoken for a long time?"
6. "Could the student react badly to my correction?"
7. "Have they met this language point in the current lesson?"
8. "Is it something the students have already met?"
9. "Is this a mistake that several students are making?"
10. "Would the mistake irritate someone?" (p.34).

When the related literature was reviewed, the starting point for corrective feedback can be traced back to two significant phenomena: Contrastive Analysis Hypothesis and Error Analysis. Contrastive analysis hypothesis emphasizes "the influence of the mother tongue in learning a second language in phonological, morphological, lexical, and syntactic levels. It holds that second language would be affected by first language" (Jie, 2008, p. 36). Thus, the differences and similarities between mother tongue of the learners and the target language help anticipating the possible errors that can be made by L2 learners (Kardaleska, 2006). Contrastive analysis hypothesis is based on behaviorist approach and regards the first language as the only source of the errors (Tajareh, 2015). Accordingly, if the difficulties in the second language are anticipated by comparing it with the first language, error can be prevented, and bad habit formation can be avoided. Thus, teachers need to remember the assumptions of contrastive hypothesis: a) language learning errors stem from the first language of learners, b) similarities between first and second language play a role as positive transfers, c) differences between first and second language result in negative transfer and cause errors (Rustipa, 2012). Before learners commit errors, teachers can take cautions by

investigating the differences between these languages. In this way, teachers can conceptualize how to provide CF to learners.

In contrast, error analysis hypothesis is a kind of linguistic analysis that highlights the errors learners commit (Gass & Selinker, 2008). The difference between error analysis and contrastive analysis is that it does not regard the first language as the only source of the errors. Rather, it proposes a broader perspective to explain the sources of errors that are committed by L2 learners. Besides, this hypothesis supports the idea that error is a visible proof for language learning progress (Corder, 1967).

There are various methods and techniques that are made use of by the instructors to correct the language errors that students commit. CF was one of the fundamental concerns of language teaching in the 1950s and 1960s with the proposal of Grammar-Translation and Direct Methods. According to Larsen-Freeman (2000), students are expected to produce the correct utterance and when they commit an error, the teacher must act as a corrector in the Grammar-Translation Method. In addition to this method, The Direct Method attaches importance to errors. Here, the students should correct themselves by using different techniques (Larsen-Freeman, 2000). However, some methods reject correction. Because errors are seen as a natural part of the learning process, fluency rather than accuracy is significant in Communicative Language Teaching (Larsen-Freeman, 2000). According to the Audiolingual Method, instructors monitor the learners as much as they can in order to prevent committing errors since CF is seen as a form of punishment that inhibits learning. Silent Way which was developed by Gattegno (1972, p.31) was expressed in the way that students must be allowed "to try their hand and to make mistakes in order to develop their own criteria of rightness, correctness, and adequacy." Instructors only make use of students' incorrect utterances to find out the misunderstood parts and cover them up. Lastly, Nosrati et. al. (2013) indicated that teachers can tolerate the errors in language learning in the Suggestopedia approach since the focus is on the meaning instead of the structure.

To decide whether to let an error go or not, understanding the efficiency of CF is the key to find out. Various studies highlight the importance of CF in different perspectives (e.g., Ellis, 2009; Lyster & Saito, 2010; Sheen, 2010; Degirmenci Uysal & Aydin, 2017). Ellis (2009) stated that the role of CF has a big place in theories of L2 and pedagogy. According to him, CF contributes to language learning in both behaviorist and cognitive theories of L2 and it is also seen as a way of boosting learner motivation and enabling linguistic accuracy in both structural and communicative approaches. Lyster and Saito (2010) investigated the

effect of CF in terms of pedagogical effectiveness and "whether its effectiveness varied according to (a) types of CF, (b) types and timing of outcome measures, (c) instructional setting (second vs. foreign language classroom), (d) treatment length, and (e) learner's age" (p.265). The results showed that CF had important and permanent impacts on L2 development. Similar to Ellis (2009), considerable amount of support for CF comes from cognitive theories of SLA (the interaction hypothesis, the output hypothesis, the skill learning theory, the transfer appropriate learning, the counterbalance hypothesis) (Sheen, 2010). Interaction hypothesis highlights the significant role of interaction in language learning (Long, 1996). In the process of interaction, students previously produce an utterance and then they receive a CF by their teachers. Lastly, students modify their output with the correct form. Therefore, CF is essential for learners to notice the relationship between their initially erroneous forms, the feedback they receive, and their repaired output (Gass & Mackey, 2006). Similarly, noticing hypothesis also emphasized the importance of CF in the learning process. In this hypothesis, it is stated that students should be aware of the learning process, so if the students notice the corrective feedback, it would be converted to intake, and finally internalized (Schimidt, 1990). According to noticing hypothesis, CF increases the motivation of the learners because students can be aware of their linguistic gaps. Therefore, CF makes significant contribution to learning since "it induces noticing and noticing-the-gap" (Sheen, 2010, p.170).

2.2.2. When should errors be corrected?

While correcting the students, it is a big challenge to decide the timing of feedback. OCF can be provided immediately or after the error is committed (i.e., in a delayed way). To date, there has been dearth of research on timing of OCF. In written CF, delayed correction is always provided by the instructors since the studies of students are collected over a period of time whereas the decision of timing for oral CF is the choice of instructors either in an immediate or delayed way. Although the efficiency of immediate feedback has been investigated more, the importance of delayed feedback has been explained by some researchers as well (e.g., Hedge, 2000; Li, Zhu & Ellis 2016; Kartchava et al., 2018). According to Hedge (2000), the use of OCF techniques needs a balance between accuracy and fluency. She stated that "many handbooks for teachers stress the importance of not impeding or distracting learners' attempts to communicate during fluency activities" (p.291). Therefore, she introduced 'after the event' techniques which are;

1. The instructor should note each learner's main errors on different cards and give learners to see their incorrect parts. If students keep the record of these cards, they can observe themselves whether the committed errors are being eliminated or not.
2. The instructor records the activity on video or audio and wants learners to listen and find out whether they can understand and correct their own errors.
3. The instructor notes down key errors which are committed by a lot of students or the errors relating to the recent teaching subject and review these with students after the activities.
4. The instructor notes the examples of errors and uses these errors to create a game for the next class.

As an experimental study, Li et al. (2017) conducted a study on effects of immediate and delayed CF in a comparative way. In their study, there were 120 Chinese high school students learning English past passive voice. There were two groups of learners examined in terms of CF. One of them got immediate feedback and others were employed with delayed feedback. When both of them got immediate and delayed feedback on a grammatically judgment test, immediate feedback worked more. However, when those feedbacks were tested on an oral elicitation test, one was not superior to the other. In oral tasks, therefore; it may not be said that immediate feedback is superior to delayed feedback or vice versa. Nevertheless, there is a research study conducted by Kartchava et al. (2018). They investigated the relationship between 99 pre-service English as a second language (ESL, henceforth) teachers' beliefs and their actual teaching practices. Results showed that the teachers who had not taken the SLA course supported the idea that OCF should not be provided in an immediate way as soon as the error was committed, but at the end of the lesson or in a separate lesson.

2.2.3. Which errors should be corrected?

One of the most controversial issues in ELT is the timing of correction which is provided for students' incorrect utterances. Van Patten (as cited in Ellis, 2009) stated that OCF has a contributive role in language acquisition. Specifically, providing OCF in the form of negotiation of meaning can let learners identify their own errors, find a way to form-meaning, and at the end give rise to acquisition. However, some instructors may overcorrect students and Bartram and Walton (2002) called these instructors "heavy correctors" (p.26). As a result of correcting a lot, some problems may emerge:

1. Teacher dominance - everything depends on the instructor, the students are the supporting figures, and learning is subordinated to the teaching.
2. Lack of space – the creativity of students is decreased, since accuracy is more important than fluency or imagination.
3. Lack of independent thought – students have a tendency to repeat sentences and are unable to create new and unique language.
4. Caution – students have a tendency to take a long time to create sentences and are preoccupied with ensuring that the final product is correct.
5. Tension – students are hesitant to commit errors.
6. Internal struggle on the part of the teacher – many teachers do not want to correct heavily but feel compelled to do so; and they are unable to conceive of a way out of the situation.
7. "Teachers end up correcting right to right, or even right to wrong!" (p.26).

Both Edge (1989) and Ur (1996) warn instructors against correcting their learners a lot. Edge (1989) stated that teachers should learn "not to rush into correction before they know what someone wants to mean, and to think politeness as well as correctness" (p.4). To him, teachers should give their attention to the errors that affect meaning and communication. Ur (1996) recommended that there might be some situations in which instructors do not prefer providing CF to learners' incorrect utterance: in fluency work. For instance, CF would disappoint and discourage them more than help while the learner is producing some words. Shaffer (2005) also suggested that all student errors should not be corrected and indicated that the errors that are corrected can be decided in accuracy-oriented or fluency-oriented activities. Thus, it is of vital importance to consider the limits of correction and the meaning that students try to convey.

There are a lot of phenomena in the literature about the distinction of "error" and "mistake". Corder (1978) clearly indicated the differences between errors and mistakes. An error occurs as a result of the gap in competence whereas a mistake is about performance, and it reflects the limitations in memory. However, Bartram and Walton (2002) stated that errors are happening in the category of mistakes. They categorized mistakes as "errors, slips, and lapses" (p.1). Edge (1989) and Ur (1996) did not distinguish error and mistake. They are always mentioned as a "mistake" in their books. Like Corder (1978), Brinton (2014) also declared that it is an essential distinction and CF was only necessary for competence errors not for performance mistakes. Unlike the researchers mentioned above (Bartram & Walton,

2002; Corder, 1978; Edge, 1989; Ur, 1996), Burt (1975) divided errors into two categories: "global" and "local". While global errors that "significantly hinder communication are those that affect overall sentence organization", local errors that "affect single elements (constituents) in a sentence do not usually hinder communication significantly, such as errors in noun, verb inflections, articles, auxiliaries, and the formation of quantifiers" (pp.6-7). Hedge (2000) supported the idea that listeners may misunderstand because of global errors whereas local errors do not cause any misunderstanding. Hedge (2000) indicated the importance of "systematic errors". He defined it as "consistent errors in learner's language output which indicate that they are constructing and operating a system for understanding and producing language" (p.418). According to him, systematic errors show "the evidence of a learner's current stage of interlanguage and which are to do with incomplete or faulty knowledge of English (…)" (p.300).

Teaching a skill has always seen a challenging part but providing OCF to each skill is also in the same vein. While providing OCF to the skills, teachers always focus on "accuracy" or "fluency". Scrivener (2005) suggested that CF is essential in accuracy, but it should be avoided in fluency or delayed until the activity is completed. However, he allowed for "brief, unobtrusive, immediate correction" during fluency activities (p.299). Bohlke (2014) pointed out that the EFL instructors should not intervene in the flow of speech in grammar, vocabulary, or pronunciation errors in terms of fluency. According to him, a lot of instructors think that the most appropriate time to provide CF to fluency activities is after the activity is finished. However, when the teachers' beliefs about focusing on form in terms of CF during speaking lessons were studied by Basturkmen et al. (2014), the results revealed that EFL instructors supported that CF should not be preferred during fluency activities. However, their actual practices showed that they usually applied it in fluency activities.

2.2.4. Who should provide the OCF?

In ELT, there are three utmost strategies that can be applied while providing CF: teacher correction, self-correction, and peer correction. According to Edge (1989), teachers should give a chance to self-correction as a first phase, if possible, peer correction should be used rather than using teacher correction directly. He suggested that teachers should not correct the error himself but indicate that an error has been committed (i.e., teachers should prompt). Lyster (2004) also suggested that teachers should encourage learners to correct their own errors by using prompts. Similar to Edge (1989) and Lyster (2004), Hedge (2000)

and Scrivener (2005) stated that a teacher should be the one who provides a learner with a chance of self-correction; however, if it is not working, the teacher should call another student to provide CF (i.e., peer correction). However, both Edge (1989) and Ur (1996) noted that there might be some drawbacks of peer correction. Edge (198) warned that there might be only two or three students who are always willing to correct their friend's erroneous sentences when the teacher asks for correction to the whole class. He also stated that "if students are not used to correcting each other, they may find it very difficult to change their habits" (p. 26). To Ur (1996), peer correction might be time consuming and the student who is corrected by another student may be affected negatively.

2.2.5. How errors should be corrected?

From the beginning of the 20th century, types of CF have become a fundamental topic in ELT. An early study conducted by Fanselow (1977) declared 16 different ways of correcting errors, which are:

1. "No treatment
2. Acceptance of ill-formed sentence
3. Sets the task again with no new information presented
4. Supplies correct responses orally
5. Correct answer is given orally by another student
6. Provides part of the correct answer or the defined cue in a different medium
7. Provides information about the incorrect answer
8. Indicates alternatives
9. Repeats response with rising intonation
10. Provides indirect information
11. Makes students stop from continuing response
12. Shows no with the gestures
13. Says "no" or "uh uh"
14. Says "no" or "uh uh" with the help of gestures
15. Says "no" and repeat students' wrong response
16. Miscellaneous: students stop in mid-response and correct themselves; teacher waits simply, and students start again without no error" (p.585).

Although the design of Fanselow (1977) may be comprehensible enough for researchers or instructors, the practice could be challenging to apply and keep these 16 CF

types in mind. Therefore, Lyster and Ranta (1997) designed a much more effective and useful CF design. They created six types of OCF and provided a ramification of corrective feedback. Because hinting is used as a OCF technique in this study, it is categorized under the prompt category. The examples given below are taken from the data collected for the present study.

1. Explicit Correction: It refers to "the explicit provision of the correct form. As the teacher provides the correct form, he or she clearly indicates that what the student had said was incorrect" (p.46)

(T: Teacher, S: Student, ST: situation (ST1, ST2, etc.)

ST4:

T: How was your holiday?

S: I went to Paris, and I liked it. It was funny. (Vocabulary error)

T: You should say 'fun'. (Explicit correction)

2. Recasts: It refers to "the teacher's reformulation of all or part of a student's utterance, minus the error" (p.46).

ST1:

T: Where does he study?

S: He study at Ostim Technical University. (Grammatical error)

T: So, he studies at Ostim Technical University. Which department does he study? (recast)

3. Elicitation: "instructor asks questions to force learners to reformulate the utterance by saying, "How do we say that in English" or by pausing to let learners complete the instructor's utterance" (p.48).

ST7:

T: Where should they meet?

S: They should meet at a café /ˈk ʌfi/. (kafi) (Pronunciation error)

T: They should meet at a … (Elicitation)

4. *Metalinguistic feedback:* It refers to "either comments, information, or questions related to the well-formedness of the student's utterance, without explicitly providing the correct form" (p.47).

ST10:

T: Suppose you text your teacher. How would you start your message?

S: 'What's up, Sir? I hope you are fine' (Pragmatic failure)

T: Do we say, 'what's up?' while texting your teacher? (Metalinguistic feedback)

5. *Clarification request:* "instructor uses phrases to have the student utter the correct form. Some phrases are like "Pardon, or I don't understand" (p.47).

ST3:

T: What do they do?

S: Many fuel types are making by them. (Grammatical error)

T: Sorry? or Can you repeat that again? (Clarification request)

6. *Repetition:* It "refers to the teacher's repetition, in isolation, of the student's erroneous utterance" (p.48).

ST8:

T: What is the city's climate like?

S: The city has a warm climate. /klə'meɪt/ (kılimeyt) (Pronunciation error)

T: 'CLIMATE / klə'meɪt/ (kılimeyt)

Figure 2.1. Ramification of OCF
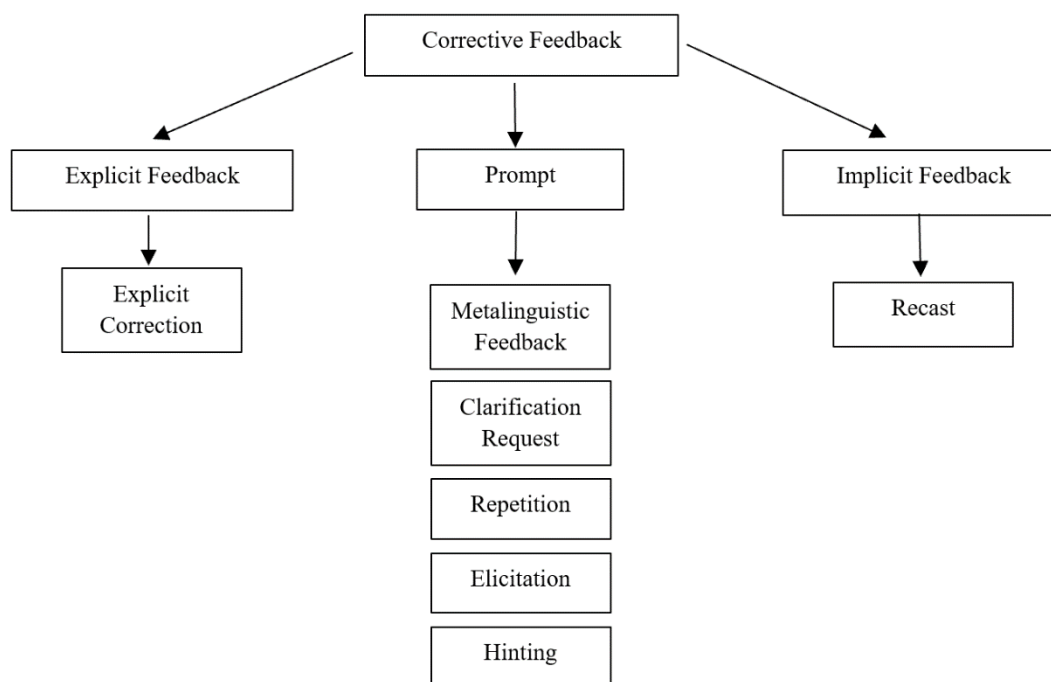
Note. Adapted from *"Recast and Elicitation: The Effectiveness of Corrective Feedback on Japanese Language Learners"* by Ito, K., 2015, p.16. Master Thesis, University of Massachusetts, Amhers.

There are also other researchers studying the techniques of OCF (e.g., Bartram & Walton, 2002; ; Bohlke, 2014; Lyster et al., 2012; Sheen & Ellis, 2011). Bartram and Walton (2002) stated some important questions and phrases to determine the techniques of OCF: How can a teacher show the students they have made a mistake? How can a teacher show them where the mistake is? How can a teacher indicate the kind of mistake? Pretending to misunderstand, repeating in context, echoing, reformulation, and automatic correction. While showing where the students have made a mistake, there are 4 different techniques which are "Gestures (open hand, rotating wrist, palm dawn, and a wave of finger), Facial expressions (shaking the head, frowning, and doubtful expression), Non-verbal sounds ("Mmmmmmmh" with doubtful intonation, "Errrr…") and Simple phrases ("Nearly…", "Not quite…", "Good, but…")" (p.44). A teacher can show where the mistake is by using finger technique and simple phrases. In finger technique, "the teacher represents each word of the sentence with the fingers of one hand, and with the index finger of the other hand, tapping or holding an incorrect or missing finger/word" (p.45). As providing simple phrases, the teacher utters the erroneous word and repeats the sentence until the erroneous part.

19

Teachers may indicate the errors by using the most common way: Gestures. In past time, teachers "try the over-the-shoulder hand or thumb movement to show past time rather than present time", they can show the distance in front of them or sign the forward with their hands in future time and they can "link index finders in front of you or bring thumb and index fingers together" (pp.47-48). In the word order, teachers can cross over their arms. While describing the error in the pronunciation part, teachers "cup your hand behind your ear, as if you haven't heard properly" (p.49). For intonation errors, teachers may "sweep the hand horizontally in front of you, using the movement of the hand up or down to show what is wrong or what the right intonation should be" (p.49). When teachers indicate the misunderstood parts of students, they generally repeat the student's incorrect utterance. For example, a student may utter "Aisha went on holiday with your husband" and the teacher may say "My husband???". Then, the student may comprehend and say "No, no, her husband". When teachers repeat in context, they stress the erroneous part with a rising intonation. To Bartram and Walton (2002), echoing is always considered as a bad practice by teachers because it seems like teachers are making fun of the student's incorrect sentence by repeating and the teacher does not give any guidance for the incorrect part. They explained reformulation as imitation of real-life situations. Teachers reformulate the students' erroneous part while acting as if the students have not committed any error. For example, a student may say "On Friday, I go to Turkey…" and the teacher may reformulate like "You're going to Turkey? That will be nice." In automatic correction, if a student's erroneous sentence hinders the communication, the correction shows up automatically.

There is also "a classification of CF strategies" as cited in Nassaji and Kartchava (2017) based on Sheen and Ellis (2011) and Lyster et al. (2012) studies (see Figure 2). Bohlke (2014) highlighted that correction should be in two stages: (1) "the teacher alerts the student to the fact that an error has been made", and (2) "the teacher moves to the correction stage" (p.127). He listed some techniques that the teacher can use to indicate that an error has been committed by the student (see Table 2.1.).

Table 2.1. "A Classification of CF Strategies (Based on Sheen & Ellis (2011) & Lyster et al. (2012))" (p.10) as cited in Nassaji and Kartchava (2017)

	Implicit	Explicit
Input providing	1. Conversational recasts	2. Didactic recasts
		3. Explicit corrections
Output providing	4. Repetitions	6. Metalinguistic comments
	5. Clarification requests	7. Elicitations
		8. Paralinguistic signals

Note. Adopted from *"Corrective Feedback in Second Language Teaching and Learning"* by Nassaji, H. & Kartchava, E., 2017, p.10. Cambridge: Cambridge University Press.

As seen in Table 2.1., there are 8 CF techniques. Conversational recast is used for implicit and input providing feedback. Repetitions and Clarification requests are used for implicit and output providing feedback. On the other hand, Didactic recasts and explicit corrections are used for explicit and input providing feedback while metalinguistic comments, elicitations, and paralinguistic signals are used for explicit and output providing feedback.

Table 2.2. "A Set of Techniques for Correcting Errors" by Bohlke (2014, p.127)

Technique	Description
1. **Repeating**	- The teacher wants learners to utter his/her sentence once again.
2. **Expressions or Gestures**	- The teacher uses his/her gestures to show that an error has been committed.
3. **Hinting**	- The teacher provides a hint to let the student self-correct.
4. **Echoing**	- The teacher can repeat the erroneous sentence of the student and emphasize the error
5. **Reformulation**	- The teacher reformulates the erroneous sentence of the student as if it is not a big deal.

As seen in Table 2.2., Bohlke (2014) stated 5 different ways of correction of spoken errors with their definitions. According to him, repeating is the repetition of learner's incorrect utterance one more time. Teachers can also use their gestures to indicate where an error is in a sentence. Hinting, which is used in the present study as an OCF technique, is the giving a clue to let students find their own errors. While echoing, teachers emphasize where the student committed the error by repeating the incorrect sentence. Lastly, reformulation is the technique in which teachers reformulate the incorrect sentence of students if it is not a big problem.

2.3. The Relationship between the Concept of OCF and Individual Differences

In language learning, there are a lot of factors that affect the process and individual differences, and language proficiency are some of them. The related individual differences and the relationship between OCF and language proficiency are discussed below:

There are many factors that affect the preferences of OCF, and "gender" could be one of them. The relationship between OCF and gender has been investigated by some researchers (e.g., Geckin, 2020; Ha et al., 2021; Zarei, 2011). In Zarei's research study (2011), there were 205 participants: 48.8% female students, and 51.2% male students. They were all intermediate level of learners at Iran Language Institute. He conducted a Chi-square test and Cross-tab. The results indicated that there are important differences between male students and female students in 6 items. According to his study, female students indicated a higher tendency toward OCF than male students. The reasons for this conclusion are stated as the attention of female students may be more scrupulous, they may have a tendency toward perfectionism, and they may depend on the teacher's help a lot to learn. Geckin (2020) indicated that there were differences in OCF preferences between male students and female students. Female participants have higher levels of anxiety and they attached importance to delayed feedback and preferred repetition more as a OCF technique, whereas male participants preferred elicitation and to be given more time to self-correct than female students did. In addition to these research studies, Ha et al. (2021) studied the individual differences in terms of gender, motivation, and extraversion. They found that female students were more positive about getting OCF than male students. They highlighted that extraverted female students were more positive about OCF than introverted female students as well.

Another important factor is "personality traits" affecting preferences of OCF. Banaruee et al. (2017) investigated the effects of explicit and implicit CF on extroverted and introverted EFL learners in a writing course. They divided participants into two groups of explicit or implicit CF. The results indicated that explicit CF is more effective for extroverts, implicit CF is better for introverts. Kelahsarayi (2014) emphasized that extroverted learners have more tendency toward errors than introverted students. He expressed extroverted students do not have the fear of being in a ridiculous situation and they are more sociable than introverted students. Likewise, students who have a great self-confidence are always eager to get feedback and they are not afraid of committing an error (Brown, 2007; Weiten, 2017). However, students who do not have enough self-confidence can deal with some psychological damage while committing an error and they are not eager to get feedback.

"Learning style" is also another essential individual difference that affects the choice of OCF type. Tasdemir et al. (2018) expressed that learning styles do not affect the understanding of learner feedback preference. However, Samie (2021) stated the importance of "learning style" as "the elephant in the room" (p.32). According to him, learning style is one of the disregarded factors while providing OCF to the EFL learners.

"Motivation" is the last important individual factor for the present study. Pavic (2020) stated that OCF can be effective for learners' motivation to participate in class spoken activities in EFL classrooms. In his study, he tried to find the relationship between OCF and motivation. The results pointed out that being corrected by an instructor and motivation has a negative relationship. Learners preferred teacher's guidance to find the correct version of their incorrect utterances. Ha et al. (2021) stated that students have a desire to get OCF from their instructors if they have extrinsic motivation. However, intrinsic motivation leads to less desire to get OCF.

There is a dearth of research about the relationship between OCF and language proficiency (Sepehrnia et al., 2020). They found that the EFL instructors provided less OCF to lower levels of learners while they preferred more OCF for higher levels of learners. The reason could be because "learners at a higher level of proficiency are more likely to have a more developed long-term memory store than learners at a lower level of proficiency" (Ortega, 2009, cited in Nassaji and Kartchava et al., 2017). Specifically, Ioannou and Tsagari (2022) studied the effects of recasts and metalinguistic feedback on proficiency level and the results indicated that students with lower level should be provided with metalinguistic feedback by the EFL instructors.

2.4. Research on Types of OCF

After the explanations of techniques above, researchers have conducted several studies about the types of CF. Goksu (2014) investigated the effects of recast, explicit correction, and metalinguistic feedback on the grammar acquisition of young learners. There were 88 Turkish speakers of English at 5th grade. The data were collected through quasi-experimental design. The results showed that recast, explicit correction, and metalinguistic feedback are beneficial and useful in terms of the acquisition of grammar for young learners. Besides, explicit correction is also effective in both short and long term.

Lyster and Ranta (1997) studied on corrective feedback and learner uptake and explained the percentages of distribution of six forms of feedback were: 55 percent recast,

14 percent elicitation, 11 percent clarification requests, 8 percent metalinguistic clues, 7 percent explicit correction, and 5 percent error repetition. They analyzed not only the distribution of different types of feedback but also how learners responded immediately after corrective feedback to the different types of feedback in turn. They referred to these kinds of utterances as learner uptake and such utterances were coded as either fixed or still in need of repair.

Lyster (1998) stated that facets of communicative classroom discourse may influence the potential of recasts to be seen as negative evidence by second language learners. He conducted this research in 4 immersion classrooms at the primary level and 377 recasts in the database were graded according to their pragmatic functions in classroom discourse and compared to the teachers' even more common use of non-corrective repetition. Findings showed that recasts and non-corrective repetition perform the same functions distributed in equal proportions and that teachers also use positive feedback to convey the approval of the content of the students' messages, regardless of their well-formedness, to accompany, even in equal proportions, recasts, non-corrective repetition, even topic continuation moves following error.

