

L2 Teachers' Oral Corrective Feedback Practices in Relation to Their CF Beliefs and Learner Uptake

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Abstract—Over the years, instructed SLA research emphasized corrective feedback (CF) interactions in different instructional contexts and showed the facilitative role of CF in L2 development. However, little research has investigated teachers' CF practices in relation to their beliefs and their impact on learner uptake in heritage language learning contexts. Through structured observations and semi-structured interviews, this study examined two teachers' CF practices, beliefs, and their impact on L2 learning in Arabic as a Heritage Language (AHL) context in one lower intermediate (LI) and one higher intermediate (HI) proficiency classes in a K-12 school in the USA. A total of 20 hour-observation data from two classes with 30 students were collected and coded based on Lyster and Ranta's (1997, 2007) taxonomy of CF types. The interview data were collected from the two class teachers and thematically coded and analyzed based on the grounded theory approach. The results showed that both teachers shared positive beliefs about CF, and preference for implicit CF and prompts. LI Teacher's CF practices largely and HI Teacher's practices fully reflected their CF beliefs. Whereas LI Teacher largely provided feedback for learners' lexical errors, HI Teacher predominantly responded to learners' grammatical errors. LI Teacher's use of elicitation, recast, and metalinguistic feedback prove effective in leading to high uptake and repair rate. On the other hand, elicitation, and clarification requests in HI Teachers' class were the most effective CF types. The findings suggest that teachers with informed knowledge of CF can provide CF that might ultimately lead to high uptake and repair.

Index Terms—corrective feedback, learner uptake, CF beliefs, CF practices, first language use

I. INTRODUCTION

Corrective feedback (CF) refers to teachers' responses to L2 learner productions that are linguistically incorrect (Sheen & Ellis, 2011). CF is provided in a number of ways ranging from output-pushing prompts—elicitation, metalinguistic feedback, clarification request, and repetition—to input-providing reformulations such as recast and explicit correction (Ranta & Lyster, 2007). CF can be given explicitly to elicit learner responses, or implicitly without overtly indicating learner errors. However, CF signals that there might be an error in the oral or written production, and as such, the learner needs to address this (Nassaji & Kartchava, 2017). Although CF has always been considered an inevitable aspect of L2 teaching, the argument about CF's role in L2 development is yet to be resolved. The nativist position holds that every human being is endowed with innate biological principles also called Language Acquisition Device (LAD) containing University Grammar (UG), and that only positive evidence is sufficient for learners to acquire the language. On the other hand, cognitivist, socio-culturalist and interactionist positions recognize the availability of CF in L2 teaching and claim its facilitative role in L2 development (Nassaji & Kartchava, 2017).

Over the past decades, a plethora of empirical studies examined CF's nature, use, and role in different contexts in L2 classroom and laboratory settings. Major observational studies on CF have followed Lyster and Ranta's (1997) error treatment model to study differential effects of different feedback types in different contexts and settings. The consensus about the role of CF as found in descriptive and experimental studies was that CF plays facilitative roles in the L2 learning process (e.g., Ellis, 2009; Demir & Ozman, 2017). However, qualitative research through teachers' interviews examining their perspectives about oral CF practices in heritage language learning contexts has not yet received SLA researchers' adequate attention whereas teachers' CF beliefs significantly affect their CF behavior (Alkhamash & Gulnaz, 2019; Gurzynski-Weiss, 2016). There is a glaring gap in the inquiry into how the relation between teachers' CF beliefs and practices interact with L2 development as well. It is crucial to know the relation between the belief-practice correspondence/mismatch and learner uptake so that, based on the finding, effective language teaching pedagogy and training can be suggested for L2 teachers. This study aimed to examine teachers' CF practices in relation to those beliefs in two proficiency level Arabic classes in a K-12 school in the Mid-South USA. Both structured observations and semi-structured interview methods were employed to collect the data. The results as to the teachers' CF beliefs and their classroom practices and their impact on L2 development can enrich L2 teachers' CF perspectives and provide them with new insights into devising hands-on L2 teaching pedagogies.

II. LITERATURE REVIEW

A. *Studies on the Effectiveness of Oral CF*

Over the years, SLA researchers focused on the effects of different types of corrective feedback on L2 development. Lyster and Ranta's (1997) seminal study on CF included all types of verbal acknowledgments to understand learners' noticing their errors. Subsequently, a body of empirical studies followed their study and examined CF characteristics and learner responses to different feedback types to uncover CF's role in L2 acquisition.

Descriptive studies used uptake and repair (e.g., Fu & Nassaji, 2016; Lyster & Ranta, 1997; Milla & Mayo, 2021; Roothoof, 2014; Shirani, 2019) and corrective feedback used noticing (e.g., Egi, 2010) to measure the effectiveness of CF. Experimental studies examined the effectiveness of CF on L2 learning, differential effects of specific CF types, and factors mediating CF effects (e.g., Adams et al., 2011; Doski & Cele, 2017; Lyster & Izquierdo, 2009). Most studies showed the preponderant use of recasts in corrective feedback interactions and their varied effects on learner uptake and repair. For example, Jimenez's (2006) study observing two Italian EFL classes of two distinct proficiency levels showed that recasts were the most frequently used CF type with a significant learner repair rate. Yoshida' (2008) study of teachers' CF choices and learners' feedback preferences in Japanese as a Foreign Language (JFL) classrooms showed that teachers extensively used recasts during CF. Along the same line, Choi & Li's (2012) study of 6 child ESOL classes in a primary school in New Zealand found that teachers mostly used recasts and explicit correction leading to relatively high uptake rates. Besides, Fu and Nassaji (2016) and Shirani's (2019) study also showed that explicit recasts connect with higher uptake and repair rates. Parvin's (2013) study of adolescent EFL learners found the highest recast use with the least uptake and repair while explicit correction, clarification request, and elicitation resulted in a much higher uptake rate. Esmaeili and Behnam's (2014) study of three elementary EFL classes in an Iranian language institute found that recasts were the most frequently used feedback type, but elicitation, metalinguistic feedback, and clarification request received a greater rate of learner repairs.

