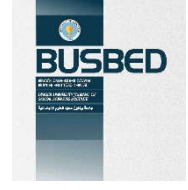


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TURKISH EFL PRE-SERVICE TEACHERS' ORAL CORRECTIVE FEEDBACK PRACTICES¹

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ABSTRACT

This study investigated pre-service ELT and Turkish EFL teachers' actual oral corrective (hereafter, OCF) practices in the classroom during their practicum. The participants of the study were twenty final-year students, who were selected randomly, with ten senior students from the English Language Teaching (hereafter, ELT) department of the Faculty of Education and ten senior students from the English Language and Literature Department (hereafter, ELL), who were taking both their courses at the Department of the Faculty of Letters during weekdays and teacher training courses at the ELT Department at Faculty of Education at the weekends, state university. Classroom observational data have been gathered through video recordings of twenty lessons. The study revealed three important results. First, both ELT and non-ELT pre-service teachers tended to employ excessive use of OCF strategies regardless of the nature of students' erroneous utterances. In other words, they did not take into consideration whether the errors impeded the communication or not. Second, the participants targeted, for the most part, grammar (98%) and vocabulary (82.8%) errors. Finally, the participants preferred the *explicit correction* method (92.9%) which is a way of input-providing, not output-providing that promotes self-correction and interaction between the teacher and the students, and among students.

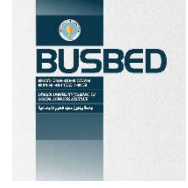
Keywords: Oral corrective feedback strategies, pre-service EFL teachers, practicum classes, teacher training

¹ This study has been extracted from the dissertation of the first author titled "ELT and non-ELT pre-service language teachers' stance on oral corrective feedback: A Turkish context".

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YABANCI DİL İNGİLİZCE ÖĞRETMEN ADAYLARININ SÖZLÜ GERİ BİLDİRİM UYGULAMALARI¹

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ÖZ

Bu çalışma son sınıf İngilizce öğretmen adaylarının öğretmenlik uygulamaları esnasında sınıf ortamında sözlü geri bildirim uygulamalarını araştırmıştır. Bu çalışmanın katılımcıları bir devlet üniversitesinin, İngilizce Öğretmenliği programında eğitim gören son sınıf 10 öğrencisi ile aynı üniversitenin Edebiyat Fakültesi, İngiliz Dili ve Edebiyatı öğrencilerinden Eğitim Fakültesinde hafta sonları öğretmenlik sertifikası programına devam eden 10 öğrenci olmak üzere kurayla seçilen toplam 20 öğretmen adaydır. Sınıf gözlem metoduyla toplanan veriler, yirmi dersin video kayıtlarından oluşmaktadır. Çalışma üç önemli sonuç ortaya çıkarmıştır. Birincisi, hem eğitim fakültesi hemde edebiyat fakültesi öğrencileri yapılan İngilizce sözel dil hataların mahiyetine dikkate almadan oldukça fazla sözlü geri bildirim uygulamalarına başvurmaktadır. Bir diğer deyişle, katılımcılar, öğrenci hatalarının anlamı bozup bozmadığına bakmadan her türlü hataları düzeltmeye çalıştıkları görülmüştür. İkinci olarak, katılımcılar dilbilgisi (%98) ve kelime (%82,8) ile ilgili hatalar üzerine odaklanmışlardır. Son olarak, öğretmen adaylarının sözlü geri bildirim teknikleri ile ilgili tercihlerine gelince, öğretmen ve öğrenci, ve öğrenci ile öğrenci arasında bir etkileşim kurmayaimkan sağlamayan *doğrudan düzeltme* (%92,9) en çok tercih ettikleri teknik olmuştur.

Anahtar Kelimeler: Sözlü geri bildirim stratejileri, İngilizce öğretmen adayları, öğretmenlik uygulamaları, öğretmen eğitimi

¹ Bu makale, birinci yazarın “ELT and non-ELT pre-service language teachers’ stance on oral corrective feedback: A Turkish context” adlı doktora tez çalışmasından üretilmiştir.

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1. INTRODUCTION

English learners who are beginners continuously produce ill-formed utterances. Students' erroneous utterances are mostly regarded as something that must be minimized or eliminated (Han, 2008) since they are believed to hinder communication and be the source of many problems in learning a language. In addition, learners' erroneous utterances are never easy to overcome and it is a controversial issue theoretically and methodologically. About dealing with learners' erroneous utterances, Han (2008) states that while correcting errors means an evident and direct correction, oral corrective feedback (hereafter, OCF) refers to an overall technique, which requires delivering the learners signs or hints leading to self-correction along with correct forms in the target language when necessary. In the meantime, it is commonplace to see that a good deal of language teachers correct these errors in the classroom persistently. This has prompted my attention to how pre-service English teachers react to this pedagogical issue since OCF is gaining importance in L2 and FL domains (Sheen, 2004; Ellis, 2006).