Lyster (2001) argued the relationship among error types, feedback types, and immediate learner repair. He conducted this research also in 4 immersion classrooms at the elementary level. The database was based on transcripts of audio recordings of 13 French language arts lessons and 14 subject-matter lessons. He coded 921 learner errors that initiated each sequence as grammatical, lexical, or phonological, or as unsolicited uses of L1 (English) and corrective feedback moves as form negotiation (i.e., elicitation, metalinguistic clues, clarification requests, or repetition of error, recasts, or explicit correction). Findings revealed that lexical errors favored the negotiation form; grammatical and phonological errors caused recasts, but with differential effects in the learning process.

Leeman (2003) specifically mentioned that recasts do not only imply negative evidence, but also provide positive evidence. In his research, 74 L2 Spanish learners participated in communicative interaction with the researcher under one of the following conditions: (a) recasts, (b) negative evidence, (c) enhanced salience of positive, and (d) unenhanced positive evidence (control). Recasts and enhanced salience groups performed better than the control group.

Ishida (2004) investigated the effects of recasts on the acquisition of the aspectual form using a time-series design. The researcher himself provided recasts during the middle four sessions to four college classroom learners. He understood that accuracy increased dramatically in relation to the number of recasts given during the treatment period, and the accuracy rate was maintained.

Oliver and Mackey (2003) investigated interactional exchanges between teachers and students in EFL classrooms. It was found that recast is the most preferred OCF technique by teachers. Likewise, Choi and Li (2012), Lee (2013) and Fakazli (2018) found the same result.

While the researchers above studied and used recasts in their studies, Goo and Mackey (2013) criticized the effects of recasts. However, they concluded their study as "making a case study against recasts is neither convincing nor useful for advancing the field and that more triangulated approaches to research on all types of corrective feedback, employing varied and rigorous methodological designs, are necessary to further our understanding of the role of corrective feedback in L2 learning."

McDonough and Mackey (2006) explained the effects of recasts and different types of answers on English as a second language question development as well. 58 Thai EFL university students conducted a series of communicative tasks with native English speakers, and the findings indicated that recasts were an essential predictor and predictive of ESL question development, but answers in the form of immediate repetitions of recasts were not related to development.

Loewen and Philip (2006) studied recasts in adult English L2 learners and they stated that a recast is efficient because it is time saving, not threatening the student's confidence, and not interrupting the students' flow of speech unlike an elicitation.

There are different findings about the use of explicit correction. While Tran and Nyguyen (2020) found that explicit correction is the least preferred OCF technique by teachers, Kirkkoz et al. (2015) found that it is the most used OCF technique.

Shirkhani and Tajettin (2017) investigated the perceptions of teachers about OCF techniques for pragmatic failures. The findings showed that teachers have a positive attitude to the correction of pragmatic failures, and they provided explicit correction for the correction of pragmatic failures.

As seen, there have been many studies about the types of CF, yet the most part has been attributed to recasts. After the studies about CF and its types, corrective feedback has become of vital importance for researchers. Researchers divided corrective feedback into two parts: written and oral. Because the present study focused on OCF, it will be significantly investigated in the next part.

2.5. Research on Teachers' and Students' Preferences for and Perceptions on OCF

The scrutiny of the related literature shows that a great number of studies have investigated OCF in terms of three categories which are OCF beliefs in EFL settings, OCF practices in EFL settings, and OCF beliefs and practices in EFL settings with a comparative view.

2.5.1. OCF beliefs in EFL settings

In Turkish context, Ozmen and Aydin (2017) studied student teachers' beliefs and behaviors about OCF with 98 non-native the student teachers. Interviews and situations through simulations were conducted, and the findings indicated that the student teachers had positive attitudes towards OCF, and their stated behaviors differed based on age and level of students, type of error in accuracy, and fluency-based activities. They stated about the time of OCF that if the activity is a fluency-based activity, they prefer to correct students by using a delayed correction, whereas if the activity is accuracy-based activity, they use an immediate way of correction.

In foreign context, Lagabaster and Sierra (2005) researched the perceptions of both students and teachers on CF. 21 participants were undergraduate students (no teaching experiences) and qualified EFL teachers with between three- and 13-years' experience. After watching an extract from a professionally produced teaching video twice, participants were asked to detect the CF of the teachers, to classify them, to judge their effectiveness, and to record their opinions one by one and in groups. Results revealed that a substantial percentage of the teachers' CF moves went undetected. Teachers and students indicated that the most effective corrections happened when there was more time, longer expectations, and use of different correction strategies.

One of the guiding studies about the comparison of EFL teachers' and students' attitudes to OCF was conducted by Roothooft and Breeze (2016). Roothooft and Breeze (2016) argue that a relatively limited number of studies on beliefs about OCF have shown a

disparity between the attitudes of teachers and students that is potentially detrimental to the language learning process, not only because students may become frustrated when their standards are not met, but also because teachers seem reluctant to provide OCF. They carried out their study with 395 students and 46 EFL teachers. They found out that explicit correction and metalinguistic feedback were chosen much more positively by a he significant number of students rather than the instructors, whereas teachers' choices were mostly elicitation and recast.

Lastly, Saeb (2017) conducted a research study on the perceptions of teachers and students for OCF in a comparative view with Iranian EFL students and teachers using two questionnaires and an interview. Results showed that there is a big difference between teachers' and students' perceptions in terms of the amount of OCF provision. As a preference difference, she stated that students are more willing to be provided explicit correction as an OCF technique, which differed from the teachers' preferences.

The scrutiny of related literature focused on OCF in terms of culture as well. Yoshida (2010) studied how teachers and learners perceive corrective feedback in the Japanese Language Classroom. He gave his focus on the cases in which the learners responded to the teachers' corrective feedback. Two teachers and seven students participated in the study, and he collected data with the help of his observations and audio recording. The results showed that teachers' and learners' perceptions of CF and learners' responses to CF are linked to the teachers' perceptions of individual learners, the students' perceptions of classroom interactions, and the different types of CF. However, Katayama (2007) investigated that nearly half of Japanese university students opposed correcting all language errors, particularly in communicative activities. In that vein, undergraduate Spanish students were eager to be corrected for specific errors as well (Lasagabaster & Sierra, 2005). Lee (2016) also conducted research about advanced ESL students' prior EFL education and their perceptions of OCF, and he carried out a survey and interviewed sixty advanced-level ESL adult learners who were all Ph.D. students. Results demonstrated that loads of learners preferred the US classrooms, where they can get sufficient oral CF from their teachers; however, a few students were willing to be in English learning environments in their home countries, where they took no CF.

2.5.2. OCF practices in EFL settings

In terms of teachers' practices, Demir (2016) investigated the differences between OCF practices of native and non-native English-speaking teachers in the Turkish EFL context. He conducted his research with seven native English-speaking teachers (NETS) and seven non-native English-speaking teachers (NNETS) at a private and two state universities. From the findings of classroom observations, he found that recast was the most preferred type of OCF by NETS and NNETS and the second preferred type was prompt. Findings in the chi-square test indicated that there were essential relationships between NETS and NNETS and recasts and prompts. In student context, Tasdemir et al. (2018) investigated the preferences of EFL learners for OCF in relation to their learning styles, and he tried to find out whether there was a relationship between these two subjects. There were 348 students at Gaziantep University- School of Foreign Languages in the 2016-2017 academic year. According to the results, explicit correction, clarification, and elicitation were the most preferred OCF types by the EFL learners and they believed that corrective feedback is essential, and they are eager to get feedback frequently from their teachers.

Hassan and Yalcin Arslan (2018) conducted a study on Iraqi EFL teachers' and students' preferences of corrective feedback with a comparative view. The participants were 100 EFL students and 50 EFL instructors, and the data were collected with a questionnaire and an interview. The result revealed that students mostly prefer to be corrected with elicitation, and there is a difference between teachers' and students' preferences for OCF in communicative activities, and a difference among students' preferences based on gender.

2.5.3. OCF beliefs and practices in EFL settings with a comparative view

Sener (2019) researched teachers' beliefs and practices for OCF with three EFL instructors. She collected the data through an interview to investigate their beliefs and video recorded the teachers' lessons in order to compare their beliefs and practices using Stimulated Recall Interviews. The findings revealed a difference between the instructors' beliefs and practices concerning OCF.

Yigit (2019) aimed to investigate the perceptions of EFL teachers and students on OCF. Also, the study investigated whether teachers' perceptions on OCF and their practices match. There were 107 EFL students and their 6 speaking instructors from a state university in her study. The researcher found that there are some differences between students and

teachers in terms of OCF usage and the beliefs and practices of instructors indicated differences.

Can (2021) conducted a study to investigate the beliefs and practices of teachers in addition to the beliefs and uptake rate of students. The participants were from a preparatory program of foundation university and the data were collected by means of the video recordings of five lessons and a survey to measure the beliefs of teachers and students for OCF. She found that there is a partial match between the teachers' beliefs and practices because they believe that recast and metalinguistic feedback as the most beneficial OCF techniques although they frequently used recast, and elicitation. Besides, students believe that the most helpful OCF techniques are recast and elicitation although elicitation and explicit correction took the highest uptake rate. This result showed that there is a partial match between students' beliefs and uptake rate.

Coban and Karagul (2021) studied the relationship between teachers' perceptions and their practices about OCF in classrooms. She collected her data with classroom observations of 10 EFL instructors working at a state university. She also applied interviews and scenario-based CF simulation. The results revealed that the instructors are aware of OCF, and they believe that it is effective if it is used appropriately. Besides, there is an inconsistency between teachers' perceptions and their actual practices about OCF.

Koroglu (2021) conducted a study to explore the perceptions and the practices of ELT and non-ELT pre-service teachers for OCF. The data were collected via a survey, classroom observations, and interviews. He found that explicit correction was the most preferred OCF technique, and there was a difference between perceptions and practices of participants for OCF techniques.

One of the early studies examined the attitudes and preferences of ESL students towards CF (Chenoweth et al., 1983). He carried out a survey, and 418 native speakers reported positive attitudes toward CF. Moreover, they preferred to be corrected since errors were facilitating and necessary to improve their oral language.

For skill-based studies on OCF, Alamri and Fawzi (2016) investigated the students' and teachers' preferences and attitudes toward OCF techniques in language learning. This quantitative study found that recast and explicit correction are preferred by most of the students and teachers, and students have positive attitudes for OCF techniques. In that vein, Gamlo (2019) also stated that students have positive feelings to be corrected by their

teachers, especially for grammar errors. Nguyen and Luu (2021) also conducted a study because of the existence of differences between preferences of teachers and students for OCF in pronunciation. They found that teachers and students have similar perceptions about the values of students' responsibilities for CF and teachers as a source CF. However, they found that there are still differences between preferences of both groups for the preferred OCF techniques.

In summary, research on OCF is often based on whether errors should be corrected or not, which errors should be corrected, when OCF should be provided, who should provide OCF, and how errors should be treated. Moreover, researchers have investigated OCF in terms of the beliefs in EFL setting, the practices in EFL setting, and the beliefs and practices in EFL settings with a comparative view. In the present thesis study, however, the conceptualization of the EFL instructors is investigated in terms of whether they provide OCF, which errors they provide OCF, when they provide OCF, and how they provide OCF. Besides, the EFL instructors' and students' perceptions on and preferences for OCF is investigated with a comparative view using a purposefully designed error correction situations referring to different error types which have been elicited from some of the EFL instructors participating in the actual data collection procedure.

CHAPTER 3

3. METHODOLOGY

In this chapter, the research design, the participants, the data collection tools and data analysis procedures, and the pilot studies conducted in the data collection instruments construction process are presented and discussed in detail.

3.1. Research Design

The present study was designed as an explanatory sequential mixed method research. It is based on a two-phase project in which the researcher conducts the quantitative study in the first phase, analyze the data, and then uses the results to build the second, qualitative phase (Cresswell, 2013).

Figure 3.1. Explanatory Sequential Mixed Method Design (Cresswell, 2013, p.270)
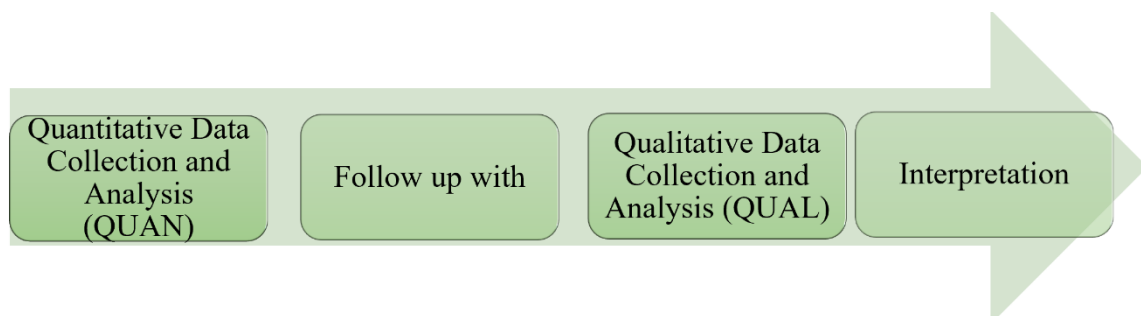
Note. Adapted "*Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*" by Creswell, J. W., 2013, p.270. SAGE Publications, Inc.

To collect the quantitative data for the present study, a questionnaire was conducted as the first phase. Both instructors and students' preferences for OCF techniques for specific error types shown were obtained with oral corrective feedback teacher questionnaire (OCFTQ, henceforth) and oral corrective feedback student questionnaire (OCFSQ, henceforth). In addition, students' perceptions on whether they want to be corrected in their spoken grammar, vocabulary, pronunciation, and pragmatic errors were gathered in the questionnaire. Then, interviews were conducted with EFL instructors as the second phase to gather qualitative data about their perceptions on and preferences for OCF as well as their conceptualization of the concept of on OCF.

3.2. Research Context and Participants in the Study

The main study was conducted at Ostim Technical University in Ankara, Turkey in 2021-2022 educational year. The data were collected from two groups of participants: Instructors and students.

(1) There were three different EFL instructor groups who participated in the study. The first instructor group who worked at Ostim Technical University in the first semester of 2019-2020 educational year played a role in the construction process of the questionnaire. 10 EFL instructors were asked the commonly committed spoken errors in their classrooms for four error categories (grammar, vocabulary, pronunciation, and pragmatic). Their answers were reviewed, and the questionnaire was created by selecting four different situations for each category from the errors written by the instructors.

Two pilot studies were conducted to test the feasibility, validity, and usefulness of the questionnaire with the EFL instructors: (1) one for the questionnaire and (2) one for the semi-structured interview. (1) 10 EFL instructors working at the preparatory schools of different universities participated in the pilot study of the questionnaire. The average age of participants was 29 and the average time devoted to the questionnaire was 6 minutes. Each participant was asked to fill in the questionnaire questions. (2) 5 of the instructors working at a preparatory school were asked to attend the semi-structured interview. Firstly, their thoughts about the questionnaire were asked to detect the unclear and problematic parts of the situations. Then, they were asked to explain their conceptualization of OCF and their reasons of the answers in the questionnaire. The average time devoted to the interview was 41 minutes.

The third instructor group participated in the main study to investigate the perception and preferences of EFL instructors via both a questionnaire and semi-structured interviews. To apply questionnaire, 30 EFL instructors were chosen by using convenience sampling. These instructors were actively teaching to the participant students. Their ages were between 23-58, and their education varied between bachelor's degree (73.3 %) and master's degree (26.7%). They graduated from various departments such as English Language Teaching (73.3%), English Language and Literature (13.5%), American Literature and Culture (3.3%), Translation and Interpretation (3.3%), Linguistics (3.3%), and others (3.3%). Almost 70 percent of the instructors had less than 5 years of teaching experience, which shows that most of them are inexperienced EFL instructors. In the questionnaire, the instructors were

asked to mark the OCF techniques they prefer to use for each situation. In the qualitative data collection phase, 15 instructors were chosen by using criterion sampling in order to elicit thicker data that offer more insight on the EFL instructors' preferences for the OCF in the OCFTQ. The interviewees were selected on the basis of their tendency for diverse OCF technique preferences. In other words, first group of instructors were selected among the participants who preferred high level of diversity in providing OCF for the provided errors; second group consisted of the EFL instructors who displayed a common tendency for correcting the errors; third group included those who had a tendency towards selecting only one type of OCF. Then, these purposefully selected participants were interviewed to uncover their perceptions on their choices using stimulated recall protocols. Each interview lasted about 25 minutes, so the researcher completed the interviews in 6 hours 13 minutes.

(2) The second participant group was the preparatory school students. 313 preparatory school students from all levels studying at Ostim Technical University were administered the questionnaire, and 247 students (171 male, 76 female) completed the questionnaire. The age of the students was between 18 and 27. The levels of the students were A1 to B2. In the questionnaire, the students chose OCF techniques that they want their instructors to use when and if they commit spoken language errors.

Table 3.1. Language Learning Duration of Student Participants

Duration	Gender of the Participants			Total %
	N of Male	N of Female	Total	
0-5 months	70	29	99	40.1
6-12 months	10	2	12	4.9
1-5 years	22	10	32	13
5+	69	35	104	42.1
Total	**171**	**76**	**247**	**100**

Table 3.1. shows the language learning duration of student participants in the main study. While 42.1 % of students have been learning English for more than five years, 45 % of students have just started to learn English.

Table 3.2. Proficiency Level of Students Participants

Proficiency Level	Gender of the Participants			Total %
	N of Male	N of Female	Total	
A1	39	18	57	23.1
A2	55	26	81	32.8
B1	59	23	82	33.2
B2	18	9	27	10.9
Total	**171**	**106**	**277**	**100**

Table 3.2. shows the proficiency level of student participants in the main study. The proficiency level of students varies from A1 to B2. The percentage of students from A2 and B1 level is higher.

Table 3.3. Nationality of Student Participants in the Main Study

Nationality	Gender of the Participants			Total %
	N of Male	N of Female	Total	
Turkish	66	33	99	40.1
Foreign	105	43	148	59.9
Middle Eastern	25	3	28	11.3
African	64	29	93	40.8
Central Asian	14	1	15	6.1
Russian	1	1	2	.8
American	1	0	1	.4
Eastern European	0	1	1	.4
Total	**171**	**76**	**247**	**100**

Table 3.3. shows nationality of student participants in the main study. It is clear that this study has multicultural research context.

Table 3.4. Frequency of the Universities EFL Instructors Graduated From

Graduation University	Gender of the Participants			Total %
	Male	Female	Total N.	
Hacettepe Uni	5	11	16	53.3
Aydin Adnan Menderes Uni	0	1	1	3.3
Baskent Uni	2	1	3	10
Ankara Uni	1	2	3	10
Ufuk Uni	0	1	1	3.3
TOBB Uni	0	1	1	3.3
ODTU	1	0	1	3.3
Gazi Uni	0	2	2	6.7
Bilkent Uni	0	1	1	3.3
Yeditepe Uni	1	0	1	3.3
Total	**10**	**20**	**30**	**100**

Table 3.4. shows the frequency of the universities EFL instructors graduated from. More than half of the instructors graduated from Hacettepe University.

3.3. Data Collection Instruments

Two different data collection instruments to gather the required data were used to respond the determined research questions: (1) Oral Corrective Feedback Teacher and Student Questionnaires (OCFTQ and OCFSQ) and (2) Semi-Structured Interview.

3.3.1. Oral corrective feedback preferences questionnaire

The questionnaires consist of twelve different situations and seven different OCF techniques (See Appendix 7 & 10 for the OCFTQ and OCFSQ). Situations were categorized under four titles according to the error type: are (1) Grammar, (2) Vocabulary, (3) Pronunciation and (4) Pragmatic errors. In the study, this questionnaire was administered to both EFL instructors and students since their answers were also analyzed with a comparative perspective. For the reliability of instructors' and students' questionnaire, Cronbach's alpha scores are respectively .82 and .94 which are highly reliable. An expert with a PhD in ELT was consulted for ensuring internal validity of the questionnaire, and on the basis of the expert opinions, necessary revisions were made.

3.3.2. Semi-structured interviews

Semi-structured interview includes 7 questions to investigate the perceptions of EFL instructors for OCF (See Appendix 2). The interviews were conducted in English. All interviews were recorded, and they took 6 hours 13 minutes. Before conducting the

interviews, the consent of the participants was taken, and they were informed about the general purpose of the interview. The questions were prepared in terms of two different categories: Conceptualization of OCF and perceptions on and practices of instructors in error treatment and OCF. In the last section of the interview, the participants were expected to reflect back on their selections in the OCFTQ to gather in-depth data about the EFL instructors' perceptions on and practices of error treatment. That is, Stimulated Recall Interview was integrated into the semi-structured interview to explore and report the participant's thoughts (Mackey & Gass, 2005). More specifically, the retrospective think-aloud protocol was applied because "when retrospective questioning is used only to illuminate and expand on think-aloud results, it may also add depth of information about the participant's thought processes" (Charters, 2003, p. 73).

3.4. Data Collection Procedure

3.4.1. Constructing the OCFTQ and OCFSQ before the pilot study

When the related literature was reviewed, Lyster and Ranta's taxonomy (1997) was found as the most suitable classification for OCF techniques. Thus, six types of OCF were used as ways of correcting the errors in the situations (See Appendix 3). To construct the corrective feedback situations, three steps were followed:

While constructing the questionnaires (OCFTQ and OCFSQ) before the pilot study, sixteen situations and seven types of OCF were used to investigate both the EFL instructors' and students' preferences for OCF. For the EFL instructors, OCFTQ was divided into two parts: (1) situations about the preferences of EFL instructors (See Appendix 4) and (2) questions to elicit demographic information (See Appendix 5). For the EFL students, OCFSQ was divided into 3 parts: (1) questions to elicit demographic information (See Appendix 8), (2) questions to gather EFL students' perceptions on OCF (See Appendix 9), and (3) situations about the preferences of EFL students (See Appendix 10).

3.4.1.1. Situations

The spoken errors were divided into the categories of Grammar, Vocabulary, Pronunciation, and Pragmatic Failures with the consultation of an expert with a PhD. Specialized in ELT. The researcher designed the situations under the following error types:

- Spoken Errors (Grammar)
- Spoken Errors (Vocabulary)
- Spoken Errors (Pronunciation)
- Spoken Errors (Pragmatic Failures)

After titles were determined, a word file was prepared with the titles of situations and divided levels of learners. It was mailed to five EFL instructors working at the same university but teaching different levels. The instructors were asked to write mostly encountered spoken errors by their learners while uttering sentences under the titles of Grammar, Vocabulary, Pronunciation, and Pragmatic Failures (See Appendix 11). The instructors filled in the provided file and sent it to the researcher. The researcher selected four errors among the EFL instructors' answers for each section and created OCF situations for the tentative version of the questionnaire (See Appendix 3).

To determine the OCF types, a sample situation which shows a correction of an error with OCF techniques was prepared. Then, the idea of an expert was taken. The expert suggested adding hinting as an OCF technique since it is a significant and commonly used technique by the instructors to correct students' errors. Hinting is defined as showing where an error is and giving a clue to let a student correct the error (Gumbaridze, 2012).

3.4.2. Constructing the Semi-structured Interview

While constructing the semi-structured interview, the similar studies have been examined by the researcher (e.g., Ozmen & Aydin, 2017; Coban & Karagul, 2021; Roothoft & Breeze, 2015; Tasdemir, 2017). After the examination, the researcher prepared 7 different interview questions by dividing into two groups: conceptualization of EFL instructors and their perceptions on OCF preferences in the questionnaire (See Appendix 1). Then, 2 sub-questions were added to the interview with the consultation of an expert, and it is designed under two categories: EFL instructors' conceptualization of OCF and perceptions of EFL instructors on OCF techniques (See Appendix 2). In the conceptualization part, 5 questions were prepared to find out what OCF is, whether instructors correct all the spoken errors, if so, what kind of spoken errors they correct, what their students' expectations are towards getting feedback, what extent OCF is effective in ELT, and lastly what criteria they take into account while providing OCF. 2 of the questions were prepared to comprehend their perceptions on their preferences for OCF situations in the OCFTQ. The OCF techniques were provided before asking those 2 questions (See Appendix 6).

3.4.3. Pilot study with the EFL instructors

A pilot study is often considered as a trial of the materials, and methods, and the purpose of carrying out a pilot study is to test, revise and finalize the materials and methods (Mackey & Gass, 2005). Hunt et al. (1982 cited in Sahin 2011, p.59) also indicated that "pilot studies evaluate the questionnaires in terms of three major categories. The first category is related to the length, format, and the order the questions. The second category requires testing the potentially problematic questions. Finally, the last category concerns itself with assessing the data analysis procedure like coding."

3.4.3.1. Piloting the Data Collection Instruments

The pilot study of the questionnaire was prepared online because of Covid-19 pandemic conditions. After finalizing the questionnaire, it was emailed to 10 EFL instructors (8 female, 2 male) working at the preparatory schools of different universities. The researcher received their consent before conducting the questionnaire. After participants filled in demographic information part, they were asked to explain their opinions about the questionnaire to detect the unclear and problematic parts of the situations. After receiving feedback from the participants, the number of the situations was decreased from 16 to 12 because the participants explained their reasons of answers in the questionnaire one by one and it took 47 minutes on average. However, as Kasper and Dahl (1991) stated, data collection tools (DCT, henceforth) should be completed in 45 minutes; otherwise, the participants may suffer from 'questionnaire fatigue' and the reliability of DCTs might decrease.

5 EFL instructors participated in the pilot study of the semi-structured interviews. The interviews took 41 minutes on average. The research observed the participants to see whether any questions sounded vague, or any other changes were necessary in the interview. After all questions were answered, the instructor participants' comments were also taken about the interview. The feedback and expert opinions showed that the questions were appropriate, sufficient, and clear, so there was no need to make any changes on the questions in the interview.

3.5. Data Analysis Procedures

The collected data were analyzed into two stages:

1) Quantitative data analysis: The data collected from the questionnaire were analyzed using SPSS. To identify the perceptions and preferences of both teachers and students for OCF, the data were analyzed in terms of frequency analysis and chi-square test so that the researcher can explore the preferences and perceptions of teachers and students. In addition, whether there are any differences between the preferences and perceptions of teachers and students for OCF was investigated.

2) Qualitative data analysis: Semi-structured interview was used to investigate the perceptions of EFL instructors for the use of OCF. The data collected from interviews were analyzed by means of content analysis. To analyze the qualitative data, the steps of qualitative content analysis scheme of Creswell (2009) were followed by the researcher.

