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STUDENT TEACHERS' BELIEFS ON ORAL CORRECTIVE FEEDBACK.

FORTALEZA

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Trabalho de Conclusão de Curso apresentado ao Curso de Letras-Inglês do Departamento de Estudos da Língua Inglesa, suas Literaturas e Tradução da Universidade Federal do Ceará, como requisito parcial à obtenção do título de Licenciado em Letras - Inglês.

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RESUMO

Feedback Corretivo (FC) é um tema recorrente nas pesquisas em Aquisição de Segunda Língua, e que atualmente tem chamado a atenção de professores de línguas. Ur (2009, p. 242) define Feedback como “uma informação dada ao aprendiz sobre a sua performance. É sabido que Feedback Corretivo Oral (FCO) é considerado um fator indispensável no ensino de uma língua estrangeira, pois, segundo Platt e Brooks (apud SHRUM E GILSAN, 2010), além de ajudar os alunos a se fazerem entender, isso também possibilita o desenvolvimento de estratégias que os ajudam a interagir através da linguagem. Apesar disso, Lyster (2007) afirma que pesquisas sugerem que o uso de FC não é um fator prioritário para os professores. Levando em consideração a relação entre teoria e prática, a importância do FC e as possíveis crenças dos professores estagiários a respeito disso, as questões que essa pesquisa pretende responder são: (1) como ocorre o uso de FC em dois contextos de ensino diferentes, em uma escola e um curso de inglês, e (2) quais as crenças que os professores estagiários tem a respeito de FCO. Para essa pesquisa, dois alunos do curso de Letras-Inglês que estavam atuando como professores estagiários tiveram suas aulas observadas e gravadas. Além disso, eles foram entrevistados a respeito do uso de FCO. Os resultados mostraram que houveram mais usos de estratégias de correção oral no contexto da escola do que no do curso de Inglês, sendo a correção explícita a estratégia mais utilizada, o que indica que os professores estagiários tendem a usar mais estratégias explícitas/diretas que implícitas/indiretas. Os resultados também sugerem que os professores estagiários entrevistados veem *recast* como a estratégia de correção mais eficaz e correção explícita como a estratégia de correção menos eficaz. Eles também acreditam que correção em excesso pode fazer com que os alunos se sintam chateados ou com medo de falar. Por outro lado, ambos os professores estagiários veem correção explícita (a estratégia mais utilizada por eles) como uma estratégia que expõe os alunos. Por fim, ambos também consideram escrever os erros dos alunos no quadro como uma estratégia eficaz, mesmo quando lidando com produção oral. Conclui-se que, mesmo que FCO seja considerado um fator essencial para o ensino de línguas, os professores estagiários aparentam não se sentir preparados para lidar com isso em sala de aula. Tais crenças devem ser levadas em consideração durante a elaboração do currículo dos cursos de graduação, visto que, pesquisas anteriores mostraram que quando as crenças dos alunos são ignoradas, a implementação dos currículos tende a ser menos eficaz (KETTLE & SELLARS, 1996; WEINSTEIN, 1990 apud BORG, 2009).

Palavras-chave: Feedback Corretivo Oral. Professores Estagiários. Ensino de Língua Inglesa.

ABSTRACT

Corrective feedback (CF) is a topic that has always gotten teachers' attention and that has raised a lot of discussions on the Second Language Acquisition Field. Ur (2009, pp. 242) defines feedback as "information that is given to the learner about his or her performance of a learning task, usually with the objective of improving this performance." It is well known that Oral Corrective Feedback (OCF) in a foreign language classroom is an essential factor for language learning because, according to Platt and Brooks (1994 Apud Shrum and Gilsan, 2010), it helps students to make themselves understood and also in the development of strategies that help them to interact using the language. Despite of that, Lyster (2007) states that research has suggested that the use of CF is not a high priority factor for teachers. Taking into consideration the relation between theory and practice, CF's importance and what student teachers might think about it, the questions that we aim to answer with this research are: (1) how OCF takes place in two different classroom settings, EFL and K-12, and (2) what are student teachers' beliefs on it. For this research, two *Letras-Inglês* undergraduate student teachers had two of their classes observed and videotaped. Then, the two student teachers answered some questions related to the use of OCF. The results show that there were more occurrences of OCF strategies in the K-12 school setting than in the EFL course, being explicit feedback the most used strategy, what indicates that the student teachers tend to use explicit/direct strategies more than the implicit/indirect. Also, it suggests that the student teachers interviewed see recast as the most effective strategy, while they see explicit correction as the least effective strategy. Also, they believe that students should not be over corrected, because it could lead them to be upset or afraid of speak. On the contrary, both student teachers see explicit correction (the OCF strategy they most used) as one strategy that "put the student on the spot". Lastly, both of them consider display students' mistakes on the board as an effective strategy of correction, even when dealing with oral production. In conclusion, although OCF is considered an important factor in language teaching, student teachers might not feel prepared enough to deal with it inside the classroom. Such beliefs they might have about CF should be taken into consideration during the development of the programmes of the undergraduate teaching courses they are taking, since research has already shown that when student teachers beliefs are ignored, the programmes might be less effective at influencing these (KETTLE & SELLARS, 1996; WEINSTEIN, 1990 apud BORG, 2009).

Keywords: Oral Corrective Feedback. Student teachers. EFL.

