



THE UNIVERSITY
of ADELAIDE

***How to promote EAL students' English capability in high school in
Australia***

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Master of Teaching
(EDUC 7557)**

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Declaration:

This dissertation contains no material that has been accepted for the award of any other degree or diploma in any educational institution and, to the best of my knowledge and belief, it contains no material previously published or written by another person, except where due reference is made in the text of the thesis.

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Abstract

With the growth of the economy and globalization, Australia attracts a large number of international students, most of whom do not speak English as their first language. This language limitation has resulted in many international students not being able to integrate well into the Australian living and learning environment. Effectively helping these students overcome the language barrier is one of the difficulties teachers face in the classroom. In order to help teachers, find effective ways to improve the students' English language ability in the classroom. This study focuses on how teachers can improve the English language skills of EAL students by providing effective assistance to EAL students in the classroom. The study puts the main focus on how to improve students' English speaking skills. It investigates and evaluates whether teachers in EAL classes can effectively help students improve their speaking skills by providing them with Corrective Feedback (CF) in speaking. Specifically, this study combines theory with practice by evaluating the CF approach in the context of multicultural education in Australia, and by taking into account specific student characteristics to assess whether the CF approach is suitable for teachers to use directly in the classroom and can effectively help students improve their English capability.

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Chapter 1 Introduction

1.1 The problem

Australia is a diverse country. According to McCormack et al. (2018), in Australia, there are more than two thousand different ethnic groups, which also shows that Australia is a multicultural and multilingual country. The number of migrants has also grown in line with the continued growth of Australia's overall population. McCormack et al. (2018) also point out that the number of immigrants in Australia has been increasing continuously since the 1960s and by 1990, immigrants accounted for 20% of the total population of Australia. By 2010 the number of immigrants had reached 25% of the entire population of Australia. Among them, the only immigrants from English-speaking countries are from New Zealand, and the United Kingdom and immigrants from countries whose native language is not English accounted for 52.9% of the total number of immigrants. In addition, with the development of global internationalization, Australia has also attracted large numbers of international students. According to McCormack et al. (2018), the three countries with the largest source of international students are China, Vietnam, and South Korea, all of which are non-native English-speaking countries. Thus, for most immigrants and international students, English is an additional language. According to Tangen and Spooner-Lane (2008), students who belong to this category have been variously described as English as an additional language or Dialect (EAL/D), language minority (LM) students, English as foreign language students (EFL), limited-English-proficient (LEP) students (Lee, 1996), and students with English as a second language (ESL). These migrants and international students need to start learning English in order to integrate into Australian society. To meet the language needs of immigrants and international students, Australia has a separate subject for these students in the National School Curriculum. The name of this subject is "EAL" (Premier & Parr, 2019). However, in addition to learning a new language and adjusting to a new culture, most EAL students are expected by the school to learn the same academic content as their peers whose first language is English. However, according to Tangen and Spooner-Lane (2008), many EAL students have difficulties in learning. Therefore, many EAL students lost interest in learning, and even many EAL students chose to drop out of school. In addition, these students have been troubled by inattentiveness in class, unable to keep up with the learning progress of their peers, and unable to complete most of their homework. These behaviors are similar to those of students with a learning difficulty disorder. Therefore, teachers may attribute the behavior of students to a learning difficulty, but the real problem is their English language proficiency. In fact, EAL students have different levels of literacy in their primary language due to limited or no previous education, differences between

language systems, cross-cultural awareness, and assumed cultural status all make it difficult for EAL students to improve their English proficiency to the level of the same level as peers. According to Creagh et al. (2019), EAL students admitted from Years 5 to 7 still need support to learn English beyond Year 9 because they have not reached the same level of English-speaking peers by Year 9 on average. In addition, due to the increasing challenges and complexity of the senior year curriculum from Years 10 to 12, EAL support needs to remain the same for all of the following years. Hence, improving English level of EAL students is very important.

1.2 Rationale

Dryden et al. (2021) point out that for EAL students, speaking in the language of mainstream society is often the most difficult part of language learning. They also have more negative emotional responses to Foreign Language Anxiety (FLA) because the use of mainstream social language tends to make them feel scared. FLA refers to negative emotional reactions when learning or using a foreign language, especially in classrooms, public transportation, shopping malls, offices, and other public places where self-expression may occur. Dryden et al. (2021) also note that in a classroom setting, FLA appears to negatively affect participants' moods and thoughts, as it may "reduce willingness to communicate", "sowing the seeds of self-doubt in learners' minds", "allowing them to be less confident about themselves", and "promotes feelings of incompetence and low self-esteem". These undoubtedly hinder the improvement of EAL students in English. How can we improve the oral ability of EAL students? Many studies are showing that the motivation and attitude of learners are important factors affecting the improvement of students' English ability (Hussam, 2014). Nguyen and Penry Williams (2019) point out that learning is best when students are challenged at a high level and supported at a high level. This view is based on Vogysky's (1978) sociocultural learning theory. Sociocultural learning theory emphasizes that the cognitive development of learners is derived from the interaction between learning and teaching. During the interactive process, when students are assisted by scaffolding, students can achieve higher performance levels than when studying alone. That is to say, in the process of learning interaction, the help provided by teachers to students is considered to be able to actively promote students' language learning. Among them, Corrective Feedback (CF) is simply defined as "a response to learner utterances that contain errors." According to Zarei et al. (2020), CF is a kind of feedback that is provided by teachers and peer responders through reformulating the forms or providing clues to help foreign language learners to correct errors that occurred during their using the foreign language. In the help provided by teachers to students, CF plays a pivotal role in the kind of scaffolding (Lyster et al., 2013). However, this seemingly Simple knowledge is very complex, and research on improving students' oral proficiency by providing students with CF is not comprehensive, especially in the Australian context. There is very little research on CF.