Figure 3. 2. The qualitative content analysis scheme
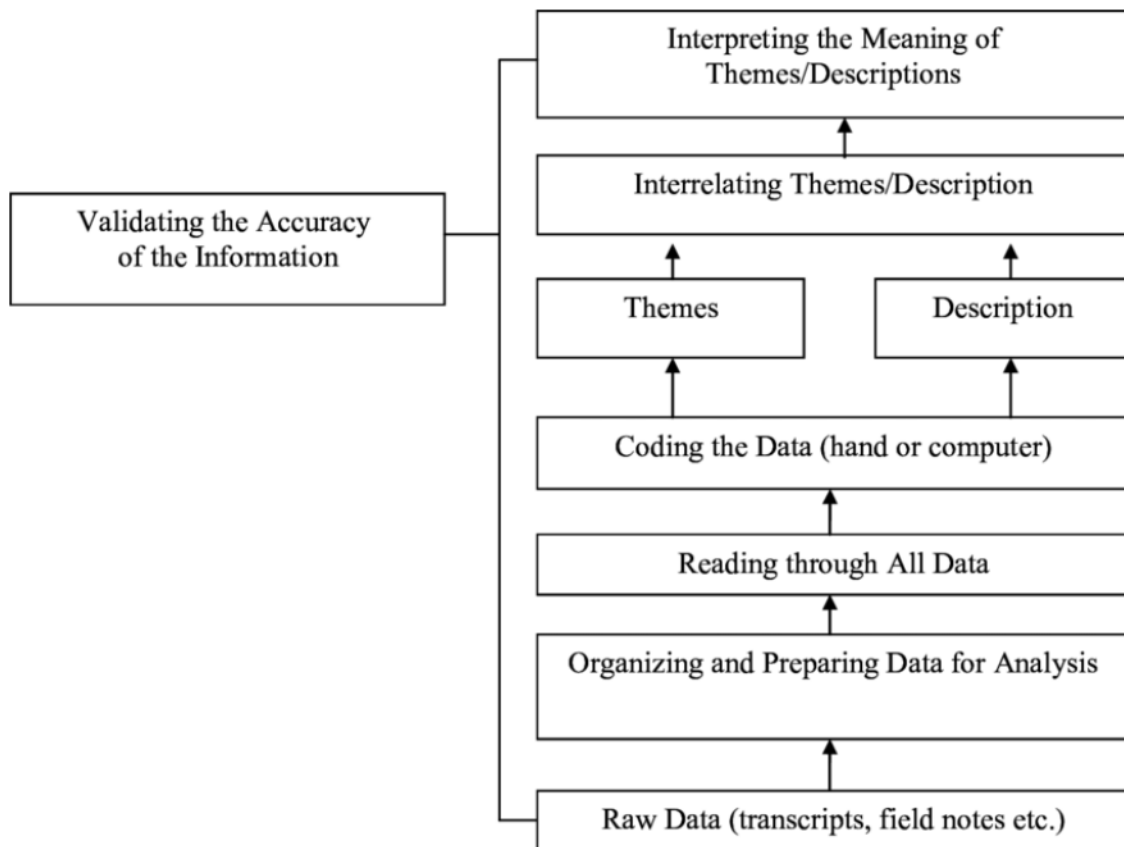
Note. Adopted from *"Research Design: Qualitative, Quantitative, and Mixed Methods Approaches"* by Creswell, J. W., 2009, p.185. Sage Publications.

In step 1, the researcher organized and prepared the raw data for the analysis. The recorded interviews were transcribed and collected in one document. In step 2, the researcher read through all the data and gathered a general understanding of the information like "What

general ideas are participants saying?", "What is the tone of the ideas?", "What is the impression of the overall depth, credibility, and use of the information?". In step 3, the researcher started to conduct detailed systematic content analysis following a coding process for each research question. In step 4, themes were generated from transcripts by coding with a word or phrases. In step 5, the researchers combined related themes and finalized the categories based on these themes. For the validity and reliability of content analysis, another coder (i.e., an academic specialized in ELT) checked the themes and categories (Creswell, 2009, pp. 185-189).

Table 3.5. Data Analysis Plan

Research Questions	Variables	Analyses
1. How do the EFL instructors conceptualize OCF?	-perceptions of EFL instructors on OCF based on interviews	- Content analysis
2. What are the EFL instructors' preferences for and perceptions on OCF?	-EFL instructors' perceptions on and preferences for OCF	- Content analysis -Descriptive statistics/SPSS
3. What are the EFL students' preferences for and perceptions on OCF?	-EFL students' perceptions on and preferences for OCF	-Descriptive statistics/SPSS
4. To what extent do the EFL instructors' and students' perceptions on and preferences for OCF match?	-EFL instructors' perceptions on and preferences for OCF -EFL students' perceptions on and preferences for OCF	- Content Analysis - Chi-squared test

CHAPTER 4

4. FINDINGS AND DISCUSSIONS

The findings of the study are presented under each research question. The detailed discussions of the results are presented as a separate title. The research questions and the corresponding data collection tools and items were shown in Table 4.1.

Table 4.1. The Research Questions and The Data Collection Tools

Research questions	Data Collection Tools
1. How do the EFL instructors conceptualize OCF?	Semi-structured Interview (Questions – 1, 2, 3, 4, 5)
2. What are the EFL instructors' preferences and perceptions for OCF?	Semi-structured Interview (Questions – 2.2, 6, 7) OCFPQ (Instructors' Questionnaire)
3. What are the EFL students' preferences and perceptions for OCF?	OCFPQ (Students' Questionnaire – Part B & C)
4. To what extent do the EFL instructors' and students' perceptions and preferences for OCF match?	Semi-structured Interview (Questions – 2.2, 6, 7) OCFPQ (Both Instructors' and Students' Questionnaire)

4.1. Research Question 1: How do the EFL instructors conceptualize OCF?

In order to investigate the first research question, five interview questions were asked to participants. The themes gathered form each interview questions are given one by one in the following parts.

4.1.1. First interview question: What is your understanding of oral corrective feedback? Could you please describe it in your own words?

The answers of instructors were grouped into two themes: correction of errors and multiple ways of correcting. The number of the expressed themes are given in Table 4.2. below.

Table 4.2. Instructors' Conceptualization of OCF

Themes	Frequencies
1. Correction of Errors Orally	14
1.1. Correction of Errors in a Gentle Way	2
2. Multiple Ways of Correcting	6
2.1. Correcting based on Timing	4
2.1.1. Delayed	2
2.1.2. Immediate	2
2.2. Correcting based on Global Error	1
2.3. Correcting by Explaining and Repeating	1

As seen in Table 4.2., nearly all instructors defined OCF as correction of errors orally (n.14). Besides, 2 instructors stated that the correction of errors should be done without breaking the hearts of students, so they defined OCF as correction of errors in a gentle way. The multiple ways of OCF were expressed under three themes that are correcting based on timing, correcting based on global mistake, and correcting by explaining and repeating (n.6). While instructor 4 supported delayed CF, instructor 27 supported immediate CF. On the other hand, instructor 25 stated that OCF can be provided by using delayed or immediate way. Instructor 29 defined oral corrective feedback as correcting students' minor or major mistake while they are speaking. Lastly, instructor 14 said that OCF is the correction of students' errors by repeating and explaining the correct version of the utterances. Related quotations to each theme are given below:

> *Instructor 26:* *"It is the feedback type that works much better than other types.* *We give feedback orally to the spoken errors."* (Correction of errors)

> *Instructor 7:* *"It is the* *feedback that we provide without being too oppressive,* *using friendly approaches* *to correct the error."* (Correction of errors in a gentle way)

> *Instructor 25:* *". When we are teaching speaking,* *we need to give sudden or* *delayed feedback to students* *to make them speak properly."* (Correcting based on timing)

> *Instructor 29:* *"When* *a student speaking, we correct minor or major mistake* *while they are explaining something."* (Correcting based on global mistake)

> *Instructor 14:* *"It is correcting students' mistakes by* *repeating, explaining* *them* *the correct version."* (Correcting by repeating and explaining)

In their OCF definitions, instructors also expressed the skills and subskills in which the errors are corrected orally. 6 instructors stated that OCF is used for speaking skills. Two

instructors indicated that they give oral corrective feedback when students commit a pronunciation error. Lastly, instructor 30 stated that he gives OCF when students make a grammar or vocabulary error in their speech. Some of the answers given by the instructors are provided below:

> *Instructor 20: "… it is correcting errors, such as pronunciation…"*

> *Instructor 26: "…We give feedback orally to the spoken errors."*

> *Instructor 30: "In my understanding, **it is orally giving feedback** to language errors. **Correcting grammar, explore vocabulary mistakes."***

4.1.2. Second interview question: When do you prefer to correct your students' spoken errors?

Another question to investigate how instructors conceptualize OCF is "When do you prefer to correct your students' spoken errors?". The answers given by the instructors were categorized under three themes as timing, type of error, focusing of accuracy. The frequency of these themes is given in Table 4.3.

Table 4.3. When to provide CF (Timing)

Themes	Frequencies
1. Delayed	4
2. Immediate	4

As seen in Table 4.3., some instructors perceived the question "When do you prefer to correct your students' spoken errors?" in terms of timing, some perceived it based on the types of errors, and the rest perceived it as accuracy of errors. From the perspective of timing, giving delayed feedback to students was supported by 4 instructors while giving immediate feedback to students was mentioned by 3instructors. 2 instructors expressed that the delayed feedback does not interrupt the flow of speech. Also, instructor 30 stated that the delayed feedback is preferrable especially for speaking activity. On the other hand, instructor 25 emphasized that correct version of an error can be forgotten if the immediate feedback is not given to the student. According to instructor 30, the immediate feedback can be beneficial if it is a controlled practice.

> *Instructor 26: "I tend to give them a freedom to speak in their own flow. **When they finish their flow, I correct them. I don't want to interrupt them.** I prefer delayed feedback."* (Delayed feedback)

Instructor 30: "*I prefer if we are doing **a speaking activity, I prefer delayed feedback**. I focus on the content but if **it is a controlled practice, I correct it on spot.**"* (Delayed and immediate feedback)

Instructor 25: "*At **time of the mistake, I usually prefer to correct the mistake** because when I delay the mistake, atmosphere and the mistake can be forgotten.*" (Immediate feedback)

Table 4. 4. When to provide CF (Types of Errors)

Themes	Frequencies
1.1. Global and Local Error	3
1.2. Systematic Error	4
1.3. Accuracy-oriented Error	4

In addition to delayed and immediate feedback, instructors express three types of errors that are corrected whenever they are committed. As seen in Table 4.4., these errors are global and local error, systematic error, and accuracy-oriented error. 2 instructors talked about both global and local error by expressing the nature of them that global error changes the overall meaning of a sentence, but local error affects the single element in a sentence and does not change any meaning. However, instructor 29 just talked about the global error by defining it that the global error intervenes the flow of the speech and changes the meaning. For systematic error, 4 instructors expressed their preferences for OCF by emphasizing the importance of correcting the systematic errors to avoid fossilization and increase the possibility of correct acquisition. For accuracy-based error, five instructors highlighted that they use OCF when students mispronounce the words and use the language in a wrong way.

Instructor 4: "*If it is a really **tiny mistake, I ignore it**. If it is **a big mistake that prevents meaning, I provide feedback**.*" (Global and local error)

Instructor 29: "***When it** just intervenes the flow of speech, **or change the meaning, I'm trying to correct them.**"* (Global error)

Instructor 7: "*If they are **repeating their mistakes over and over again, I correct them (…)**"*

Instructor 28: "*I usually prefer to correct their mistakes **when they mispronounce the words or using the structure in a wrong way.**"*

There are also other themes in addition to previous themes mentioned above. These themes were gathered from the further explanations for the second interview question. These themes are avoiding overcorrection and giving feedback in a gentle way. Avoiding

overcorrection was mentioned by 4 instructors. 2 instructors expressed not to use OCF constantly for their students because they do not want to affect their students' performance. Instructor 11 does not prefer to use OCF continuously to encourage the students to discover the errors by themselves (self-correction). For the second theme in table, 2 instructors stated that they prefer to use OCF in a gentle way and they did not give any explanation for this preference.

> ***Instructor 19:*** *"I try not to correct all the time.* ***It might affect their performance. Nobody wants to be corrected all the time especially****."*

> ***Instructor 11:*** *"I don't like correcting them all the time. I just* ***want them to realize that they are making the mistake (...) I want them to find their errors and correct themselves.****"*

> ***Instructor 7:*** *"If they are repeating their mistakes over and over again,* ***I correct them without being too oppressive.****"*

4.1.2.1. Second interview question (first sub-question): Do you correct all language errors? Why? Why not?

Another question to investigate how instructors conceptualize OCF is "Do you correct all language errors? Why? Why not?". The answers given by the instructors were categorized under two themes as correction for all errors and no correction for all errors. The findings showed that no correction for all errors was mentioned and supported by all instructors (n. 14) except instructor 28. Some of the answers given by the instructors are provided below.

> ***Instructor 28:*** *"****I tend to do that****, but I think it is not something good so sometimes I just let them speak and after they finish, I correct them.* ***I generally correct all the mistakes****."*

> ***Instructor 20:*** *"****No, some of them are minor mistakes*** *and they are able to understand them on their own."*

The reasons given for the question "Do you correct all language errors? Why? Why not?" were grouped into four themes that are "errors are natural", "students might lose motivation", correcting all errors is unnecessary", and "not to interrupt the flow of speech". The frequency of these reasons is given in Table 4.5. below:

Table 4.5. Reasons for Not Correcting All Errors

Themes	Frequencies
1. Errors are natural	1
2. Correction interrupts the flow of speech	1
3. Correcting all errors is unnecessary	2
4. Students might lose motivation	4

As seen in Table 4.5., instructors 19 expressed the reason not to correct all errors that committing an error is a part of learning process' nature. Besides, instructor 7 pointed that correcting all errors interrupts the flow of speech so it is not preferable. Additionally, correcting all errors is seen as unnecessary by 2 instructors. Lastly, the possibility of losing student motivation is mentioned by four instructors. Some of the answers given by the instructors are provided below:

> *Instructor 19: "I **try not to correct all of them**. Mainly, the same reason. **We all make mistakes.**"*

> *Instructor 7: "**I don't correct all the errors** because if it is a basic mistake, **I don't need to interrupt the flow of speech.**"*

> *Instructor 21: "Not all of them. **If I correct all of the mistakes, it can be waste of time.**"*

> *Instructor 29: "No, it confuses their minds. **If I intervene every time, this can discourage them.**"*

Apart from the previous themes mentioned for the first sub-question of the second interview question, there are also other themes that are global errors, pronunciation errors and common errors. "Correcting pronunciation error" was mentioned by only instructor 3. "Correcting common errors" was stated by 2 instructors. Lastly, "correcting global errors" was indicated by 5 instructors. Instructor 30 emphasized both global and common errors. Some of the answers given by the instructors are provided below:

> *Instructor 3: "I don't correct all the errors. **I generally correct pronunciation**."*

> *Instructor 30: "I tend to focus on the **most common errors** that **inhibit communication**"*

4.1.2.2. Second interview question (second sub-question): Which spoken errors do you tend to correct? When and why?

Another question to investigate how instructors conceptualize OCF is "Which spoken errors do you tend to correct? When and why?". The answers given by the instructors were categorized under four themes as grammar, vocabulary, pronunciation, and global errors. The frequency of these themes is given in Table 4.6. below:

Table 4.6. Tendency for Providing OCF

Themes	Frequencies
1. Grammar	5
2. Vocabulary	2
3. Pronunciation	7
4. Global Error	9

Table 4.6. showed that grammar was mentioned by 5 instructors. They expressed that OCF should be used for a grammar error if it intervenes with the meaning of a sentence. Vocabulary was expressed by 2 instructors. No specific reason was provided by those participants for why they correct vocabulary errors. Pronunciation was highlighted by 7 instructors, and they stated that OCF should be used for the systematic pronunciation errors which change the meaning of a sentence. Lastly, global error was mentioned by 9 instructors, and they indicated that OCF can be used if an error interferes with the overall meaning of the context. This finding showed that global error is related to grammar and pronunciation according to the answers of the instructors. Instructors stated that using OCF can be beneficial if an error related to grammar or pronunciation interrupts the meaning of a sentence and avoids the clear understanding of the interlocutor.

> *Instructor 25: "I correct **grammatical errors** because grammatical errors can change the meaning of what is intended to mean."*

> *Instructor 27: "I generally correct **pronunciation errors** because it **affects the meaning**."*

In order to get some details about the conceptualization of instructors for OCF in terms of grammar, vocabulary, pronunciation, and pragmatic failures, whether they correct these errors or not was asked to the instructors as a sub-question. For grammar errors, 2 instructors stated that they provide OCF for these errors because grammar errors can be committed by even native speakers while speaking. Also, they indicated that, the correction of grammar errors is not needed if students are explaining something related to the subject. On the other

hand, the rest of the instructors (n.13) mentioned the correction of grammar errors. 5 instructors used OCF to focus on accuracy for grammar structures. 2 instructors use OCF if grammar structures are previously taught, and 4 instructors use OCF if the error is global error and changes the meaning of the sentence. Some of the answers given by the instructors are provided below:

> *Instructor 7: "No, I don't correct that much….while speaking, even native speakers can do errors, so I don't care that much these errors."*

> *Instructor 19: "Mostly, they tend to mix up the tenses. They try to use two tenses in one. Sometimes, there are problems of the structure of the tense. For those, I try to act immediately and correct them."*

> *Instructor 27: "I correct if I teach that grammatical structure. If they haven't learned it yet, I don't correct it."*

> *Instructor 11: "When the message is not understood, I try to correct."*

Apart from those, instructors expressed additional reasons to correct grammar errors. They stated that timing of OCF is also an important issue and two types of timing of OCF can be provided: delayed and immediate. While three instructors supported the delayed feedback for grammar correction, other three instructors preferred the immediate feedback. Some of the answers given by the instructors are provided below:

> *Instructor 3: " If I need to correct it, I wait and correct them after they finish the speech."*

> *Instructor 19: "Sometimes, there are problems of the structure of the tense. For those, I try to act immediately and correct them."*

For vocabulary errors, two instructors expressed that they do not correct these errors because correcting vocabulary errors can be beneficial only in texts rather than speaking. However, Correcting vocabulary error was mentioned by the rest of the participants. Three instructors used OCF to focus on accuracy, instructor 7 used OCF when the error is systematic, and lastly two instructors used OCF if there is a global error. Apart from these reasons, instructors were asked "when they gave OCF to vocabulary errors". Two instructors talked about the importance of immediate feedback while two instructors mentioned the beneficial sides of delayed feedback. Some of the answers given by the instructors are provided below:

*Instructor 3: " Sometimes, **they can't find the correct word** and make it up and I directly these kinds of errors **immediately**.*

*Instructor 24: " I correct in their texts. **Most of the time, I correct those errors in the texts rather than speaking.**"*

*Instructor 7: " ...if they are **repeating the mistake** over and over again. I correct them because it could be problematic in the long run."*

*Instructor 25: "For vocabulary, **if the vocabulary changes the meaning**, I definitely correct it."*

*Instructor 11: "if they learn them in a wrong way, it is hard to fix it. **I correct it immediately**."*

*Instructor 29: "**I prefer delayed correction** which means at the end of speech."*

For pronunciation errors, all instructors (n.14) except one expressed that they correct the pronunciation errors. 6 instructors explained the reason for using OCF for pronunciation error by emphasizing the importance of accuracy. Instructor 19 stated that OCF can be beneficial for systematic errors. Lastly, six instructors used OCF when the error is a global error. In terms of timing of OCF, delayed and immediate feedback were expressed. While immediate feedback was mentioned by only instructor 30, delayed feedback was mentioned by three instructors. Some of the answers given by the instructors are provided below:

*Instructor 4: "As I said, **I don't correct them**."*

*Instructor 20: "When they are speaking... **I push hard some of the words, so they understand how to say them**."*

*Instructor 19: "I **try to correct** them. Because when they do the **same mistakes again and again**, they may fossilize the words."*

*Instructor 3: "I generally **correct** it because **it affects the meaning**."*

*Instructor 30: "**if it doesn't inhibit communication, I don't correct the mistake instantly.**"*

*Instructor 28: "I **correct** it. I always **wait them to finish** speaking..."*

For pragmatic failures, all instructors (n.14) except instructor 21 expressed their willingness to correct pronunciation failures. 10 instructors emphasized the use of OCF to correct inappropriate errors that cause misunderstandings in social life and relations, 2

instructors stated the use of OCF for the systematic errors, and lastly instructor 20 indicated that she corrects pragmatic failures to show how language can be used appropriately. While instructor 24 emphasized that correcting pragmatic failure could be beneficial for students' daily life, two instructors indicated that language is not only about grammar rules, but students also need to use pragmatics appropriately in their social or academic life. In terms of timing, immediate feedback was mentioned by instructor 4 and delayed feedback was mentioned by instructor 29.

> ***Instructor 21:*** *"I don't correct these errors if it happens."*

> ***Instructor 4:*** *"If the **mistake becomes fossilized** and turns the error, I can provide feedback. I provide **immediate correction** for pragmatic failures in general."*

> ***Instructor 14:*** *"**I correct it** because language is not only about grammar, vocabulary or pronunciation. **It is a social skill** and students should know how to use the language in social contexts as well."*

> ***Instructor 29:*** *"I face these kinds of failures every time. My students always call me sir and I usually correct it **but the delayed one**."*

4.1.3. Third interview question: "Do you think your students expect to get feedback on their spoken errors? Why? Why not?"

The results showed that most of the EFL instructors participated in the study (n.15) tended to perceive that their learners are willing to receive OCF for their spoken language errors. As shown in Table 4.7., those who stated that the students preferred to be corrected based their answers on 2 main reasons. Out of 10, 9 instructors emphasized the necessity of providing OCF to develop accuracy in language use and students' desire to know that their speech is accurate while 1 participant pointed out that students who have high level of proficiency level expect OCF more. On the other hand, four instructors indicated the unwillingness of students to get OCF by expressing three reasons. 1 instructor stated that students do not have enough awareness of the error. 2 instructors highlight that students do not want to receive OCF because they are shy away from their instructors. 1 instructor expressed that students who have low level of language proficiency do not care about OCF. Some of the representative responses for this finding of the study can be seen in quotations given below:

*Instructor 21: "Also, it depends on the level. **A1s and A2s expect a lot**"*

*Instructor 25: "some **students don't want** to get feedback on their mistakes **because they are shy**, incompetent."*

*Instructor 26: "I think students **are not often aware of those mistakes** so they **don't have that expectancy**."*

*Instructor 24: "they don't expect all **it depends on the level**."*

*Instructor 29: "Because **some of them look me in the eye and want to get feedback** whether they speak in the correct way or not."*

Table 4. 7. Students' Expectation of OCF

Themes	Frequencies
1. No expectation of OCF	4
1.1 Lack of Awareness of the Error	1
1.2 Shyness	2
1.3 Low Level of Language Proficiency	1
2. Willingness to Received OCF	10
2.1. Necessity of Developing Accuracy	9
2.2. High Level of Language Proficiency	1

4.1.3.1. Third interview question (first sub-question): "What are students' attitudes towards your OCF?"

The answers were grouped into three themes: positive attitude, negative attitude and depending on teacher attitude. The frequency of these themes is given in Table 4.8. below:

Table 4.8. Students' Attitudes towards OCF

Themes	Frequencies
1. Positive Attitude	12
2. Negative Attitude	5
3. Depending on Teacher Attitude	4

As seen in Table 4.8., "positive attitude" was mentioned by 12 instructors, "negative attitude" was explained by 5 instructors, and lastly "depending on teacher attitude" was stated by 4 instructors. As understood from the answers, instructor 27 mentioned both "positive attitude" and "depending on teacher attitude." Some of the answers given by the instructors are provided below:

Instructor 19: "I didn't have any negative attitude for now."

*Instructor 3: "I think they feel positive but maybe there are **some students who don't want to be corrected. For them, it is negative** but for **most of them, it is positive."***

*Instructor 4: "**They understood their errors and they are positive**. They don't show any negative attitudes, **but you need to be very balanced in correction."***

*Instructor 24: "**Their attitude depends on my attitude actually**. **If I am positive,** and I show them here to improve them, **they feel positive**. If they understand that **a teacher is criticizing them, they are reluctant** to get the feedback."*

*Instructor 7: "... **but some students may be aggressive** and insist on their sentences. **They claim that they haven't done any mistake."***

*Instructor 27: Mostly positive. I have never seen a student discouraged **by my feedback because I want to be polite as much as I can.***

4.1.4. Fourth interview question: "What is the role of OCF in language learning?"

All instructors state that OCF has a positive role in language learning. They explained different reasons that were categorized under three themes as given in Table 4.9.

Table 4. 9. The Role of OCF in EFL

Themes	Frequencies
1. Students Learn Correct Form	10
2. Teacher Attitude is Effective	3
3. Immediate OCF is Effective	1

In Table 4.9., "students learn correct form" was expressed by 10 instructors, "teacher attitude is effective" was stated by 3 instructors, and lastly "immediate OCF is effective" was indicated by only instructor 26. Some of the answers given by the instructors are provided below:

*Instructor 11: "**If you think that the classroom is the beta version of real life, I need to correct their errors because in real life, they don't get in some funny situations.** If they do these mistakes in a meeting, it might be a problem for them, **so correction is really important in the class."***

Instructor 4: "*...It affects the process of learning a lot, **but it depends on the way teachers correct.***"

Instructor 26: "*I think it has the function of momentarily correction… **The role lies in its momentariness**.*"

4.1.4.1. Fourth interview question (first sub-question): "Do you experience any problems and/or challenges while providing OCF for your students? How? Why?"

Each participant expressed the positive role of OCF. Their answers were categorized under two themes: no problem and problem. "Problem" theme was divided into five themes that are "it is really wrong, student proficiency level, students do not care about OCF, shyness, and choosing correct type of OCF". The frequency of these themes is given in Table 4.10. below:

Table 4.10. Experiencing Challenges While Providing OCF with Reasons

Themes	Frequencies
1. No Problem	6
2. Problem	9
2.1. Ambiguity of providing OCF	1
2.2. Student Proficiency Level	3
2.3. Students Do not Care About Feedback	2
2.4. Shyness	2
2.5. Choosing Correct Type of OCF	1

According to Table 4.10., "no problem" was mentioned by 6 instructors while "problem" was expressed the rest of the instructors (n.9). "Ambiguity of providing OCF" was expressed by instructor 19, "student proficiency level" was indicated by 3 instructors, "students do not care about feedback" was highlighted by 2 instructors, "shyness" was stated by 2 instructors, and lastly "choosing correct type of OCF" was said by only instructor 30. Some of the answers given by the instructors are provided below:

Instructor 14: "* No actually, because **students are really curious about** the feedback given by a teacher.*"

Instructor 19: "* **I think one problem I would say is** I sometimes ask myself **should I correct it or skip it?**"

Instructor 3: *"Sometimes, experience **challenges specially with the lower level** of students. While correcting them, **I don't understand whether they understand the correction or not**."*

Instructor 28: *"At some point, they just don't care some rules of the language they are learning. This could be a bit challenging for us."*

Instructor 29: *"**Actually, sometimes yes**. If there is a shy student, I don't want to give an immediate correction to the student."*

Instructor 30: *"**I mean eliciting sometimes doesn't work**, that is a challenge for me. That's hard because in that way we correct explicitly."*

4.1.5. Fifth interview question: "What criteria do you take into account while providing OCF?"

The answers given by the instructors were grouped into seven themes that are no criteria, sub-skills of speaking, proficiency level, timing, global errors, systematic errors, and shyness. The frequency of these themes is given in Table 4.11. below:

Table 4.11. Criteria for Providing OCF

Themes	Frequencies
No Criteria	1
Sub-Skills	1
Proficiency Level	1
Timing	2
Global Errors	4
Systematic Errors	2
Encouragement	3
Personality Traits	3

As seen in Table 4.11., "no criteria" was mentioned by instructor 19, "sub-skills" was stated by instructor 20, "proficiency level" was expressed by instructor 3, "timing" was highlighted by 2 instructors, "global errors" was pointed out by 4 instructors, "systematic errors" was indicated by 2 instructors, "encouragement" was mentioned by 3 instructors, and lastly "personality traits" was stated by 3 instructors. Some of the answers given by the instructors are provided below:

Instructor 19: *"I think I don't really have many criteria."*

Instructor 20: " *Spelling, vocabulary, grammar, use of English.* "

Instructor 3: " **The level is very important** *because I always change my talks according to the level.* "

Instructor 4: "**we shouldn't give immediate feedback** *not to demotivate our learners.*"

Instructor 25: "**If the meaning is unclear**, *I definitely give feedback. If the word they utter is not understandable, I give feedback.*"

Instructor 7: "*If they are repeating the mistake over and over again, I correct it.* **The repetition is the criteria for me**.*"

Instructor 26: "*It depends on the skills that I provide feedback and of course* **characteristics of students** *are also important. To a shy student, I approach and act in a kind manner, but I always* **encourage my learners to commit errors**.*"

Instructor 30: "**I don't want to discourage them**. *I try to encourage them a lot. Try to increase their motivation.*"

4.1.5.1. Fifth interview question (first sub-question): "Do individual differences affect how you correct your students' spoken errors? How? Why? (e.g., gender, personality traits, learning style, and motivation"

The answers gathered from the instructors were categorized under two themes: affect and do not affect. The frequency of these themes is given in Table 4.12. below:

Table 4.12. Whether Individual Differences Affect or Not

Themes	Gender (*f*)	Personality Traits (*f*)	Learning Style (*f*)	Motivation (*f*)
1. Affect	4	13	11	13
2. Don't Affect	11	2	4	1

As seen in Table 4.12., "gender affects" was mentioned by 4 instructors, "personality traits affect" was stated by 13 instructors, "learning style affect" was indicated by 11 instructors, "motivation affects" was pointed out by 13 instructors. The reasons whether these four factors affect or not the OCF way of instructors were given in details.