Regarding second language (hereafter, L2) learning, many researchers in the second language (hereafter, L2) acquisition focus primarily on the importance of OCF provision in learning a foreign or a second language. These studies still keep addressing the significance and the potential impacts of L2 learning in detail. Nevertheless, the impact and of OCF on education differs based on the methodologies and procedures implemented (Ellis, 2009). In general, how the language teacher perceives the process of learning and teaching affects the effectiveness of OCF provision (Doughty & Williams, 1998).

While the supporters of the behavioristic approach (e.g., Brown, 2007; Krashen, 1985) assert that any form of error treatment is of no importance and not needed, some researchers (e.g., Long, 1996; Swain, 1985) assert that OCF provision promoting interaction between the teacher and the student and among the students plays an important role during learning a foreign language (hereafter, FL) or L2. In addition, Schmidt (1995) argues employing solely one kind of OCF strategy cannot be sufficient to enhance language learning. Therefore, students need to be provided with as many types of OCF as possible for them to recognize the erroneous utterances they commit. In addition, the interactionist's opinion is that the learning of language is a process through interaction (Long, 1996; Schmidt, 1995). According to them, a desirable type of interaction refers to the negotiation of meaning, and this happens through modification of utterances when students interact with the more expert counterpart in conversations and then words are rearranged. From this point of view, all these take place during the conversations and interactions as a result of the provision of feedback. Moreover, Gas et al. (2007, p. 176) stated that the "interaction approach attempts to account for learning through the learner's exposure to language, production of language, and feedback on that production". According to Long (1996), implicit negative feedback is another way for language learning to take place, and this negative feedback error correction that is reached by negotiations might be useful for L2 development. Besides, Mackey and Oliver (2002) argued that interaction along with negotiation and feedback is more effective than interaction with negotiation alone when the development of advanced question forms is being discussed.

Therefore, there are numerous main concerns in L2 learning which should be taken into consideration by the language teacher related to OCF provision. The first refers to the type of error to be corrected. That is to say, do the language teachers target certain kinds of errors or all? Should the OCF provision be focused or unfocused? The second refers to the type of OCF strategies to employ in treating the learner's erroneous utterances. According to Long (1996), the L2 learner is often provided with input: positive evidence and negative evidence. The positive evidence or positive feedback aids the learner notice the extent to which his or her produce is satisfactory, meaningful, linguistically appropriate, and target-like. Third, there have been some OCF taxonomies offered by researchers in the field (e.g., Harmer, 2001; Lyster & Ranta, 1997; Lyster & Saito, 2010; Panova & Lyster, 2002). These classifications were adopted in different studies on many occasions. On the other hand, it is important to find out what types of OCF strategies are more beneficial than others. From an academic point of view, what types of OCF promote self-learning, and interaction between the teacher and the student, and among students, which types lead to more "student uptake" that is the learner's utterances upon the teacher's error treatment (Nassaji, 2011)? Finally, the fourth refers to whether the feedback is immediate or delayed. Researchers have not agreed yet about the timing of the OCF provision (Hedge, 2000). It seems that language teachers are free to treat the learners' errors as they like. Both immediate and delayed OCF provisions come with their advantages. In addition, as Ellis (2009) suggested, there are some techniques that language teachers can employ when treating at a later time.

Besides certain experimental works (e.g., Li, 2010; Lyster & Saito, 2010; Mackey & Goo, 2007) suggesting that OCF provision can enhance learning an FL or L2, yet more research studies are needed to be able to find out how in-service and pre-service English teachers select the types of OCF and employ to enhance foreign or second language (Li, 2010). It is necessary to determine before their graduation whether pre-service language teachers are aware of different types of OCF that would better facilitate language learning, or not. How and when pre-service English teachers would provide feedback? Regarding when and how to treat students' erroneous utterances, collecting more information about what the pre-service English teachers state they believe and do in the classroom

regarding OCF provision is necessary if it is proposed FL and L2 research influence on teacher education and ultimately language education. One important question must be answered: Are pre-service EFL teachers aware of the recent research before graduation or do they shape their beliefs about language teaching and learning through teaching experience after graduation? The present study of 20 pre-service ELT and non-ELT teachers in Turkey will add to the limited number of studies dealing with this matter as there are no studies done on this issue in Turkey to the knowledge of the researcher of this study.

This study will help to reveal the Turkish pre-service EFL teachers' preferences for OCF provision in a Turkish context. OCF-related aspects of the interactional practices will further explain the link that certain researchers have claimed between negotiations and L2 or FL learning. OCF provision might be an important way of improving interaction in the classroom and encouraging students enough chances to concentrate on the structure and the type of response or output they provide in class. Positive OCF can create a beneficial environment for input and output processing. It is thus essential that EFL teachers know of OCF types that are promoting negotiation, interaction, and output in EFL classrooms.