1.3 Significance of this study

The purpose of the research is to enable teachers to help and improve students' speaking skills effectively in EAL classrooms. This research can provide some pedagogical implications for teachers' when they do lesson plans. At the same time, it can help EAL students overcome language barriers and integrate into learning. Finally, EAL students can improve their academic performance.

1.4 Thesis Outline

This research is mainly divided into six chapters including introduction, methodology, literature review, analysis, limitation, and conclusion. Specifically, in the introduction part of the first chapter, the main problem in the research is introduced by analysing the data and current situation of the existing EAL students in Australia, as well as the difficulties and challenges faced by the EAL students. Then, the rationale of this study is analyzed in detail, and at the same time, it is found out what aspects of the study can help to solve the main problem of this study. Meanwhile, the definition of CF will be introduced in this part. Then, it is pointed out that the practical significance of this research in solving practical problems is that it can help teachers to provide practical and effective assistance to students in English speaking in EAL class.

In the methodology part, firstly, the main research method used in this study is the systematic review and the main reason for adopting this method will introduce in the introduction part. Then, the development history, definition, and advantages of this research method will analyse in detail. This study is mainly conducted through five stages including, 1. To identify the initial questions of the research; 2. To identify relevant studies; 3. Screening relevant research; 4. Charting the data; 5. Find, summarize and report results. The fifth stage will be analysed in Chapter 4 and Chapter 5.

In the literature review part, CF was reviewed, analysed, and summarized based on selected articles. First, the development of CF will be introduced. Then, the effectiveness of CF will be analysed. This part combines the results of different studies to compare and analyse. In addition, the cognitive and sociocultural theory perspectives, which are widely studied in second language learning, will be analysed in detail. Then, the main types of CF will be introduced with different definitions and specific examples. Then, the dimensions of CF will be introduced in detail. In this part, the two dimensions of input-providing and output-prompting as well as implicit and explicit will be analysed. Additionally, the study gives the effectiveness of different types of CF. Finally, several other important factors about CF are listed, including uptake, timing, and error types. In the part of findings and discussion, all findings will be list and analyse and three main questions of this study will be answered. And then, this study will analyse the limitations from several aspects, for instance, the

source of data. Furthermore, some recommendations will be given for the future research. Finally, the conclusion part will summarize the entire study.

Chapter 2 Methodology

2.1 Introduction

This chapter mainly introduces philosophical worldview, the specific research method and research process of this research. This research is mainly based on the positivist ontology. In addition, due to the limitation of not being able to collect primary data, the research method used in this study was a systematic review. This section specifically introduces philosophical underpinnings of this study, what systematic review is and how to complete the entire process of research through a systematic review.

2.2 Philosophical underpinnings

According to Creswell and Creswell (2018), an explicit philosophical idea should be made at the beginning of research because this can clarify to show why qualitative, quantitative, or mixed methods had been chosen for this research. The philosophical idea should be included which kind of philosophical worldview is involved in, the definition of this philosophical worldview, and how the worldview formed the method to this study. Worldview is a basic belief that can guide action also called paradigms, epistemologies, and ontologies or broadly conceived research methodologies (Creswell & Creswell, 2018). Ontology provides an understanding of what knowledge is. Meanwhile, epistemology explains how we go about finding new knowledge (Carson, 2001). In addition, there are two types of worldviews that are commonly occurring in research, including, the postpositivist (or positivist) worldview and constructivism (or interpretivism) worldview. From the positivist aspect, regardless of the researcher's views or beliefs, any research phenomenon or situation has a single objective reality. This belief holds that the observer is independent, and that science is worthless. Positivism is concerned with the facts or causes of social phenomena, at the same time, positivism attempts to explain causality through objective facts (Carson, 2001). Therefore, researchers usually set appropriate assumptions and adopt appropriate research methods by first clarifying the research topic. In addition, the researcher will keep a certain distance from the participants during the research process. This distance can separate the researcher from the research and maintain an objective and rational analysis of the research to reveal the objective facts of the research (Edirisingha, 2012).

Compared with positivism, interpretivism is considered to be multiple and relative. In other words, the meaning of interpretivism is not unique and fixed. It will be affected by other meaning systems. The knowledge acquired through interpretivism is more personal and flexible because it is based on social construction rather than objective. The relationship between the researcher and participants are interacting in research. Individual researchers with different perspectives use different research methods depending on the type of beliefs held, including strong qualitative, quantitative, or mixed methods (Creswell & Creswell, 2018).

Quantitative methods are derived from positivism, which has a realist orientation and is based on an independent reality. Since the methodology is based on objectivity and generality, quantitative positivist approaches require methods based on statistical analysis, for instance, inferential statistics, hypothesis testing, mathematical analysis, experimental, questionnaires that have limited predetermined response ranges, etc. (Slevitch, 2011).