The reasons for whether gender affects or not were categorized under two themes: equality, characteristics of genders. Instructor 3 expressed why gender does not affect by

emphasizing "equality" as a reason. However, 3 instructors stated that "characteristics of genders" affect their OCF way. Other instructors did not give any direct reason for "whether gender affects or not". Some of the answers given by the instructors are provided below:

> **Instructor 14:** *"**Girls are so calm and open to feedback,** but **boys can be aggressive when you correct them** because they don't want to show their weak sides in the classroom."*

> **Instructor 3:** *"I want to be **equal** and close to them while correcting."*

The reasons for whether personality traits affect or not were categorized under two themes: familiar students and shyness. Both themes are related to the effects of personality traits. "Familiar students" was mentioned by 2 instructors. Additionally, "shyness" was mentioned by 7 instructors. Some of the answers given by the instructors are provided below:

> **Instructor 7:** *"**If I know my students well enough**, I can communicate with them easily and **it affects my correction,** so it is really important."*

> **Instructor 3:** *"**There are some shy students** and I get close to them and give feedback by going their desks"*

Just one reason was provided for whether learning style affects or not by instructor 27. Instructor 27 implied that "*Because extroverts and introverts have different learning styles, and it changes the way my correction.*". Other than this, instructor 20 also stated that "*Some of them want me to write on the board, they want to see the words.*" Therefore, based on the answer by instructors 27 and 20, it is clearly seen that learning style affects the way of OCF that teachers provide.

The reasons for whether motivation affects or not were categorized under three themes: low motivated students, avoiding overcorrection and correcting in a gentle way. "Low motivated students" were mentioned by 2 instructors. In addition, "avoiding overcorrection" was emphasized by instructor 11 and "gentle correction" was stated by instructor 27. Some of the answers given by the participants are provided below:

> **Instructor 14:** *"**The more they are motivated, the better they grab the language** itself and it affects **the feedback as well**."*

> **Instructor 11:** *"**It (Motivation) is everything** in the classroom. That's why I **don't correct all the errors** in the class."*

Instructor 27: *"Because, I always try **to be kind and I don't want to discourage them"***

4.2. Research Question 2: What are the EFL Instructors' Preferences for and Perceptions on OCF?

To explore the second research question, both qualitative and quantitative data were used. From the qualitative data, the second sub-question of the second interview question (2.2. interview question), the sixth and seventh interview questions were analyzed. From the quantitative data, just the instructors' questionnaire was analyzed in four categories: Grammar, Vocabulary, Pronunciation, and Pragmatic Failures. Findings are explained in detail below.

4.2.1. The qualitative data

4.2.1.1. The second sub-question of the second interview question: Which spoken errors do you tend to correct?

As discussed in the first research question, instructors expressed their tendency to correct the grammar, vocabulary, pronunciation errors and pragmatic failures in different ways. For the grammar errors, some instructors (n.2) do not prefer correcting them if these errors are related to the content of the lesson and they are so simple that even native speakers can commit. On the other hand, the rest of the instructors (n.13) prefer correcting grammar errors if these errors are taught before. According to these instructors, global errors related to grammar should be corrected. Considering the vocabulary errors, some instructors (n.2) do not prefer correcting vocabulary errors since they highlighted that it is more beneficial to correct these errors in text activities like reading the text rather than speaking. However, other instructors (n.13) stated that vocabulary errors should be corrected if these errors affect the accuracy of the sentences. Also, if these errors are global and systematic errors, instructors should provide OCF. For the pronunciation errors, all instructors except one explained that pronunciation errors should be corrected in some situations like systematic errors, global errors, and errors affecting the accuracy of sentences. For the pragmatic failures, all instructors except one believed that OCF should be provided for pragmatic failures in some situations that are systematic errors, pragmatic failures that are important for students' daily life and inappropriate pragmatic usages that lead to misunderstandings in

their social lives. To sum up, the systematic errors, global errors and the errors that are related to accuracy are the common criteria to correct spoken errors by providing OCF.

4.2.1.2. The sixth interview question: How do you correct your students' spoken errors in the classroom?

The answers given by the instructors were categorized under five main categories and totally 11 themes. The frequency of these themes is given in Table 4.13. below:

Table 4.13. Provision of OCF in the Classroom

Categories	Themes	Frequencies
Based on Type of Feedback	Explicit Correction	2
	Recast	3
	Elicitation	1
	Clarification Request	1
	Repetition	1
Based on Timing	Immediate	4
	Delayed	5
Based on the Manner	Gentle	1
Based on the Way of Correction	Whole Class	2
	Individual	1
Based on Error Type	Global	1

In terms of types of OCF, 2 instructors mentioned the explicit correction, 3 instructors mentioned recast, instructor 24 mentioned elicitation, instructors 11 mentioned clarification request and repetition. Apart from these, some of the instructors answered the question based on timing of OCF. In this respect, immediate feedback was mentioned by 4 instructors while delayed feedback was mentioned by 5 instructors. In addition to the themes above, some of the instructors answered the question based on the manner in which they give OCF. From this point of view, in a gentle way was mentioned by instructor 3. Moreover, the question was answered by instructors based on the way of correction. Therefore, whole class feedback was mentioned by 2 instructors while individual feedback was mentioned by instructor 4. For the final category, the answers based on error type were investigated; only global error was mentioned by instructor 26. Some of the answers given by instructors are provided below:

> ***Instructor 7:*** *"It depends. For some students, **I just try to repeat the correct answer**. For the other ones, you need to be blunt. **You need to explain directly**"*
>
> ***Instructor 11:*** *"Repetition I use a lot. Clarification as well."*

Instructor 24: "*In general, **I usually correct the mistakes by just not saying this is wrong.** I get attention of my students and **write them on board and correct together**.*"

Instructor 21: "*If they have grammar or vocab errors, **I prefer delayed** correction but for speaking sessions, **I correct them immediately**.*"

Instructor 3: "*As I mentioned earlier, **I get close while correcting the shy students' mistake**…*"

Instructor 4: "*In the first weeks of the classes, **if a student makes a mistake, I'm acting as if they did that mistakes** and I provide loudly. After some weeks later, **I provide individual feedback** and not louder.*"

Instructor 26: "***If it is a major one, if it shadows the meaning**, I interfere immediately and correct it because it may affect the other students in the class.*"

4.2.1.2.1. The first sub-question of the sixth interview question: What type(s) of OCF do you often use? (e.g., explicit correction, recast, elicitation, clarification request, repetition, metalinguistic feedback, hinting)

Before gathering the answers from the instructors, the researcher explained seven types of OCF in details and then instructors in the study started to answer the provided question. The answers given by the instructors could be categorized under seven themes. The frequency of these themes is given in Table 4.14. below:

Table 4.14. Instructors' Use of OCF Types

Themes	Frequencies
Explicit Correction	4
Recast	14
Elicitation	11
Metalinguistic Feedback	9
Clarification Request	8
Repetition	11
Hinting	12

As seen in Table 4.14., explicit correction was mentioned by 4 instructors, recast was mentioned by 14 instructors, elicitation was mentioned by 11 instructors, metalinguistic feedback was mentioned by 9 instructors, clarification request was mentioned by 8 instructors, repetition was mentioned by 11 instructors, hinting was mentioned by 12 instructors.

There are some reasons stated by the instructors for their choices of OCF type. For instance, instructor 19 stated that recast is a good way to see students' error while instructor 25 stated that using of recast is a more natural way of correction. Moreover, instructor 19 uses elicitation for grammar errors while instructor 25 uses just elicitation because it is more natural like his previous reason. Additionally, instructor 19 uses metalinguistic feedback for the explanation; however, instructor 27 uses metalinguistic feedback for students with high proficiency level. Besides, instructor 19 uses repetition for pronunciation while instructor 21 uses repetition depending on students' proficiency level. Hinting is used by 3 instructors. Instructor 19 expressed that it is a good way to give students options so students can find the correct answer. Instructor 21 uses hinting depending on students' proficiency level. Instructor 25 perceives hinting as a natural way to provide OCF. Lastly, instructor 27 preferers hinting as a whole class feedback. Some of the answers given by the instructors are provided below:

> *Instructor 28: "I think I use most of them. I generally use **recast, metalinguistic feedback** and sometimes **explicit correction** but I don't feel happy about it. I also use **hinting**."*

> *Instructor 30: "I think I don't use **explicit correction, clarification request**. I think I do **recast, metalinguistic feedback,** mostly **elicitation** and **repetition**."*

> *Instructor 27: "I tend to use **recast**. For higher levels of students, I use **metalinguistic feedback**. For whole class, **hinting."***

> *Instructor 25: "I usually use **elicitation, hinting** and **recast** because they are more natural ways to provide feedback. **Metalinguistic way** is not natural formalized."*

> *Instructor 21: "Mostly I use **repetition, hinting** definitely but it depends on their levels."*

4.2.1.2.2. The second sub-question of the sixth interview question: Is there a specific type of OCF that works more efficiently?

The answers given by the instructors were categorized under seven themes. The frequency of these themes is given in Table 4.15. below:

Table 4.15. Instructors' Perceptions on Efficiency of Specific OCF Types

Themes	Frequencies
Explicit Correction	3
Recast	5
Elicitation	6
Metalinguistic Feedback	6
Clarification Request	3
Repetition	7
Hinting	11

According to Table 4.15., explicit correction was mentioned by 3 instructors, recast was mentioned by 5 instructors, elicitation was mentioned by 6 instructors, metalinguistic feedback was mentioned by 6 instructors, clarification request was mentioned by 3 instructors, repetition was mentioned by 7 instructors, and finally hinting was mentioned by 11 instructors.

The reasons of instructors' perceptions were categorized under six themes. Depending on proficiency level was mentioned by 2 instructors, self-discovery was mentioned by 6 instructors, better understanding of the error was mentioned by instructor 24, depending on the learners was mentioned by instructor 27, practicality was mentioned by instructor 7 and lastly depending on the error type was mentioned by instructor 3. Some of the answers given by the instructors are provided below.

> *Instructor 19:* "*Repetition I would say. I use it most.* **I think using intonation make them(students) realize something is wrong**. *It forces them to think back and correct themselves.*"
>
> *Instructor 27:* "*I don't think there is an efficient way of correcting. It* **depends on context, learner traits,** *etc.*"
>
> *Instructor 7:* "*Recast and Hinting could be more important because* **as a teacher you also need to be time efficient so recast and hinting is effective in that way**."
>
> *Instructor 3:* "*I said I use all of them.* **It depends on the error**."
>
> *Instructor 30:* "*I think it* **depends on the level and grammar** *itself. With* **higher**, *eliciting is better. With* **lower,** *hinting, metalinguistic is better.*"
>
> *Instructor 24:* "**Among all those types,** *I prefer metalinguistic a lot. I want my students to know the metalinguistic information of the language because it causes better understanding.*"

4.2.2. The quantitative and qualitative data

In this part, both quantitative and qualitative data analysis are given together. The reason is that the instructors' questionnaire and the seventh interview question explore the perceptions and preferences of the EFL instructors for OCF. Thus, it is better to explain the findings gathering from both the questionnaire and interviews here. The instructors' questionnaire consists of twelve situations under the categories of grammar, vocabulary, pronunciation, and pragmatic failures. There are seven OCF techniques for each situation. The seventh interview question is *"Can you look at the spoken errors provided and your preferences for OCF techniques for each item one by one and explain why and how you decided to correct the errors in that way?"*. It was asked to comprehend the reasons of instructors' preferences for each item under the categories in the questionnaire. As a summary, the questionnaire gathered the preferences of instructors for OCF, and the interviews gathered the perceptions of instructors for OCF.

4.2.2.1. The preferences of instructors for OCF

The preferences of instructors for OCF were gathered from the instructors' questionnaire. Table 4.16. shows the details of instructors' preferences for the situations under four categories: Grammar, Vocabulary, Pronunciation, and Pragmatic Failures.

Table 4.16. The Preferences of Instructors for OCF Based on the Situations

	Grammar %	Vocabulary %	Pronunciation %	Pragmatic Failure %
Explicit Correction	2.2	1.1	4.4	28.9
Recast	51.1	53.3	60	22.2
Metalinguistic Feedback	4.4	11.1	4.4	21.1
Repetition	4.4	6.7	7.8	7.8
Clarification Request	3.3	3.3	4.4	4.4
Elicitation	18.9	12.2	6.7	15.6
Hinting	15.6	12.2	12.2	28.9

There are three situations in each part of the questionnaire (Grammar, Vocabulary, Pronunciation, and Pragmatic Failure) and totally there are 12 situations through which OCF preferences of instructors are investigated. 30 instructors participated in the questionnaire. The answers of the participants were categorically analyzed. The answers of an instructor for three situations under a category were considered in overall.

The findings for grammar situations showed that recast is the most preferred OCF technique with 51.1%. Elicitation follows recast with 18.9%. Hinting is the third preferred OCF technique with 15.6%. The percentage of metalinguistic feedback and repetition is 4.4%. The least preferred OCF technique is explicit correction with 2.2%. and the percentage of clarification request (3.3%) is a little bit higher than explicit correction.

For vocabulary situations, recast is the most preferred OCF technique with 53.3%. Elicitation and hinting follow recast with 12.2%. Metalinguistic feedback is the third preferred OCF technique with 11.1%. Repetition follows metalinguistic feedback with 6.7%. The least preferred OCF technique is explicit correction with 1.1% and hinting is coming before explicit correction with 3.3%.

 For pronunciation situations, recast is the most preferred OCF technique with 60%. Hinting follows recast with 12.2%. Repetition is the third preferred OCF technique with 7.8%. Elicitation follows repetition 6.7%. The least preferred OCF techniques are explicit correction, metalinguistic feedback and clarification request with 4.4%.

For pragmatic failure situations, hinting and explicit correction are surprisingly the most preferred OCF techniques with 28.9%. Recast follows them with 22.2%. Metalinguistic feedback is a little bit lower than recast with 21.1%. Elicitation the fourth preferred OCF technique with 15.6%. Repetition has the percentage of 7.8 and clarification request has the least percentage with 4.4%.

Overall, it is seen that recast is the most preferred OCF technique for grammar, vocabulary, and pronunciation. On the other hand, explicit correction and hinting are the most preferred OCF techniques for pragmatic failures. Explicit correction is the least preferred OCF technique for all except pragmatic failure and clarification request is the least preferred OCF technique for pragmatic failure.

4.2.2.2. The reasons of instructors for the use of OCF

To comprehend the perceptions of the instructors' preferences from the questionnaire, an interview was held with half of the instructors Below, the themes of the reasons given by instructors are presented in Table 4.17.

Table 4.17. The Reasons of Instructors for Their Preferences of OCF Type

	Grammar	Vocabulary	Pronunciation	Pragmatic Failure
Explicit Correction			Quickness (Inst. 21)	Quickness (Inst. 21, 7) / Avoiding Rudeness (Inst.19, 3, 20, 11)
Recast	Being Gentle (Inst. 20, 11, 14, 28, 29) / Self-Discovery (Inst. 25) / Focusing on Fluency (Inst. 27) / Quickness (Inst. 3)	Being Gentle (Inst. 14, 28, 29) / Focusing on Fluency (Inst. 27) / Self-Discovery (Inst. 3)	Being Gentle (Inst. 28, 29) / Quickness (Inst.11) / Self-Discovery (Inst. 3, 14, 27)	Being Gentle (Inst. 28, 29)
Metalinguistic Feedback	Complicated Grammar Error (Inst. 26)	Self-Discovery (Inst. 19, 7) / Effectiveness (Inst. 21)	Self-Discovery (Inst. 19)	Avoiding Rudeness (Inst. 11, 25, 26, 27) / Self-Discovery (Inst. 20, 19, 7)
Repetition	Serious Error (Inst. 19) / Self-Discovery (Inst. 25, 26)	Self-Discovery(Inst. 7)	Self-Discovery (Inst. 19, 7, 20, 25) / Using Gestures (Inst. 11)	Add Sense of Humor (Inst. 26 / Self-Discovery (Inst. 29)
Clarification Request		Self-Discovery (Inst. 20, 11, 29, 25)	Basic Error (Inst. 26)	
Elicitation	Self-Discovery (Inst. 11, 30, 27) / Basic Grammar Error (Inst. 26, 19)	Self-Discovery (Inst. 11, 3, 25)	Self-Discovery (Inst. 25)	
Hinting	Complicated Grammar Error (Inst. 19, 27) / Self-Discovery (Inst. 7, 21, 29)	Self-Discovery (Inst. 19, 25, 26, 30, 20, 29) / Quickness (Inst.21)	Self-Discovery (Inst. 19, 7, 27, 11, 20)	Being Gentle (Inst. 14) / Self-Discovery (Inst. 30)

As seen in Table 4.17., different reasons for the use of OCF techniques were expressed for the situations related to grammar, vocabulary, pronunciation, and pragmatic failure. For the grammar situations, instructors did not give any reason for the use of the explicit correction and clarification request. Five instructors preferred recast because recast is seen as a gentle way to show where the error is. Similarly, instructor 25 used recast since it leads to self-discovery. Likewise, instructor 27 preferred to use recast when the exercises focus on

fluency. The last reason to use recast was expressed by instructor 3 to provide OCF in a quick way. Instructor 26 preferred to use metalinguistic feedback when the complicated grammar structures are uttered as errors. 3 instructors stated that repetition can be used for grammar if the error is serious, and the teacher wants students to discover the error(s) by themselves. 3 instructors preferred to use elicitation for self-discovery in grammar errors. Likewise, the use of elicitation preferred by 2 instructors can be for the basic grammar errors. Lastly, hinting was preferred by 5 instructors who wants to give options for complicated grammar errors and lead learners to discover their own errors by providing options.

> *Instructor 28: "Most of the time I use recast because **it is more polite,** and I don't want to harm their self-confidence."* (Recast)
>
> *Instructor 26. "**With complicated grammar structures like passive voices**, I directly interfere the students and give them a hint on grammatical explanation."* (Metalinguistic Feedback)
>
> *Instructor 19. "This one like saying he studying (...) He STUDY I would say because this is a simple but very serious mistake. **They need to understand the seriousness of this mistake** and correct themselves."* (Repetition)
>
> *Instructor 11 "I do this one in grammar **because they try to remember the rules of the grammar** and that's why I prefer this one."* (Elicitation)
>
> *Instructor 29. "Yeah, I usually say this one to give options to **let him realize the error."*** (Hinting)

For vocabulary situations, instructors did not express any reason for explicit correction. 3 instructors preferred recast because of its gentle provision. Similarly, instructor 27 preferred to use recast if the exercises focus on fluency and instructor 3 stated that recast is a good way for self-discovery. Metalinguistic feedback was preferred by instructor 21 who pointed out the effectiveness of metalinguistic feedback for the vocabulary errors. For the reason of self-discovery, metalinguistic feedback was preferred by 2 instructors, repetition was preferred by instructor 7, clarification request was preferred by 4 instructors, elicitation was preferred by 3 instructors and lastly hinting was chosen by 6 instructors. Instructor 21 preferred to use hinting for the activities in the limited time. As seen, the most expressed reason is self-discovery for vocabulary errors.

> *Instructor 28: "Most of the time I use recast because **it is more polite,** and I don't want to harm their self-confidence."* (Recast) (the same reason is provided)
>
> *Instructor 21: "Maybe, **it (Metalinguistic feedback) might be more effective** to remind the correct adjective"* (Metalinguistic Feedback)

*Instructor 7: Because when we are talking about vocabulary errors, words are essential, and I use repetition here. By repetition, I use high intonation so student can **easily understand where the error is.*** (Repetition)

*Instructor 26: "If there is a sign of signification or enough content for my learners, **I wouldn't go into detailed feedback. I believe that they are familiar with this word so they can easily catch the answer** because I ask this to the whole class."* (Clarification Request)

*Instructor 25: " I repeat the sentence until the student corrects it. **Student can understand the question and the mistake."*** (Elicitation)

*Instructor 30: "I guess again here, **giving the options may make them discover the mistake they did."*** (Hinting)

For pronunciation situations, instructor 21 preferred to use explicit correction for providing quick feedback. Recast was preferred by 2 instructors for being gentle, instructor 11 for being quick and 3 instructors for helping students' self-discovery. Metalinguistic feedback was preferred just for self-discovery by instructor 19. Repetition was chosen by 4 instructors for leading self-discovery and using gestures. Clarification request was emphasized by instructor 26 just for basic errors. Both elicitation and hinting were preferred for self-discovery respectively by instructor 25 and 5 instructors.

*Instructor 21: "If we need to correct the students' errors, it might be in the speaking session, and they can understand the mistake quickly, so **I prefer immediate correction and quick one**."* (Explicit Correction)

*Instructor 11: "Because again here I just want them to speak more. **I don't want to waste time. Students** can understand the mistake from my sentence."* (Recast)

*Instructor 19: "It is about phonetic, and **they can understand in that way better**."* (Metalinguistic Feedback)

*Instructor 11: "I chose this one because this is a speaking activity and in pronunciation, **I want to show them the movement of my mouth."*** (Repetition)

*Instructor 26: "If there is a sign of signification or enough content for my learners, **I wouldn't go into detailed feedback. I believe that they are familiar with this word so they can easily catch the answer** because I ask this to the whole class."* (Clarification Request)

*Instructor 25: " I repeat the sentence until the student corrects it. **Student can understand the question and the mistake."*** (Elicitation)

> *Instructor 27: "Giving them a hint may **help them discover the correct version** because that is how my teachers corrected me in this word."* (Hinting)

For pragmatic failures situations, instructors did not give any reason elicitation and clarification request. Explicit correction was preferred by 2 instructors for giving quick feedback while it was preferred by 4 instructors for avoiding rudeness. Recast was chosen by 2 instructors for being gentle. Metalinguistic feedback was expressed by 4 instructors for avoiding rudeness and 3 instructors for helping students' self-discovery. Repetition was preferred by instructor 26 when a sense of humor is wanted to create and instructor 29 for leading to self-discovery. Hinting was preferred by instructor 14 for providing gentle feedback and instructor 30 for self-discovery.

> *Instructor 3: "These are **very informal and rude mistakes** and I believe that **they must be corrected explicitly**."* (Explicit Correction)
>
> *Instructor 28: "Most of the time I use recast because **it is more polite** and I don't want to harm their self-confidence."* (Recast)
>
> *Instructor 27: "**I'm really careful about being formal with my superiors** so they should learn it. By using this feedback**, I want to remind the formality of their utterances.**"* (Metalinguistic Feedback)
>
> *Instructor 26: "This is probably used by me because I want to give humorous feedback and it might be more effective."* (Repetition)
>
> *Instructor 30: "I guess again here, **giving the options may make them discover the mistake they did.**"* (Hinting)

4.3. Research Question 3: What are the EFL Students' Perceptions and Preferences for OCF?

4.3.1. The preferences of students for the OCF techniques

In order to find students' preferences for the OCF techniques, they participated in a questionnaire. Their answers were investigated through descriptive analysis. The results are depicted in Table 4.18. below.

Table 4.18. Students' Preferences for OCF Techniques

	Grammar %	Vocabulary %	Pronunciation %	Pragmatic Failure %
Explicit Correction	24,0	25,1	25,6	37,2
Recast	26,7	25,8	27,9	20,9
Metalinguistic Feedback	14,4	15,5	11,6	10,8
Repetition	5,0	4,6	7,0	5,7
Clarification Request	4,7	3,6	4,3	3,1
Elicitation	3,1	5,3	3,6	3,0
Hinting	22,0	20,1	19,8	19,3

There are three situations in each part of the questionnaire (Grammar, Vocabulary, Pronunciation and Pragmatic Failure) and there are totally 12 situations through which OCF preferences of students are investigated. 247 students participated in the questionnaire.

The findings for grammar situations showed that recast is the most preferred OCF technique with 26.7%. Explicit correction follows recast with 24%. Hinting is the third preferred OCF technique with 22%. The percentage of metalinguistic feedback 14.4%. The percentages of repetition and clarification request are close to each other (respectively 5% and 4.7%). The least preferred OCF technique is elicitation with 3.1%.

For vocabulary situations, recast is the most preferred OCF technique with 25.8%. Explicit correction follows recast with 25.1%. Hinting is the third preferred OCF technique with 20.1%. Metalinguistic feedback follows hinting with 15.5%. The least preferred OCF techniques are elicitation, repetition, and clarification request (respectively, 5.3%, 4.6%, and 3.6%).

For pronunciation situations, recast is the most preferred OCF technique with 27.9%. Explicit correction follows recast with 25.6%. Hinting is the third preferred OCF technique with 19.8%. Metalinguistic feedback follows hinting 11.6%. The least preferred OCF techniques are repetition, clarification request and clarification request with respectively 7%, 4.3%, and 3.6%.

For pragmatic failure situations, explicit correction is the most preferred OCF technique with 28.9%. Recast follows it with 20.9%. Hinting is a little bit lower than recast with 19.3%. Metalinguistic feedback is the fourth preferred OCF technique with 10.8%. Repetition (5.7%), clarification request (3.1%), and elicitation (3%) are the least preferred OCF techniques.

Overall, it is seen that recast and explicit correction are the most preferred OCF techniques for grammar, vocabulary, and pronunciation. For pragmatic failures, explicit correction is the most preferred OCF technique. Recast and hinting follow explicit correction with the percentages of 20.9% and 19.3% for pragmatic failures. However, the least preferred OCF technique among all error types is elicitation.

4.3.2. The perceptions of students for the OCF techniques

In order to find the perceptions of students for the OCF techniques, the second part of the questionnaire was analyzed. The findings were given in Table 4.19. below:

Table 4.19. Students' Perceptions on OCF

	Totally Agree %	Agree %	Agree to Some Extent %	Disagree %	Totally Disagree %
Correction of Grammar	18,2	10,7	4,2	0,3	
Correction of Vocabulary	17,9	9,7	5	0,5	0,1
Correction of Pronunciation	17,1	8,9	6,1	0,7	0,5
Correction of Pragmatic Failure	15,9	9	6,7	1,5	0,1

As seen in Table 4.19., students want to be corrected by their instructors for all types of errors.

4.4. Research Question 4: To what extent do the EFL Instructors' and Students' Perceptions on and Preferences for OCF match?

4.4.1. The preferences of the EFL instructors and students for OCF techniques

In order to find the answer to what extent instructors' and student's preference match, chi-square analysis was conducted. In this respect, to what extent instructor's and students' preference of OCF techniques in grammar, vocabulary, pronunciation errors, and pragmatic failure situations are given in Table 4.20., 4.21., 4.22., and 4.23. below.

Table 4.20. Instructors' and Students' Preferences for OCF Types in Grammar Situations

		EC	RC	MF	RP	CR	ECT	HNT	TOTAL	x^2	p
T.	%	2.2	51.1	4.4	4.4	3.3	18.9	15.6	100%	83.36	.01
St.	%	24	26.7	14.4	5	4.7	3.1	22			

Chi-square results showed that there is a significant difference between preferences of both instructors and students. When Table 4.27. is reviewed, it is seen that the most preferred OCF techniques of students are recast (26.7%) and explicit correction (24%) while the most preferred OCF technique of teachers is recast (51.1%). Although they have some similarities, there is a significant difference at least one of the groups of pairs $X^2 = 83.36$, $p < .01$.