The effectiveness of CF depends on instructional contexts (e.g., Sheen, 2006; Oliver & Mackey, 2003; Lyster & Izquierdo, 2009), setting (Sheen, 2004), learner orientations (Ellis & Sheen, 2006; Rassaei, 2014) and selection of target items (Kim & Han, 2007). For example, Sheen (2006) showed differential effects of recasts based on four different contexts: ESL classrooms in New Zealand, a French immersion class, EFL classrooms in Korea, and ESL classrooms in Canada. The study showed more frequent use and a larger effect of recasts in EFL contexts than in ESL contexts. Oliver and Mackey (2003) found that discourse contexts in SLA classroom greatly determine whether recasts elicit immediate uptakes. They showed that recasts produced higher uptake rates when used explicitly in language-focused contexts. Simhony and Chanyoo (2018) found that teachers in public school classrooms in Thailand used recasts most in the EFL classes, whereas metalinguistic feedback was most common in classes in a private international school. The research suggests that the much smaller class size and the teacher's greater confidence in the student's ability to correct their errors may have led to this difference.

Meta-analyses (e.g., Li, 2010; Lyster & Saito, 2010; Mackey & Goo, 2007) found that the results indicated a significant role of CF on assisting second language learning. For example, Lyster and Saito's (2010) meta-analysis of fifteen classroom-based studies examined CF's pedagogical efficacy on L2 development and found that CF significantly affected L2 learning, and that prompts elicited more constructed responses than recasts. Overall, individual research and meta-analyses of CF studies supported a positive role of CF in instructed SLA. A consensus has developed in SLA research that CF facilitates L2 acquisition (Ellis, 2017).

B. *Teachers' Beliefs about Oral CF and Classroom Practices*

It is important to know teachers' perspectives behind specific feedback behavior in response to learner errors since it is generally believed that their beliefs affect their pedagogical behavior (Alkhamash & Gulnaz, 2019; Borg, 2011; Roothoof, 2014). Previous studies showed that most teachers support a fair amount of implicit CF in the language classroom while learners prefer explicit corrections. For example, Schulz's (2001) survey study showed that most learners wanted their erroneous oral productions corrected, whereas most teachers believe CF is not always practical. Jean and Simard's (2011) survey study showed that teachers had positive attitudes toward CF, especially toward implicit CF. In the same vein, Lee (2013) and Gómez et al. (2019) showed that teachers showed more positive feelings about implicit CF strategies than explicit ones. Studies (e.g., Al-Hajiri & Al-Mahrooqi, 2013) showed that the ESL teachers considered learners' personalities, linguistic knowledge, feelings, and socio-cultural orientations when they provided CF. All these survey studies provide us with teachers' CF perspectives, but they did not examine teachers' classroom CF practices in relation to their CF beliefs.

Some studies also investigated the linear relation between teachers' beliefs about L2 instructional aspects and practices showing mixed results. For example, Jensen (2001) and Ng and Farrell's (2003) showed that the teachers were positive about CF and their CF practices reflected their attitudes and beliefs about CF. Junqueira and Kim's (2013) study of two ESL teachers' CF beliefs and classroom practices showed that both the experienced and novice ESL teachers' beliefs about different CF types and their views of learner expectations significantly influenced their CF practices. Kamiya's (2016) study of four ESL teachers' oral CF beliefs and practices found that experienced teachers' classroom practices accorded to their stated beliefs of CF. On the other hand, some studies (e.g., Basturkmen et al. 2004; Farrokhi, 2007; Gatbonton, 2008) found that the teachers' CF beliefs and practices mismatched. Some recent studies (e.g., Bao, 2019; Dilans, 2015; Ha & Murry, 2020; Kartchava et al., 2020) showed teachers' beliefs were partly

reflected in their practices. For example, Kartchava et al.'s (2020) questionnaire survey and classroom observation study of preservice ESL teachers' CF beliefs and classroom practices showed that the teachers' beliefs about CF strategies paralleled the teaching practices, but they were found to address fewer errors than their perceptions. The relation between the beliefs and practices is not simply influenced by research methods or analytic approaches (Farrell & Lim, 2005; Farrell & Kun, 2008); it can largely be affected by contextual factors (Basturkmen, 2012) and situational constraints (Lee, 2009). However, the consistency between beliefs and practices was more reflected in the case of teachers with teaching experiences and pedagogical training (Mitchell, 2005).

While the previous studies mostly used questionnaire survey and classroom observations as data collection methods to identify beliefs-practices relations about oral CF strategies, little research examined through interviews along with classroom observations teachers' in-depth perspectives about CF use in Arabic as a Heritage Language (AHL) context. This current study employing multiple data collection methods investigated teachers' classroom oral CF practices in relation to their CF beliefs and their impact on learner uptake across learners' two proficiency level classes in AHL context at K-12 school in the Midsouth USA. The present study addressed the following three questions.

1. What were the teachers' beliefs about the use of CF in AHL teaching?
2. What CF types did the teachers use in their AHL classes?
3. How did CF practices impact learner uptake in the two proficiency level classes?

III. METHODS

A. *Setting and Participants*

This present study was conducted at a private K-12 school in Memphis, Tennessee, that requires Arabic as the core subject from the first grade to the twelfth grade. Two proficiency level classes such as lower intermediate and higher intermediate were observed.

LI Teacher, a 46-year-old female Arabic teacher with ten years' teaching experience, completed her MA degree in sociology in Libya. She received week-long teacher trainings three times at her school. During those trainings, she received hands-on instructions on teaching pedagogy and participated in five day-long workshops on language teaching pedagogies. She joined workshop on CF in her school.