On the other hand, qualitative methods are based on interpretivism (constructivism). The qualitative methodological can only provide explanations for others based on the values, interests, and purposes of researchers. The purpose of qualitative scientific investigation tries to from the perspective of participants to gain a better understanding of a phenomenon. This kind of investigation is mainly a rich description of phenomena which includes the meaning, interpretation, process, and context (Slevitch, 2011).

This research is mainly based on the positivist ontology which mainly uses quantitative methods. Largely, this study is based on many quantitative studies meanwhile data are analyzed from quantitative studies. However, in the analysis part of this study, new meanings are constructed mainly through the analysis of the data in a narrative way. To be more specific, the data of this study are adopted from quantitative research but converted into their own words to quantitative to analyse and conclude. Therefore, this study is mainly based on the quantitative method, but relativism is adopted in the treatment section, specifically, the results are reshaped by incorporating the ideas of the researcher.

2.3 Methodological Design

Early systematic reviews of health care began to appear in publications in the 1970s and 1980s. In the 1990s, with the emergence of groups, for example, Cochrane and the Joanna Briggs Institute (JBI), systematic review gradually increased in popularity. Today, systematic reviews are used in different areas of investigation, on different types of evidence and different questions (Munn et al., 2018).

According to Munn et al. (2018), "A systematic review can be broadly defined as a review of research conducted by specialized review groups designed to identify and search for international evidence relevant to a particular question or questions, and to assess and synthesize the results of such searches. As a result, inform practice, policy and, in some cases, further research" (p.1). Furthermore, a systematic review is conducted transparently. The research process is recorded in sufficient detail so that others can reproduce the research. At the same time, the systematic approach minimizes bias, and the results of the study are highly reliable. In addition, conducting a systematic review can identify gaps, and trends in the current evidence and help support and guide future research in the field. According to Arksey and O'Malley (2005), there are five stages in the process of systematic review, including:

“

1. Identifying the initial research questions.
2. Identifying relevant studies.
3. Selecting relevant studies.
4. Charting the data.
5. Collating, summarising, and reporting the results (p.22).”

2.3.1 Identifying the initial research questions

The main purpose of this study at the outset was to consider what are the elements of effective corrective feedback for improving speaking skills in second language learners. Based on this, the following questions had been considered at the very beginning.

1. What is the specific definition of CF? Is the definition of "CF" the same in peer-reviewed journal articles?
2. What are the alternative terms related to CF?
3. How many types does CF contain in total, and which of these types is more worthy of study?
4. Does CF have relatively high effectiveness?
5. What is the development history of CF?
6. Is CF suitable for EAL students to study in English speaking?