2. LITERATURE REVIEW

2.1. Interaction And Second Language Acquisition

A complex and contentious question appears on how children should learn an L2 or FL. Many scholars and theorists have studied and examined it, but there are a variety of general metaphysical methods that aim to understand the language learning process. Each strategy has a clear conceptual foundation and relies on a specific deciding factor. The sociocultural method wherein social contact and conversation play a major role is among the most prominent approach to language learning in modern times. "The sociocultural attitude towards acquiring languages is different from other theoretical approaches because it is not in agreement with the idea that information originally comes and evolves through biological processes and internal processes solely within the humans' self." (Gutierrez & Villanueva, 2006, p. 232). The core argument here seems to be that factors related to the people around the learners or linguistics should involve precedence over human cognition and that the latter may be influenced or decided by the former (Vygotsky 1978). Vygotsky, whose thoughts have contributed to the present interpretation of classroom interaction, initially formulated such a socio-cultural theory. Wertsch (1990, p. 112) described this using "an approach which focuses not on universals, but the organizational, historical and cultural specifics of the function of the human mind". As Wells and Chang-Wells (1992) clarify, the core problem for such a strain of thought is to understand the individual and society's inter-dependence, as each one produces and is produced by one another.

Vygotsky (1978) mainly focused on social interaction in his socio-cultural theory, stressing the function of language, interaction, and guidance in the growth of information and comprehension. He interpreted the speech as the core and main means of the learning process as it encourages the learner to demonstrate what he learns, believes, and can do to himself and others. According to Britton (1970), speech is used as a significant childhood learning tool that children communicate by listening and they learn to talk by speaking. Olyer (1996) concluded that giving opportunities to communicate is crucial because children should be motivated to become creators and not only information users. Vygotsky emphasized the role of conversation in the social growth of infants. As Vygotsky (1978, p. 53) states language is a conceptual cultural instrument just the way "work tools are a way to master nature's labor".

It is commonly understood that communicative discourse plays a vital role in SLA when the context is negotiated (e.g., Gass, 1997; Pica, 1994). According to Pica (1994), negotiation in which learners request clarity, affirmation, and repetition of L2 where they do not comprehend, provides convenient opportunities for language acquisition by supplying understandable feedback to learners. And so far as Krashen (1985) is interested, learners with whatever feedback they happen to be subjected to are fundamentally very passive processors. In addition, Krashen (1985) assumes that to guarantee acquisition, exposure to any form of input is adequate. In comparison, Long (1983, 1985) indicated that while it is undoubtedly important to be subjected to understandable input, it is not adequate by itself to guarantee acquisition without sufficient output practices.

In addition, the theory concerning oral corrective feedback provision has generated several questions for examination and discussion. Lyster and Ranta (1997) mentioned a few questions related to OCF provision which are hard to answer: 1) Do the teachers need to correct the learners' errors? 2) When do the teachers need to have the errors corrected? 3) What errors do the teachers need to focus on? 4) How do the teachers need to have the errors corrected? 5) Who is supposed to correct the errors? While these questions are all linked to oral corrective feedback, it is possible that each of these questions could be a subtopic of corrective feedback and each deserves separate consideration. There is, however, one of these questions which have been selected as the main focus of this research, and that is the question of EFL pre-service teachers' beliefs in oral corrective feedback. More

specifically, this research will study what pre-service ELT teachers' preferences are for error types, OCF types, the extent of OCF provision in the classroom.

2.2. Classification of OCF Strategies

Ellis (2006, p. 28) describes OCF as “responses to learner utterances containing an error”. Since Lyster and Ranta's (1997) descriptive study made a classification of different types of teachers' OCF types, SLA research has descriptively and experimentally corroborated the role of OCF in Form Focused Instruction in classrooms as well as lab settings. The OCF strategies are often classified regarding whether they are overt or covert. Although recasts are regarded as an implicit way, they can be rather obvious (Sheen, 2006) based on the setting (e.g., Sheen, 2004; Lyster & Mori, 2005), a form of education in the classroom (Nicholas et al., 2001; Mackey & Goo, 2007), the content of the class (Long, 1996), student proficiency level (Mackey & Philp, 1998; Ammar & Spada, 2006), frequency of ill-formed utterances (Philp, 2003). As for the prompts and explicit treatment, the case with overt types of OCF is not different at all, which can be quite covert at the same time if this group of strategies just implies that there is something wrong with the statement (e.g., Carroll & Swain, 1993). If they provide extra grammar information and correct form, then this group of classification can be considered more explicit (Sheen, 2007a).