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LIST OF ABBREVIATIONS

CF	Corrective Feedback
CLT	Communicative Language Teaching
EFL	English as Foreign Language
IRF	Initiation, Response and Feedback
K-12	kindergarten to 12th grade
L1	First language
L2	Second language
OCF	Oral Corrective Feedback
TBLT	Task-Based Language Teaching
STA	Student Teacher A
STB	Student Teacher B

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1. INTRODUCTION

Corrective feedback (CF) is a topic that has always gotten teachers' attention and that has raised a lot of discussions on the Second Language Acquisition Field. Ur (2009, pp. 242) defines feedback as "information that is given to the learner about his or her performance of a learning task, usually with the objective of improving this performance."

A considerable amount of research has been done in this area, but most of them focus on students' or teachers' beliefs on CF. Also, the studies on this area usually investigate the beliefs on CF of teachers who are experts or even novices, and most of the times the beliefs student teachers have about it are neglected.

Even though CF is considered one of the key factors to the learning of a second language in an EFL classroom, during my Letras-Ingês undergraduate course, we have studied this topic very briefly in some of the courses taken. Considering that, we decided to focus this research on student teachers' beliefs on Oral Corrective Feedback (OCF) as a way to give an overview of their beliefs and what really happens inside an EFL classroom when considering CF.

It is well known that OCF in a foreign language classroom which the main focus is communication is an essential factor for language learning because, according to Platt and Brooks (1994 Apud SHRUM AND GILSAN, 2010), it helps students to make themselves understood and also in the development of strategies that help them to interact using the language. Despite of that, Lyster (2007) states that research has suggested that the use of feedback is not a high priority factor for teachers.

Taking into consideration this relation between theory and practice, OCF's importance and what student teachers might think about it, the objectives of this research are: (1) Explore how OCF takes place in two different classroom settings, EFL and K-12, and (2) inquire what student teachers' beliefs on OCF are.

In this research we will first discuss some issues that teachers have to take into account when dealing with OCF inside classroom, like focus on fluency or accuracy, the definitions and differences between error, slip and mistake, the balance that teachers have to find when giving OCF and the strategies that teachers could use. Following, we will examine how the use of OCF is seen through the point of view of different second language teaching methods and approaches, like the Grammar-Translation Method, the Direct Method, the Audio-lingual method, the Communicative Language teaching, etc. Then, the data collection

methodology and the results found on this research will be explained. After that, we will present the discussions and final remarks.

2. LITERATURE REVIEW

Shrum and Gilsan (2010, p. 283) divide classroom feedback into two types: “(1) error correction and (2) response to the content of the student’s message (...)”, the first one being related to the correction of mistakes, and the second one being more related to assessment of the whole message. Ur (2009) states that teachers could give assessment without correction. On the other hand, she also says that it is impossible for a teacher to make comments on students’ mistakes without assessment.

When dealing with oral presentations, CF could be much more challenging, because teachers have to make decisions of correcting the mistake or let them go. Teachers must take into consideration some questions when giving CF on an oral performance, such as: **“What is the primary focus?”**

The conceptions the student teacher has about language will certainly influence the way CF is given on an oral performance or task. His/her conception of language could be focused on accuracy, which the main focus is usually correctness or fluency, which the main focus is usually fluency itself in communication (Harmer, 2013).

“How are the concepts error, mistake, and covert mistake understood?”

Although some people understand these two definitions as synonyms, they are seen as different terms in the Second Language Acquisition field. Bartram and Walton (2004), define mistake as something the learner has already learned but he is still having problems when using this information, and errors as something the learner is trying to use even though he or she have not learned how to use it yet. For example, if a learner already knows how to use the simple past structures, but he continues or eventually confuses its use, by not putting the right structure into practice, it would be considered a mistake. If a learner does not know how to use the simple past structures but tries to use it, without accuracy, it would be considered an error. Bartram and Walton (2004) call attention to the fact that these distinctions between error and mistake might be completely theoretical and really hard to be noticed and distinguished inside a classroom.

Another type of mistake which Bartram and Walton (2004) point out is the so-called “covert mistakes”. These types of mistakes are when the learner uses the language

correctly but what was said does not exactly convey the intended meaning. It may happen as a result of transfer from L1 to L2. For example, “I’m high” meaning “I’m tall”. Grammatically, it is ok, but the message would certainly be misunderstood.

Differently, Edge (1997 Apud HARMER 2013, pp. 137) divides mistake into three categories: slips, errors and attempts. Slips are described as “mistakes that students can correct themselves once the mistake has been pointed out to them”, errors are described as mistakes that the students “can’t correct themselves – and which therefore need explanation”, while attempts are described as a situation “when a student tries to say something but does not know yet the correct way of saying it”.

Based on what Edge said about mistakes, a change to the question would go from “Is it an error or a mistake?” to “Is it a slip, an error or an attempt?”. But, based on what Bartram and Walton said about errors and mistakes, it would be much more relevant to a teacher, when dealing with this kind of situation, asking him or herself: “Is it an important mistake?” or “Is the message clear?”.

“How much CF am I giving to my students?”

Bartram and Walton (2004) claim that too much CF given in classroom could make the students too much concerned about making mistakes – when mistakes are actually a sign that learning is taking place. On the contrary, teachers who never give CF in classroom could pass students the wrong idea that he or she does not know what he or she is doing.