2.3.2 Identifying relevant studies

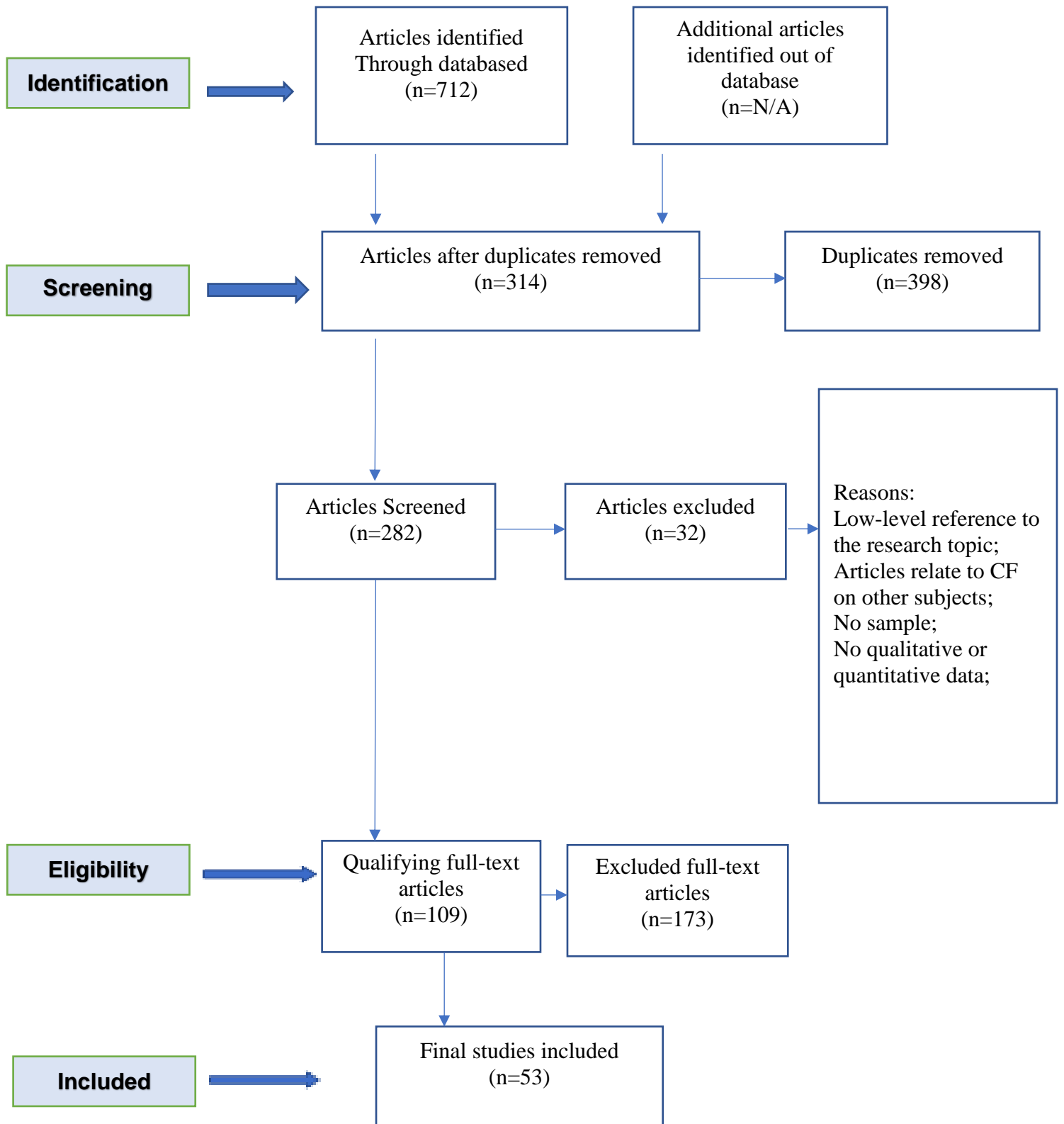
Table 1 – Key Search Terms

Item Number	Key Search Terms
1	Corrective feedback
2	Oral interaction or speaking or oral
3	Metalinguistic feedback or recast
4	EAL or EFL or ESL
5	Student or Learner

Literature for this study was primarily sourced from the University of Adelaide's online library. The University of Adelaide's online library contains different kinds of databases, which provide a very comprehensive resource for research. In order to find comprehensive literature for the research in the largest range, search attempts were made with different keywords in the early stage of the research. Table 1 lists the key search terms used to guide the search route. Finally, the keywords of this study were determined as "corrective feedback", "metalinguistic feedback", "oral interaction", "EFL", "student".

2.3.3 Study Selection

A total of 712 articles were searched by keyword on the Adelaide Online Library. However, there is a substantial amount of literature within it that was deemed irrelevant to our review under various constraints. Specifically, first, in order to ensure the quality of the articles and the latest research results, the article types and time limits were limited: peer-reviewed, articles and 2011-2021. After the preliminary screening, a total of 314 articles met the requirements. Subsequently, in order to limit the articles to meet the research scope, second language learning, feedback, English as a second language, English, and Error correction were added to the limitation. After the scope limitation, the articles were reduced to 282 articles. Then, through a quick scan of the articles, most of the articles that did not meet the requirements were removed. The main reasons for deletion include low-level reference to the research topic, articles relate to CF on other subjects, no sample, no qualitative or quantitative data. After this filtering process, only 53 articles remained as the research basis for this paper.



PRISMA, Preferred Reporting Items for Systematic Reviews and Meta-Analysis

Figure 1 – PRISMA flow diagram for article selection

2.3.4 Charting the data

After screening, a total of 53 papers were selected as the research basis which will be used and analysed in the following parts. These 53 articles will be analysed by the CRAAP test. Blakeslee pointed out that although the rapid development of the Internet makes it easier for people to obtain more resources. The abundance of resources also increases the difficulty of finding reliable resources. CRAAP (currency, relevance, authority, accuracy, and purpose) test has been created by Sarah Blakeslee and her team of librarians at CSU Chico to assess the credibility of information sources in various academic fields which can help teachers and students to make sure whether resources are credit.

Table 2 — Literature Matrix						
Item	Author	Currency	Relevance	Authority	Accuracy	Purpose
	Adams et al. (2011)	Within 10 years, still current.	Analysed and compared CF from explicit and implicit aspect.	Peer-reviewed. Published on a scholarly database.	Over 70 academic sources.	Study the relationship between recasts and explicit corrections. no obvious bias.
2.	Afitska (2015)	Within 10 years, still current.	some insights from recent L2 acquisition research about CF.	Same as above.	69 academic sources.	The research through current studies study about CF and uptake of CF in classroom. no obvious bias.
3.	Ananda (2017)	Current with high value.	Oral CF in English speaking classroom.	Same as above.	25 academic sources.	To study learners' preferences toward oral error corrective feedback. Possible bias: participants came from a same university.
4.	Bashir Abuelnour Elbashir and Holi Ibrahim Holi (2014)	Within 10 years still current.	Studied Oral CF in Sudanese EFL Classrooms.	Same as above.	40 academic sources.	What kind of oral corrective feedback is commonly used by EFL Sudanese teachers. Possible bias: study in single the context (Sudan). No obvious bias.
5.	Brown (2016)	Around 5 years and has a high value.	A meta-analysis about types and linguistic foci about oral CF.	Same as above.	60 academic sources.	To study the proportion of CF types of teachers provide in L2 classrooms. No obvious bias.