HI Teacher, a 35-year-old male Arabic teacher with eight years of teaching experience, received his MA in the English in Libya and his MA in applied linguistics in the USA and was a Ph.D. in applied linguistics candidate during this study's data collection. His PhD concentration was ESL testing and evaluation and took classes on peer interactions and corrective feedback.

LI Class and HI Class each comprised 15 students. The students' average ages in the LI and HI classes were 12 and 14, respectively. LI Class students were 60% male and 40% female, while in the HI class, 20% of students were male and 80% female. Arabic constituted 85% LI and 90% HI students' parents' home language. The LI and HI students already studied Arabic for an average of five and eight years, respectively.

B. *Arabic as a Heritage Language (AHL) Context*

Arabic was a heritage language for most of the learners whose classes were observed for this study. While they had been exposed to colloquial Arabic dialects at home, they learned standard Arabic at school to be able to understand the classical and modern Arabic texts and to communicate with peers from other dialect groups in Arabic, making this immersion school analogous to a heritage language setting.

The Arabic language classes were scheduled one hour every day all five days in a week. The observed classes basically focused on reading and speaking skills. The textbooks were designed as per content-based instruction curriculum and contained readings with linguistic aspects to be covered in the classrooms. In most cases, the teachers assigned their students to reading the texts aloud and gave CF when the students made errors. The language textbooks contained passages about social science, history, geography etc. The teachers asked their students questions relating to the texts and provided oral CF in response to their erroneous utterances. The students were also assigned to writing and asked to read aloud what they had written. Both teachers had almost the same teaching approach discussing contents of the text, allocating individual, pair, and group activities, asking students questions about linguistic features found in the text and giving feedback where needed.

C. *Data collection Procedures and Instruments*

The study started after the IRB approved the data collection procedure. Two different proficiency level classes were observed for a week to pilot the feasibility study. Being convinced that both teachers used CF in their classes, the researcher started collecting data with the necessary consent from the school's principal, the participating teachers, the learners' parents, and assents from the learners. The researcher had already known the participating teachers. They were not informed of what specific linguistic aspects or teaching strategies would be investigated in the study.

This study used a mixed method approach including structured observations and semi-structured interviews. During the observation procedure, the researcher sat at a corner of the class unobtrusively and video-recorded a total of 20 hours of teacher-student interactions for two months in the two proficiency classes. The non-participant observations procedure was used to collect the observation data meaning that the researcher did not take part in any classroom

activities, and the utmost precaution was taken to ensure that this presence made little impact on the regular behavior of the classes.

Once the observations were completed, the researchers interviewed the two teachers twice, once at the end of the observations and once after the primary data analysis for one hour in each phase. The second interviews were aimed to member check the researcher's interpretations with the participating teachers' constructions. The first interviews took place in the teachers' office rooms and the second interviews via the Zoom meeting. The second interviews asked for clarifications of some questions that arose during the data analysis. The interviews in both phases were audio-recorded for coding and analysis.

D. Data Coding and Analysis

This study adopted Lyster and Ranta's (2007, 1997) error categories and error treatment sequence to code and analyze the observation data. The researcher coded all the instances of oral CF regardless of classroom activities. Ranta and Lyster (2007) categorized CF into two main kinds: reformulations (recast and explicit correction) and prompts (clarification requests, elicitation, metalinguistic feedback, repetition, and multiple feedback). The implicit CF includes recast, repetition, and clarification requests while explicit CF includes explicit correction, elicitation, metalinguistic feedback, multiple feedback. The data of this study shows that both teachers used conversational recasts to support the continuation of the interaction. So, the recasts used by the participating teachers were categorized into implicit CF.

This study used the grounded theory approach and thematically coded the interview data using Nvivo 12 Plus. Lyster and Ranta's taxonomy of CF and learner errors and uptake provided inspiration for thematic coding. Hence, to analyze the qualitative data, the codes such as, major errors, minor errors, implicit CF, and explicit CF were used. Teachers' beliefs about CF were categorized into positive ones and negative ones. Positive beliefs were coded from their statements that acknowledged the importance of CF in language teaching. For example, the following extract shows that the LI teacher recognized the importance of CF and described her practice of CF in her class.

Example 1: LI Teacher

Sometimes errors should be corrected when it comes to affecting the meaning. If the error affects the meaning, we need to correct them. In writing I do give them feedback after they submit their paper. Even when they present like formal presentation, I write down some errors... then I give it to them after they are done.

The researcher coded the terms relating to error correction and derived a common theme from those terms. From the above extract, for example, the researcher coded the terms "errors should be corrected", "need to correct them", and "we write down some errors" etc. as the teacher's positive view of CF. The teachers' preferences for specific CF strategies were coded based on some terms they used to mean their preferences for specific CF strategies such as 'like', 'dislike' and, or prefer etc. The following example states what CF type the teacher preferred and why he did so.

Example 2: HI Teacher

You know, I prefer implicit feedback because I guess it is better for communication purposes. So, implicit feedback can be part of the communication. When I am correcting their errors, I try to do it implicitly partly because I am sensitive to their emotion.

As the example above shows, the teacher explicitly stated his preference for implicit CF. The CF categories were coded from the data corresponding to the definitions used in Table 1.

For coding, the researcher manually transcribed the observation data in English. To ensure the reliability of the observation data coding, an Arab PhD student of Applied Linguistics inter-coded 15% of the observation data. She was given a short orientation on CF and learner uptake plan before coding. The researcher's and inter-coder's coding results yielded 90% similarity. In order to ensure the reliability of the qualitative data analysis, both teachers were interviewed second time to verify the researcher's data interpretation. After the researchers transcribed and coded the interview data, he showed them his coding and analysis to member check his interpretations with the teachers' intended meaning.