Table 4.21. Instructors' and Students' Preferences for OCF Types in Vocabulary Situations

		EC	RC	MF	RP	CR	ECT	HNT	TOTAL	x^2	p
T.	%	1.1	53.3	11.1	6.7	3.3	12.2	12.2	100%	52.54	.01
St.	%	25.1	25.8	15.5	4.6	3.6	5.3	20.1			

Chi-square analysis revealed that there is a significant difference between preferences of both instructors and students. Table 4.28. shows that the most preferred OCF techniques of students are recast (25.8 %) and explicit correction (25.1%) while the most preferred OCF technique of teachers is recast (53.3%). Although they have some similarities, there is a significant difference at least one of the groups of pairs $X^2 = 52.54$, $p < .01$.

Table 4.22. Instructors' and Students' Preferences for OCF Types in Pronunciation Situations

		EC	RC	MF	RP	CR	ECT	HNT	TOTAL	x^2	p
T.	%	4.4	60	4.4	7.8	4.4	6.7	12.2	100%	49.88	.01
St.	%	25.6	27.9	11.6	7.0	4.3	3.6	19.8			

Chi-square analysis revealed that there is a significant difference between preferences of both instructors and students. Table 4.29. shows that the most preferred OCF techniques of students are recast (27.9 %) and explicit correction (25.6%) while the most preferred OCF technique of teachers is recast (60%). Although they have some similarities, there is a significant difference at least one of the groups of pairs $X^2 = 49.88$, $p < .01$.

Table 4.23. Instructors' and Students' Preferences for OCF Types in Pragmatic Failure Situations

		EC	RC	MF	RP	CR	ECT	HNT	TOTAL	x^2	p
T.	%	28.9	22.2	21.1	7.8	0	4.4	15.6			
									100%	13.32	.04
St.	%	37.2	20.9	10.8	5.7	3.1	3.0	19.3			

Chi-square analysis indicated that there is a difference between preferences of both instructors and students. Table 4.30. shows that the most preferred OCF techniques of both instructors and students are explicit correction (respectively 28.9%, 37.2%) and recast (respectively 22.2 %, 20.9%). Although the results of the chi-square test emphasized the difference at least one of the groups of pairs $X^2 = 13.32$, $p < .04$, the similarities are more significant than the differences. Thus, it can be said that there is no significant difference between the preferences of instructors and students in terms of the correction of pragmatic failures.

As a conclusion, it could be observed that results of chi-square revealed that there is a significant difference between preferences of instructors and students in terms of the correction of grammar, vocabulary, and pronunciation errors. However, the percentage of each OCF technique of students' and teachers' preferences for pragmatic failures showed that the similarities between the preferences of instructors and students can be more significant than the differences although the p-value of chi-square analysis is 0.04.

4.4.2. The perceptions of the EFL instructors and students on OCF techniques

To investigate the relationship between the EFL instructors' and students' perceptions for OCF techniques, the second interview question of instructors and part B from students' questionnaire were compared. Table 4.24. shows the analysis of the second interview question, and Table 4.25., indicates the students' perception in terms of grammar, vocabulary, pronunciation errors, and pragmatic failures.

71

Table 4.24. Perceptions of Instructors on OCF

	Correct (*f*)	Don't Correct (*f*)
Grammar	13	2
Vocabulary	13	2
Pronunciation	14	1
Pragmatic Failure	14	1

As seen in Table 4.24., instructors' answers to the second interview question revealed that almost all the instructors would like to correct students' errors in grammar, vocabulary, pronunciation errors, and pragmatic failure situations.

Table 4.25. Perception of Students on OCF

	Totally Agree %	Agree %	Agree to Some Extent %	Disagree %	Totally Disagree %
Correction of Grammar	54.7	32	12.6	0.8	
Correction of Vocabulary	53.8	29.1	15	1.6	.4
Correction of Pronunciation	51.4	26.7	18.2	2	1.6
Correction of Pragmatic Failure	47.8	27.1	20.2	4.5	.4

Frequency analysis of student's answers from the questionnaire were analyzed. Based on the results given in Table 4.25., more than half of the students would like to receive OCF in their grammar, vocabulary, pronunciation errors, and pragmatic failure. As a conclusion, a great majority of both instructors and students' perception of OCF shows similarities.

4.5. Discussion

4.5.1. Discussion on the findings of research question 1

To investigate how EFL instructors conceptualize OCF and error correction in general, several questions were posed in the semi-structured interview (See Appendix 2), . The findings revealed that nearly all participants define OCF as correcting errors orally emphasizing the importance of providing the accurate version of the students' mistakes during the corrective feedback. This definition is in line with Ellis' (2009) definition where he stated that OCF is a response to students' errors by an instructor. Similarly, Gass and Selinker (2008) defined OCF as "the learner-oriented provision of information about the success (or, more likely, lack of success) of their utterances that gives additional opportunities to focus on production or comprehension" (pp. 329-330). According to the study of Sener (2019), practical knowledge of instructors revealed that they provided OCF

to the learners when learners committed an error. Likewise, Coban and Karagul (2021) found out that instructors defined OCF as correction orally.

In the present study, some instructors suggested that OCF should be provided in a gentle way as well. Edge (1989) also stated that teachers should learn "not to rush into correction before we know what someone wants to mean, and to think politeness as well as correctness" (p.4). This non-threatening way decreases students' anxiety level and does not interrupt the students' communicative process. Besides providing OCF in a gentle way, instructors in the current thesis study stated that they use OCF mostly for speaking, pronunciation in speaking, grammar in speaking, and vocabulary in speaking. Degirmenci Uysal and Aydin (2017) that EFL teachers provide OCF to their learners to improve their accuracy during speaking, grammar, and vocabulary development. Plus, EFL teachers support the idea that CF may improve habit formation in terms of self-correction, and learners' accuracy and fluency.

When the time of using OCF for the spoken error was asked to the instructors, they expressed that delayed feedback (N=4), and immediate feedback (N=4) were preferred. Likewise, Li et al. (2017) stated that immediate feedback was not better than delayed feedback for oral elicitation test. Nevertheless, the study of   et al. (2018) highlighted that the teachers who had not taken the SLA course claimed that teachers should not provide CF in an immediate way when the error was committed.

In the current study, the occurrence of global error/local error (N=3), and systematic error (N=4) were given as a time point to correct the spoken errors. Burt (1975) stated that while global errors hinder communication that affects the sentence organization, local errors do not influence all elements in a sentence, and they do not affect communication in a significant way. Hedge (2000) also supported the idea that listeners may misunderstand because of global errors whereas local errors do not cause any misunderstanding. Hedge (2000) indicated the importance of "systematic errors" as well. He defined it as "consistent errors in learner's language output which indicate that they are constructing and operating a system for understanding and producing language" (p.418). According to him, systematic errors also show "the evidence of a learner's current stage of interlanguage and which are to do with incomplete or faulty knowledge of English (…)" (p.300).

Lastly, it is found in this study that accuracy is an important decision point to provide OCF. Ellis (2009) also stated that CF is seen as vital importance in language teaching for

behaviorist and cognitive theories of second language learning. In structural and communicative approaches, feedback increases learners' motivation and maintains linguistic accuracy in language teaching. Similarly, Bartram and Walton (2002) proposed a question which is really useful to comprehend whether to let an error go or not: "Are we concentrating on accuracy at the moment?" (p.34). According to Scrivener (2005) and Bohlke (2014), CF is essential in accuracy, yet teachers should not prefer CF in fluency, or they can wait until the activity is finished by learners. On the other hand, Hedge (2000) emphasized that while using OCF techniques, teachers should not attach importance to accuracy and fluency a lot. She emphasized that a lot of handbooks for teachers highlighted that learners' attempts in fluency activities should not be interrupted. In addition, the instructors' beliefs of CF during communicative activities were conducted by Basturkmen et al. (2014), the results emphasized that EFL instructors in the study believe that feedback should not be provided in fluency work. However, they generally preferred it in their actual practices.

When the instructors were asked whether they correct all errors or not, almost all instructors who participated in the thesis study indicated that they do not prefer correcting all spoken errors. One of the instructors believes that committing errors is a natural process of learning. This idea is similar to the concept of Communicative Language Teaching (CLT) and the Silent Way. In CLT, errors are also seen as a natural part of the learning process (Larsen-Freeman, 2000). Likewise, the Silent Way advocates that errors are seen as indicators of students' learning and they should not be corrected (Gattegno, 1972). Likewise, Shaffer (2005) does not suggest the correction of all student errors and emphasizes that correction should be done in some situations that can be decided in terms of accuracy-oriented or fluency-oriented activity. Another instructor, in this study, thinks that correcting all errors can interrupt the flow of speech. Similarly, Truscott (1999) stated that error correction interferes with the interaction process in the classroom. Some instructors expressed that correction of all errors is unnecessary and students might lose their motivation. In the same vein, Krashen (1982) stated CF as a severe mistake since it makes learners defensive, and CF only increases the learned knowledge. Besides, it does not have any role in acquired knowledge. Lastly, other instructors, in the current study, stated that overcorrection can be harmful because it can affect students' performance and discourage them from discovering their errors. This idea parallels the perspective of the Directed method. This method proposes that self-correction is more beneficial than teacher correction because it facilitates the learning process (Larsen-Freeman, 2000). Likewise, Bartram and Walton (2002) stated that correcting all errors can cause some problems like teacher

dominant classes, lack of space (the creativity of students is decreased, since accuracy is more important than fluency or imagination), lack of independent thought (students have a tendency to repeat sentences and are unable to create new and unique language), caution (students have a tendency to take a long time to create sentences and are preoccupied with ensuring that the final product is correct), hesitant students, internal struggle on the part of the teacher. Although instructors, in the present study, do not prefer correcting all errors, they are always willing to use OCF for pronunciation errors, global errors, and common errors. The reason for this situation is that these errors interfering with the meaning of a sentence break down the communication and hinder the flow between interlocutors.

The tendency of the instructors to correct the spoken errors was asked in terms of grammar, vocabulary, pronunciation, and pragmatic failure. For the grammar errors, two instructors said that they do not prefer correcting them because they can be committed even by the native speakers. Also, another instructor in the present study explained that if it is related to the content of the lesson, correcting the grammar errors can be unnecessary. This idea supports the concept of Suggestopedia approach. This approach advocates that the errors in language learning should be tolerated because the emphasis is on the content rather than the structure (Nosrati et. al., 2013). Similarly, Sener's study (2019) showed that one of the instructors also did not correct the grammar error because she explained that "when I correct, the student can understand and fix the error instantly, but the same student does the same grammatical error in the next sentence". Besides, Truscott (1999) in his study advocated the unnecessary use of oral grammar correction because OCF causes a lot of problems for teachers. On the other hand, the rest of the instructors, in the current study, prefer correcting the grammar errors. Two instructors believe that the grammar errors that are taught in previous lessons should be corrected. Goksu (2014) found that three types of CF (recast, explicit correction and metalinguistic feedback) through focus-on-form instruction were effective for young learners' grammar acquisition. Explicit correction was useful in both short- and long-term learning process for provided grammar forms: Simple Past Tense and Superlative. Other instructors, in this study, expressed those global errors that interrupt the conversation and the errors (N=4) that hinder the accuracy (N=5). About the time of providing OCF, three instructors prefer delayed feedback while three instructors prefer immediate feedback.

Considering the vocabulary errors, two instructors do not prefer correcting them because they believe correcting vocabulary errors can be beneficial only in texts rather than

speaking. Other instructors expressed their preferences for using OCF when the vocabulary errors affect the accuracy of the sentence. Bohlke (2014) indicated that the flow of speech should not be interrupted in vocabulary errors. Also, it is stated that these errors should be corrected if they are global or systematic errors. About the time of providing OCF, two instructors, in the present study, prefer delayed feedback while two instructors prefer immediate feedback and they highlighted four ways to correct these errors that are orally, hinting, giving clues, and showing correct and incorrect forms of the errors.

For the pronunciation errors, all instructors except instructor 4 expressed that OCF should be provided for pronunciation errors in some situations. One instructor stated that systematic errors are a big problem for the learning, and they can be corrected. Some instructors (N=6) believed that the pronunciation errors should be corrected if the pronunciation errors deteriorate the accuracy of the sentence. This is in accordance with Harmer (1983). When students are doing communicative activities, the teacher should not comment on anything even if not telling students that they are committing errors, persisting in accuracy and repetition of the incorrect utterance etc. According to him, correction of any errors should not be preferred in accuracy work. In the current study, others indicated that it is needed to correct if the global errors are occurred in the speech. Hendrickson (in Hall, 2011) suggested that instructors do not need to correct local errors because providing CF may interrupt the flow of communicative activities while global errors need to be taken into consideration because the intended message may be tangled. About the time of providing OCF, three instructors prefer delayed feedback while one instructor prefers immediate feedback.

In terms of pragmatic failures, all instructors except instructor 21 stated that pragmatic failures can be corrected in some situations. Two instructors said that systematic pragmatic errors should be corrected. Similarly, two instructors expressed that correcting pragmatic failures can be beneficial because students need to learn how to use some words or sentences in the correct context. Other instructors (N=10) indicated that inappropriate pragmatic usages should be corrected because these errors can cause misunderstanding in the social life. About the time of providing OCF, five instructors prefer delayed feedback while four instructors prefer immediate feedback.

When their students' expectations to get OCF were asked to the instructors, they expressed different reasons for students' expectations. Five instructors stated that students do not expect any OCF from their teacher. One instructor showed the lack of awareness of

the errors as a reason for no expectation of students. Similar to the findings in this thesis study, Truscott (1999) indicated that students underestimate the error correction. In this study, another instructor expressed the low level of student proficiency as another reason. Other two instructors said that shyness is one of the reasons that affect the expectation of students. In spite of these ideas for no OCF expectation of students, some instructors (N=9) introduced reasons for the OCF expectations of students. One instructor stated that high levels of student proficiency increase the expectation of students to get OCF from their teachers. The higher proficiency level means the more OCF expectation. This finding supports the result of the study of Sepehrnia et al. (2020) in which EFL instructors provided more OCF to students with higher level proficiency while those with low level proficiency were provided less OCF by their instructors. Other instructors pointed out that some students feel the necessity of being corrected and this feeling leads them to get OCF from their teachers. Katayama (2002) found a similar result that students prefer taking the OCF from their teachers.

When the attitudes of students towards OCF of instructors were asked, they answered in three ways. Most instructors (N=12) highlighted the positive attitude of students by expressing their willingness to get OCF. In the study of Kelahsarayi (2014), all students agreed on the necessity of OCF and showed a positive attitude although they expressed different ideas about it. However, some instructors (N=5), in the present study, pointed out the negative attitude of students and also, they expressed that some students may be aggressive and insist on their sentences. Students claimed that they have not made any errors. Similarly, Katayama (2007) found that nearly half of the EFL Japanese students did not have a positive attitude towards OCF. Likewise, Lasagabaster and Sierra (2005) indicated undergraduate students in Spain preferred to get OCF just for global errors that inhibit communication. Some instructors (N=4) indicated that student attitude can be related to teacher attitude. If students perceive their teacher OCF as a criticism, they are not eager to be provided OCF.

All instructors expressed that OCF has a positive role in language learning. Because they can learn the correct form of the errors. Besides, they highlighted that teacher attitude is one of the reasons for this positivity. Also, one instructor perceives the immediate feedback as another factor that increases the positive role of OCF. Van Patten (as cited in Ellis, 2009) expressed that OCF has a positive contribution to language acquisition.

Especially OCF in the form of negotiation of meaning can help students discover their errors, open a way to form-meaning connection, and at the end lead to acquisition.

Instructors expressed the problems that they expressed while providing OCF. One instructor pointed out the ambiguity of providing OCF. He said that he sometimes asks himself whether I should correct it or skip it. Truscott (1999) stated that teachers have some conflicting opinions about their error correction. Some instructors said that providing OCF to students with low level proficiency is challenging because it is hard to understand whether they understand the feedback or not. Some instructors complain about students' lack of interest because they do not care about the given feedback. Shyness was expressed as another problem for instructors because they do not bother these students by providing immediate feedback. Lastly, choosing the correct type of OCF was given as a challenge to provide.

When the criteria of providing OCF was asked to instructors, they expressed different criteria. One instructor did not have any criteria. Another instructor perceives the sub-skills of speaking as criteria. One expressed that the proficiency level can be a criterion to give OCF. Some instructors highlighted timing as a good criterion to take into consideration. Most instructors indicated that global error and systematic error are the most important error types, and they should be seen as criteria. Encouragement is another criterion to provide OCF because it is a good way to increase student motivation. Personality trait is the last criterion that instructors mentioned. They pointed out that the correct OCF can be provided according to the personality types, such as shyness of students.

The effects of the individual differences on providing OCF were asked in terms of gender, personality traits, learning style, and motivation to get more details. Whether gender affects the OCF of instructors was asked and their answers were "affect" and "not affect". Instructors who supported the effects of gender indicated that each gender has different characteristics, and these affect the way of providing OCF. For example, an instructor pointed out that the emotional features of female students are more than male students and they may be affected more because of my preferred OCF technique. In accordance with, the study of Zarei (2011) showed that there are significant differences between female students and male students in terms of their preferences in 6 items. Female students tend to get more OCF than male students. The reasons might be related to female students' scrupulousness, willingness toward perfectionism or their dependency on instructor's help. The differences were also emphasized in Geckin's study (2020). In his study, the level of female students' anxiety is higher than male students and the female students prefer delayed feedback, and

they are eager to get repetition as an OCF technique. However, the male students preferred elicitation as an OCF technique. Ha et al. (2021) indicated that female students are more eager to be provided OCF than male students. On the other hand, other instructors advocated that they need to be equal in providing OCF to each gender.

Whether personality traits affect the OCF of instructors was asked and their answers were "affect" and "not affect". Although some instructors believed that personality traits do not have any impact on the OCF of instructors, most instructors advocated the effect of personality traits. Shyness has a big impact on the OCF of instructors because they decide the OCF type according to students' personality traits. Kelahsarayi (2014) found that extroverted students have more positive attitudes toward errors than introverted students. He explained that extroverted students are more sociable, and they are not afraid of being laughed at by others while introverted students abstain from getting OCF in order not to be seen as a fool in the eyes of others. Similarly, Brown (2007) and Weiten (2017) stated that students who have a strong self-esteem are always ready to get OCF and do not fear to make an error. On the other hand, students who have a weak self-esteem can experience some psychological struggle when producing an error and do not want to receive OCF. Also, the instructors, in the current study, expressed that they could communicate with their students if they know their students very well and it affects their corrections.

Whether learning style affects the OCF of instructors was asked and their answers were "affect" and "not affect". Most instructors believed that learning style affects the OCF of instructors. For example, some students want to see the words on the board and take OCF according to it. Thus, the preferences of students are related to their learning style and the instructors decide their OCF way in terms of these aspects. Tasdemir et al. (2018) stated that learning style has no impact on the preferences. On the other hand, Samie (2021) highlighted the learning style as "the elephant in the room" (p.32). In other words, learning style is neglected a lot by the EFL instructors.

Whether motivation affects the OCF of instructors was asked and their answers were "affect" and "not affect". Nearly all instructors believed that low motivation affects the OCF of instructors negatively. Also, providing overcorrection decreases students' motivation while correction in a gentle way increases the motivation of students. This idea is similar to the result of Truscott (1999). He stated that error correction causes unwished emotions in students. Similarly, Pavic (2020) indicated that OCF can affect the motivation of EFL learners in communicative activities. In his study, the results highlighted that the relationship

between being corrected, and motivation is negative because students only preferred teacher guidance as a way to find the correct version of their utterance. Lastly, Ha et al. (2021) explained that learners who have extrinsic motivation have a tendency to get feedback from the instructors whereas learners who have intrinsic motivation have less desire.

4.5.2. Discussion on the findings of research question 2

The tendency of instructors toward the correction of students' spoken errors is asked in terms of grammar, vocabulary, pronunciation, and pragmatism. For grammar errors, a few instructors do not prefer correcting grammar errors if these errors are related to the subject of the lesson, and it can be committed by native speakers. However, others have the tendency to correct grammar errors if these are previously taught and they are global errors that interrupt the meaning of the conversation. In terms of vocabulary, some instructors do not prefer correcting vocabulary errors because they think correcting vocabulary errors is preferable for text-based activities. On the other hand, the rest prefer correcting vocabulary errors if these errors are systematic errors, global errors and errors that affect the accuracy of the sentence. Similarly, almost all instructors stated that pronunciation errors should be corrected if these errors are systematic errors, global errors, and errors that affect the accuracy of the sentence. For the pragmatic failures, nearly all instructors stated that OCF can be used for these errors if they have pragmatic failures that negatively impact students' daily life knowledge, inappropriate pragmatic usages that cause misunderstanding in students' social life, and systematic errors.

When the correction ways were asked to instructors, their answers were categorized under five categories: 'the type of feedback', 'timing', 'the manner', 'the way of correction', and 'the error type'. For the type of feedback, instructors expressed that explicit correction (N=2), recast (N=3), elicitation (N=1), clarification request (N=1), and repetition (N=1) can be used to correct students' spoken errors. For timing, immediate feedback (N=4) and delayed feedback (N=5) can be preferred. For the manner, correcting in a gentle way is a good way to correct students' spoken errors. For the way of correction, whole class feedback (N=2) and individual feedback (N=1) can be used for OCF. For the error type, global error was expressed as a way for error correction.

The preferences of instructors' use of OCF techniques in the classroom were asked in the interview, the types of OCF were reminded by the researcher and their answers were categorized under seven categories that are explicit correction (N=4), recast (N=14),

elicitation (N=11), metalinguistic feedback (N=9), clarification request (N=8), repetition (N=11), and hinting (N=12). Although the answers of the instructors were seen as preferences, they were regarded as perceptions in this study because they did not express their preferences based on situations, so these preferences are the instructors' assumptions for OCF use in their classrooms, not their actual preferences. Instructors mentioned that recast is a good and natural way to show students' errors. Also, it was stated that elicitation is beneficial for grammar errors. Additionally, it is indicated that metalinguistic feedback is a good way to explain the error and it can be used to correct the errors of students with high level proficiency. In addition, it is pointed out that repetition can be used for pronunciation errors, and it should be given according to students' proficiency level. Lastly, it is emphasized that hinting is a good and natural way to offer options to students who can realize the correct version more easily. Also, hinting should be used according to students' proficiency level, and it can be used for whole class feedback.

When the most efficient OCF type was asked to instructors, their answers were categorized under seven categories that are explicit correction (N=3), recast (N=5), elicitation (N=6), metalinguistic feedback (N=6), clarification request (N=3), repetition (N=7), and lastly hinting (N=11). It is expressed that elicitation can be used for students with higher proficiency level while metalinguistic feedback can be used for students with lower proficiency level. This explanation is in accordance with Coban and Karagul's study (2019). One of the participants in her study mentioned that elicitation could be more efficient at higher levels since the learners have necessary knowledge of the target language. Ioannou and Tsagari (2022) found that metalinguistic feedback is more beneficial for students with low proficiency level. In addition, it is highlighted in the present thesis study that repetition helps students discover the spoken error by themselves. Besides, it is stated that there is no best OCF way to correct students' errors. Similarly, Lyster and Ranta (2013) and Hedge (2000) both emphasized that teachers should utilize a variety of OCF techniques rather than focusing on one specific technique. The way of correction should be decided according to the learners. Also, it is indicated that recast and hinting are time efficient OCF ways that can be used in the limited classroom time. Loewen and Philip (2006) stated the efficiency of recast as time saving. Lastly, it is pointed out that the correct OCF way should be decided according to the error type.

Findings from the questionnaire of the instructors show that recast is the most preferred OCF technique for grammar, vocabulary, and pronunciation situations with respectively

51.1%, 53.3%, and 60%. In that vein, Oliver and Mackey (2003) found that recast is the most frequently used OCF technique by teachers. Also, Choi and Li (2012) and Lee (2013) stated that the most preferred OCF technique is recast which causes high uptake rates. The study of Fakazli (2018) indicated that recast is the most commonly employed OCF technique. After recast in the present thesis study, the most preferred OCF techniques are hinting (15.6%) and elicitation (18.9%) for grammar; hinting (12.2%), elicitation (12.2%) and metalinguistic feedback (11.1%) for vocabulary; hinting (12.2%) and repetition (7.8%) for pronunciation. Explicit correction is the least preferred OCF technique for grammar, and vocabulary situations with respectively 2.2%, and 1.1%. Tran and Ngueyen (2020) also stated that explicit correction is the least chosen OCF technique while providing feedback. While explicit correction, metalinguistic feedback, and clarification request are the least preferred OCF technique for pronunciation with 4.4% in the current study, explicit correction and hinting are the most preferred OCF techniques with 28.9% for pragmatic failures. Shirkhani and Tajettin (2017) found that teachers used explicit correction for pragmatic failures, and they stated that they should provide feedback to pragmatic failures. In the present study, recast and metalinguistic feedback follow them with respectively 22.2%, and 21.1%. Clarification request is the least preferred OCF technique for pragmatic failure with 4.4%. The seventh interview question indicated that instructors use recast for the reasons of being gentle, self-discovery, focusing on fluency, and quickness. The reasons for using hinting are the correction of complicated grammar errors, self-discovery, being gentle, and quickness. For elicitation, the reasons are correcting basic grammar errors, and self-discovery. The reasons provided for clarification request are self-discovery and correction of basic errors. For repetition, instructors emphasized the reasons as: correcting serious errors, self-discovery, correction with gestures, and sense of humor. For metalinguistic feedback, the correction of complicated grammar errors, self-discovery, effectiveness, and avoiding rudeness are the reasons. Lastly, instructors use explicit correction for the reasons of quickness, and avoiding rudeness.

As a result, it is seen that there are some similarities and differences between perceptions and preferences of instructors for OCF techniques. As similarities, recast is the most chosen OCF technique while explicit correction is the least chosen OCF technique according to the perceptions and preferences of instructors. Also, hinting is attached importance by the instructors both in the perceptions and preferences of instructors. However, when the instructors' use of OCF techniques in the classroom were asked in the interview, they stated that they rarely prefer using explicit correction, but it is concluded

from the questionnaire analysis that they use explicit correction mostly for pragmatic failures. Similarly, in the study of Can (2021), while the perceptions of instructors for OCF techniques were recast and metalinguistic feedback, the preferences of instructors for OCF were recast and elicitation. Thus, she found that there can be a partial match between the preferences and the perceptions of instructors. Likewise, Koroglu (2021) found the same result that there is a difference between the perception and the practice of pre-service teachers. Also, Kartchava et al. (2018) found differences between teachers' classroom practices and their beliefs.

4.5.3. Discussion on the findings of research question 3

The findings of the third research question showed the students' perceptions on and preferences for OCF techniques. It is found that recast is the most preferred OCF technique for grammar situations while elicitation is the least chosen OCF technique. Similarly, Can (2021) stated that recast was regarded as a beneficial OCF technique according to the students for grammar errors. For vocabulary situations in the present study, recast is chosen as the most preferred OCF technique whereas the least OCF techniques are found as elicitation, repetition, and clarification request. For pronunciation situations, the most preferred OCF technique is recast and explicit correction. Similarly, recast and explicit correction were the most preferred OCF techniques by the students in the study of Nguyen and Luu (2021). Repetition, clarification request, and elicitation are the least chosen OCF techniques for pronunciation situations. For pragmatic failures, explicit correction is the most applied OCF technique whereas repetition, clarification request, and elicitation are the least preferred ones. To sum up, recast and explicit correction are the dominant OCF techniques for grammar, vocabulary, and pronunciation situations. Alamri and Fawzi (2016) also found that recast and explicit correction were the preferred OCF techniques by most of the students.

In addition to preference of students, students perceive OCF techniques that correction by their instructors is preferred for grammar, vocabulary, pronunciation situations, and pragmatic failures. In that vein, Alamri and Fawzi (2016) emphasized in their study that students have positive attitudes to be provided feedback. In addition, Gamlo (2019) stated that students are in favor of getting feedback on their grammar errors.