OCF strategies

Another question that the teacher should ask himself/herself when giving CF on an oral performance is “What OCF strategy should I use in this particular case?” Lyster and Ranta (1997, Apud SHUM AND GILSAN 2010) identified six types of teacher feedback: explicit correction, recast, clarification request, metalinguistic feedback, elicitation, and repetition. Brandl (2008), identifies these types of feedback as negative or error corrective feedback by dividing them into explicit/direct and implicit/indirect. Based on Brandl (2008) divisions of OCF strategies and Shum and Gilsan (2010) definitions for each one of them, the two following tables (Table 1.1 and Table 1.2) provide explanations on it.

Table 1.1: Indirect/Implicit OCF strategies

Indirect/Implicit feedback		
Strategy	Definition	Examples
Recast	The teacher reformulates	S: “I forget my cellphone”

	all or part of a student's utterance minus the error.	T: "Oh, You forgot your cellphone!"
Clarification Request	The teacher identifies a problem in either comprehensibility or accuracy or both: "Pardon me" or "What do you mean by X?"	S: "I am fifty years old" T: "Pardon me?" S: "I am fifteen Years old"

Source: Research data.

Table 1.2: Direct/Explicit OCF strategies

Direct/Explicit Feedback		
Strategy	Definition	Examples
Explicit Correction	The teacher corrects the student, indicating clearly that what the student said was incorrect	S: "Yesterday I am at home" T: "I was at home. Remember you are talking about the past."
Metalinguistic Feedback	The teacher makes comments or asks questions about the form of the student's utterance without providing the correct form. These comments indicate that there is an error somewhere	S: "I am at home yesterday." T: "How would you say it in the past?"
Elicitation	The teacher repeats part of the student's utterance and pauses to allow the student to complete the utterance at	S: "Yesterday, I goed home late" T: Yesterday I... S: Yesterday, I went home

	the place where the error occurred	late
Repetition	The teacher repeats the student's erroneous utterance, usually changing the intonation to highlight the error	S: "I have two beautifuls dogs" T: "Do you have two beautifuls dogs?"

Source: Research data.

How OCF is seen by different methods and approaches

The relationship between the teaching method adopted in an EFL classroom and the way OCF is given (or not) is also a factor that has to be considered. Some methods consider CF as an essential part of the learning process (e.g. The Audio-lingual Method) while some other methods prefer students' self-correction (e.g. The Direct Method). Since the use of the OCF varies according to the method used, a brief overview on how CF has been seen by some different teaching methods and approaches over the time will be provided.

Around the 19th and 20th century the method that was being used to teach mostly Latin and Greek was the Grammar-translation. As its name suggests, students have to translate sentences from the target language to their native language (HARMER, 2013). Since this method mainly focus on grammar and learners' accuracy, teachers should pay a lot of attention to students' sentences correctness (LARSEN-FREEMAN AND ANDERSON, 2011).

Around the 1910's, language teachers started to be unsatisfied with the results achieved by them in the classroom. The students apparently did not know how to communicate effectively, that is when the Direct Method was developed. It basically consists of no use of the native language inside the classroom. The teacher usually uses visual aids or body language to clarify the meaning of a word (HARMER, 2013). Accuracy is also considered very important for this method and when considering mistakes correction, teachers should use techniques that lead students to self-correct their mistakes (LARSEN-FREEMAN AND ANDERSON, 2011).

In the 1920's – 1930's, with the influences of the Behavioral psychology, the Direct Method developed into the Audio-lingual method. Alike the Direct method, the Audio-lingual method also focused on oral communication, but it relies on drills (repetitions). This

method uses the stimulus-response-reinforcement in order to help students to learn the patterns or structures of a foreign language by conditioning (Harmer, 2013). Although this method is known for the use of positive reinforcement (or positive feedback), Larsen-Freeman and Anderson (2011, pp.72) state that in this method, “student errors are to be avoided if at all possible, through the teacher’s awareness of where the students will have difficulty, and restriction of what they are taught to say.”

During the 1960’s - 1970’s, language teachers started to focus not only in grammatical or linguistic forms and meanings, but they started to pay attention to language function and the different ways one form could be used to express different meanings, taking into consideration speakers’ role and social contexts. In simple words, being aware of the interlocutors, the context and the register is as important as knowing the grammar forms. These concepts are part of what is known as “Communicative Language Teaching” (also known as Communicative approach) (HARMER, 2013; LARSEN-FREEMAN AND ANDERSON, 2011). The CLT sees mistakes as a natural part of the learning process. It also suggests that during fluency-based activities, CF is not recommended. Teachers should use CF strategies during activities in which the focus is accuracy (Larsen-Freeman and Anderson, 2011).

Also during the 1970’s, being defined by Larsen-Freeman and Anderson (2011, p. 193) as “another example of the strong version of the communicative approach, where language is acquired through use”, the Task-based Language Teaching (TBLT) emerged. As the name suggests, the TBLT uses meaningful tasks (e.g. ordering a meal at a restaurant, planning a trip, organizing a schedule) as a way to promote the use of the target language inside a language classroom. Larsen-Freeman and Anderson (2011) support the uses of task-based activities inside a language classroom by saying that “tasks are meaningful, and in doing them, students need to communicate.” In the TBLT, since its principles are based on the CLT, mistakes are seen as a natural part of the learning process. The types of oral CF strategies usually used are recasts and brief grammar explanations (metalinguistic feedback).