6.	Bryfonski and Ma (2020)	Very current and has a high value.	Compared implicit versus explicit CF.	Same as above.	more than 90 academic sources.	To study the effects of explicit or implicit CF on learners' production of Mandarin tones. No obvious bias.
7.	Choi (2016)	Around 5 years still has a high value.	Studied the efficacy of CF on ICALL tutoring system.	Same as above.	more than 90 academic sources.	To study the difference in effectiveness between elicitation and metalinguistic feedback. No obvious bias.
8.	Değirmenci Uysal and Aydin (2017)	Current and has a high value.	Related to Error correction in speaking classes.	Same as above.	more than 30 academic sources.	To investigate the perceptions of EFL teachers to error correction. No obvious bias.
9.	Dilāns (2016)	Around 5 years and has a high value.	Related to CF in L2 Latvian classrooms	Same as above.	More than 40 academic sources.	To study efficacy of different types of oral CF. Potential bias: All participants were female.
10.	Fatemeh and Biok (2014)	Within 10 years still current.	Related to CF and students' uptake.	Same as above.	40 academic sources.	To study what kinds of CF are frequently adopted in the classroom and which kind of CF led to higher level of learner uptake. Potential bias: Participants came from single background (Tabriz city).
11.	Fatemi and Harati (2014)	Within 10 years still current.	Studied the impact of recast versus prompts CF.	Same as above.	52 academic sources.	To study the efficacy of recasts and prompts CF. Potential bias: Participants came from Iran and were all male.
12.	Fu and Nassaji (2016)	Around 5 years still has a high value.	Studied CF and learner uptake.	Same as above.	more than 20 academic sources.	To study how often and what types of feedback does the teacher use. No obvious bias.
13.	Goo (2012)	Within 10 years still current.	Studied CF in L2 learning.	Same as above.	more than 100 academic sources.	To study the difference between recasts and metalinguistic feedback. Potential bias: Participants were all come from Korea.

14.	Guo, X., & Yang, Y. Guo and Yang (2018)	Current and has a high value.	Studied the effect of CF on EFL learners' language grammar acquisition.	Same as above.	more than 50 academic sources.	To study effects between recasts and prompts in learners' acquisition and retention of the third-person singular form. No obvious bias.
15.	Hawkes and Nassaji (2016)	Around 5 years still has a high value.	Studied the role of extensive recasts.	Same as above.	more than 40 academic sources.	To study effects of recasts. Potential bias: Insufficient participants.
16.	Hernández Méndez and Reyes Cruz (2012)	Within 10 years still current.	Studied the perception of teachers on CF.	Same as above.	more than 10 academic sources.	To identify the perceptions of instructors of EFL about CF and its actual practice in their classrooms. Potential bias: participants were come from a same university.
17.	Karimi and Esfandiari (2016)	Around 5 years still has a high value.	Studied the effect of different kinds of CF on EFL learners.	Same as above.	more than 40 academic sources.	To compare the effect of recast and explicit CF on Iranian EFL learners. No obvious bias.
18.	Kartchava et al. (2020)	Current and has a high value.	Studied oral CF in L2 classroom.	Same as above.	80 academic sources.	To study pre-service ESL teachers' believe about CF in L2 classroom. No obvious bias.
19.	Kazemi Tari (2011)	Within 10 years still current.	Related to CF on Iranian EFL learners.	Same as above.	13 academic sources.	To study which types of immediate oral CF could better for Iranian EFL learners. Potential bias: Participants were only female.
20.	Li (2014)	Within 10 years still has value to this study.	Related to recasts and metalinguistic feedback.	Same as above.	more than 50 academic sources.	To study CF types and proficiency in learning of Chinese. No obvious bias.
21.	Lyster et al. (2013)	Within 10 years still current.	Related to oral CF in ESL classroom.	Same as above.	more than 200 academic sources.	To review different studies of oral CF. No obvious bias.
22.	Masatoshi (2011)	Within 10 years still current.	Related to recasts feedback.	Same as above.	140 academic sources.	Through recent SLA literature review the operationalizations and reported effectiveness of recasts. No obvious bias.

23.	McDonough and Mackey (2006)	A little old but has an adequate value to this study.	Related to recasts.	Same as above.	more than 70 academic sources.	To study the impact of recasts on ESL question development. Potential bias: Participants all came from northern Thailand.
24.	Mendez and Cruz (2012)	Within 10 years still current.	Related to oral CF and their practice in EFL classrooms	Same as above.	14 academic sources. A descriptive study	To study the role of CF in the Classroom. Potential bias: Participants all came from Mexico.
25.	Naeimi et al. (2018)	Current and has a high value.	Related to oral CF and students' uptake.	Same as above.	78 academic sources.	To study whether uptake can reflect language learning and retention. Potential bias: Insufficient participants.
26.	Najafi and Arshad (2014)	Within 10 years still current.	Related recasts in English learning.	Same as above.	38 academic sources.	To investigating the effect of combination recast and single move recast. No obvious bias.
27.	Nassaji (2016)	Around 5 years still has a high value.	Related to CF in second language learning.	Same as above.	more than 140 academic sources.	To analyse recent research about CF in second language learning. No obvious bias.
28.	Nazarloo and Yaghoubi-Notash (2018)	Current and has a high value.	Related to CF for EFL learners.	Same as above.	36 academic sources. A combination study of qualitative and quantitative.	To investigate perception of teachers and intermediate learners. No obvious bias.
29.	Nguyen et al. (2017)	Current and has a high value.	Related to recasts on Vietnamese EFL learners 'performance	Same as above.	85 academic sources.	To study the combined effects of input enhancement and recasts on English performance of Vietnamese EFL students. Potential bias: Participants were not insufficient, and all came from Vietnam.
30.	Pouriran and Mukundan (2012)	Within 10 years still current.	Related to CF in EFL classroom.	Same as above.	34 academic sources.	To explore whether different level of EFL teachers have different ability to use incidental focus-on-form techniques. No obvious bias.