E. Error Treatment Sequence

The error treatment procedure starts with learner errors—lexical, phonological, or grammatical ones. Then the teacher either provides CF or the learner continues the topic. In case the teacher provides CF, the learner responds to the CF or continues the topic. In the case of learner uptake, either the uptake is successful (repair) or unsuccessful (needs repair). When the uptake is successful, either the teacher reinforces with some appreciation, or the learner continues. When the uptake is unsuccessful, either the teacher gives CF again or the learner continues the topic.

F. Error Categories

This study coded three error types (phonological error, lexical error, and grammatical error) and examined how they were treated and how that error treatment impacted learner responses. For this study, the following definitions of error categories were used. Please see the examples of error types in Table 1. All example errors and teachers' CF emerged from the present study.

1. Phonological error refers to incorrect pronunciation of Arabic sounds.
2. Lexical error refers to the use of inappropriate vocabulary or the vocabulary with incorrect form or utterances.
3. Grammatical error refers to improper use of any grammatical categories and/or incorrect utterance of ending vowels of Arabic words.

G. CF and Uptake Definitions

The following definitions of oral CF are used for this study.

TABLE 1
DEFINITIONS OF CF AND UPTAKE (MODIFIED FROM LYSTER AND RANTA 1997)

CFs and uptake	Definitions	Examples (taken from this current study)
<i>Recasts</i>	The teacher reformulates the erroneous part of the learner's utterance without clearly indicating that the learner made an error.	S: <i>wa ana azhab ilaihi da:iman wa na 'kul tubul</i> . 'And I always go to him and eat 'tubul' (Lexical error: exact word 'at-tabbulah' meaning a kind of salad.) T: <i>at-tabbulah</i> (recast). 'T: 'At-tabbulah'
<i>Explicit correction</i>	Directly indicates that the utterance is erroneous and corrects the error.	S: <i>makhajat</i> . 'I did not take' (grammatical error: no subj. verb agreement) T: <i>Ma' this is one kalima, akhaztu, ta damma, ma akhaztu</i> . 'Not, this is one word, I took'. (Explicit correction)
<i>Clarification requests</i>	Asks for more clarification by some phrases such as "I don't understand", "What", or "Excuse me" indicating that the meaning or message was not clear, or there is some error in the utterance.	S: <i>fi ashsharqil wasat</i> . 'In the Middle East.' (Phonological error). T: <i>what?</i> (Clarification request)
<i>Metalinguistic feedback</i>	Gives linguistic explanation or asks questions about the construction of the utterance without giving the correct form (for example, 'Do you say like this in English?' and 'It is third person singular number').	S: <i>ain a 'taita?</i> 'Yourself did you give?' (Lexical error: 'ain' meaning 'fountain' should have been 'aina' meaning where) T: <i>Try to read with haraka at the end</i> . 'Try to read with an ending vowel!'
<i>Repetition</i>	The teacher repeats learners' errors by adjusting intonations to draw learners' attention.	T: What should we say after Mohammad, Ziad and Ismail? S: They [dual form] T: They [dual form]?
<i>Elicitation</i>	The teacher pushes learners to self-correct forms by correcting part of the error and then pausing for a while for learners to complete or by asking WH questions (e.g., 'How do you use the plural form?')	S: <i>hal anti (انت) ta 'mal fi hazal maktab?</i> 'Do you work at this office?' (Subject-verb agreement problem) T: <i>Hal anti...</i> (elicitation) 'Do you...'
<i>Multiple feedback</i>	Uses two or more feedback strategies in one feedback turn and thus makes the feedback salient to learners	S: <i>wahia mutakhassisah fil jugrafia</i> 'She is expert in geography' (grammatical error: mismatch in subject-predicate gender agreement) T: <i>wahia mutakhassisah fil jugrafia. Wa hia...</i> 'She is an expert in geography. She is...' (recast plus elicitation)
<i>Uptake</i>	Refers to learners' immediate response to teachers' CF. Uptake can be either 'repair' (successful) or 'needs repair' (unsuccessful).	S: <i>hal anti (انت) ta 'mal fi hazal maktab?</i> 'Do you work at this office?' (Grammatical error; subject-verb agreement problem) T: <i>Hal anti...</i> 'Do you...' S: <i>hal anti ta 'mali:n?</i> 'Do you work?' (<i>Repair</i> .)

Note: S refers to student and T refers to teacher.

IV. RESULTS

Research Question 1. What were the teachers' beliefs about the use of CF in AHL teaching?

A. Beliefs about CF

Both teachers recognized the importance of the use of CF in second language teaching and believed that teachers should provide CF. LI Teacher stated that she provided immediate CF and tried to fix errors by identifying the sources of errors. HI Teacher said that he treated major errors and practiced both delayed and immediate CF approaches. However, both were against providing excessive CF. Especially, HI Teacher was a steadfast critic of CF for minor errors. LI Teacher did not want her students to repeat the same errors. She preferred addressing their errors without explicitly indicating them. Likewise, HI Teacher recognized the importance of CF, but is more conservative about addressing learner errors. He did not condone that a lot of error correction would be effective in language teaching. He stated that he addressed learner errors only when they interrupted meaningful communication.

B. Preference for Specific CF Types

Both teachers preferred implicit CF strategies and advised for judicious decisions while providing CF so that learners do not feel interrupted and lose confidence. LI Teacher preferred implicit CF to avoid learners' emotional reactions while HI Teacher preferred implicit CF to avoid interactional interruptions. LI teacher was against explicit correction. However, for HI Teacher, the explicitness of his CF depends on interactional situations. He mentioned that during students' presentation he gave explicit feedback; otherwise, he preferred implicit CF. He explained that since Arabic is a gendered language, he explicitly addressed learner errors when they failed to maintain agreement between gender and number in sentence constructions. Both teachers showed their preference for prompts that were intended to push learners to self-correct. They both stated that they preferred pushing learners to correct by themselves and stated how

they pushed learners to self-correct. LI Teacher preferred prompts and did not like to make the corrections by herself. She liked using scaffolds but did not state any specific example of her non-verbal behavior. She also clearly stated that she tried to push her learners to self-correct. HI Teacher also preferred activating learners' self-autonomy by pushing them for self-correction. HI Teacher attempted to make his student self-reliant by activating their learning self-autonomy. He said that he always pushed his learner to self-correct. He opined that since his students were in the advanced level, they should be able to notice their own linguistic gaps.