It is important to emphasize that even if some methods or approaches were in evidence during a certain period of time, other ones could be happening simultaneously in the same period of time. It was also discussed that, depending on the method or approach used, the way feedback is seen may vary, as it relies to a very big extent on the teachers’ decisions.

Now, we are going to examine what some previous researches have discussed and found about CF.

Previous research studies

In his research on OCF, Ellis (2009) describes the uses teachers make of its strategies as “imprecise and Inconsistent.” When he says that it is imprecise, he means that teachers could use the same strategy meaning two different things (e.g. repetition in both positive and negative feedback). Also, inconsistent meaning that teachers could use an OCF strategy when a mistake was made by one student and ignore the exactly same mistake made by another student. Due to these complexities involving the use of OCF, Ellis (2009, pp. 10) says that “Teacher educators have been understandably reluctant to prescribe or proscribe the strategies that teachers should use.” As it was already mentioned before, when deciding which OCF strategy to use, teachers have to consider some other factors (e.g. learners’ individual differences), that is why the strategies could not be prescribed.

Another interesting finding apparently concerning not only OCF but its relationship with teachers’ beliefs on it, is one that Kırkgöz et al. (2015) discuss. According to them, although the OCF strategy most used by teachers in primary EFL classrooms in Turkey was explicit correction, the ones that mostly led to uptake (students’ responses to OCF strategies) were: clarification request, elicitation, metalinguistic feedback and paralinguistic feedback. Obviously, there would be a reason (or beliefs?) for those teachers to choose explicit correction in most of the times OCF was needed, but as it was not the focus of Kırkgöz et al. (2015) research, nothing else was mentioned. Also, the authors reinforce the fact that the results found in this study should not be generalized, since the context, the methods used – as it was previously mentioned in our research - and some other factors have to be considered.

In her research on “EFL teacher’s choices for different types of CF”, Menti (2009) observed and videotaped the classes of five teachers. Then, there was an interview aiming to discuss which factors led the teachers previously observed to use OCF strategies or not inside an EFL classroom. The results showed that, when giving CF, teachers took into consideration students’ feeling, personality, linguistic knowledge and emotional capacity. Menti (2009, p. 199) also says that “If a corrective feedback type can harm interaction, they [the teachers] will not employ it”.

3. METHODOLOGY

For this research, two student teachers taking two different teaching practicum courses were recruited. The first one was taking *Estágio III: Ensino das habilidades comunicativas da Língua Inglesa*, in which the context is an English course. The other student teacher was taking *Estágio IV: Ensino da Língua Inglesa em escolas de Nível Fundamental e Médio*, in which the context was middle school.

The data collection for this research consisted of three stages. In the first stage, the two student teachers were asked to answer a questionnaire in which the questions were related to their previous experiences as language learners/teachers.

The second stage of this research consisted of classroom observations. For this stage, two classes of each student-teacher would be observed and videotaped, focusing on their uses of OCF strategies during the classes. The student teachers were not aware about the main focus of the classroom observations, since the fact of let them knowing about it before or during this stage could interfere on their teaching practices concerning the use of OCF.

Lastly, in the third stage, the two student teachers were interviewed. In this stage, they were asked to answer some questions related to the use of CF. In addition, the student-teachers were asked to watch video segments from their own classes, recorded during the second stage. Since the focus of this research are student teachers' beliefs on OCF, the video segments showed during the final interview focused specifically on some moments in which the uses of the strategies occurred or in moments in which OCF lacked. They were asked to reflect about the video segments and to comment.

3.1 Participants

The participants in this study were two *Letras-Inglês* undergraduate student teachers who were taking the teaching practicum course. The student teacher A (STA) is a 27-year-old Brazilian male who has been teaching for around seven years. Most of his experience as an English teacher was in English courses, which is also the context in which he was observed for this research. The student-teacher B (STB) is a 22-year-old Brazilian male who has been teaching for 4 years. During this time, he has only taught in k-12 private and public schools, which is also the context in which he was observed for this research. Even though the student teachers knew that their classes were being recorded, they were not aware that the focus of these observations were the use of OCF.