Besides their implicit and explicit category (e.g., Ellis & Sheen, 2006), OCF types can be categorized as Ranta and Lyster's (2007) classification like reformulation followed by explicit OCF provision and recasts that provide learners with target reformulations of their erroneous utterance, and prompts, which allow the student with some clues without reformulations, generating occasions for the students to treat his or her erroneous utterances. In other words, the classifying of OCF types can also be based on whether the OCF provision type is an input- or output-providing way of correction allowing the student to amend their ill-formed oral production. Since recasts, explicit corrections and direct metalinguistic clues provide accurate forms of the erroneous utterances, these methods are categorized as “input providing” while prompts are “output-pushing” ones as these strategies do not give students direct correction in TL but, encourage students to correct their own mistakes (Lyster & Mori, 2006; Ranta & Lyster, 2007). In addition, as Lyster and Ranta (1997) state, recasts are the moves taken by the teacher in the form of reformulation to amend the student's erroneous utterance excluding the problematic part. Explicit feedback also supplies the correct form yet, overtly shows that the learner's oral production was problematic. Thus the “input-providing” feedback types can make use of evaluations in the “working memory” making it easier for the students to figure out the gap between the ill-formed utterances and the correct structures in the TL and the target-like reformulation (Long, 1996; Schmidt 2001). Shortly, as the learners receive more meaningful, FL students can concentrate on their own mistakes (VanPatten, 1990). On the other hand, according to Lyster output-prompting OCF strategies, which include a wide variety of OCF strategies such as *metalinguistic clues, elicitation, clarification request, and repetitions* never supply accurate systems but offer clues to assist students to self-repair, retrieving target-like forms from their knowledge. Similarly, as VanPatten (1990) asserted, the teacher's use of prompts makes students remember the data which is present in their long-standing recall allowing them to correct their own mistakes.

2.3. Research on the Efficacy of OCF Strategies

Many studies have directly compared the OCF types in terms of their effectiveness, and, these studies reported the beneficial function of those which generate a negotiation or an interaction between the teacher and the student in language classes. Generally speaking, explicit feedback which engages learners in interaction has many advantages over the implicit way of treatment in studies in which the treatment allows the learners to produce in TL., some studies concluded that prompting learners can be more beneficial than explicit corrections and recast. Recasting, where learners have parroted back the correct form of made statements, is considered to be a form of input-providing OCF type. In contrast, prompts, which allow FL students to self-correct, are regarded as output-pushing OCF types (Ellis, 2006). The latter approach coincides with Swain's output hypothesis (Swain, 1995, 2005). The hypothesis was that language teachers needed to offer comprehensible input and to foster opportunities for learners to self-correct made statements. It is thought that these two forms of corrective input challenge language learners in unique ways. When responding to prompts, language learners rely on their long-term memory to modify their previously made statements. In contrast, recasting seems only to engage short-term memory functions (Lyster, 2004). Other research has shown that prompting further conveys benefits to learners since instead of providing the correct response, it forces learners to rewire their thinking such that they commit to long-term memory of the correct form or phrase and no longer employ the incorrect version (de Bot, 1996).

Although recasts are considered as commonly provided frequent type in many foreign language classrooms, many studies concluded that most of the students who are provided correction through recasts are not able to notice that they uttered some problematic expressions and their errors are treated. That is the result of a misunderstanding that they may think that the teacher is trying to interact with their students through another

way of the same expression because such recasts may be interpreted as another way of what the learner uttered (Ellis & Sheen, 2006; Lyster, 2007; Nicholas vd., 2001). As a remedy, several recent empirical studies confirmed the importance of employing more academically-oriented OCF methods (i.e., prompts). On the one hand, in a series of quasi-experiment studies in adult ESL classrooms in New Zealand (Ellis, 2007; Ellis, Loewen, & Erlam, 2006b), it was shown that prompts as a form of metalinguistic clue led learners to gain more control over their already acquired knowledge of the English past tense and comparative than implicit feedback such as recasts. Similarly, Sheen (2007) demonstrated that explicit correction (i.e., explicitly reformulating learners' non-target-like production with metalinguistic explanation) benefited adult ESL learners' acquisition of English articles more than recasts. In contrast, the relative efficacy of prompts over recasts has been confirmed in the case of young immersion students' acquisition of French gender attribution (Lyster, 2004a), young ESL students' acquisition of English possessive determiners (Ammar & Spada, 2006), and university-level EFL students' learning of regular past forms (Yang & Lyster, 2010). In sum, concerning OCF effectiveness on L2 morphosyntactic development, the results of the study (Ellis & Sheen, (2006, p. 597) concluded, "there is no clear evidence that recasts work better for an acquisition than other aspects of interaction such as models, prompts, or explicit corrective strategies".

2.4. Research Question

Regarding OCF provision, the research studies set in Turkey we reviewed, investigated Turkish EFL teachers' beliefs and practices but did not include pre-service EFL teachers' OCF practices (e.g., Kırğöz & Ağçam, 2015) Ölmezer-Öztürk, 2019; Yüksel et al., 2021). This is, to the knowledge of the researchers, the first study looking at pre-service ELT and non-ELT EFL teachers' actual practices about OCF provision. To address this gap in the previous research, this study aims to shed more light on this topic by providing findings through classroom observations during pre-service teachers' practicum teaching classes. Therefore, this study intends to investigate pre-service teachers' practices about OCF by focusing on the following research question:

What are Turkish ELT and non-ELT pre-service EFL teachers' OCF practices in the classroom regarding:

- error types they prefer;
- general frequency of their OCF provision and
- the types of OCF strategies they prefer?