C. Beliefs about Error Types

The teachers' statements show that LI Teacher focused on correcting learners' lexical errors while HI Teacher focused more on learners' grammatical errors. Also, both teachers were opposed to addressing minor errors that do not impact teacher-student oral communications. LI Teacher emphasized vocabulary and their meaningful usage in her class. She also added that she responded only to specific errors. On the other hand, HI Teacher focused on grammatical errors. HI Teacher's main emphasis was on learners' grammatical accuracy. He also added that he ignored learners' phonological errors unless they impeded learners' intelligibility. Since most of the learners' home language was Arabic, the teachers' focus was not the learners' pronunciation.

Research Question 2. What CF types did the teachers use in their AHL classes?

The total number of CF provided by the two teachers was 156 followed by 126 learner uptake moves (77% CF) that included 106 learner repairs (84% uptake). LI Teacher provided 105 CF moves leading to 91 uptake moves (87% CF) and received 76 learner repairs (83% uptake) whereas HI Teacher gave 51 CFs leading to 35 uptake moves (67% CF) and received 30 learner repairs (86% uptake).

As Figure 1. shows, LI Teacher uses 105 CF moves whereas HI Teacher uses only 51 CF moves in his high proficiency class. LI Teacher uses five CF strategies: explicit correction (14%, N=15, recast (23%, N=24), metalinguistic feedback (27%, N=28), elicitation (15%, N=16), and multiple feedback (21%, N= 22). Reformulations (explicit correction and recast) constitute 37% CF (N=39) and prompts (metalinguistic feedback, elicitation, and multiple feedback) 63% CF (N=66). While the results of the most previous studies found that the most frequently used CF type was recast, this study showed that, in the LI class, the most used CF type is metalinguistic feedback, and the second most used CF was recast.

On the other hand, HI Teacher uses equally both reformulations (51%) and prompts (49%). His recast constitutes the highest frequency rate (49%, N=25) and multiple feedback the second highest (21%, N=11). His implicit CF strategies include recast (49%, N=25), clarification request (4%, N=2), and repetition (2%, N=1). And the explicit CF strategies he uses are multiple feedback (21%), elicitation (12%, N=6) and metalinguistic feedback (10%, N=5).

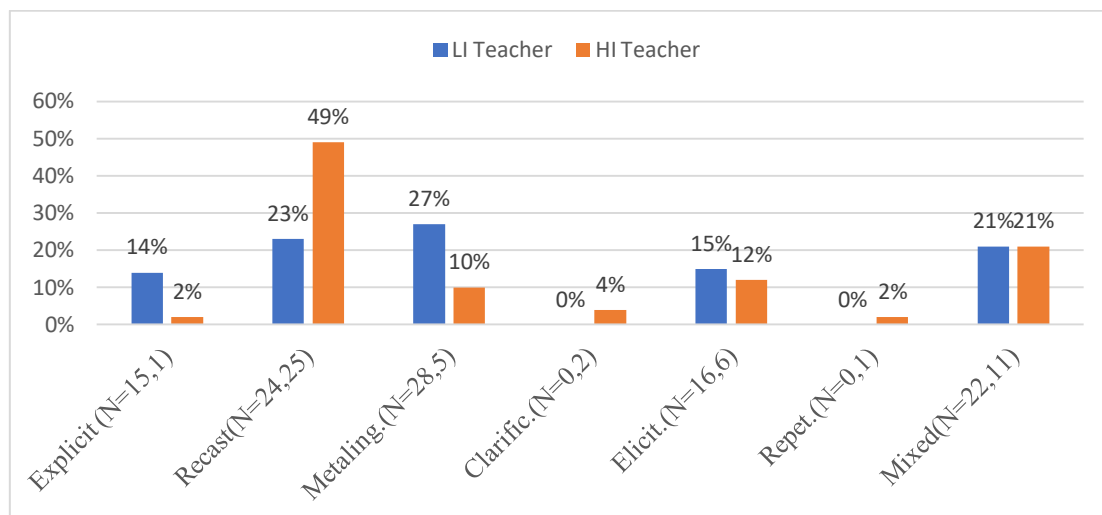


Figure 1. Frequency of LI and HI Teachers' CFs (N=105 and 51 in two classes respectively)

Note: "Mixed" used in all the figures in this study refers to 'Multiple CF' category.

In regard to LI Teacher's CF in response to error types, as Figure 2. Shows, LI Teacher's 72% CF moves (N=76) respond to lexical errors, whereas only 28% (N= 29) CF moves address grammatical errors. Metalinguistic feedback constitutes the highest CF rate (22%, N=23) followed by multiple feedback (15%, N=16) and recast (13%, N=14). Besides, her use of explicit correction and elicitation each constitutes 11% CF. In response to grammatical errors, she uses recast ((9%, N=10), multiple feedback (6%, 6), metalinguistic feedback and elicitation (5% each, N=5) and explicit correction (3%, N=3). The LI teacher did not respond to any phonological errors. In the interview, LI Teacher responded that she was not concerned about their pronunciation. It was also found during the observations that the learners' pronunciation was exceptionally comprehensible. It might be because they were mostly from families where at least one parent spoke the Arabic language.