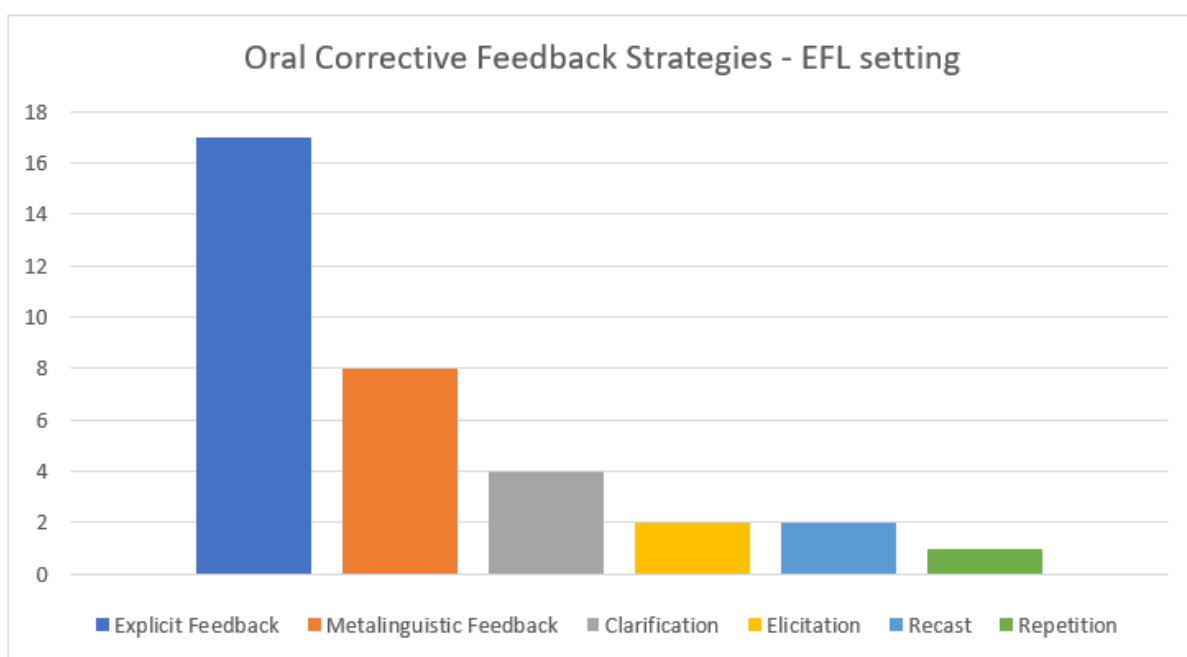
4. FINDINGS

4.1 Classroom Observation

During the two classes observed and videotaped, all the six different types of corrective feedback strategies were used by STA. They are listed in terms of frequency, from the most used one to the least used one: explicit feedback, metalinguistic feedback, clarification request, elicitation, recast and repetition.

The following table illustrates the frequency each strategy was used during the classes observed.

Table 2: Occurrences of OCF – EFL setting

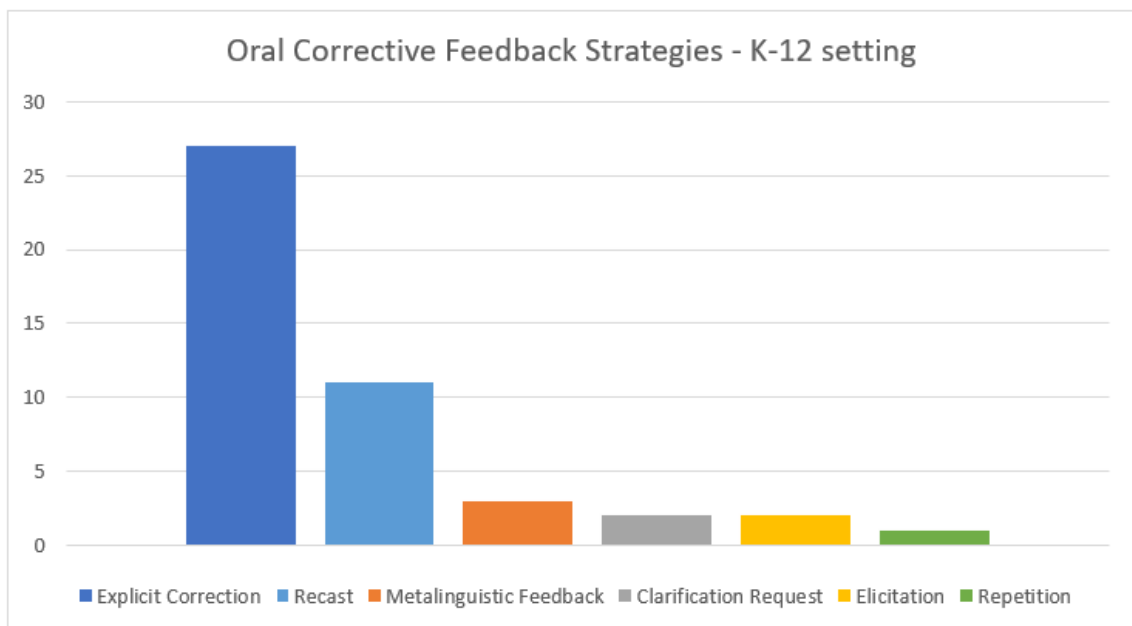


Source: Research data.

Evidence shows that 11,4 % of the class time on the EFL setting was spent on the use of OCF. In order to calculate this amount of time, the movement that is taken into consideration is: teacher initiation, student response and feedback, as known as IRF movement (WELLS, 1993, apud GILSAN AND SHRUM, 2010, pp. 82). The time spent on students' uptake (the answer students give for the corrective feedback) was also taken into consideration, when it happened.

The six different types of OCF strategies identified in STB's classes were namely (from the most used one to the least used one): Explicit feedback, recast, metalinguistic feedback, clarification request, elicitation and repetition. Table 3 shows the frequency of occurrences identified during STB's classes.

Table 3: Occurrences of OCF – k-12 setting



Source: Research data.

Evidence show that 10,9 % of the class time on the k-12 setting was spent on the use of corrective feedback. This amount of time was considered based on the IRF movement. Time used for uptake was also taken into consideration, when it happened.