3. METHODOLOGY

This research study used quantitative data collection through observations in the classroom. Observing classrooms can produce valuable data for researchers. Borg (2003a) states that obtaining data through observing the classes is a critical element for studying teachers' beliefs and practices. The data collection technique employed in quantitative observation data on pre-service EFL instructors' OCF practices was video recordings of twenty 40-minute classes of each pre-service teacher's practicum classroom hours, which lasted about four weeks. Each pre-service teacher had one of his classes observed and recorded in the second month of the spring term in 2017, in total making nearly 13 hours of video recordings. Since the participants and the students reported that they would not feel uncomfortable with the presence of the researcher, the researcher sat in the classroom as a nonparticipant and used his mobile phone to record the classes, placing it on a tripod at the left-back of the classroom. The classes were similar in a way that they mainly consisted of grammar, speaking, and reading activities of a text, making up questions and responses. The classes mostly focused on form rather than meaning and contained few instances of teacher-student interactions.

3.1. Setting and Participants

This study took place at various state middle and secondary schools where pre-service ELT teachers, who took all pedagogy and methodology classes integrated into their ELT program, and pre-service teachers, who were from English Language and Literature department where they did not take pedagogy and methodology courses in their program but were attending ELT department to take only some of the courses, which were taken by ELT pre-service teachers at weekends in their final year, had practicum classes. The researcher contacted pre-service EFL teachers in person as both ELT and non-ELT participants who were taking his classes. Ten pre-service ELT teachers were chosen among the volunteering 91 senior students at the ELT department and ten pre-service teachers among the volunteering 61 senior students from the ELL department randomly.

3.2. Data Gathering Process

The data collection process took in the following steps: first, in January 2017, to be able to conduct the study with

the final year ELT and ELL students, necessary permission was taken from the executive board of the Faculty of Education of Ataturk University and National Education Directorate of the province of Erzurum to conduct the classroom observations. Then, a timetable for conducting observations of EFL practicum classes was prepared. Next, as the researcher of this study had classes with both final-year students from ELT and ELL departments, he collected the participants' contact information right after a class in the first week of March.

3.3. Coding and Data Analysis

The researcher watched nearly 13 hours of recordings of observation data and transcribed them verbatim. Then the researcher had a native speaker of English watch the recordings and check the transcription, watching the video recordings. After that, he coded classroom episodes employing content analysis (McKinley & Rose, 2018). Then, two stages of analysis were carried out to answer the research questions. First, students' errors were defined as utterances produced by students which include ill-formed expressions. Nishita (2004)'s coding concepts were used to identify four categories of errors: grammar, vocabulary, pronunciation, and semantic errors. Then the errors were classified as treated and untreated. Second, a teacher's OCF provision was defined as a teacher's response to a student's erroneous utterances. Similarly, a teacher's responses as a treatment right or a while after a student's errors were coded OCF moves. Then, utilizing a checklist and Lyster and Ranta's (2002) typology, OCF types were coded Lyster and Ranta's (2002). The taxonomy list has six strategies: input-providing strategies (explicit correction, metalinguistic feedback, and recasts) and output-prompting strategies (clarification requests, recasts, and repetition.).

Content analysis was used to examine the data gathered through classroom observations. A quarter of the data was coded by another rater, who was an associate professor majoring in applied linguistics. The interrater reliability for identifying error types was 92 percent, 94 percent for determining feedback strategies, and 87 percent for content analysis.

4. RESULTS

4.1. General Frequencies of Targeted Errors

A total of 146 feedback moves were identified to have occurred during the 20 periods (800 minutes) of observed classroom interaction. Therefore, there was on average one feedback move occurrence about every 5.4 minutes. The feedback frequency can also be presented by comparing the number of errors that received error treatment and the number of errors that went untreated. The results are presented in Table 1.

Table 1.
Numbers of Errors that Received/did not Receive Feedback

Error types	Errors		
	Committed	Corrected	Percentage
Grammar	50	49	98%
Vocabulary	64	53	82.8%
Pronunciation	65	38	58.4%
Semantic	13	6	46.1%
Sub-total	192	146	76%

As can be seen from Table 1, participants of two educational statuses made a total of 192 errors in the observed 800 minutes of classroom interaction. Among these 192 errors, 146 of them were followed by oral corrective feedback while 46 (24%) of them were not treated with OCF provision. In other words, the teacher provided corrective feedback to 76% of the students' erroneous utterances.