31.	Rahimi and Zhang (2016)	Around 5 years still has a high value.	Related to prompts and recasts in improving EFL learners' accuracy.	Same as above.	29 academic sources.	To study the effects of prompts and recasts on enhancing EFL learners' grammatical accuracy. No obvious bias.
32.	Rassaei (2014)	Within 10 years still current.	Related to recasts on L2 development.	Same as above.	more than 60 academic sources.	To study the effects of scaffolded feedback and recasts on development of L2. Potential bias: Participants all came from Iran.
33.	Rassaei (2015)	Within 10 years still current.	Related recasts, and metalinguistic feedback.	Same as above.	57 academic sources.	To explore whether language anxiety will affect learners' perceptions of recasts, and metalinguistic feedback in classrooms. No obvious bias.
34.	Saeb (2017)	Current and has a high value.	Related to students' perception oral CF.	Same as above.	more than 60 academic sources.	To study perceptions of Iranian EFL teachers and students for different types of CF. No obvious bias.
35.	Safari (2013)	Within 10 years still current.	Related CF and learners' uptake.	Same as above.	59 academic sources. A descriptive study	To study different patterns of CF and uptake of CF in EFL class. No obvious bias.
36.	Samburskiy and Quah (2014)	Within 10 years still current.	Related CF on online language learning.	Same as above.	more than 70 academic sources.	To investigate the number and types of CF in online interactions provided by novice teachers/tutors. No obvious bias.
37.	Sarandi (2016)	Around 5 years still has a high value.	Related to classification and application of oral CF.	Same as above.	45 academic sources.	To study the factors that contribute to the indistinct boundaries between implicit and explicit CF. No obvious bias.
38.	Sarandi (2020)	Current and has a high value.	Related oral CF on L2 learners.	Same as above.	44 academic sources.	To study the effects of mixed oral CF on L2 learners' oral production accuracy. Potential bias: Participants were not insufficient, and all came from Turkey.

39.	Sato and Loewen (2018)	Current and has a high value.	Related to effectiveness of CF.	Same as above.	more than 110 academic sources.	To study the impact of metacognitive instruction provided in conjunction with CF. No obvious bias.
40.	Schenck (2021)	Current and has a high value.	Related effectiveness of CF.	Same as above.	62 academic sources.	To study which CF is the most effective for promoting accuracy of English speaking. No obvious bias.
41.	Seiffedin (2017)	Current and has a high value.	Related to CF on writing.	Same as above.	84 academic sources.	To investigate the effect of direct and indirect CF on the writing accuracy. Potential bias: All participants came from Suez.
42.	Sepehrinia et al. (2020)	Current and has a high value.	Related to oral CF on L2 learning.	Same as above.	38 academic sources.	To investigate the role of students' proficiency levels in five English language teachers' CF. No obvious bias.
43.	Sepehrinia and Mehdizadeh (2018)	Current and has a high value.	Related to oral CF in classroom.	Same as above.	65 academic sources.	To study practical aspects of CF in a large extent. Potential bias: Participants were all Iranian.
44.	Shabani (2016)	Around 5 years with a high value.	Related to Immediate vs Delayed CF.	Same as above.	44 academic sources.	To study the effects of anxiety on CF. Potential bias: Participants came from one country and were all female.
45.	Shamiri and Farvardin (2016)	Around 5 years still has a high value.	Related to implicit and explicit CF.	Same as above.	54 academic sources.	To compare the effectiveness of implicit and explicit CF on EFL learners' speaking. No obvious bias.
46.	Su and Tian (2016)	Around 5 years still has a high value.	Related to CF in EFL classroom.	Same as above.	22 academic sources.	An overview of recently research on CF on ESL/EFL classroom. No obvious bias.
47.	Tasdemir and Yalcin Arslan (2018)	Current and has a high value.	Related oral CF on EFL learners.	Same as above.	91 academic sources.	To study the relationship between CF and learners' learning styles. Potential bias: Participants all came from Turkey.

48.	Trabelsi (2019)	Current and has a high value.	Related to written CF on L2 learning.	Same as above.	More than 60 academic sources.	To study written CF for improving L2 learners' writing accuracy. No obvious bias.
49.	Van De Guchte et al. (2015)	Within 10 years still current.	Related to recasts and prompts on language learning.	Same as above.	More than 60 academic sources.	To study effectiveness of prompts and recasts on oral and written. No obvious bias.
50.	Yin (2021)	Current and has a high value.	Related to recasts on L2 grammar learning.	Same as above.	31 academic sources.	To study the effectiveness of recasts in L2 grammar learning. No obvious bias.
51.	Zarei et al. (2020)	Current and has a high value.	Related oral CF on EFL learning.	Same as above.	52 academic sources.	To study whether learners' learning motivation will be affected by oral CF strategies. Potential bias: Participants all were female and Iranian.
52.	Zhai and Gao (2018)	Current and has a high value.	Related effectiveness of CF on EFL learning.	Same as above.	41 academic sources.	To explore the effect of CF on English speaking tasks. Potential bias: Participants all were Chinese.
53.	Zoghi and Nikoopour (2013)	Within 10 years still current.	Related to types of CF in EFL class.	Same as above.	More than 50 academic sources.	To investigate the frequency of different types of errors committed by EFL learners and which types of CF provide in class. Potential bias: Participants were all female.