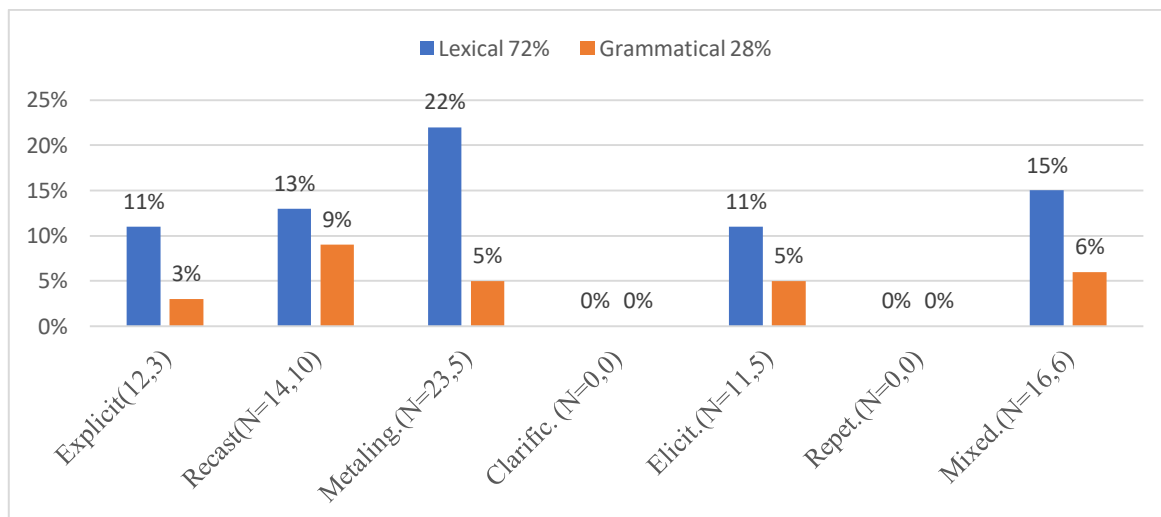


Figure 2. LI Teacher's CF in Response to Error Types (N=76,29)

As Figure 3. below shows, HI Teacher predominantly addresses grammatical errors constituting 71% CF moves (N=36) whereas only 24% ones (N=13) respond lexical errors and 4% ones (N=2) phonological errors. Among the CF types addressing grammatical errors, recast is the most frequently used CF type making 33% CF (N=16). Besides, he uses multiple feedback (14% CF, N=7), elicitation (12% CF, N=6) and metalinguistic feedback (10% CF, N=5) addressing grammatical errors. Recast receives the highest frequency rate (16%, N=8) whereas multiple feedback and clarification request receive only 6% and 2% of CF respectively in response to learners' lexical errors. His response to phonological errors constitutes only 4% of CF, that is, 2% (N=1) with recast and 2% (N=1) with multiple feedback. In the follow-up interview HI Teacher explained that his learners coming from Arabic speaking families were good at pronunciation and he focused more on grammatical accuracy.

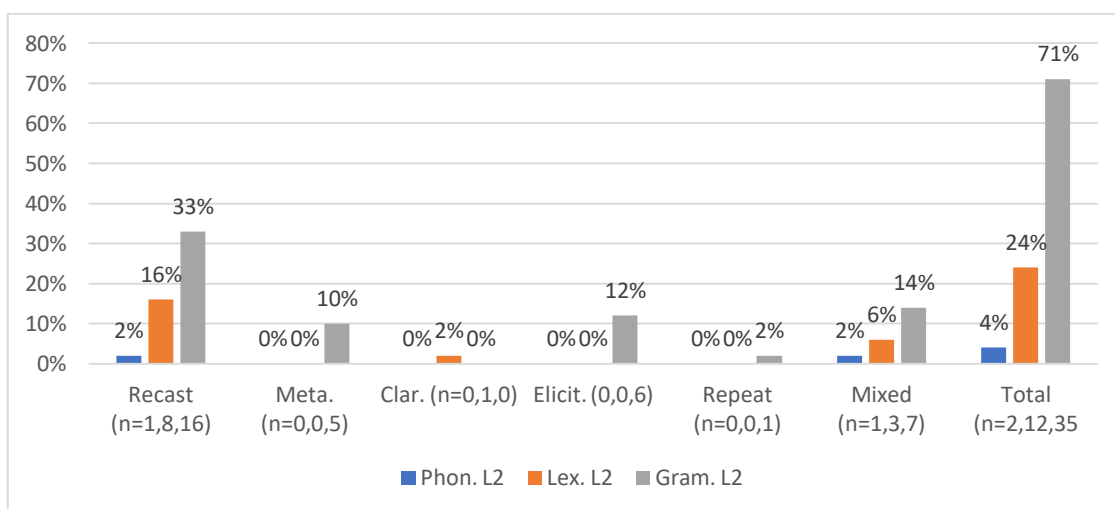


Figure 3. HI Teacher's CF for Phonological, Lexical, and Grammatical Errors (N=2, 13, 36)

Research Question 3. How did CF practices impact learner uptake in the two proficiency level classes?

Figure 4. below shows the uptake and repair rates in LI Teacher's class. The average uptake and repair rates in the lower proficiency class are respectively 87% (N=91) and 83% CF (N=76). Elicitation leads to 100% uptake (N=16) and recast (N=23) leads to the second highest uptake rate (95%). Besides, metalinguistic feedback, explicit correction and multiple feedback respectively lead to 82% (N=23), 80% (N=12) and 77% uptake (N=17). As to the repair rate, multiple feedback and recast's uptake include the highest repair rates (88% and 87% respectively). In addition, metalinguistic feedback and elicitation and explicit correction's uptake moves respectively include 82% (N=19), 81% (N=13) and 75% (N=9) repairs.