As for what kinds of student errors were as targeted most by student foreign language teachers, Table 1 demonstrates that although pre-service language teachers tried to provide OCF to at least about 50% of all error types, the target feature of their OCF was grammar (98%) and vocabulary (82.8%) followed by pronunciation errors (58.4%). On the other hand, semantic errors were the ones that were targeted least frequently, although about half of them were provided OCF. Therefore, while it is true that pre-service language teachers focused on erroneous utterances regarding grammar and vocabulary categories and provided those with OCF, that did not mean that they ignored ill-formed utterances regarding other categories, nonetheless provided OCF on them as well.

4.2. General Frequencies of Preferred Oral Corrective Feedback Types

The research question also examined the types of OCF strategies pre-service teachers provided to the students' errors. Table 2 shows the 6 feedback types and their percentages.

Table 2.

Frequency of Each OCF Type

Feedback types	Numbers	Percentages
1. Explicit correction	83+38*=121	82.9%
2. Metalinguistic clues	0	0%
3. Clarification request	7	4.8%
4. Recast	2	1.4%
5. Elicitation	16	10.9%
6. Repetition	0	0%
Total	146	100%

*Note: Of 121 explicit correction moves, 38 of them were followed by extra grammatical information

As can be seen from Table 2, explicit correction was the predominant feedback type of choice. There were 121 occurrences of explicit correction, accounting for 82.9% of all feedback moves. The second most commonly employed OCF type turned out to be elicitation feedback, which occurred 16 times and took up 10.9% of all the feedback moves. Clarification request, which occurred 7 times and accounted for 4.8% of all feedback moves, was the third most frequently used feedback technique following elicitation feedback. Unlike many studies, recast was the least frequently used OCF type which occurred only 2 times by only one student teacher who reported studying under the Erasmus program in an EU country for one term and learned about feedback types. The remaining two types – metalinguistic clue and repetition – were never provided at all and they both accounted for 0% of all feedback moves. It can be concluded that explicit correction was the type of choice, taking up 82.9% of all feedback types. Except for this technique, the rest of the types only accounted for a very small number of all feedback moves. Thus, it is worth pointing out that explicit correction was the predominant feedback type in this study.

As for the other statistics, the observations of most of the classes showed that student teachers depend heavily on input-providing feedback types (84%) compared to output-providing feedback methods (16%) and they preferred explicit methods (99%) over implicit ways of feedback (1%) for correcting students' oral errors. In addition, the participants preferred to employ heavily teacher correction (84%) to self-correction (13%) and peer correction (3%). It can be stated that most of the participants believe that they are the authority in the classroom. The results of the classroom observations revealed that pre-service language instructors frequently taught structures deductively. Observing all twenty practicum lessons revealed that the prospective foreign language teachers were not familiar with interactional OCF strategies or methods that many language instructors employ in other settings.

5. DISCUSSION

The study intended to investigate Turkish pre-service ELT teachers' practices of OCF in the classroom. The data of the study gathered from twenty participants' practicum classes were analyzed quantitatively, and the statistics were employed to compare with the relevant past research studies to find out any discrepancies and consistencies. Then implications and recommendations will be made according to the findings.

5.1. Error Types Targeted by Pre-service EFL Teachers

The results of the classroom observations, in which pre-service EFL teachers took part as teachers, revealed the following pattern for participants' OCF preferences: grammar, vocabulary, pronunciation, and semantic. In other words, considering the results of the classroom data, it can be concluded they tended to treat every single error they noticed. As for the untreated pronunciation errors, the participants might not have detected if there were any untreated ones. These results are consistent with those of Altan's (2012) study which indicated that pre-service ELT teachers had views regarding error treatment and pronunciation which might negatively affect their teaching, those of Arslan's study (2013, p. 191) that stated that "in non-native EFL settings, poor pronunciation skills may fail in spoken communication" and those of Kayaoğlu and Çaylak (2013, p. 283) that concluded that "pronunciation teaching cannot be considered to be a luxury in education. When the teacher gives importance to pronunciation, students do, as well. Concern for good pronunciation is a phenomenon that teachers

can instill in students.”

The fact that pre-service teachers prefer to target errors of grammar and vocabulary, for the most part, reflects the current demands on multiple-choice English exams given at the end of the second stage of primary school (hereafter, LGS) and secondary school (hereafter, YKS). Turkish students at a primary, secondary, and tertiary level have to learn English to meet academic purposes. Therefore, they have to take and study English classes to fulfill the necessities of the programs, precisely doing a test on mainly grammar and vocabulary. The students have to pass the LGS and YKS tests which include main subjects (e.g., Math, Turkish Language, Science, Social Science, English) to be able to get as many scores as possible to get a place at a higher education level. As a matter of fact, during the preparation period for these exams, classes are mainly devoted to grammar and vocabulary in the FL classes. As a result, participants in this study believed and reported that the English teacher ought to attach more importance to teaching grammar and vocabulary more than other parts of the TL. Conversely, this view is a complete contradiction to that of Ellis’s (2008) study states that the main aim of teaching an FL or L2 should be allowing the learners to communicate with others. It should be noted since the main goal of language learning is communication. Therefore, treating the learner’s erroneous utterances is necessary only when the error impedes the messages. Through communication, learners can experience interaction with each other, and exchange their views and thoughts. Then they can notice what productions are acceptable and unacceptable in the TL. Teachers’ main goal should be to prepare their students for communication in the target language and then prepare them for the exams held nationally.