2.3.5 Collating, summarising, and reporting the results

Findings will be listed in the Chapter 4 and the Chapter 5 is mainly to analyse and summarize findings.

Chapter 3 Literature review

3.1 The development of Corrective Feedback

3.1.1 The term of error in foreign language learning

Errors should be avoided or prevented because they are usually considered unpleasant events (Nazarloo & Yaghoubi-Notash, 2018). Değirmenci Uysal and Aydin (2017) state a specific definition of error in the context of learning English as a second language is that error is a linguistic form or a combination of forms that are easily produced by language learners in the same context and under the same conditions but are not produced by native English speakers. Errors have been classified by many researchers as performance errors and proficiency errors. Performance errors are usually caused by poor language learning environments (Değirmenci Uysal & Aydin, 2017). Examples include lack of time and learner restlessness. Competency errors, on the other hand, are caused by the learner's lack of language learning ability. Errors provide the learner with evidence of the student's learning and needs. This evidence allows teachers to change focus from teaching the course to teaching the learners. In other words, errors can facilitate the learning of the learners if the errors are dealt with effectively. For example, the teacher provides effective feedback when the student learner makes an error (Değirmenci Uysal & Aydin, 2017).

3.1.2 The term of feedback

Feedback is a form of teacher modification of student output, as well as a form of information provided by the teacher to the student that can help solve problems. The error-handling aspect has been extensively studied, and at the same time, different terms have emerged based on error-handling, for example, "error feedback," "corrective feedback," or "error handling " (Trabelsi, 2019). These terms convey that the process of correcting student-generated errors is not a single error correction. Specifically, the primary task of the teacher in error feedback is to provide information to the student but whether the error is corrected or not is up to the student (Trabelsi, 2019). Among them, CF has received extensive attention. Many scholars have defined corrective feedback at different times, and these definitions are very similar.

3.1.3 The development of the definition of corrective feedback

One of the earliest definitions was given by Chaudron (1977, cited in Mendez & Cruz, 2012), who regards CF as any response in which the teacher inadvertently disapproves or asks the student to improve his or her speaking skills. Li (2013, cited in Zarei et al., 2020) points out that CF is the

response of the teacher or peer by providing reformulating the forms or providing clues for language learners as the response to the inappropriate products of learners. Ellis et al. (2006, cited in Mendez & Cruz, 2012) argue that CF is a kind of a response to errors in target language speaking of learners. These responses include different types, for instance, an indication for an error, a prediction of the correct form in target language, and meta-linguistic information about the nature of the error.

In addition, Li (2014) states that the purpose of CF is remediation of errors. The direct response is given when students make errors, no matter these errors cause communication problems. CF is a more usual alternative to direct correction by providing clues, etc., and thus drawing the learner's attention to the error (Trabelsi, 2019). CF is also considered by researchers as a means which can investigate the role of negative and positive evidence in EAL (Nassaji, 2016).

Table 3 Summary of CF (cited from Su & Tian, 2016 p.439)

CF givers	Others (teachers or classmates)
CF receivers	Learners/students
Purpose of CF	To facilitate second language learning
Ways of CF	Being flexible and various due to differences of learners, teachers and types of errors

3.2 The efficacy of CF

Since the 1960s, the efficacy of CF has been hotly debated from different perspectives, and although most studies support the efficacy of CF, there still remains controversy (Su & Tian, 2016; Saeb, 2017). According to Su and Tian (2016), during the audio-lingual period, the functionality of CF was confirmed because research during this period suggested that CF could help students correct the errors they had made. However, in the 1970s, because of the development of generative linguistic theory and children language acquisition theory, the assumption of CF had been questioned (Su & Tian, 2016). This led to challenges to the earlier assumptions. According to Terrell's Natural Approach, Krashen's Communicative Approach and Chomsky's Universal Grammar, just as children's master of their native language, comprehensible input in the language learning process is sufficient and it helps EAL learners to master the target language (Fatemeh & Biok, 2014). However, this idea has been questioned by many scholars. This has been followed by growing evidence that corrective feedback plays a positive role in L2 acquisition (Rassaei, 2014; Pouriran & Mukundan, 2012). Both cognitive and sociocultural theories have provided theoretical support for CF.

3.2.1 The cognitive perspective

From the aspect of a cognitive school of thought, language learning occurs in the interaction of learning networks, and the communicative function enlightens more of a complementary function (Su

& Tian, 2016). Cognitive psychologists study the structure of human knowledge mainly from the perspective of computer simulation systems and, at the same time, create various models of knowledge representation. Su and Tian (2016) point out that

"Lenhardt and McClelland's connectionism is one of the key models of cognitive linguistics. The model treats human cognition as a processing network in which nodes are interconnected and work simultaneously. The network includes many processing units, which are called activation nodes and represent independent neurons in the human brain. These nodes have the same judgmental apparatus as neurons. They receive inputs of different lengths and weights from other nodes and then judge whether to activate it or not." (p.441)

The connectionist model states that an innate language apparatus is not required. The learning process is one in which cognitive abilities interact with the environment (Su & Tian, 2016). In addition, Kartchava et al. (2020) point out that from a cognitive perspective, the value of CF lies in the role it plays in attracting the learner's attention to the form. And this attention can help learners notice the difference between their incorrect utterance and the target form, thereby promoting students' awareness of re-evaluating the original content.