4.2 Interview

The questionnaire used to guide this interview was basically about the use of oral CF strategies. The following questions were asked to the student teachers:

1. How do you see CF in an EFL classroom?

STA answer: [...] Eu tento de alguma maneira mostrar [o erro] por que eu acho que não adianta esconder. Você ficar... esconder o erro, que a pessoa não vai aprender, né? Vai achar que está falando certo, que tá fazendo aquela coisa certa, mas, no final, não tá. Então acho que é necessário, só que, eu tenho um certo MEDO, assim, né, não sei tratar muito bem essa parte da correção.

STB answer: It is essential for building up students' confidence and awareness of the target language's structure.

2. When a student makes a mistake, what helps you to decide if you are going to provide him/her CF or not? Which factors do you take into consideration when you have to decide it?

STA answer: Eu, particularmente, gosto sempre de corrigir gramática, né, erros gramaticais e ... depois de um tempo ensinando eu gostei a passar, né... passei a corrigir muito, é... coisa mais de contexto, de significação. De se o aluno conseguiu ser claro na frase dele, ou não, e pronuncia só quando divergir... divergia muito, né, da pronuncia padrão ou original [...].

STB answer: I try to judge the mistake as minor or major. If it is a major mistake, I give instant corrective feedback. If it isn't, I don't, obviously. However, if it is a minor but repetitive mistake, I also correct it.

When asked about what he considers major and minor mistakes, STB answered that major mistakes were the ones that interfere in communication, while minor mistakes were mistakes as “substitution of some phonemes, specially vowels”. He completed his thought saying that “since the focus in schools is not for students to reach perfect pronunciation, I don't focus on that.”

3. Which OCF strategies do you like to use most? Why?

STA answer: A estratégia que eu mais uso é botar a frase, qualquer coisa que estiver errado, na lousa né, no quadro, e pedir pra eles mesmos tentarem corrigir. Eu falo “ah, o que é que tem de errado aqui?” ou algo diferente, ou estranho. Isso pra algum erro gramatical, se for de pronuncia, aí já a gente tem que trabalhar com palavras, que sejam parecidas, né? Que tenham um som um pouco parecido. [A gente] Fala “oh, palavra tal assemelhasse com tal, não confundam, não vá falar assim, assim, é desse jeito”.

STB answer: That one which rephrases what the student said correctly, I forgot the name... RECAST! In oral production, I think it helps students not to be afraid of speaking. In reading, I don't often use it. I prefer to have all students read out loud and as they read, I write on the board their pronunciation mistakes and correct them. If only one student is reading for the whole class, I adopt the same strategy except that I don't use the board for that.

4. Which OCF strategies you don't like to use most? Why?

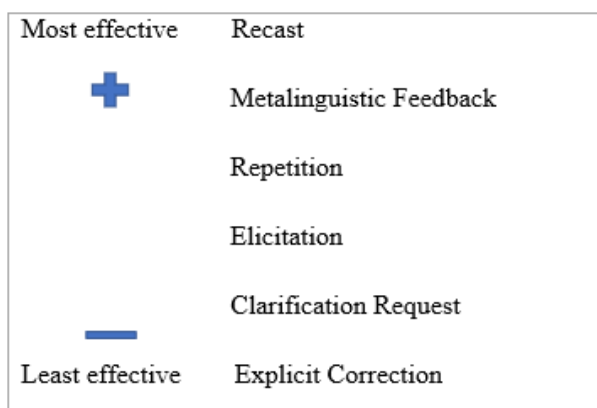
STA answer: Eu não gosto muito de botar os alunos pra [se] corrigirem entre si, né, o *peer assessment*. Eu geralmente gosto de eu mesmo corrigir, lá na lousa mesmo, quadro. Não costumo muito usar os próprios alunos pra ficarem ‘se corrigindo’.

STB answer: I don't like to keep correcting as they speak because it might upset them.

In addition, a video¹ in which the six types of OCF strategies were used was presented to the student teachers. Each strategy was identified by a number. Students were asked to organize the six oral CF strategies from the one that they thought to be the most effective to the one that they thought to be the least effective. They were also asked to explain their choices concerning the choices of the “most effective” and the “least effective” strategies, by their points of view.

STA Answers:

Figure 1 - STA answers



Source: Research data

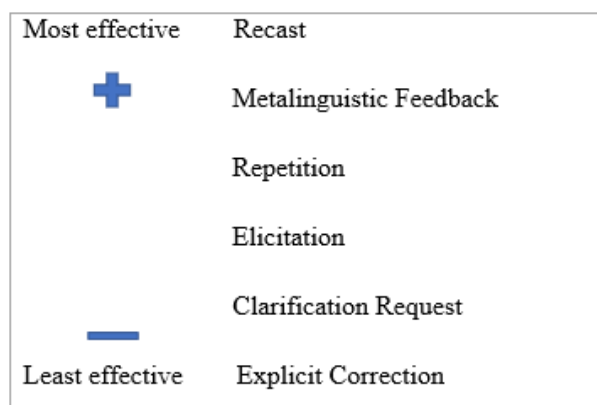
When STA was asked why he sees recast as the most effective oral CF strategy, he answered that: “por que o professor não dá a resposta assim de cara. Ele comenta, né, fala sobre a resposta do aluno de uma maneira assim, bem ‘descontraída’, né... e usando a forma gramatical correta, e daí o aluno já percebe e ele mesmo corrige na fala seguinte.”