The participants’ preferences for correcting grammatical errors for the most part can be related to individual features including what student EFL teachers believe of the way they teach. Their beliefs are usually formed during their past learning experiences as learners in primary schools, secondary schools, and even in universities. The same view is sustained by Lyster’s (2001) study, which revealed that erroneous productions related to grammar have been the most common errors committed in FL or L2 classrooms. In addition, this finding is also consistent with that of Swain (2005), which concluded that most of the teaching of FL or L2 centers on grammatical rules, therefore learners possibly commit errors about grammar, and the teachers target these errors for the most part.

5.2. Oral Corrective Feedback Types Preferred by Pre-service EFL Teachers

The results indicated that during the 20 hours of recorded teaching practices the student teachers made an error correction or treatment nearly every five and a half minutes. It can be concluded that this ratio of error treatment is 28% higher when compared to Panova and Lyster’s (2002) result of 48%. This is unexpected since Panova and Lyster observed communicative language classes, rather than grammar or reading classes. Although one would expect less interaction and less OCF treatment in reading or grammar classes compared to communicative classes, the participants of this study provided more OCF treatment to the learners’ errors. The lack of pre-service teachers’ knowledge of OCF and the nature of the classes may have led to interference with learners’ talk and less amount of interaction between the teachers and the students but a higher percentage of OCF provision. The teachers might have found it necessary to correct students’ erroneous utterances on every possible occasion simply because the students had not been exposed to the target language. The frequency of each OCF type in this study is compared to that of Panova and Lyster (2002) and is displayed in Table 3.

Table 3.
Comparison of Frequency of Feedback Types to That of Panova & Lyster (2002)

Current study		Panova & Lyster, (2002)	
OCF type	Percentage	OCF type	Percentage
1. Explicit correction	83%	1. Recast	55%
2. Elicitation	11%	2. Clarification request	11%
3. Clarification request	5%	3. Metalinguistic clues	5%
4. Recast	1%	4. Elicitation	4%
5. Metalinguistic clues	0%	5. Explicit correction	2%
6. Repetition	0%	6. Repetition	1%
Total	100%	Total	100%

As shown in Table 3, although recast had been the most preferred and convenient method to deal with students’ errors in the study of Panova and Lyster (2002), explicit correction seemed to be the most desired way in this

study. In addition, 38 explicit corrections out of 121 in total were followed by extra grammatical explanations, which could not be classified as metalinguistic clues as the participants provided the correct form first and then offered some information that could be seen such as grammar lessons. Following explicit correction, elicitation occurred 16 times, ranking second only with the frequency of 11% of all error treatment ways. In the previous study, clarification requests ranked also second accounting for 11% of all feedback provision ways. From this, it can be seen that explicit correction was much more favored in the current study. In other words, the student EFL teachers tended to use more explicit instruction than implicit instruction in teaching. This might be attributed to the participant's lack of knowledge of OCF provision strategies and the dynamics in grammar or reading classes. In linguistic-based reading classes, the essential arrangement between the teachers and the students was that class time would be spent learning discrete grammatical items. This shows that the student teachers might have thought that the student could take advantage of such regular but short-term analysis, either to restore their acquired knowledge or to help students get new knowledge.

As Table 3 shows, the results of this study found that the clarification method was one of the least employed OCF strategies, with metalinguistic clues and repetition being never used by Turkish pre-service EFL teachers. One explanation of this finding might be that the prospective English teaching candidates had not been introduced to all six strategies, and thus, pre-service EFL teachers overused the explicit correction which was probably known to them through their learning experience and their practicum work experience in their final year at the university. Thus, Turkish student EFL teachers' preference for explicit correction might be ascribed not to the student EFL teachers' beliefs of the usefulness and effectiveness of this method but the nature of this method and the student EFL teachers' own learning experience. In addition, English teachers employing explicit correction permanently direct the attention of the learner to the ill-formed utterances and breaks the flow of the talk. Though this method is not preferred as much as recasts and elicitation (Mackey et al., 2003), explicit correction can work well both in teaching the rules of the TL and teaching especially adults. The reason for them sticking to mainly one method (explicit correction) can be due to by lack of training at the department, therefore they preferred to teach as they had been taught. Therefore, this result is in agreement with those of Kagimoto and Rodgers (2008) and Schulz (2001), which stated that the reason why the student and the teacher prefer certain strategies can be attributed usually to their learning experiences.