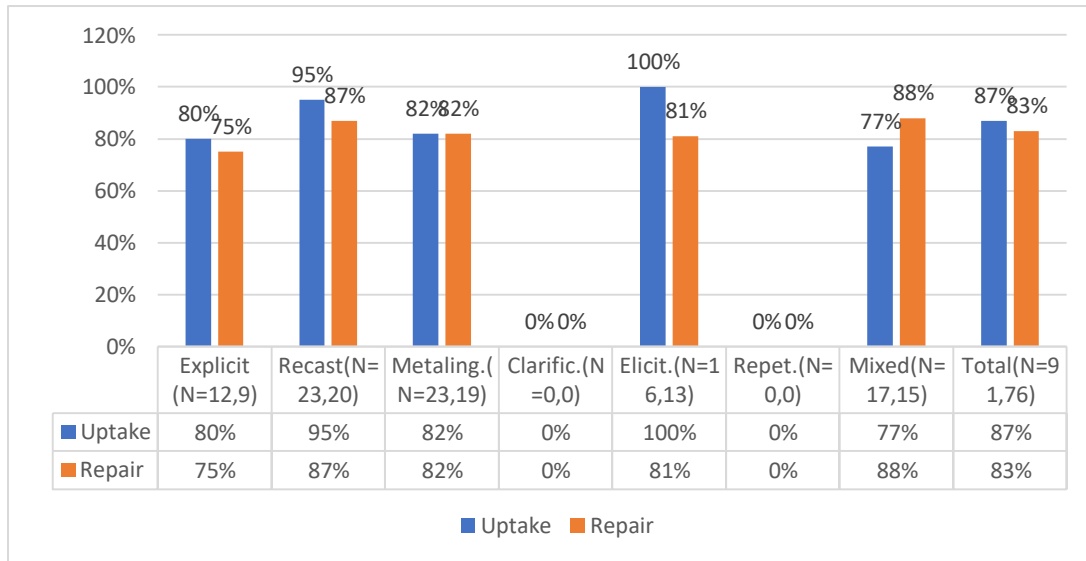


Figure 4. Uptake and Repair Rates in L1 Teacher's Class

Figure 5. below shows the uptake and repair rates in HI Teacher's class. The average uptake and repair rates are respectively 67% (N=35) and 86% (N=30). Elicitation, clarification request, explicit correction, and repetition each leads to 100% uptake and repair. Multiple feedback leads to 72% uptake (N=8) and 87% (N=7) repair. Recast leads to 60% uptake (N=15) that includes 80% repair (N=12). Metalinguistic feedback leads to the lowest uptake rate (40%, N=2) including only 50% repair (N=1).

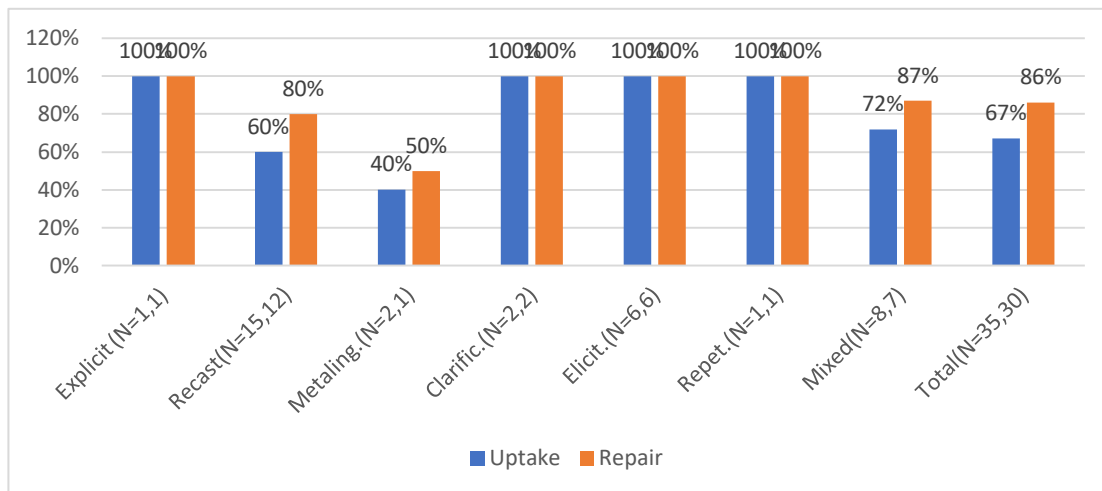


Figure 5. Uptake and Repair Rates in HI Teacher's Class

V. DISCUSSION

The teachers' CF beliefs largely influenced their classroom CF practices. For example, the high incidence of metalinguistic feedback, elicitation, multiple feedback and recast reflected LI Teacher's statements that she preferred prompts and implicit corrective feedback strategies. 86% of her CF practices corresponded to her preference for implicit CF and the rest 14% CF practices partly matched with her preference for prompts. As she stated in her interviews that she preferred pushing her learners to self-correct, she used a great rate of metalinguistic feedback, elicitation, and mixed feedback. In the case of mixed feedback, she uses two or more feedback types, mostly metalinguistic feedback and recast, in the same turn.

CF decisions in HI Teacher's class fully corresponded to his beliefs about different CF strategies. For example, as he stated that he preferred prompts and implicit CF, and sometimes used explicit CF, the data shows that he predominantly used recast and different prompts. He stated that he was used to both implicit and explicit CF and used recast because it could be provided without interrupting oral interactions. His CF moves led to very high uptake and repair rates with a few exceptions. For example, his metalinguistic feedback and recast less effectively led to uptake but the repairs from recast were significantly high. As he preferred implicit CF and prompts, he provided half of his CF by recast and provided a high rate of multiple feedback leading to high repair rates. His CF practices effectively led to high learner

responses; however, the repairs are always higher than the uptake moves. This study finds a positive connection between CF beliefs and classroom practices.

The high recast rates in both classes conform to high incidence of recasts found in prior studies (Li, 2014; Esmaeili & Behnam, 2014; Fu & Nassaji, 2016). Whereas some previous studies (e.g., Lyster & Ranta, 1997; Kennedy, 2010) show that teachers provided prompts more than recasts in proficiency level classes, this current study shows that recasts were provided more predominantly in the higher proficiency class as was also found in Nikoopour and Zoghi's (2014) study.