4.5.4. Discussion on the findings of research question 4

The findings of the fourth research question revealed what extent the preferences and perceptions of instructors and students match. Chi-square analysis showed that there is a significant difference between preferences of instructors and students in terms of the correction of grammar, vocabulary, and pronunciation errors. Similarly, Lee (2016) found that teachers preferred using implicit technique (recast) to correct pronunciation errors while students wanted to be corrected by means of explicit correction for their pronunciation errors. However, the percentage of each OCF technique of students' and teachers' preferences for pragmatic failures in the current study showed that the similarities between the preferences of instructors and students can be more significant than the differences although the p-value of chi-square analysis is 0.04. Likewise, Hassan and Yalcin Arslan (2018) found that there is a significant difference between the preferences of both instructors and students for OCF techniques. Nguyen and Luu (2021) also showed a great amount of evidence for the differences between the preferences of teachers and students for OCF in pronunciation. Lastly, Saeb (2017) found that students contrary to EFL instructors are eager to be corrected with explicit correction.

For both instructors' and students' perceptions on OCF techniques, the answers of most instructors and students are similar and they are both willing to provide and get OCF techniques. In spite of these findings, Roothoft and Breeze (2016) found different results that showed students' perception to be corrected much more than their instructors' provision. Similarly, Saeb (2017) also stated that there are significant differences between the perceptions of instructors and students about the amount of providing and getting OCF.

CHAPTER 5

5. CONCLUSION

In this chapter, as a first step, the summary of the thesis study is presented with its methodology. Then, the findings, implications, and suggestions for the further studies are presented.

5.1. Summary of the Study

The present thesis study investigates the EFL preparatory school students' and instructors' preferences for and perceptions on OCF types on the basis of different types of language errors. The study also uncovers how EFL instructors conceptualize the concept of OCF because it is believed that their applications in error treatment and specifically the use of OCF types will be shaped by their conceptualization significantly. Initially, the preferences of 30 instructors for OCF techniques working at a private preparatory school were collected through the OCFPQ. Then, semi-structured interviews were conducted with 15 of the EFL instructors who were also administered the OCFPQ to gather data for their conceptualization of and perceptions on error treatment and OCF. As a second step, the OCFPQ was conducted to collect the data from 247 preparatory school students about their perceptions on and preferences for OCF. The qualitative data of the study were analyzed using the content analysis framework suggested by Creswell (2014, p. 197), while the quantitative data coming from the questionnaires were analyzed with the help of IBMM SPSS Statistics Program.

5.2. The Findings of the Study

The first research question investigated the EFL instructors' conceptualization of OCF. The results showed that EFL instructors conceptualize OCF as a process in which errors require correction orally, and this definition is in parallel with the relevant literature (Coban and Karagul, 2021; Ellis, 2009; Gass and Selinker, 2008; Sener, 2019). Taking into the affective domain into consideration, some of the instructors emphasized that OCF should be given in a gentle way. This can be supported with the principles of humanistic language teaching methods and approaches such as Suggestopedia (Richards & Rodgers, 2014) Besides, the findings revealed that they conceptualize OCF as a practice to provide

correction for grammar, vocabulary, and pronunciation errors in learners' oral language productions. It can be cautiously concluded that they tend to avoid providing OCF for pragmatic errors. About the timing of the OCF, it was seen that both delayed and immediate feedback were preferred equally by the EFL instructors. In addition, the results related to their conceptualization of OCF uncovered that when it is an issue of accuracy in language production, they tend to perceive global, local, and systematic errors as the ones that should receive correction. Nearly all instructors stated that not all spoken errors should be corrected because they believe that committing errors is the natural process of learning, and the act of correcting all spoken errors run the risk of interrupting the flow of the speech. Moreover, they indicated that overcorrection can be harmful and unnecessary due to its detrimental effects on students' performance and motivation since students may be discouraged from participating and engaging more. Although correcting all errors was not preferred, instructors were found to have a tendency to use OCF for pronunciation, global, and common errors. This is because errors can affect the meaning of a sentence by interrupting the conversation between interlocutors. Instructors were asked whether they correct grammar, vocabulary, pronunciation errors, and pragmatic failure. Some instructors expressed that grammar errors may not be corrected since native speakers can also commit errors and it can be unnecessary if the error is related to the content of the lesson. However, most instructors prefer correcting grammar errors if they are global errors, the errors that hinder accuracy, and related to the subject that was learned previously. For vocabulary errors, some instructors do not prefer correcting them because it can be helpful just in texts. However, most use OCF to correct vocabulary and pronunciation errors if they are global, systematic errors, and the errors that affect accuracy of the sentence. Lastly, nearly all instructors correct pragmatic failures if they are systematic and the failures that cause some misunderstandings in the students' real life. Instructors explained different reasons for students' expectations to get OCF. They pointed out that students do not expect OCF from their teachers because low level of student proficiency, shyness, and lack of awareness of the errors are the main reasons for the situation. On the other hand, higher proficiency level and the need for being corrected increase students' expectations to get OCF from their instructors. The attitudes of students toward being corrected by instructors are positive, negative, and based on teacher attitude. Positive attitudes of students result from the willingness of students to get OCF. However, negative attitudes of students stem from the insistency of students as well as teacher attitude is an important factor that determines students' attitudes for getting OCF. It is found that OCF has a positive role in language learning. Instructors expressed that students can learn

the correct form of the errors by means of OCF. Besides, teacher attitude and immediate feedback have a significant impact on the positive role of OCF. On the other hand, instructors stated that they sometimes have difficulties while providing feedback. The ambiguity of providing it, low level student proficiency, the lack of student interest and shyness are the reasons of having problems. When the criteria of providing OCF was asked to instructors, they indicated that proficiency level, timing, error types (global, local and systematic), the sub-skills of speaking, student motivation, and lastly student personality traits are the criteria to offer feedback to students. Specifically, the effects of gender, personality traits, learning style, and motivation on providing OCF were investigated, and most instructors emphasized that gender does not any effect on instructors OCF provision while few believe that each gender has different characteristics, and it has a great impact. For personality traits, a few instructors expressed that personality traits do not have any influence on OCF of instructors while most instructors attached importance to the effects of personality traits since they can impact student attitude for OCF. For learning style, most instructors advocated that it affects the provision of instructors' OCF as the preferences of students to get OCF can be related to their learning style. For motivation, almost all instructors highlighted that low motivation influences the provision of feedback. In addition, correction in a gentle way boosts student motivation while overcorrection lowers it.

The second research question aimed to investigate the perceptions and preferences of the EFL instructors. First of all, the perceptions of the EFL instructors were asked. Instructors shared correction ways and these ways are categorized under five categories that are the type of feedback (explicit correction, recast, elicitation, clarification request, and repetition), timing of OCF (delayed and immediate feedback), the manner (provision of OCF in a gentle way), the way of correction (whole-class and individual feedback), and lastly the error type (global, local, and systematic error). Specifically, OCF techniques were introduced to the instructors, and they were asked which OCF techniques they use in their real practices. Respectively, recast, hinting, elicitation and repetition were superior to other techniques for the instructors. On the other hand, when the most efficient OCF technique was asked to the instructors, hinting is the most effective way of correcting students' incorrect utterance while explicit correction, clarification request, and recast are the least effective OCF techniques for them. This finding showed a contradiction in the perceptions of instructors because recast which was chosen the least most effective OCF technique was the most preferred feedback technique for the instructors. The preferences of instructors were gathered through a questionnaire which consists of 12 situations in terms of grammar,

vocabulary, pronunciation, and pragmatic failure situations. Findings from the questionnaire showed that recast is the most preferred OCF technique for grammar, vocabulary, and pronunciation errors while explicit correction is the least preferred OCF technique for grammar and vocabulary errors. For pronunciation errors, explicit correction, metalinguistic feedback and clarification request are the least preferred OCF techniques. For pragmatic failures, explicit correction and hinting are the most preferred OCF techniques equally while clarification request is the least chosen OCF technique. The reasons of instructors' preferences for OCF techniques were explored in the interviews. They advocated that quickness and avoiding rudeness are the reasons for explicit correction. Recast is used for the reason of being gentle, self-discovery, focusing on fluency, and a quick way of provision. The reasons for metalinguistic feedback are the correction of complicated grammar errors, self-discovery, effectiveness and avoiding rudeness. For repetition, correcting serious errors, self-discovery, correction with gestures, and sense of humor are the reasons. The reasons given for clarification request are self-discovery and correction of basic errors. The reasons for elicitation are correcting basic grammar errors and self-discovery. Lastly, hinting is preferred for the correction of complicated grammar errors, self-discovery, being gentle, and a quick way of provision. The findings of perceptions and preferences of instructors revealed that there are similarities and differences. For similarities, recast is the most chosen OCF technique while explicit correction is the least one according to the perceptions and preferences of instructors. Although explicit correction is the most preferred OCF technique in the questionnaire for pragmatic failures, instructors emphasized that they rarely apply explicit correction as an OCF technique in the interviews. The discrepancy between instructors' perception on and preferences for OCF was also found in different studies in the related literature (Can, 2022; Kartchava et al., 2018; Koroglu, 2021).

The third research question investigated the perceptions and preferences of the EFL learners by conducting a questionnaire. The perceptions were gathered from the Part B of the questionnaire and the results indicated that they prefer to be corrected by their instructors for grammar, vocabulary, pronunciation errors, and pragmatic failures. The same questionnaire with the teachers was applied to the learners to understand their preferences for OCF techniques. It is found that recast and explicit correction are the most preferred OCF techniques for grammar, vocabulary, and pronunciation errors while clarification request and elicitation are the least preferred OCF techniques for those errors. For pragmatic failures, explicit correction is the most preferred OCF technique and elicitation is the least one. These

findings show similarities with the studies in the literature (Alamri and Fawzi, 2016; Can, 2021; Gamlo, 2019; Nguyen and Luu, 2021).

The fourth research question was asked to investigate what extent the EFL learners' and teachers' perceptions and preferences for OCF techniques match. The results revealed that nearly all instructors and learners have an agreement with the provision of OCF techniques for grammar, vocabulary, pronunciation error and pragmatic failure. This finding is contrary to the studies by Roothoft and Breeze (2016) and Saeb (2017) in which a statistically difference was found between the perceptions of instructors and students. When the preferences of both groups for OCF techniques were compared in the current study, it is understood that there is a significant difference between them for grammar, vocabulary, and pronunciation error. On the other hand, their preferences for pragmatic failures were compared and the results showed that similarities can be more significant than the differences although p-value of chi-square analysis is 0.04 because explicit correction and recast are the most preferred OCF techniques from both group while elicitation is the least preferred one. A significant difference between preferences of instructors and students was also found in the studies of Hassan and Yalcin Arslan (2018), Nguyen and Luu (2021), and Saeb (2017).

5.3. Pedagogical Implications

The results of this study are believed to contribute to a deeper understanding of the OCF through the lenses of EFL instructors and students as well as to more effective and personalized and localized applications of OCF according to the educational culture and needs of the learners. Accordingly, following pedagogical implications can be drawn from the findings of this particular study: Teachers, teacher educators, and students.

5.3.1. Implications for teachers

The present study found that there is a significant difference between instructors' preferences for and perceptions on OCF. Although it is perceived as a negative situation, the discrepancy between instructors' perceptions and practices is an indicator of instructors' professional development process and can be seen as an advantage for personal development rather than a disadvantage (Kamiya, 2016). Thus, teachers need to gain awareness of their own practices and learn more about the theory of OCF with a reflective practice. To decrease the discrepancy between their perceptions on and preferences for OCF, teachers can choose

the following ways. Attending workshops and seminars is the first thing that teachers need to do to maintain their professional development in this field. Secondly, there can be some meeting where teachers share, reflect, and discuss their OCF beliefs and practices with their colleagues and teacher trainers. In this way, teachers can evaluate their OCF practices by comparing with their beliefs and take some beneficial feedback to develop themselves. Thirdly, teachers can continue their professional development on their own by following the guidelines of Ellis (2009) who proposed for corrective learner errors. This guideline consists of some principles that can be beneficial for teachers' professional development for OCF:

1. Teachers should learn the attitudes of their students towards CF and show the importance of CF to them. Teachers need to express the purpose of using CF according to the context.

2. Teachers should not be afraid of using CF to correct their students' errors because CF is beneficial for both accuracy and fluency errors.

3. Focused CF is more helpful than unfocused CF, so teachers highlight the linguistic objective for correction in different lessons. This will be effective for both accuracy and fluency errors.

4. It is vital that students need to know that they are being corrected. In other words, correction should not be a secret for students although correction may not be clear in the situation of OCF.

5. Teachers should use a variety of OCF techniques to correct their students' errors. Firstly, correction can start with implicit way of correction (e.g., highlighting that there is an error). If the student cannot do the self-correction, teachers can continue with more explicit way of correction.

6. OCF can be both delayed and immediate. Teachers will learn the timing by experiencing it.

7. Teachers need to give some time to students after correction. In this way, students can uptake the correction.

8. Teachers should be ready to diversify who, when, and how they correct students' error according to their cognitive and affective needs. This means that individual differences and the needs of students should be taken into consideration while giving CF.

9. Teacher should be ready to correct a specific error in several times to help students attain self-regulation.

10. Teacher should pay attention to the amount of CF not to increase students' anxiety and use some strategies to turn debilitative anxiety into facilitative anxiety for students.

Ellis (2009) stated that these guidelines are proposed as mandatory but rather as a basis for teacher development.

5.3.2. Implications for teacher educators

Teacher educators play a pivotal role in the process of decreasing the discrepancy of teachers' perceptions on and preferences for OCF. Yuksel et al. (2021) found that the teachers who received high-quality teacher education have less discrepancy between their OCF beliefs and practices and more appropriate CF literacy. Thus, pre-service teacher education and in-service professional development programs are important to decrease this discrepancy. They should be in continuous and mutual interaction to increase the knowledge of feedback between two groups (Yuksel et al., 2021).

Ellis (2009) stated that teacher educators need to adopt three roles in the teacher development. The first one is to promote and guide debate on CF by using the guidelines above as a starting point. The second one is to help teachers realize how their beliefs about CF reflect their practice and help them think this critically. The third one is to encourage teachers to adopt specific strategies while providing CF. A way to adopt these roles is to use activities which include actual examples of CF in the professional development programs like in the example (Ellis, 2009, pp.15-16):

Discuss the following corrective feedback episodes.

How effective are the CF strategies employed by the teacher?
To help you answer this question consider the following:
1. whether teacher and student appear to have shared goals in each episode
2. whether the students show awareness they are being corrected
3. whether the teacher is able to adapt the CF strategies she employs to the needs of the students
4. whether the students uptake the correction and whether the teacher allows space for this to happen
5. whether the students appear anxious or negatively disposed to the correction.

When you have answered these questions, state how you would have handled each error and give the rationale for the strategy you have chosen.

(1) S: I have an ali[bi]
    T: you have what?
    S: an ali[bi]
    T: an alib-? (.2.) An alib[ay]
    S: ali [bay]
    T: okay, listen, listen, alibi

(2) S: We <don't> catch, we can't
    T: we didn't
    S: didn't
    T: we didn't catch it, we didn't keep
      it, we threw it back, Ah very good,
      so you didn't eat it?

(3) S: oh my God, it is too expensive, I pay only 10 dollars
    T: I pay? //
    S2: okay let's go
    T: I pay or I2LL pay? (.1.) // I will pay // I'll
    S: I'll // I'll pay only 10 dollars.

This activity presents a set of corrective feedback situations to teachers and encourage them to discuss these situations based on the guidelines given above. The purpose of this activity is to help teachers think critically about the situations and share their perceptions and preferences. Besides, this activity leads teachers to pretend as a researcher in their own classrooms (Ellis, 2009).

Similarly, Li (2017) suggested that experiential activities are more beneficial when it is combined with reflective activities such as groups discussions or retrospective reports of teachers' own beliefs at the beginning of the professional development program, and the changes and no-changes in their beliefs during. "Teachers, therefore, are encouraged to conduct action research where their beliefs or assumptions that deviate from what has been

found in the research can be changed by solving problems that they come across in the classroom" (pp. 155-156).

Additionally, professional development programs highlight that the discrepancy between teachers' beliefs and practices should not be seen as bad or good thing, especially for novice teachers because it is a sign for professional development leading to positive changes in beliefs (Kamiya, 2016). To see the effectives these programs, further studies may investigate to what extent programs can impact teachers' beliefs and their practices.

5.3.3. Implications for students

This present study found that there is a significant difference between instructors' and students' OCF preferences in terms of grammar, vocabulary, and pronunciation errors. The reason for this could be that instructors miss taking students' preferences into consideration while choosing an OCF technique. However, Li (2017) stated that the effects of CF and students' noticing of CF can be predicted from their CF beliefs. Thus, teachers may benefit from addressing to the needs of students by choosing the relevant and preferred CF techniques. Moreover, activities in which students often use peer-correction can improve their attitudes toward CF and engagement in group work (Sato, 2013).

Besides, understanding students' preferences is of vital importance to boost their motivation and autonomy in the 21st century as the Common European Framework (Council of Europe, 2001) highlights autonomy as a concept that should be acquired by EFL learners with the help of EFL instructors. Students need to take class-based training that shows their active participation in assessment and feedback process (Carless & Winstone, 2020). Therefore, teachers need to create an environment where students generate, monitor, regulate the information about OCF, and attend to the quality of their academic work (Hawe & Dixon, 2016). Also, leading students to realize the purpose of feedback and playing active role in generating, processing, and using feedback increase students' autonomy and self-regulation (Yang & Carless, 2013).

5.4. Limitations to the Study and Suggestion for Further Studies

Some suggestions can be provided for further studies according to the results and the limitations of the study. First, the research data were collected from the preparatory school students studying at a private university; therefore, the findings of the study may not be generalizable. To increase the generalizability, different data sets can be collected from

different groups of students with different grade, age, and proficiency level. Second, the current study only focused on the EFL teachers' and students' perceptions on and preferences for OCF. Further studies may adopt an experimental research design by exploring the teachers' actual class practices, and the students' reactions toward the CF of their teachers. Furthermore, the real practices of teachers and their perceptions can be compared to see to what extent they overlap or differ. Lastly, there are not a great variety of studies which focused on the EFL students' perceptions on and preferences for OCF techniques in multicultural ELT settings with a comparative view.

REFERENCES

Alamri, B., & Fawzi, H. H. (2016). Students' preferences and attitude toward oral error correction techniques at Yanbu University college, Saudi Arabia. *English Language Teaching*, *9*(11), 59.

https://doi.org/10.5539/elt.v9n11p59

Azevedo, M. M., & Corder, S. P. (1983). Error Analysis and Interlanguage. *The Modern Language Journal*, *67*(1), 85.

https://doi.org/10.2307/326720

Banaruee, H., Khoshsima, H., & Askari, A. (2017). Corrective feedback and personality type: A case study of Iranian L2 learners. *Global Journal of Educational Studies*, *3*(2), 14.

https://doi.org/10.5296/gjes.v3i2.11501

Bartram, M., & Walton, R. (2002). *Correction-- mistake management: A positive approach to language mistakes*. Australia: Heinle/Thomson.

Basturkmen, H., Loewen, S., & Ellis, R. (2004). Teachers' Stated Beliefs about Incidental Focus on Form and Their Classroom Practices. *Applied Linguistics*, 25,243-272. https://doi.org/10.1093/applin/25.2.243

Beskardesler, S., & Kocaman, O. (2019). The Effects of Written Corrective Feedback Types on the Prepositions of Place and Time in EFL Context. *Journal of Multidisciplinary Studies in Education*, *2019*(1), 1–13.

Bitchener, J. (2008). Evidence in support of written corrective feedback. *Journal of Second Language Writing*, *17*(2), 102-118.

https://doi.org/10.1016/j.jslw.2007.11.004

Bitchener, J. (2009). Measuring the effectiveness of written corrective feedback: A response to "Overgeneralization from a narrow focus: A response to Bitchener (2008)". *Journal of Second Language Writing*, *18*(4), 276-279.

https://doi.org/10.1016/j.jslw.2009.06.001

Brinton, D. (2014). Tools and techniques of effective second/foreign language teaching. In M. Celce-Murcia, D. Brinton & M. Snow (Eds.), *Teaching English as a second or foreign language, fourth edition* (pp. 340–361). Boston, MA: Heinle Cengage.

Bohlke, D. (2014). Fluency-oriented second language teaching. In M. Celce-Murcia, D. Brinton & M. Snow (Eds.), *Teaching English as a second or foreign language*, *fourth edition* (pp. 121–135). Boston, MA.: Heinle Cengage.

Brown, H. D. (2007). Principles of language learning and teaching. *New York, NY: Pearson Education.*

Burt, M. K. (1975). Error analysis in the adult EFL classroom. *TESOL Quarterly*, *9*(1), 53.

   https://doi.org/10.2307/3586012

Can, S. (2021). *Oral corrective feedback on grammatical errors: An analysis of learner beliefs, teacher beliefs, and classroom practices* [Unpublished Master Thesis]. Gazi University.

Carless, D., Winstone, N. (2020). Teacher Feedback Literacy and Its Interplay with Student Feedback Literacy. *Teaching in Higher Education 1–14. Advance online publication.* http://doi.org/10.1080/13562517.2020.1782372

Charters, E. (2003). The Use of Think-aloud Methods in Qualitative Research An Introduction to Think-aloud Methods. *Brock Education Journal*, *12*(2), 73. https://doi.org/10.26522/brocked.v12i2.38

Chenoweth, N. A., Day, R. R., Chun, A. E., & Luppescu, S. (1983). Attitudes and Preferences of ESL Students to Error Correction. *Studies in Second Language Acquisition*, *6*(1), 79–87.

   https://doi.org/10.1017/s0272263100000310

Choi, S., & Li, S. (2012). Corrective feedback and learner uptake in a child ESOL classroom. *RELC Journal*, *43*(3), 331-351.

   https://doi.org/10.1177/0033688212463274

Coban, Z., & Inan Karagul, B. (2021). Unravelling the beliefs and practices of EFL teachers related to corrective feedback in Turkey. *RumeliDE Dil ve Edebiyat Araştırmaları Dergisi*.

   https://doi.org/10.29000/rumelide.1037126

Corder, S. P. (1967). The significance of learner's errors. *IRAL - International Review of Applied Linguistics in Language Teaching*, *5*(1–4).

   https://doi.org/10.1515/iral.1967.5.1-4.161

Coskun, Y. (2018). *A study on metacognitive thinking skills of university   students.* Journal of Education and Training Studies, 6(3), 38-46.

   https://doi.org/10.11114/jets.v6i3.2931

Council of Europe (2002). Common European Framework of Reference for Languages: Learning, teaching, assessment. Case studies. Retrieved from www.culture2.coe.int-portfolio//documents/case-studies-CEF.doc

Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approach* (3rd ed.). Thousand Oaks, CA: Sage Publications.

Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Boston, MA: Pearson.

Creswell, J. W. (2013). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed.). SAGE Publications, Inc.

Crowther, D., & Gass, S. (2019). Speaking. In J. Schwieter & A. Benati (Eds.), *The Cambridge Handbook of Language Learning* (Cambridge Handbooks in Language and Linguistics, pp. 258-282). Cambridge: Cambridge University Press. https://doi:10.1017/9781108333603.012

Davies, N. F. (1976). Receptive versus productive skills in foreign language learning. *The Modern Language Journal*, *60*(8), 440-443.

https://doi.org/10.1111/j.1540-4781.1976.tb03667.x

Değirmenci Uysal, N., & Aydin, S. (2017). Foreign language teachers' perceptions of error correction in speaking classes: A qualitative study. *The Qualitative Report*.

https://doi.org/10.46743/2160-3715/2017.2584

Demir, Y., & Özmen, K. S. (2017). Exploring native and non-native EFL teachers' oral corrective feedback practices: An observational study. *Brock Education Journal*, *26*(2).

https://doi.org/10.26522/brocked.v26i2.609

Edge, J. (1989). *Mistakes and correction.* London: Longman.

Ellis, R. (2009). Corrective feedback and teacher development. *L2 Journal*, *1*(1).

https://doi.org/10.5070/l2.v1i1.9054

(Esther) Lee, E. J. (2013). Corrective feedback preferences and learner repair among advanced ESL students. *System*, *41*(2), 217–230.

https://doi.org/10.1016/j.system.2013.01.022

Fakazlı, Ö. (2018). Exploring the Use of Oral Corrective Feedback in Turkish EFL Classrooms: A Case Study at a State University. *Kastamonu Eğitim Dergisi, 26(6),* 2177-2187.

https://doi.org/10.24106/kefdergi.2971

Fanselow, J. F. (1977). The treatment of error in oral work. *Foreign Language Annals*, *10*(5), 583-593.

https://doi.org/10.1111/j.1944-9720.1977.tb03035.x

Gamlo, N. H. (2019). EFL learners' preferences of corrective feedback in speaking activities. *World Journal of English Language*, *9*(2), 28.

https://doi.org/10.5430/wjel.v9n2p28

Gass, S., Mackey, A., & Ross-Feldman, L. (2005). Task-based interactions in classroom and laboratory settings. *Language Learning*, *55*(4), 575-611.

https://doi.org/10.1111/j.0023-8333.2005.00318.x

Gass, S. M., Behney, J., Plonsky, L., & Selinker, L. (2008). *Second Language Acquisition: An Introductory Course* (3rd ed.). New York, NY: Routledge.

Gattegno, C. (1972). *Teaching Foreign Languages in schools: The silent way* (2nd ed.). New York: Educational Solutions.

Geckin, V. (2020). Do Gender Differences Affect Foreign Language Anxiety and Preferences for Oral Corrective Feedback? *Journal of Theoretical Educational Science,* 13 (3) , 591-608. Retrieved from:

https://dergipark.org.tr/tr/pub/akukeg/issue/54987/64744

Goksu, A. (2014). *The Effects Of Corrective Feedback On The Grammar Acquisition Of Young Learners Through The Focus-On-Form Instruction In An Efl Context.* Gazi University Institute Of Educational Sciences, Department Of Foreign Languages Education, Doctoral Dissertation, Ankara.

Goo, J., & Mackey, A. (2013). The Case against the Case against Recasts. *Studies in Second Language Acquisition*, *35*(1), 127–165.

 https://doi.org/10.1017/s0272263112000708

Ha, X. V., Murray, J. C., & Riazi, A. M. (2021). High school EFL students' beliefs about oral corrective feedback: The role of gender, motivation and extraversion. *Studies in Second Language Learning and Teaching*, *11*(2), 235-264.

https://doi.org/10.14746/ssllt.2021.11.2.4

Hall, G. (2011). *Exploring English language teaching: Language in action*. Taylor & Francis.

Harmer, J. 1983. *The Practice of English Language Teaching.* London: Longman

Hassan, A. W., & Yalçın ARSLAN, F. (2018). A Comparative Study on Iraqi EFL Teachers' and Learners' Preferences of Corrective Feedback in Oral Communication. *Bartın Üniversitesi Eğitim Fakültesi Dergisi.*

https://doi.org/10.14686/buefad.378117

Hawe, E., Dixon, H. (2016). Assessment for learning: a catalyst for student self-regulation. *Assess. Eval. High. Educ. 42*(8), 1181–1192

https://doi.org/10.1080/13562517.2012.719154

Hedge, T. (2000). *Teaching and learning in the language classroom.* Oxford: Oxford University Press.

Hendrickson, J. M. (1978). Error Correction in Foreign Language Teaching: Recent Theory, Research, and Practice*. *The Modern Language Journal*, *62*(8), 387–398. https://doi.org/10.1111/j.1540-4781.1978.tb02409.x

Ioannou, S., & Tsagari, D. (2022). Effects of recasts, metalinguistic feedback, and students' proficiency on the acquisition of Greek perfective past tense. *Languages*, *7*(1), 40.

https://doi.org/10.3390/languages7010040

Ishida, M. (2004). Effects of Recasts on the Acquisition of the Aspectual Form-te i-(ru)by Learners of Japanese as a Foreign Language. *Language Learning*, *54*(2), 311–394. https://doi.org/10.1111/j.1467-9922.2004.00257.x

Ito, K. (2015). Recast and Elicitation: The Effectiveness of Corrective Feedback on Japanese Language Learners. *Masters Theses. 204.*

https://doi.org/10.7275/6946038

Jie, X. (2008). Error theories and second language acquisition. *US-China foreign language, 6*(1), 35-42.