6. CONCLUSION AND PEDAGOGICAL IMPLICATIONS

This study may contribute to current EFL research about OCF provision with a focus on understanding and exploring Turkish EFL pre-service teachers' preferences for providing OCF strategies. The study first detected that most Turkish pre-service EFL teachers have positive attitudes toward providing OCF strategies. They provided OCF strategies to 76% of learners' errors. This percentage is more than Panova and Lyster's (2002) rate which was 48%. This rate could have been much higher if the participants had noticed all the errors their students' committed. One assumption made from this finding is that EFL pre-service teachers focused very much and the context of grammar teaching may have contributed to that high rate of error correction. Since the participants believe every single error should be treated, another related assumption can be made is that teachers' understanding of students' preferences, ages, proficiency level, the nature of the error, and class size should be considered as equally vital as the FL curriculum for accomplishing more effective language teaching.

The second conclusion is that pre-service EFL teachers, as a group, may have had limited knowledge of OCF strategies, and ELT education can change pre-service EFL teachers' practices. Out of six OCF strategies, for example, explicit correction was the leading type of OCF in those practicum lessons, sticking mainly to one type of method, as this was the only method they were familiar with. Explicit correction accounted for 82.9% of all OCF instances. While elicitation, clarification request, and recast accounted for only 17.1% in total of all OCF moves, repetition and metalinguistic clues were never present in the current study. It can be stated that participants' limited use of mainly one type of OCF stemmed from their limited knowledge of OCF since they showed a willingness to use a more balanced and variety of strategies through the survey after the workshop regarding OCF strategies. This study made it clear that Thus, ELT education can change pre-service teachers' beliefs.

The third conclusion is that most of the pre-service EFL teachers targeted learners' errors of grammar during classroom observation sessions, and they reported through the interviews and the survey that those errors must get the most treatment attempts followed by errors concerning vocabulary and pronunciation. This belief is in contrast with that of many language teachers who consider they should target and treat errors relating to semantics and pronunciation most. Another germane conclusion drawn from this result, based on both qualitative and quantitative data, is that all of the pre-service EFL teachers favored unfocused error treatment instead of focused one, and they tried to target as many errors as they noticed regardless of the possibility whether the errors hindered the messages or not. That is to say, they did not concentrate on specific types of errors.

In observation classrooms, pre-service teachers' too much and limited to one type of OCF provision maybe due to their lack of OCF training. Therefore, teacher education programs should make it possible for pre-service

language teachers both from the faculty of education and faculty of letter to be introduced with the OCF research, especially those exploring OCF efficacy and teacher/learners' beliefs about OCF methods. ELT programs should make sure they allow pre-service teachers enough time to discuss OCF provision in such a way that they feel self-confident and become qualified enough when teaching EFL. In other words, pre-service language teachers should take the necessary training on how and when to provide OCF methods effectively. As the students in Turkey have very limited contact with English rather than in the classrooms, it would be useful when language teachers allow adequate time for interactions between the teachers and the learners, and the learners and the learners as the interaction method suggests OCF has an essential part in FL teaching.

These conclusions offer certain pedagogical and research implications for consideration in teaching/learning situations in similar contexts, explained below. First, pre-service EFL teachers from both ELT departments at the Faculty of Education and English Literature Departments at the Faculty of Letter need considerable support from their advisers, counselors, or tutors in their programs. Those mentors, to great extent, adopt the syllabus which is followed and supervise the student language teachers using that syllabus; therefore, it can be stated that ELT programs are of vital role in introducing research studies to student teachers. That period is the time in which the pre-service EFL teachers can have the occasion to bridge what they know through research and foreign language teaching. They can teach during a work experience with the help of theoretical information they get through ELT programs and research studies. Pre-service teacher educators can monitor and observe prospective EFL teachers while they are teaching during practicum classes that take place in the final year and incorporate the current issues of which student language teachers have little or no knowledge into the syllabus in the ELT program. Thus, it can have a significant effect on student ELT teachers' practices on current issues including OCF provision.

It is vital for pre-service EFL teachers and ultimately English learners that ELT programs continually assess the effectiveness of employed methods and approaches and those recommended in this study. The main aim of this constant evaluation is to prepare qualified language teachers who can teach learners of different ages and levels of proficiency. As the participants of the study seemed to act like "one cures all", ignoring factors such as learners' beliefs, and teaching the same way regardless of learners' age, it would be beneficial that ELT programs regularly investigate learners' beliefs and inform the pre-service teachers about these beliefs before they start teaching experience. It may be useful for learners' motivation towards learning if the teachers take their student's beliefs into account as found in L2 studies.

Finally as for all teacher education programs, due to the limited time of work experience before graduation, student teachers should have efficient teaching experience to allow teacher educators to notice what student teachers lack on the verge of graduation. Therefore, it is beneficial that all teacher education programs concentrate on arranging longer and more effective work/teaching experiences for student teachers.

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