LI Teacher was found concerned about learners' emotional reactions in response to explicit CF which was why she said she preferred recast corresponding to previous studies (Gómez et al., 2019; Mori, 2002; Kartchava et al., 2020) that show that L2 teachers considered learners' personalities, feelings, sociocultural orientations, or communication flow during oral interactions. However, HI Teacher, who was an experienced L2 teacher, stated that his explicit CF practices were influenced by learner needs. He also preferred implicit CF, specially, conversational recast; however, this was not to avoid learners' emotional reactions, but to continue classroom interactions without interruptions. This finding conforms to a number of studies that showed that experienced teachers valued the effectiveness CF and focused on learner needs (Rahimi & Zhang, 2015; Ha & Murray, 2020; Ha & Murray, 2021).

The teachers' error preference differed across their learners' proficiency levels. LI Teacher showed her preference for lexical errors. In compliance with her beliefs, she predominantly addressed learners' lexical errors. This finding conforms to Nikoopour and Zoghi's (2014) study that showed that the teachers mainly addressed lexical errors in their low proficiency class. However, many other factors such as contexts and settings might be likely to influence teachers' preference for error types. For example, Choi and Li's (2012) study of CF and uptake in 6 ESOL classes in a New Zealand primary school shows that teachers' most targeted error type was grammatical errors followed by phonological and then lexical errors. LI Teacher explained the reason for her high focus on lexical errors saying that she followed content-based syllabus that was designed to develop learners' vocabulary knowledge and lexical accuracy. Hence, she used to ask her students to read out the text and tell the meaning and do the tasks. However, instructional contexts and linguistic focus might influence what error-types teachers address. For example, Bao's (2019) study of CF beliefs and classroom practices with eight Chinese as a Second Language (CSL) teachers showed that phonological errors received the highest CF. HI Teacher's preference for learners' grammatical errors was due to his instructional focus that was manifested in his statements and classroom practices. HI Teacher's high response to grammatical errors correspond to the studies of Lyster (1998) and Kennedy (2010) that showed that teachers mainly focused on learners' grammatical errors.

The CF frequency in both classes was relatively low, but the uptake and learner repair rates found in this study were much higher than in previous studies (e.g., Panova & Lyster, 2002; Lyster & Mori, 2006; Fu & Nassaji, 2016; Shirani, 2019). It might be because both teachers were opposed to the random use of CF despite positive belief about CF. For example, LI Teacher stated that she identified the patterns of learner errors that were made repeatedly and then she addressed only those errors so that the learners could avoid repeating those errors. Likewise, HI Teacher mentioned that he focused only on major errors that caused communication breakdown. Their statements align with their classroom practices that were likely to influence their learners' high uptake and repair. One reason for high uptake rate in LI class can be attributed to the teacher's approach to CF. She was found insisting on learners' responses when she provided any CF. Both teachers' use of prompts, specifically, the use of elicitation in LI and HI classes was found very effective in leading to high uptake and repair rates corresponding to the finding of a number of previous studies (e.g., Esmaeili & Behnam, 2014; Nikoopour & Zoghi, 2014; Shirani, 2019; Alkhamash & Gulnaz, 2019). The finding suggests that focused CF is less frequent but is likely to lead to more uptakes and repairs.

VI. CONCLUSION

This present study investigates AHL teachers' CF practices in relation to their CF beliefs in two proficiency level classes. That teachers' beliefs about particular language teaching strategies largely impact their pedagogical behaviors (Borg, 2011; Roothoof, 2014; Alkhamash & Gulnaz, 2019) is manifested in the findings of this study. LI Teacher's CF practices were significantly consistent with their CF beliefs. LI Teacher's use of implicit CF resulted from her beliefs that taking indirect strategies to address errors is an effective way to treat learner errors without affecting learners' feeling, and her belief about using prompt was that learners in the low proficiency class sometimes should be pushed to respond so that learners can learn through interaction. She also used a fair frequency of explicit correction that she did not prefer. Besides, her predominant responses to learners' lexical errors conformed to her beliefs about her learning outcomes and teaching goals. HI Teacher's practices were fully consistent with his CF beliefs. His selective use of CF reflected his belief that teachers should not interrupt communication flow by pointing learners' every error unless the error impedes meaningful interactions. High frequency of recast in response to grammatical errors derived from his CF beliefs and pedagogical focus resulting in high rates of learner uptake and repair.

The implications of this study extend to second language teaching pedagogy that advocates for CF practices in L2 classrooms. The findings suggest that teachers with informed knowledge of CF can ensure high consistency of their CF practices with their CF beliefs. L2 teachers should be provided with practical orientations of CF strategies. They should also undertake some research agenda through hands-on instructional projects that will include their CF strategies and learning assessment to estimate the connections between their stated CF beliefs and practices and their efficacy on L2

learning. Their self-study will also help reflect on the results and assess their beliefs' relevance in relation to practical needs for L2 development (Kartchava et al., 2020).

The study is, nevertheless, limited to only two teachers of the two observed classes. This study excluded the learners' perspectives whereas it is also important to know the learners' perspectives about the uptake behaviors in response to teachers' specific CF practices. Studies of larger samples where the same participants teach both lower and higher proficiency level classes will render a broader perspective of CF beliefs and practices and show whether the same teachers' CF beliefs and practices change across learners' different language proficiency levels. High uptake and repair rates found in this study might be because the teachers provided relatively low amounts of CF making the CF instances focused and noticeable to the learners which was why they significantly responded to the CF moved provided. So, to understand the real scenario, future study should also interview the learners to know their perspectives about their error noticing and their responses. Future research can also consider learner uptake in response to some specific CF types, CF's timing, and moderating variables such as L2 teacher education and learner aptitude to identify how they are connected to teachers' CF beliefs and classroom practices and how the relation between CF practices and beliefs impact L2 development.

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