When he was asked about his choice of explicit correction as the least effective one, he answered that: “E a primeira [*explicit correction*] eu achei a pior por que o professor ele meio que não explicou nada, ele só falou assim ‘não é assim, é assado!’. Tipo, quem não tem conhecimento, sei lá, a pessoa [aluno] pode voar demais nisso.”

¹ LIMA JR, R.M. **ESL/EFL Oral Error Feedback (test yourself)**. 2011. (2m54s). Available on: < <https://www.youtube.com/watch?v=VFVSQTNUxtc>>. Accessed on: April, 07. 2018.

- STB answers:

Figure 2 - STB answers



Source: Research data

When STB was asked why he sees recast as the most effective OCF strategy, he answered that: “Because this one (recast) is implicit and it doesn’t put students on the spot.” Concerning his choice of explicit correction as the least effective strategy, he completed his thought stating that on the other hand, “this one (explicit correction) put the student on the spot.”

Lastly, each student teacher was asked to watch, individually, a video segment of their own classes in which the use of oral corrective feedback was identified. After that, they were asked to make any comments that they thought to be pertinent, concerning the video segment present to them.

STA was presented to a video segment of his own class in which a student questioned him about the fact that he corrected a mistake she made, concerning the use of specific time expressions with the present perfect tense to talk about experience, as “Only I have lost my umbrella ~~today~~”. The student questioned the student teacher because, according to her, another student made the same mistake and the student teacher did not correct him. About this video segment, STA said that:

“Na aula anterior eu tinha iniciado o assunto *present perfect* e como é de conhecimento geral é um assunto bem complicado para os estudantes, eu expliquei sobre a relação gramatical dele com palavras que denotam tempo e que não poderiam aparecer juntas, o livro também chama atenção para isso. Eu sabia que alguém formaria uma frase usando alguma expressão ou palavra que indicasse tempo, no caso a aluna usou *today* e eu não a corriji porque eu já havia falado sobre e esperei que algum outro aluno ‘levantasse a voz’ pra apontar o erro, pois eu

estava confiante que aquela palavra [*today*] ia chamar a atenção deles pelo tanto de exemplos que fora dado na aula anterior.”

STB was presented to a video segment of his own class in which one of his students mispronounced the stressed syllable in the word “comfortable”. He tried to let the students aware of the mistake by providing them with metalinguistic feedback. After noticing that the student would not be able to pronounce the word correctly, he provided him with explicit feedback, telling the student the correct pronunciation. About this situation presented in the video, STB said that:

“Eu sempre tentava ativar o conhecimento prévio deles pra chegar num tópico em inglês, nesse caso, a pronuncia da palavra *comfortable*. Eu gosto de perguntar e fazer eles pensarem em vez de dar a resposta de mão beijada.”

5. DISCUSSIONS

The OCF strategies most used in both the EFL and the K-12 settings were explicit correction, metalinguistic feedback and recast, being these strategies far more used than the other ones.

Table 4: The use of OCF Strategies - EFL setting x K12 setting

<i>CF strategies</i>	EFL course setting	K12 school setting
<i>Explicit correction</i>	17	27
<i>Metalinguistic Feedback</i>	8	3
<i>Clarification Request</i>	4	2
<i>Recast</i>	2	11
<i>Elicitation</i>	2	2
<i>Repetition</i>	1	1
<i>TOTAL</i>	34	46

Source: Research data.

On the EFL setting, for example, while the use of explicit correction was identified 17 times, the use of clarification request, recast, elicitation and repetition (all together) were identified 9 times. On the k-12 setting, the use of explicit correction was

identified 27 times, while the use of metalinguistic feedback, clarification request, elicitation and repetition were identified 8 times.

In an overall consideration of both settings, there was use of explicit correction 44 times, followed by recast, which was used 13 times. This huge difference suggests that both student teachers observed tend to use direct/explicit feedback strategies much more than indirect/implicit strategies.

However, when the student teachers were asked to organize the OCF strategies based on what they believed to be effective or not, both student teachers identified explicit feedback as the least effective one and recast as the most effective.

Research studies have already emphasized that Recast is one OCF strategy that is less threatening for the learner, since it is implicit and less intrusive (TROFIMOVICH et al., 2007 apud RASSAEI, 2013), which corroborates what the STs interviewed also said. On the other hand, recast could also be considered imprecise, since students could not notice that teachers are correcting a mistake or just repeating what he or she has just said.

Explicit correction, even if considered too intrusive, since the teacher tells the student that there is a mistake in what he or she said, could also be an effective strategy. For example, on a research about learners' perceptions on CF, Rassaei (2013) found out that a group of students that was exposed to explicit correction performed better than the group exposed to recast. He also says that students who were exposed to explicit correction seemed to perceive more that they were being corrected than the ones exposed to recast.

Recast and Explicit correction, despite of being classified as different types of strategies (recast being considered indirect, while explicit correction is considered direct) share one common aspect: both of them usually do not give the appropriate opportunity for the learner to reformulates his or her erroneous utterance. In other words, there is no opportunity for uptake or negotiation of form. Research has shown that when CF is followed by uptake, chances are that the corrective feedback would be accurately perceived (MACKEY et al., 2000; EGI, 2010 apud RASSAEI, 2013).