Kamiya, N. (2014). The relationship between stated beliefs and classroom practices of oral corrective feedback. *Innovation in Language Learning and Teaching, 1*0(3), 206– 219.

Kardaleska, L. (2006). *Contrastive analysis and error analysis in combination with analysis of the semantic level*. https://wa.amu.edu.pl/plm_old/2003/abs_kardaleska.htm

Kartchava E., Gatbonton E., Ammar A., Trofimovich P. (2018). Oral corrective feedback: Pre-service English as a second language teachers' beliefs and practices. *Language Teaching Research*. 2020;24(2):220-249.

https://doi.org/10.1177/1362168818787546

Katayama, A. (2002). *Students' perceptions toward oral error correction.* Paper presented at the ATJ Seminar, Washington, D.C.

Katayama, A. (2007). Japanese EFL students' preferences toward correction of classroom oral errors. *Asian EFL Journal, 9, 290-306.*

Kelahsarayi, T. R. (2014). Extrovert and introvert learners' attitudes and preferences for error correction in speaking. *Asian Journal of Research in Social Sciences and Humanities*, *4*(9), 268.

https://doi.org/10.5958/2249-7315.2014.00988.5

Kırkgöz, Y., Babanoğlu, M. P. & Ağçam, R. (2015). Corrective feedback in primary EFL classrooms in Turkey. *American International Journal of Social Science, 4(3), 90-101.*

Koroglu, H. (2021). ELT and non-ELT pre-service language teachers' stance on oral corrective feedback provision: A Turkish context

Krashen, S. 1982. *Principles and practice in Second Language Acquisition.* Oxford:Pergamon.

Krashen, S. (1985). *The input hypothesis: Issues and implications*. New York: Longman.

Larsen-Freeman, D. (2000). *Techniques and principles in language teaching* (2nd ed.). Oxford, UK: Oxford University Press.

Lasagabaster, D., & Sierra, J. M. (2005). Error Correction: Students' Versus Teachers' Perceptions. *Language Awareness*, *14*(2–3), 112–127.

   https://doi.org/10.1080/09658410508668828

Lasagabaster, D., & Sierra, J. M. (2005). The Nativeness Factor: an analysis of students'

preferences. *International Journal of Applied Linguistics, 148, 21-43.*

Lee, N. (1990). Notions of Error and Appropriate Corrective Treatment. *Hongkong Papers in Linguistics and Language Teaching*, *14*, 55–70.

Lee, E. J. (2016). Advanced ESL students' prior EFL education and their perceptions of oral corrective feedback. *Journal of International Students*, *6*(3), 798-816.

   https://doi.org/10.32674/jis.v6i3.357

Leeman, J. (2003). Recasts and second language development. *Studies in Second Language Acquisition*, *25*(1), 37-63.

   https://doi.org/10.1017/s0272263103000020

Li, S. (2017). Teacher and learner beliefs about corrective feedback. In H. Nassaji & E. Kartchava (Eds.), *Corrective feedback in second language teaching and learning* (pp. 143– 157). Routledge.

Li, S., Zhu, Y. & Ellis, R. (2016). The effects of the timing of corrective feedback on the acquisition of a new linguistic structure. *The Modern Language Journal, 100*(1), 276– 295.

   https://doi.org/10.1111/modl.12315

Loewen, S., and Philp, J. (2006). Recasts in adults English L2 classrooms: Characteristics, explicitness, and effectiveness. *Modern Language Journal, 90*(4), 536–556.

   https://doi.org/10.1111/j.1540-4781.2006.00465.x

Long, Michael H. (1977). Teacher Feedback on Learner Error: Mapping cognitions. In H. D. Brown, C. A. Yario, & R. H. Crymes (Eds), *On TESOL '77* (pp. 278-293). Washington: TESOL.

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). New York: Academic Press.

Lyster, R., & Ranta, L. (1997). Corrective Feedback and Learner Uptake. *Studies in Second Language Acquisition*, *19*(1), 37–66.

https://doi.org/10.1017/s0272263197001034

Lyster, R. (1998). Recasts, Repetition, and Ambiguity in L2 Classroom Discourse. *Studies in Second Language Acquisition*, *20*(1), 51–81.

https://doi.org/10.1017/s027226319800103x

Lyster, R. (2001). Negotiation of Form, Recasts, and Explicit Correction in Relation to Error Types and Learner Repair in Immersion Classrooms. *Language Learning*, *51*, 265–301.

https://doi.org/10.1111/j.1467-1770.2001.tb00019.x

Lyster, R. (2004). Differential Effects of Prompts and Recasts in Form-focused Instruction. *Studies in Second Language Acquisition, 26*(3), 399-432. https://doi.org/10.1017/S0272263104263021

Lyster, R., & Mori, H. (2006). Interactional Feedback and Instructional Counterbalance. *Studies in Second Language Acquisition, 28*(2), 269-300.

https://doi.org/10.1017/s0272263106060128

Lyster, R., & Saito, K. (2010). Oral Feedback in Classroom SLA. *Studies in Second Language Acquisition, 32*(2), 265–302.

https://doi.org/10.1017/s0272263109990520

Lyster, R., Saito, K., & Sato, M. (2012). Oral Corrective Feedback in Second Language Classrooms. *Language Teaching*, *46*(1), 1–40.

https://doi.org/10.1017/s0261444812000365

Mackey, A., & Gass, S. M. (2005). *Second Language Research: Methodology and Design* (1st ed.). Mahwah , New Jersey: Routledge.

McDonough, K., & Mackey, A. (2006). Responses to Recasts: Repetitions, Primed Production, and Linguistic Development. *Language Learning*, *56*(4), 693–720. https://doi.org/10.1111/j.1467-9922.2006.00393.x

Nguyen, N. X., & Hung Luu, N. Q. (2021). EFL learners' perceptions of teachers' corrective feedback for pronunciation. *International Journal of Science and Management Studies (IJSMS)*, 266-281.

https://doi.org/10.51386/25815946/ijsms-v4i4p125

Nosrati, M., Karimi, R., Malekian, K., & Hariri,M. (2013). Investigation of Language Teaching Methodologies in Second Language Learning. *International Journal of Economy, Management and Social Sciences, 2*(5), 207-211.

Oliver, R., & Mackey, A. (2003). Interactional context and feedback in child ESL classrooms. *The Modern Language Journal*, *87*(4), 519-533.

https://doi.org/10.1111/1540-4781.00205

Ozmen, K. S., & Aydın, H. (2015). Examining Student Teachers' Beliefs about Oral Corrective Feedback: Insights from a Teacher Education Program in Turkey. *Australian Journal of Teacher Education*, *40*(12), 40.

https://doi.org/10.14221/ajte.2015v40n12.10

Pavic, D. (2020). *The Relationship between Oral Corrective Feedback and Learners' Motivation in EFL*. RUNIOS | Repozitorij Sveučilišta Josipa Jurja Strossmayera u Osijeku.

https://repozitorij.unios.hr/en/islandora/object/ffos%3A5102/datastream/PDF/view

Qian, M., & Xiao, Z. (2010). Strategies for preventing and resolving temporary fossilization in second language acquisition. *English Language Teaching*, *3*(1).

https://doi.org/10.5539/elt.v3n1p180

Ranta, L., Lyster, R. (2007). A Cognitive Approach to Improving Immersion Students' Oral Language Abilities: The Awareness-Practice-Feedback sequence. *Practice in a Second Language,* 141-160.

Richards J. (1974). *Error Analysis: Perspective on Second Language Acquisition*. London: Longman

Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.

Rolin-Ianziti, J. (2010). The organization of delayed second language correction. *Language Teaching Research, 14*(2), 183–206.

Roothooft, H., & Breeze, R. (2016). A Comparison of EFL Teachers' and Students' Attitudes to Oral Corrective Feedback. *Language Awareness*, *25*(4), 318–335. https://doi.org/10.1080/09658416.2016.1235580

Russell, V. (2009). Corrective feedback, over a decade of research since Lyster and Ranta (1997): Where do we stand today? *Electronic Journal of Foreign Language Teaching, 6*(1), 21-31. Retrieved from http://e-flt.nus.edu.sg/v6n12009/russell.pdf

Rustipa, K. (2012). Contrastive Analysis , Error Analysis , Interlanguage and the Implication to Language Teaching. *Jurnal Pengembangan Humaniora. 11*(1), 16-22.

Sato, M. (2013). Beliefs about peer interaction and peer corrective feedback: Efficacy of classroom intervention. *The Modern Language Journal, 97*(3), 611–633.

Saeb, F. (2017). Students' and Teachers' Perceptions and Preferences for Oral Corrective Feedback: Do They Match? *International Journal of Applied Linguistics and English Literature, 6*, 32-44.

Samie, S. (2021). Corrective feedback and EFL learning style. *Journal of Management and Training for Industries, 8*(1), 27–36.

Sahin, S. (2011). *American English, Turkish and interlanguage refusals: a cross-cultural communication and interlanguage pragmatics study* [M.S. - Master of Science]. Middle East Technical University.

Schmidt, R. W. (1990). The role of consciousness in second language learning. *Applied Linguistics, 11*(2), 129-158

Scrivener, J. (2005). *Learning teaching: A guidebook for English language teachers*. Oxford: Macmillan Education.

Sener, B.M. (2019). EFL Instructors' Beliefs and Practices about Oral Corrective Feedback. Retrieved from https://doi.org/10.33418/ataunikkefd.795512

Sepehrinia, S., Fallah, N., & Torfi, S. (2020). English Language Teachers' Oral Corrective Preferences and Practices Across Proficiency Groups. *Profile: Issues in Teachers' Professional Development*, *22*(2), 163–177.

https://doi.org/10.15446/profile.v22n2.82369

Shaffer, D. (2005). If and How to Correct Errors. *The Internet TEFL Journal, 56.*

Shaffer, D. E. (2005). To correct or not to correct: Is oral error correction effective? *The Internet TEFL Journal, 54.*

Sheen, Y. (2010). *The Role of Oral and Written Corrective Feedback in SLA*. Studies in Second Language Acquisition, 32(2), 169–179.

https://doi.org/10.1017/s0272263109990489

Shirkhani, S., & Tajeddin, Z. (2017). Pragmatic corrective feedback in L2 classrooms: investigating EFL teachers' perceptions and instructional practices. *Teaching English Language, 11*(2), 25-56.

Swain, M. (1985). Communicative Competence: Some Roles of Comprehensible Input and Comprehensible Output in its Development. In S.Gass&C.Madden (Eds.), *Input in second language acquisition* (pp. 235–253). Rowley, MA: Newbury House.Tajareh, M.J. (2015). An Overview of Contrastive Analysis Hypothesis. *Cumhuriyet Üniversitesi Fen Fakültesi Fen Bilimleri Dergisi. 36*(3), 1106-1113.

Tasdemir, M. S., Yalcin Arslan, F., & Khajavi, Y. (2018). Feedback Preferences of EFL Learners with respect to Their Learning Styles. *Cogent Education*, *5*(1), 1481560. https://doi.org/10.1080/2331186x.2018.1481560

Tran, N.K., Nguyen, C.T., (2020). *Teachers' Perceptions about Oral Corrective Feedback in EFL Speaking Classes: A Case at Colleges in the Mekong Delta, Vietnam. European Journal of Foreign Language Teaching*

Truscott, J. (1999). What's Wrong with Oral Grammar Correction. *Canadian Modern Language Review*, *55*(4), 437–456.

https://doi.org/10.3138/cmlr.55.4.437

Ur, P. (1996). *A course in language teaching: Practice and theory.* Cambridge: Cambridge University Press.

Weiten, W. (2017). *Psychology: Themes and variations*. Boston: Cengage Learning.

Yiğit, T. (2019). *Beliefs and practices of EFL instructors on oral corrective feedback and students' perceptions* (Unpublished master's thesis). Bursa Uludag University.

Yoshida, R. (2010). How Do Teachers and Learners Perceive Corrective Feedback in the Japanese Language Classroom. *The Modern Language Journal, 94*, 293-314.

Yuksel, D., Soruc, A., and McKinley, J. (2021). Teachers' beliefs and practices about oral corrective feedback in University EFL classes. *Int. J. Appl. Linguist*

http://doi.org/10.1111/ijal.12336

Zarei, N. (2011). *The Relationship Between Gender and Corrective Feedback.* Pixel International Conferences. Retrieved from

https://conference.pixelonline.net/conferences/ICT4LL2011/common/download/Paper_pdf/ILT22-147-FP-Zarei-ICT4LL2011.pdf

APPENDICES

APPENDIX 1: SEMI-INSTRUCTURED INTERVIEW QUESTIONS FOR THE EFL INSTRUCTORS FIRST VERSION

1. What is your understanding of oral corrective feedback? Could you please describe it in your own words?
2. When do you prefer to correct your students' spoken errors?
2.1. Do you correct all language errors? Why? Why not?
3. Do you think your students expect to get feedback on their spoken errors? Why/Why not?
3.1. What are their attitudes towards your oral corrective feedback?
4. What is the role of oral corrective feedback in language learning?
4.1. To what extent do you think corrective feedback is effective in learning?
4.2. Do you experience any problems and/or challenges while providing oral corrective feedback for your students? How? and Why?
5. What criteria do you take into account while providing oral corrective feedback?
5.1. Do individual differences affect how you correct your students' spoken errors? How? Why? (e.g., gender, personality traits, learning style, motivation)
5.2. You had 12 spoken errors in the questionnaire consisting of 3 different parts: Grammar, Vocabulary, and Pronunciation. Can you choose a spoken error in each part and your answers as oral corrective feedback types? Explain the contribution to the learning process and explain the reasons in terms of individual differences for your chosen answers?
6. How do you correct your students' oral errors in the classroom?
6.1. What type(s) of oral corrective feedback do you often use? (e.g., explicit error correction, recast, elicitation, clarification request, repetition, metalinguistic feedback, hinting, metalinguistic explanation)
6.2. Is there a specific type of oral corrective feedback that works more effectively? What do you think? How? and Why?

APPENDIX 2: SEMI-INSTRUCTURED INTERVIEW QUESTIONS FOR EFL INSTRUCTORS LAST VERSION

INFORMED CONSENT FROM

This present study is conducted for a thesis work titled "A study on EFL instructors' and learners' perceptions on and preferences for oral corrective feedback: Do they overlap?" by Mustafa Emre Bölükbaşı and his thesis advisor Assist. Prof. Sevgi Şahin. For this study, the ethics committee approval from Baskent University has been received. This study aims to investigate EFL instructors' and students' preferences and perceptions for oral corrective feedback with a comparative perspective.

Participation in the study must be on a voluntary basis. No personal identification informed is required in the interview questions. Your verbal responses will be kept strictly confidential and evaluated only by the researchers; the obtained data will be used for scientific purposes. We expect you to read the consent from carefully and put a tick to the box to participate this study. The interview does not contain any questions that may cause discomfort in the participants. We would like to thank you in advance for your contribution to this study. For further information about the study, contact information of the researchers is given below:

Assist. Prof. Sevgi Şahin   Mustafa Emre Bölükbaşı

I am told what the study is about, and I am participating in this study totally on my own will and I am aware that I can quit participating at any time I want. I also know that my verbal responses will be kept anonymous and used for only the study. I give my consent for the use of the information I provide for scientific purposes.

☐ I agree to participate in this study.

1. What is your understanding of oral corrective feedback? Could you please describe it in your own words?
2. When do you prefer to correct your students' spoken errors?

2.1. Do you correct all language errors? Why? Why not?
 	
   2.2. Which spoken errors do you tend to correct? When and why?
 	
     2.2.1. Grammar errors? When and why?
 	
     2.2.2. Vocabulary errors? When and why?
 	
     2.2.3. Pronunciation errors? When and why?
 	
     2.2.4. Pragmatic failures? (i.e., inappropriate language use in specific contexts) When and why?

3. Do you think your students expect to get feedback on their spoken errors? Why/Why not?
3.1. What are their attitudes towards your oral corrective feedback?
4. What is the role of oral corrective feedback in language learning?
4.1. To what extent do you think corrective feedback is effective in learning?
4.2. Do you experience any problems and/or challenges while providing oral corrective feedback for your students? How? and Why?
5. What criteria do you take into account while providing oral corrective feedback?
5.1. Do individual differences affect how you correct your students' spoken errors? How? Why? (e.g., gender, personality traits, learning style, motivation)
6. How do you correct your students' spoken errors in the classroom?
6.1. What type(s) of oral corrective feedback do you often use? (e.g., explicit error correction, recast, elicitation, clarification request, repetition, metalinguistic feedback, hinting) Here is the list of oral corrective feedback with brief definitions and examples.
6.2. Is there a specific type of oral corrective feedback that works more effectively? What do you think? How? and Why?
7. Can you look at the spoken errors provided and your preferences for oral corrective techniques for each item one by one and explain why and how you decided to correct the errors in that way?

APPENDIX 3: ORAL CORRECTIVE FEEDBACK TEACHER QUESTIONNAIRE (OCFTQ) FIRST VERSION

NO	Spoken Errors (Grammar)	Error Treatment Would you correct this error?	If yes, circle Which OCF technique would you use?
1	T: Where does he study? S: He study at Ostim Technical University.	a) Yes b) No	a) No, you should say 'studies b) 'So, he studies at…Which department?' c) 'Do we say <u>he study</u>?' d) 'He STUDY (with a rising intonation)' e) 'Sorry?' or 'Can you repeat that again?' f) 'He…' (repeat the sentence until the erroneous part and pause deliberately) g) 'study or studies' h) Third person singular. Add -s
2	T: What did you do just a second ago? S: I taked a photo.	a) Yes b) No	(a) No, you should say 'took' (b) 'So, you took a photo. How was it? ' (c) 'Do we say taked in past simple tense?' (d) 'I TAKED (with a rising intonation)' (e) 'Sorry?' or 'Can you repeat that again?' (f) 'I …' (repeat the sentence until the erroneous part and pause deliberately) (g) 'taked or took' (h) 'Irregular past verb. Say took'
3	T: What are you doing now? S: I listening to music.	a) Yes b) No	(a) No, you should say 'am' (b) 'So, you are listening to music. What kind of music?' (c) 'With Present Continuous Tense, what do we use as an auxiliary verb after I?' (d) 'I LISTENING (with a rising intonation)' (e) 'Sorry?' or 'Can you repeat that again?' (f) 'I ….' (repeat the sentence until the erroneous part and pause deliberately) (g) 'I listening or I am listening' (h) 'Present Continuous Tense, say I am listening'

NO		Error Treatment Would you correct this error?	If yes, circle
4	T: What do they do? S: Many fuel types are making by them.	a) Yes b) No	(a) No, you should say 'made' (b) 'So, many fuel types are made…' (c) 'With Passive Voice, what do we use after the auxiliary verb? ' (d) 'are MADE (with a rising intonation) (e) 'Sorry?' or 'Can you repeat that again?' (f) 'Many fuels are ….' (repeat the sentence until the erroneous part and pause deliberately) (g) 'are making or are made' (h) 'Passive Voice. Say are made'
NO	**Spoken Errors (Vocabulary)**	**Error Treatment Would you correct this error?**	**If yes, circle Which OCF technique would you use?**
5	T: How was your holiday? S: I went to Paris and I liked it. It was funny.	a) Yes b) No	(a) You should say 'fun' (b) 'Oh, you went to Paris and it was fun. Great!' (c) 'funny is a thing that make you laugh, what do we call the feeling of enjoying yourself'?' (d) 'It was FUNNY (with a rising intonation)' (e) 'Sorry?' or 'It was what?' (f) 'It was …?' (repeat the sentence until the erroneous part and pause deliberately) (g) 'funny or fun'
6	T: What is she doing at the moment? S: She is working out for her exam.	a) Yes b) No	(a) You should say 'studying' (b) 'So, she is studying for the exam. Which exam is it?' (c) 'working out is the word using for the exercise that improve the strength your body, which verb do we use for the act of learning?' (d) 'She is WORKING OUT (with a rising intonation)' (e) 'Sorry?' or 'Can you repeat that again?' 'She is…' (repeat the sentence until the erroneous part and pause deliberately) (f) 'working out or studying'
7	T: How can we save the environment in the future? S: We need to use electricity cars.	a) Yes b) No	(a) You should say 'electric' (b) 'Oh, we need to use electric cars. Why?' (c) 'electricity is a noun. What is the adjective which means producing electricity?' (d) 'use ELECTRICITY (with a rising intonation)' (e) 'Sorry?' or 'What cars?' (f) 'We need to use …' (repeat the sentence until the erroneous part and pause deliberately) (g) 'electricity or electric'

NO		Error Treatment Would you correct this error?	If yes, circle Which OCF technique would you use?
8	T: What are disadvantages of campus life? S: Students don't have nothing to do in campus.	a) Yes b) No	(a) You should say 'anything' (b) 'So, they don't have anything to do there. Are they bored?' (c) 'In negative sentences which word do we use instead of 'nothing'?' (d) 'Students don't have NOTHING (with a rising intonation)' (e) 'Sorry?' or 'Can you repeat that again?' (f) 'Students don't have …?' (repeat the sentence until the erroneous part and pause deliberately) (g) 'nothing or anything'
NO	**Spoken Errors (Pronunciation)**	**Error Treatment Would you correct this error?**	**If yes, circle Which OCF technique would you use?**
9	T: Where should they meet? S: They should meet at a café /kʌfi/. (kafi)	a) Yes b) No	(a) You should say café /kæˈfeɪ/ (kafey) (b) 'So, they should meet in a cafe /kæˈfeɪ/ (kafey). Which café?' (c) 'How do we pronounce the place we drink something?' (d) 'CAFÉ /ˈkʌfi/ (with a rising intonation)' (e) 'Sorry?' or 'Can you repeat that again?' (f) 'She opened a ….?' (repeat the sentence until the erroneous part and pause deliberately) (g) Café (kafi) or café (kafey)
10	T: What is the city's climate like? S: The city has a warm climate. /klə'meɪt/ (kılimeyt)	a) Yes b) No	(a) You should say '/ˈklaɪmət/' (kılaymıt) (b) 'Really, it has a warm climate /ˈklaɪmət/' (kılaymıt). Do you like it? ' (c) 'Do we put the stress on the second syllable?' (d) 'CLIMATE /klə'meɪt /' (with a rising intonation) (e) 'Sorry?' or 'Can you repeat that again?' (f) 'has a warm ….?' (repeat the sentence until the erroneous part and pause deliberately) (g) '/klə'meɪt/(kılimeyt) or '/ˈklaɪmət/ (kılaymıt) '

110

11	T: How can we protect our environment? S: We should preserve natural /ˈnætʃrʌl/ sources. (neçiral)	a) Yes b) No	(a) You should say 'natural /ˈnætʃrəl/' (neçirıl) (b) 'So we should preserve natural /ˈnætʃrəl/(neçirıl) sources. How?' (c) 'What is the adjective form of nature?' (d) 'NATURAL /ˈneɪtʃrəl/' (with a rising intonation) (e) 'Sorry?' or 'What sources?' (f) 'We should preserve….?' (repeat the sentence until the erroneous part and pause deliberately) (g) 'natural ˈnætʃrʌl/ (neçiral) or natural /ˈnætʃrəl/' (neçirıl)
12	T: Which sauce do you prefer for your chicken? S: Tomato/təˈmatəʊ/(tomato) sauce, please.	a) Yes b) No	a) You should say 'tomato /təˈmeɪtəʊ/ (tomayto)' b) 'Oh, you prefer tomato/təˈmeɪtəʊ/ (tomayto) sauce. Good choice! ' c) 'How do we pronounce the letter 'a' in the word Tomato' d) ''Tomato /təˈmeɪtəʊ/ (with a rising intonation) e) 'Sorry?' or 'Can you repeat that again?' f) '…sauce.' (repeat the sentence until the erroneous part and pause deliberately) g) 'Tomato/təˈmatəʊ/(tomato) or tomato /təˈmeɪtəʊ/ (tomayto) '

APPENDIX 4: ORAL CORRECTIVE FEEDBACK TEACHER QUESTIONNAIRE (OCFTQ) SECOND VERSION

NO	Spoken Errors(Grammar)	Please circle, Which OCF technique would you use?
1	T: Where does he study? S: He study at Ostim Technical University. T:	a) No, you should say 'studies'. b) 'So, he studies at Ostim Technical University. Which department does he study?' c) 'Do we say <u>he study</u>?' d) 'He STUDY (with a rising intonation)' e) 'Sorry?' or 'Can you repeat that again?' f) 'He…' (repeat the sentence until the erroneous part and pause deliberately) g) 'study or studies'
2	T: What did you do just a second ago? S: I taked a photo. T:	a) No, you should say 'took'. b) 'So, you took a photo. How was it?' c) 'Do we say taked in past simple tense?' d) 'I TAKED (with a rising intonation)' e) 'Sorry?' or 'Can you repeat that again?' f) 'I …' (repeat the sentence until the erroneous part and pause deliberately) g) 'taked or took'
3	T: What are you doing now? S: I listening to music. T:	a) No, you should say 'am'. b) 'So, you are listening to music. What kind of music?' c) 'With Present Continuous Tense, what do we use as an auxiliary verb after I?' d) 'I LISTENING (with a rising intonation)' e) 'Sorry?' or 'Can you repeat that again?' f) 'I ….' (repeat the sentence until the erroneous part and pause deliberately) g) 'I listening or I am listening'

4	T: What do they do? S: Many fuel types are making by them. T:	a) No, you should say 'made'. b) 'So, many fuel types are made by them. Do you know any fuel type?' c) 'With Passive Voice, what do we use after the auxiliary verb?' d) 'are MAKING (with a rising intonation) e) 'Sorry?' or 'Can you repeat that again?' f) 'Many fuels are ….' (repeat the sentence until the erroneous part and pause deliberately) g) 'are making or are made'
NO	**Spoken Errors (Vocabulary)**	**Please circle,** **Which OCF technique would you use?**
5	T: How was your holiday? S: I went to Paris and I liked it. It was funny. T:	a) You should say 'fun'. b) 'Oh, you went to Paris and it was fun. Great!' c) 'Is funny a correct adjective to use in this sentence?' d) 'It was FUNNY (with a rising intonation)' e) 'Sorry?' or 'It was what?' f) 'It was …?' (repeat the sentence until the erroneous part and pause deliberately) g) 'funny or fun'
6	T: What is she doing at the moment? S: She is working out for her exam. T:	a) You should say 'studying'. b) 'So, she is studying for the exam. Which exam is it?' c) 'Which verb do we use for the act of learning?' d) 'She is WORKING OUT (with a rising intonation)' e) 'Sorry?' or 'Can you repeat that again?' f) 'She is…' (repeat the sentence until the erroneous part and pause deliberately) g) 'working out or studying'
7	T: How can we save the environment in the future? S: We need to use electricity cars. T:	a) You should say 'electric' b) 'Oh, we need to use electric cars. Why?' c) 'Electricity is a noun. Can we use it before the noun "cars"?' d) 'need to use ELECTRICITY (with a rising intonation)' e) 'Sorry?' or 'What cars?' f) 'We need to use …' (repeat the sentence until the erroneous part and pause deliberately) g) 'electricity or electric'

NO			
8	T: How does music influence your mood? S: It effects my psychology in a positive way. T:	a) You should say 'affect' b) 'So, it affects your psychology. In what way does it affect?' c) 'Is effect a verb? Can you use it after the subject?' d) 'It EFFECTS your… (with a rising intonation)' e) 'Sorry?' or 'Can you repeat that again?' f) 'It …' (repeat the sentence until the erroneous part and pause deliberately) g) 'effects' or 'affects'		