During the classes observed, one strategy the Student teachers used when dealing with oral mistakes was writing students' erroneous utterances on the board, which was also in accordance with what both STA and STB described during the final interview. The positive aspects of this strategy, according to Brandl (2008, pp. 163) is that it gives more time for the student to notice a mistake while, at the same time, this strategy also allows a deeper processing of it. On the other hand, it could also be a time consuming and high-anxiety

inducing strategy. As a possible solution for this dilemma, teachers should discuss their error correction strategies with their students.

During the interviews, when asked about how he sees corrective feedback in an EFL classroom, STA says that it is necessary, but adds that he does not know how to deal with correction. After seven years of teaching practice, I would assume that STA might have an idea of how to deal with mistakes inside an EFL classroom, although he might not be aware of the cognitive dimensions of these processes (what he knows, believes and thinks about the use of CF).

The results found during this research also demonstrated that OCF could be inconsistent, as Ellis (2009) discussed. It could be noticed when STA corrected one student but did not corrected another student when he made the same mistake concerning the use of the present perfect tense.

In addition, when STB says that he does not like to keep correcting his students because it might “upset” them, when he says that CF build up students’ “confidence” or that the use of recast could help the students not to be afraid of speaking, he is clearly taking into consideration his students’ feelings and emotional characteristics, ratifying the what Menti (2009) found on her research. Brandl (2008) also emphasizes that learners’ affective reactions should always be taken into consideration by teachers when giving CF, since students’ attitudes towards correction are a determinant factor for the effectiveness of the CF.

Concerning the difference between the amount of time spent on the use of OCF on the EFL course setting (11,4%) and the K-12 school (10,9%), even when there were more uses of OCF strategies in the school setting, we could take into consideration what STB said about the school setting that “the focus in schools is not for students to reach perfect pronunciation”. This statement might be related to some important factors such as time constraints, since k-12 regular schools usually offer a 50-minute class per week, while EFL courses usually offer two 100-minute class per week, what could give the teacher more time to focus on the development of different skills. In addition to that, there is also a common belief shared by teachers and students that it is not possible to learn English at Brazilian schools, especially at the public ones (see COELHO, 2005).

Although peer feedback is not the focus of this research, it was an emerging theme on the interview. When asked about the use of corrective feedback strategies, STA answered that “*Eu não gosto de botar os alunos pra se corrigirem entre si*”, not describing why he did not like to do it. This kind of belief reinforces the concerns that teachers usually

have about peer feedback, relating students' low proficiency on a L2 to the way they would provide feedback to their classmates (SHULIN AND ICY, 2016, pp. 483). Research on Peer feedback, however, has shown that not only the students giving feedback, but also the ones receiving it might benefit from it (SIPPEL AND CARRIE, 2015).

6. FINAL REMARKS

OCF is unquestionably an essential factor when dealing with the learning and teaching of a foreign language, and both Student teachers interviewed seemed to be aware about the importance of OCF in a classroom.

Concerning one of the objectives of this research, which was explore how OCF takes place in two different classroom settings, the results found shows that both STA and STB tend to use direct/explicit strategies (e.g. Explicit Correction) more than indirect/implicit strategies (e.g. recast) when dealing with oral correction in both EFL and K-12 settings.

In addition, it was found that there was more use of OCF strategies in the K-12 setting than the EFL setting. However, the amount of time spent on OCF was bigger in the EFL setting, what could be explained by factors such as the time constrains faced by STB.

Regarding the second objective, which was inquire what student teachers' beliefs on OCF are, the results suggest that the student teachers interviewed see recast as the most effective strategy, while they see explicit correction as the least effective strategy. Also, they believe that students should not be over corrected, because it could lead them to be upset or afraid of speak. On the contrary, both student teachers see explicit correction (the OCF strategy they most used) as one strategy that "put the student on the spot". Lastly, both of them consider display students' mistakes on the board as an effective strategy of correction, even when dealing with oral production.

In conclusion, although OCF is considered an important factor in language teaching, student teachers might not feel prepared enough to deal with it inside the classroom. Such beliefs they might have about CF should be taken into consideration during the development of the programmes of the undergraduate teaching courses they are taking, since research has already shown that when student teachers beliefs are ignored, the programmes might be less effective at influencing these (KETTLE & SELLARS, 1996; WEINSTEIN, 1990 apud BORG, 2009).

Due to time limitations, the student teachers could not be asked to talk about the discrepancies found between their beliefs and what happened inside the classroom, what is known as self-confrontation (See VIEIRA AND FAITA, 2003). Further research about student teachers' beliefs on OCF using self-confrontation is suggested, as well as research focusing on uptake or students' beliefs on OCF.

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APPENDIX A – QUESTIONNAIRE

Student-teacher's personal information

(THIS INFORMATION IS CONFIDENTIAL)

Name: _____

Age: _____ Semester: _____

A. About your experience as a teacher/learner

2. Do you already have any experience as an English teacher? () Yes () no
3. How long have you been teaching? _____
4. Have you ever studied in an English course? ()Yes ()No

B. The following questions are related to you as a teacher of a second language (PS: If you have not taught before, answer the questions based on your preferences as a future teacher).

5. How do you see corrective feedback in an EFL classroom?
6. What kinds of students' mistakes do you think as the most important ones to be corrected? Why?
7. When a student makes a mistake, what helps you to decide if you are going to provide him/her corrective feedback or not? Which factors do you take into consideration when you have to decide it?
8. Which corrective strategies do you like to use most? Why?
9. Which corrective strategies you don't like to use most? Why?