NO	Spoken Errors(Pronunciation)	Please circle, Which OCF technique would you use?
9	T: Where should they meet? S: They should meet at a café /kʌfi/. (kafi) T:	a) You should say café /kæˈfeɪ/ (kafey) b) 'So, they should meet in a cafe /kæˈfeɪ/ (kafey). Which café?' c) 'How do we pronounce the place we drink something at?' d) 'CAFÉ /ˈkʌfi/ (kafi) with a rising intonation' e) 'Sorry?' or 'Can you repeat that again?' f) 'She opened a ….?' (repeat the sentence until the erroneous part and pause deliberately) g) Café (kafi) or café (kafey)
10	T: What is the city's climate like? S: The city has a warm climate. /kləˈmeɪt/ (kılimeyt) T:	a) You should say '/ˈklaɪmət/' (kılaymıt) b) 'Really, it has a warm climate /ˈklaɪmət/' (kılaymıt). Do you like it?' c) 'How do we pronounce the last word in your sentence?' d) 'CLIMATE /kləˈmeɪt/ (kılımeyt)' (with a rising intonation) e) 'Sorry?' or 'Can you repeat that again?' f) 'has a warm ….?' (repeat the sentence until the erroneous part and pause deliberately) g) '/kləˈmeɪt/(kılimeyt) or '/ˈklaɪmət/ (kılaymıt)'

11	T: How can we protect our environment? S: We should preserve natural /ˈnætʃrʌl/ sources. (neçıral) T:	a) You should say 'natural /ˈnætʃrəl/' (neçırıl) b) 'So we should preserve natural c) /ˈnætʃrəl/(neçırıl) sources.How?' d) 'How do we pronounce the adjective in your sentence?' e) 'NATURAL /ˈneɪtʃrəl/(neçıral)' (with a rising intonation) f) 'Sorry?' or 'What sources?' g) 'We should preserve….?' (repeat the sentence until the erroneous part and pause deliberately) h) 'natural ˈnætʃrʌl/ (neçıral) or natural /ˈnætʃrəl/' (neçırıl)
12	T: Which sauce do you prefer for your chicken? S: Tomato/təˈmatəʊ/(tomato) sauce, please. T:	(a) You should say 'tomato /təˈmeɪtəʊ/ (tomeyto)' (b) 'Oh, you prefer tomato/təˈmeɪtəʊ/ (tomeyto) sauce. Good choice!' (c) 'How do we pronounce the letter 'a' in the word Tomato'? (d) ''Tomato /təˈmeɪtəʊ/' (with a rising intonation) (e) 'What sauce?' (f) '…sauce.' (repeat the sentence until the erroneous part and pause deliberately) (g)'Tomato/təˈmatəʊ/(tomato) or tomato /təˈmeɪtəʊ/ (tomeyto) '

NO	Spoken Errors(Pragmatic Failures)	Please circle, Which OCF technique would you use?
13	T: How would you request information about your assignment from your instructor? S: Do you please explain where I can find the assignments? T:	(a) You should say 'Could you please explain where I can find the assignments?' (b) So, you say 'Could you please explain where I can find the assignments?' Haven't I replied? (c) Do we say, 'Do you?' while sending an email to your teacher? (d) 'DO you…' (with a rising intonation) (e) 'Sorry?' or 'Can you please repeat that again?' (f) '…you please explain where I can find the assignments' (repeat the sentence until the erroneous part and pause deliberately) (g) 'Do you' or 'Could you'

14	T: Suppose you text your teacher. How would you start your message? S: 'What's up, Sir? I hope you are fine' T:	(a) 'You should say 'Hello, Sir. How are you? I hope you are fine.' (b) So, you started with 'Hello, Sir' How would s/he answer? (c) Do we say, 'what's up?' while texting your teacher? (d) 'WHAT'S UP' (with a rising intonation) (e) 'Sorry' or 'Can you repeat that again?' (f) '… How are you? I hope you are fine' (repeat the sentence until the erroneous part and pause deliberately) (g) 'What's up Sir' or 'Hello, Sir'.
15	T: Suppose you are in a restaurant and ordering your meal. How would you order your meal? S: 'I'm very hungry. Get me pizza, please.' T:	(a) 'You should say 'I would like to have pizza, please.' (b) 'So, you would like to have pizza. What kind of pizza would you like to eat?' (c) Do we command people to order meals at restaurants? (d) 'GET me pizza' (with a rising intonation) (e) 'Sorry' or 'Can you repeat that again?' (f) 'I'm very hungry. … pizza' (repeat the sentence until the erroneous part and pause deliberately) (g) 'Get me the pizza' or 'I would like to have pizza'
16	T: Suppose you meet a new friend and want to ask him/her out. How would you ask? S: 'There is a new restaurant downtown. I'm going there with my friends. Let's hang out.' T:	(a) You should say 'Do you want to join us? Because do not speak too friendly with people we just met.' (b) 'So, you ask him 'Do you want to join us? If I were him, I would definitely.' (c) Do we say 'let's hang out' to someone we just meet? (d) 'LET'S HANG OUT' (with a rising intonation) (e) 'Sorry' or 'Can you repeat the last sentence?' (f) 'I'm going to there with my friends. …' (repeat the sentence until the erroneous part and pause deliberately) (g) 'Let's hang out' or 'Do you want to join us?'

APPENDIX 5: THE DEMOGRAPHIC QUESTIONS OF EFL INSTRUCTORS LAST VERSION

1. Gender: Male ☐   Female ☐
2. Age:
3. The university you are currently working:
3.1. Institutional e-mail:

4. Type of teaching experience and years of experience for each (✓ or X and write the year(s) next to the type you ticked):

Language Academy: ☐

Primary School: ☐

Secondary School: ☐

High School: ☐

University: ☐

5. Which university did you graduate from?

Bachelor of Arts (BA):

Master of Arts (MA):

Doctor of Philosophy (PhD):

6. Which department did you graduate from?

	BA	MA	PhD
English Language Teaching	☐	☐	☐
English Language and Literature	☐	☐	☐
American Culture and Literature	☐	☐	☐
Translation and Interpretation	☐	☐	☐
Linguistics	☐	☐	☐

Others (Please specify):

APPENDIX 6: CLASSIFICATION OF OCF FOR EFL INSTRUCTORS

OCF Technique	Definition	Example
1. **Explicit Correction**	Giving the correct form to learners and telling them what they said was incorrect.	S: I hurted my foot. T: No, not hurted – hurt.
2. **Recasts**	Teacher rephrases the student's utterances by eliminating errors.	S: You can count with me! T: You can count on me!
3. **Metalinguistic Feedback**	Commenting or asking questions about the form of the student's utterances without explicitly correcting it to elicit the correct rule from the student.	S: He like to eat. T: Do we say 'he like'
4. **Repetition**	Teacher repeats back the incorrect utterance with rising intonation or emphasis on the error so that student knows which part is in need of repair.	S: I have three childrens. T: I have three *childrens*
5. **Clarification Request**	Teacher indicates to the student that they didn't understand what the student said by asking for clarification or	S: I go my job. T: Sorry, what did you say?

		repetition.	
6.	**Elicitation**	Techniques used to get students to produce the correct form, either by completing the teacher's own restatement, asking the student questions about how something should be said, or asking students to repeat utterances in a reformulated version.	S: My name are Ahmet. T: My name_____.
7.	**Hinting (Prompting)**	Showing where an error is and giving a clue how to correct it, a teacher gives some hits how to proceed.	S: I maked a decision yesterday. T: I maked or made.

APPENDIX 7: ORAL CORRECTIVE FEEDBACK TEACHER QUESTIONNAIRE (OCFTQ) LAST VERSION

NO	Spoken Errors (Grammar)	Please circle, Which OCF technique would you use?
1	T: Where does he study? S: He study at Ostim Technical University. T: …	a) No, you should say 'studies'. b) 'So, he studies at Ostim Technical University. Which department does he study?' h) 'Do we say he study?' i) 'He STUDY (with a rising intonation)' j) 'Sorry?' or 'Can you repeat that again?' k) 'He…' (repeat the sentence until the erroneous part and pause deliberately) l) 'study or studies'
2	T: What did you do just a second ago? S: I taked a photo. T: …	a) No, you should say 'took'. b) 'So, you took a photo. How was it? ' c) 'Do we say taked in past simple tense?' d) 'I TAKED (with a rising intonation)' e) 'Sorry?' or 'Can you repeat that again?' f) 'I …' (repeat the sentence until the erroneous part and pause deliberately) g) 'taked or took'
3	T: What do they do? S: Many fuel types are making by them. T: …	a) No, you should say 'made'. b) 'So, many fuel types are made by them. Do you know any fuel type?' m) 'With Passive Voice, what do we use after the auxiliary verb? ' n) 'are MAKING (with a rising intonation) o) 'Sorry?' or 'Can you repeat that again?' p) 'Many fuels are ….' (repeat the sentence until the erroneous part and pause deliberately) q) 'are making or are made'

NO	Spoken Errors (Vocabulary)	Please circle, Which OCF technique would you use?
4	T: How was your holiday? S: I went to Paris, and I liked it. It was funny. T: …	a) You should say 'fun'. b) 'Oh, you went to Paris, and it was fun. Great!' c) 'Is funny a correct adjective to use in this sentence?' d) 'It was FUNNY (with a rising intonation)' e) 'Sorry?' or 'It was what?' f) 'It was …?' (repeat the sentence until the erroneous part and pause deliberately) g) 'funny or fun'
5	T: What is she doing at the moment? S: She is working out for her exam. T: …	a) You should say 'studying'. b) 'So, she is studying for the exam. Which exam is it?' c) 'Which verb do we use for the act of learning?' d) 'She is WORKING OUT (with a rising intonation)' e) 'Sorry?' or 'Can you repeat that again?' f) 'She is…' (repeat the sentence until the erroneous part and pause deliberately) g) 'working out or studying'
6	T: How can we save the environment in the future? S: We need to use electricity cars. T: …	a) You should say 'electric' b) 'Oh, we need to use electric cars. Why?' c) 'Electricity is a noun. Can we use it before the noun "cars"?' d) 'use ELECTRICITY (with a rising intonation)' e) 'Sorry?' or 'What cars?' f) 'We need to use …' (repeat the sentence until the erroneous part and pause deliberately) g) 'electricity or electric'

NO	Spoken Errors (Pronunciation)	Please circle, Which OCF technique would you use?
7	T: Where should they meet? S: They should meet at a café /kʌfi/. (kafi) T: …	a) You should say café /kæˈfeɪ/ (kafey) b) 'So, they should meet in a cafe /kæˈfeɪ/ (kafey). Which café?' c) 'How do we pronounce the place we drink something at?' d) 'CAFÉ /ˈkʌfi/ (kafi) with a rising intonation' e) 'Sorry?' or 'Can you repeat that again?' f) 'They should meet at a ….?' (repeat the sentence until the erroneous part and pause deliberately) g) Café (kafi) or café (kafey)
8	T: What is the city's climate like? S: The city has a warm climate. /kləˈmeɪt/ (kılimeyt) T: …	a) You should say '/ˈklaɪ.mət/' (kılaymıt) b) 'Really, it has a warm climate /ˈklaɪmət/'(kılaymıt). Do you like it? ' c) 'How do we pronounce the last word in your sentence?' d) 'CLIMATE /kləˈmeɪt / (kılımeyt)' (with a rising intonation) e) 'Sorry?' or 'Can you repeat that again?' f) 'has a warm ….?' (repeat the sentence until the erroneous part and pause deliberately) g) '/kləˈmeɪt/(kılimeyt) or '/ˈklaɪmət/ (kılaymıt) '
9	T: How can we protect our environment? S: We should preserve natural /ˈnætʃrʌl/ sources. (neçıral) T: …	a) You should say 'natural /ˈnætʃrəl/' (neçırıl) b) 'So we should preserve natural c) /ˈnætʃrəl/(neçırıl) sources.How?' d) 'How do we pronounce the adjective in your sentence?' e) 'NATURAL /ˈneɪtʃrəl/(neçıral)' (with a rising intonation) f) 'Sorry?' or 'What sources?' g) 'We should preserve….?' (repeat the sentence until the erroneous part and pause deliberately) h) 'natural ˈnætʃrʌl/ (neçıral) or natural /ˈnætʃrəl/' (neçırıl)

NO	Spoken Errors (Pragmatic Failures)	Please circle, Which OCF technique would you use?
10	T: Suppose you text your teacher. How would you start your message? S: 'What's up, Sir? I hope you are fine' T: …	a) 'You should say 'Hello, Sir. How are you? I hope you are fine.' b) So, you started with 'Hello, Sir' How would s/he answer? c) Do we say, 'what's up?' while texting your teacher? d) 'WHAT'S UP' (with a rising intonation) e) 'Sorry' or 'Can you repeat that again?' f) '… How are you? I hope you are fine' (repeat the sentence until the erroneous part and pause deliberately) g) 'What's up Sir' or 'Hello, Sir'.
11	T: Suppose you are in a restaurant and ordering your meal. How would you order your meal? S: 'I'm very hungry. Get me pizza, please.' T: …	a) 'You should say 'I would like to have pizza, please.' b) 'So, you would like to have pizza. What kind of pizza would you like to eat?' c) Do we command people to order meals at restaurants? d) 'GET me pizza' (with a rising intonation) e) 'Sorry' or 'Can you repeat that again?' f) 'I'm very hungry. … pizza' (repeat the sentence until the erroneous part and pause deliberately) g) 'Get me the pizza' or 'I would like to have pizza'
12	T: Suppose you meet a new friend and want to ask him/her out. How would you ask? S: 'There is a new restaurant downtown. I'm going there with my friends. Let's hang out.' T: …	a) You should say 'Do you want to join us? Because do not speak too friendly with people we just met.' b) 'So, you ask him 'Do you want to join us? If I were him, I would definitely.' c) Do we say 'let's hang out' to someone we just meet? d) 'LET'S HANG OUT' (with a rising intonation) e) 'Sorry' or 'Can you repeat the last sentence?' f) 'I'm going to there with my friends. …' (repeat the sentence until the erroneous part and pause deliberately) g) 'Let's hang out' or 'Do you want to join us?'

APPENDIX 8: THE DEMOGRAPHIC QUESTIONS OF EFL STUDENTS

Gender: Male ☐ Female ☐	
Age:	**Nationality:**
Which university are you currently studying?:	
How long have you been learning English?:	
Class/Level currently studying:	

APPENDIX 9: PERCEPTIONS OF EFL STUDENTS LAST VERSION

PART B: Please choose a letter which is suitable for your answers.

1. **"I would like my grammar mistakes to be corrected by the teacher."**

Totally agree	Agree	Agree to some extent	Disagree	Totally disagree
A	B	C	D	E

2. **"I would like my vocabulary mistakes to be corrected by the teacher."**

Totally agree	Agree	Agree to some extent	Disagree	Totally disagree
A	B	C	D	E

3. **"I would like my pronunciation mistakes to be corrected by the teacher."**

Totally agree	Agree	Agree to some extent	Disagree	Totally disagree
A	B	C	D	E

4. **"When I fail to convey my intention successfully in speaking, I want my mistakes to be corrected by the teacher.**

Totally agree	Agree	Agree to some extent	Disagree	Totally disagree
A	B	C	D	E

APPENDIX 10: ORAL CORRECTIVE FEEDBACK STUDENT QUESTIONNAIRE (OCFSQ) LAST VERSION

PART C: How would you like your teacher to correct your spoken error when you make the following spoken errors? Please circle the most appropriate way for you. Only _ONE_ _OPTION_ must be chosen.

NO	Spoken Errors (Grammar)	Please circle, Which OCF technique would you use?
1	T: Where does he study? S: He study at Ostim Technical University. T: …	(a) No, you should say 'studies'. (b) 'So, he studies at Ostim Technical University. Which department does he study?' (c) 'Do we say he study?' (d) 'He STUDY (with a rising intonation)' (e) 'Sorry?' or 'Can you repeat that again?' (f) 'He…' (repeat the sentence until the erroneous part and pause deliberately) (g) 'study or studies'
2	T: What did you do just a second ago? S: I taked a photo. T: …	(a) No, you should say 'took'. (b) 'So, you took a photo. How was it? ' (c) 'Do we say taked in past simple tense?' (d) 'I TAKED (with a rising intonation)' (e) 'Sorry?' or 'Can you repeat that again?' (f) 'I …' (repeat the sentence until the erroneous part and pause deliberately) (g) 'taked or took'
3	T: What do they do? S: Many fuel types are making by them. T: …	(a) No, you should say 'made'. (b) 'So, many fuel types are made by them. Do you know any fuel type?' (c) 'With Passive Voice, what do we use after the auxiliary verb?' (d) 'are MAKING (with a rising intonation) (e) 'Sorry?' or 'Can you repeat that again?' (f) 'Many fuels are ….' (repeat the sentence until the erroneous part and pause deliberately) (g) 'are making or are made'

NO	Spoken Errors (Vocabulary)	Please circle, Which OCF technique would you use?
4	T: How was your holiday? S: I went to Paris, and I liked it. It was funny. T: …	(a) You should say 'fun'. (b) 'Oh, you went to Paris, and it was fun. Great!' (c) 'Is funny a correct adjective to use in this sentence?' (d) 'It was FUNNY (with a rising intonation)' (e) 'Sorry?' or 'It was what?' (f) 'It was …?' (repeat the sentence until the erroneous part and pause deliberately) (g) 'funny or fun'
5	T: What is she doing at the moment? S: She is working out for her exam. T: …	(a) You should say 'studying'. (b) 'So, she is studying for the exam. Which exam is it?' (c) 'Which verb do we use for the act of learning?' (d) 'She is WORKING OUT (with a rising intonation)' (e) 'Sorry?' or 'Can you repeat that again?' (f) 'She is…' (repeat the sentence until the erroneous part and pause deliberately) (g) 'working out or studying'
6	T: How can we save the environment in the future? S: We need to use electricity cars. T: …	(a) You should say 'electric' (b) 'Oh, we need to use electric cars. Why?' (c) 'Electricity is a noun. Can we use it before the noun "cars"?' (d) 'use ELECTRICITY (with a rising intonation)' (e) 'Sorry?' or 'What cars?' (f) 'We need to use …' (repeat the sentence until the erroneous part and pause deliberately) (g) 'electricity or electric'

NO	Spoken Errors (Pronunciation)	Please circle, Which OCF technique would you use?
7	T: Where should they meet? S: They should meet at a café /kˈʌfi/. (kafi) T: …	(a) You should say café /kæˈfeɪ/ (kafey) (b) 'So, they should meet in a cafe /kæˈfeɪ/ (kafey). Which café?' (c) 'How do we pronounce the place we drink something at?' (d) 'CAFÉ /ˈkʌfi/ (kafi) with a rising intonation' (e) 'Sorry?' or 'Can you repeat that again?' (f) 'They should meet at a ….?' (repeat the sentence until the erroneous part and pause deliberately) (g) Café (kafi) or café (kafey)
8	T: What is the city's climate like? S: The city has a warm climate. /kləˈmeɪt/ (kılimeyt) T: …	(a) You should say '/ˈklaɪ.mət/' (kılaymıt) (b) 'Really, it has a warm climate /ˈklaɪmət/'(kılaymıt). Do you like it? ' (c) 'How do we pronounce the last word in your sentence?' (d) 'CLIMATE /kləˈmeɪt / (kılimeyt)' (with a rising intonation) (e) 'Sorry?' or 'Can you repeat that again?' (f) 'has a warm ….?' (repeat the sentence until the erroneous part and pause deliberately) (g) '/kləˈmeɪt/(kılimeyt) or '/ˈklaɪmət/ (kılaymıt) '
9	T: How can we protect our environment? S: We should preserve natural /ˈnætʃrʌl/ sources. (neçıral) T: …	(a) You should say 'natural /ˈnætʃrəl/' (neçırıl) (b) 'So we should preserve natural /ˈnætʃrəl/(neçırıl) sources.How?' (c) 'How do we pronounce the adjective in your sentence?' (d) 'NATURAL /ˈneɪtʃrəl/(neçıral)' (with a rising intonation) (e) 'Sorry?' or 'What sources?' (f) 'We should preserve….?' (repeat the sentence until the erroneous part and pause deliberately) (g) 'natural ˈnætʃrʌl/ (neçıral) or natural /ˈnætʃrəl/' (neçırıl)

NO	Spoken Errors (Pragmatic Failures)	Please circle, Which OCF technique would you use?
10	T: Suppose you text your teacher. How would you start your message? S: 'What's up, Sir? I hope you are fine' T: …	(a) 'You should say 'Hello, Sir. How are you? I hope you are fine.' (b) So, you started with 'Hello, Sir' How would s/he answer? (c) Do we say, 'what's up?' while texting your teacher? (d) 'WHAT'S UP' (with a rising intonation) (e) 'Sorry' or 'Can you repeat that again?' (f) '… How are you? I hope you are fine' (repeat the sentence until the erroneous part and pause deliberately) (g) 'What's up Sir' or 'Hello, Sir'.
11	T: Suppose you are in a restaurant and ordering your meal. How would you order your meal? S: 'I'm very hungry. Get me pizza, please.' T: …	(a) 'You should say 'I would like to have pizza, please.' (b) 'So, you would like to have pizza. What kind of pizza would you like to eat?' (c) Do we command people to order meals at restaurants? (d) 'GET me pizza' (with a rising intonation) (e) 'Sorry' or 'Can you repeat that again?' (f) 'I'm very hungry. … pizza' (repeat the sentence until the erroneous part and pause deliberately) (g) 'Get me the pizza' or 'I would like to have pizza'
12	T: Suppose you meet a new friend and want to ask him/her out. How would you ask? S: 'There is a new restaurant downtown. I'm going there with my friends. Let's hang out.' T: …	(a) You should say 'Do you want to join us? Because do not speak too friendly with people we just met.' (b) 'So, you ask him 'Do you want to join us? If I were him, I would definitely.' (c) Do we say 'let's hang out' to someone we just meet? (d) 'LET'S HANG OUT' (with a rising intonation) (e) 'Sorry' or 'Can you repeat the last sentence?' (f) 'I'm going there with my friends. …' (repeat the sentence until the erroneous part and pause deliberately) (g) 'Let's hang out' or 'Do you want to join us?'

APPENDIX 11: E-MAILED VERSION OF SITUATIONS

	A1-A2	B1-B2	C1-C2
GRAMMAR			
VOCABULARY			
PRONUNCIATION			
PRAGMATIC FAILURES			

APPENDIX 12: ETHICS COMMITTEE APPROVAL

Evrak Tarih ve Sayısı: 23.01.2021-5180

BAŞKENT ÜNİVERSİTESİ
Akademik Değerlendirme Koordinatörlüğü

Sayı   : E-62310886-302.14.03-5180   23.01.2021
Konu : Tez Önerisi (Mustafa Emre Bölükbaşı)

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi   :   12.01.2021 tarih ve 2047 sayılı yazınız.

Enstitünüz İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı öğrencisi Mustafa Emre Bölükbaşı'nın, Dr. Öğretim Üyesi Sevgi Şahin danışmanlığında yürütmekte olduğu, "Karşılaştırmalı Bakış Açısıyla İngilizce Öğretiminde Öğretmenlerin ve Öğrencilerin Sözlü Düzeltici Geri Bildirimlere Yönelik Algıları ve Tercihleri" başlıklı tez önerisi, değerlendirilmiş ve bilgilerinize ekte sunulmuştur.

Prof. Dr. M. Abdülkadir VAROĞLU
Kurul Başkanı

Ek: Değerlendirme Formu

Sayı : 17162298.600-11   18 OCAK 2021
Konu : Tez Önerisi

<div align="center">İlgili Makama</div>

Üniversitemiz Eğitim Bilimleri Enstitüsü İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı öğrencisi Mustafa Emre Bölükbaşı'nın, Dr. Öğretim Üyesi Sevgi Şahin danışmanlığında yürütmekte olduğu, "Karşılaştırmalı Bakış Açısıyla İngilizce Öğretiminde Öğretmenlerin ve Öğrencilerin Sözlü Düzeltici Geri Bildirimlere Yönelik Algıları ve Tercihleri" başlıklı tez önerisi, değerlendirilmiş ve yapılmasında bir sakınca olmadığı tespit edilmiştir.
Bilgilerinize saygılarımızla sunarız.

Başkent Üniversitesi Sosyal ve Beşeri Bilimler ve Sanat Araştırma Kurulu

Ad, Soyad	Değerlendirme	İmza
Prof. Dr. M. Abdülkadir Varoğlu	Olumlu/~~Olumsuz~~	
Prof. Dr. Kudret Güven	Olumlu/Olumsuz	
Prof. Ali Sevgi	Olumlu/Olumsuz	
Prof. Dr. Işıl Bulut	Olumlu/Olumsuz	
Prof. Dr. Sadegül Akbaba Altun	Olumlu/~~Olumsuz~~	
Prof. Dr. Can Mehmet Hersek	Olumlu/~~Olumsuz~~	
Prof. Dr. Özcan Yağcı	Olumlu/~~Olumsuz~~	

Prof. Dr. Sadegül Akbaba Altun, Eğitim Bilimleri Enstitüsü İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı öğrencisi Mustafa Emre Bölükbaşı'nın, Dr. Öğretim Üyesi Sevgi Şahin danışmanlığında yürütmekte olduğu, "Karşılaştırmalı Bakış Açısıyla İngilizce Öğretiminde Öğretmenlerin ve Öğrencilerin Sözlü Düzeltici Geri Bildirimlere Yönelik Algıları ve Tercihleri" başlıklı tez önerisinin yapılabileceğini; ancak, katılımcılardan onama formu ile izin alınması gerektiği görüşündeler.

Prof. Dr. Özcan Yağcı, Eğitim Bilimleri Enstitüsü İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı öğrencisi Mustafa Emre Bölükbaşı'nın, Dr. Öğretim Üyesi Sevgi Şahin danışmanlığında yürütmekte olduğu, "Karşılaştırmalı Bakış Açısıyla İngilizce Öğretiminde Öğretmenlerin ve Öğrencilerin Sözlü Düzeltici Geri Bildirimlere Yönelik Algıları ve Tercihleri" başlıklı tez önerisinin beklentilere uygun bir şekilde hazırlandığı düşüncelerini iletmişlerdir.

<div align="center">132</div>

APPENDIX 13: RESEARCH APPROVAL

T.C.
OSTİM TEKNİK ÜNİVERSİTESİ
Rektörlük

Sayı   : E-33791099-200-5442   10.11.2021
Konu : Araştırma İzni (Mustafa Emre
            BÖLÜKBAŞI)

BAŞKENT ÜNİVERSİTESİ REKTÖRLÜĞÜNE
Eğitim Bilimleri Enstitüsü Müdürlüğü

İlgi   : 20.10.2021 tarihli ve E-67284360-605.01-72069 sayılı yazınız.

Başkent Üniversitesi İngiliz Dili Öğretimi Tezli Yüksek Lisans programı öğrencisi, Üniversitemizde Yabancı Diller Bölüm Başkanlığında Öğretim Görevlisi olarak görev yapan Mustafa Emre BÖLÜKBAŞI İngilizce Eğitimi Veren Öğretmenlerin ve Öğrencilerin Sözlü Düzeltici Geri Bildirimlere Yönelik Algıları ve Tercihleri Üzerine Bir Çalışma" adlı tezinde kullanılmak üzere Üniversitemizin Yabancı Diller Bölümü hazırlık sınıfında görev yapan İngilizce Öğretim Görevlilerine ve hazırlık öğrencilerine anket uygulaması yapmak ve yarı yapılandırılmış görüşme soruları çalışmalarını Üniversitemizin Yabancı Diller Bölüm Başkanlığımız tarafından onaylanmıştır.

Gereğini bilgilerinize arz ederim.

Prof. Dr. Murat Ali YÜLEK
Rektör