3.2.2 The perspective of Sociocultural theory

The idea that CF plays an important role in negative feedback is supported by Vygotsky's theory of the Zone of Proximal Development (the ZPD) framework (Rassaei, 2014; Najafi & Arshad, 2014; Nassaji, 2016), which refers to the distance between a student's actual level of competence in solving problems independently and the level of competence when working with a teacher or more competent peers (Najafi & Arshad, 2014). In other words, the ZPD is a developmental range that exceeds the student's ability to complete a task independently, and within which the student can complete more difficult tasks by working with others (Rassaei, 2014; Afitska, 2015). Also, one of the main concepts of sociocultural theory is "scaffolding". Scaffolding refers to the appropriate assistance provided by the teacher according to the specific needs of the student (Nassaji, 2016). Linking to language learning, in the sociocultural perspective, language development is based on dialogue and interaction. This development arises in the process of interaction rather than as a result of it (Rassaei, 2014). A language learner's potential level of development is ZPD, and feedback is the "scaffolding" that helps students improve their language learning skills. Students use feedback provided by the teacher to accomplish tasks that are beyond their current abilities (Rassaei, 2014). More specifically, CF is a process that allows the teacher to help students translate their potential level of language learning into their actual level of learning (Najafi & Arshad, 2014). According to Rassaei (2014), effective CF should contain three characteristics: 1. Help should be step by step and not excessive. 2. Help is provided only when the student is unable to do it independently. 3. Help is provided during the learning interaction between the teacher and the student.

3.3 The types of CF

According to Lyster and Ranta (1997 cited in Zhai & Gao, 2018), CF contains six types: elicitation, recasts, clarification request, metalinguistic feedback, repetition, and explicit correction. These six types of feedback are divided into two main categories: reformulation and prompts. The first type, reformulation, contains both recast and explicit correction which both supply learners with target reformulations of their nontarget output (Naeimi et al., 2018). The second category contains four types of elicitation, repetition clarification requests, repetition, metalinguistic feedback. All four types of feedback are associated with prompts. A key feature common to all four types of prompts is that they do not provide correct forms, but offer learners the opportunity to be able to self-repair by generating their own corrective responses (Kazemi Tari, 2011). However, Hernández Méndez and Reyes Cruz (2012) divide CF into seven types. Explicit correction with metalinguistic explanation is added to the original six types. In addition, body language is considered another category of CF.

3.3.1 Reformulation

3.3.1.1 Recast

The term recast first came into use in the literature on native language acquisition (Bashir Abuelnour Elbashir & Holi Ibrahim Holi, 2014). Specifically, it refers to adults' responses to children's speech. Later, it was used in the study of second language acquisition and has a different definition (Bashir Abuelnour Elbashir & Holi Ibrahim Holi, 2014). In the context of second language acquisition, recast is defined as the modification of irregular utterance, but preserving the central meaning of the discourse. According to Fatemeh and Biok (2014), recast also means that the teacher rephrases all or part of the student's utterance and subtracts the errors from the sentence. More specifically, a recast is a rephrasing of the learner's utterance by changing one or more phonological, syntactic, morphological, or lexical items (Karimi & Esfandiari, 2016). Recasts can be presented either as a part of the utterance or as an overall rephrasing of the entire utterance. Correctors do not need to use words like "use this word" or "you should say" when providing a recast (Tasdemir & Yalcin Arslan, 2018). Also, the expression of recast can be didactic or conversational (Hernández Méndez & Reyes Cruz, 2012). Didactic can draw the student's attention to the error made. Its purpose is pedagogical. Whereas conversational recast occurs mainly when there is a break in the conversation. The corrector rephrases in order to determine whether the corrector really understood what the expresser was trying to say (Hernández Méndez & Reyes Cruz, 2012). Recast does not imply single negative evidence but can also be a positive one which depends mainly on how the learner perceives the correction (Sato & Loewen, 2018). According to Sarandi (2016), students can easily understand what the recast is trying to say because the recast is a rephrasing of what has just been produced, at which point they can turn

their attention to the part that produced the error and become aware of how to change the part that produced the error. The recast is also considered to provide scaffolding for the student in the learning activity.

For example:

S: I have 20 years old.1

T: I am

(Partial didactic recast)

S: I can lend your pen?

T: What?

S: Can I lend your pen?

T: You mean, Can I borrow your pen?

(Conversation recast)

(Sample taken from Hernández Méndez & Reyes Cruz, 2012, p. 65)

3.3.1.2 Explicit correction

Explicit correction which also called direct feedback is a form of feedback. This kind of feedback is directly modified students' mistakes. This type of feedback directly points out all the errors that the student has made (Su & Tian, 2016). In other words, the corrector provides correction to the student according to explicit rules (Shamiri & Farvardin, 2016). During the correction process it is often used "No, you should use" "In English, we often use", "This expression is not correct"

(Lyster et al., 2013)

For example:

S: I drive a motorcycle.

T: You should say "I ride a motorcycle because drive is used for car or bus; when ride is used for motorcycle, horse, bicycle, and so on."

(Sample taken from Ananda, 2017, p. 179)

3.3.1.3 Explicit Correction with Metalinguistic Explanation

This feedback means that the correct form is provided along with the meta-language annotation of the form (Hernández Méndez & Reyes Cruz, 2012).

For example:

S: Yesterday rained.

T: Yesterday it rained. You need to include the pronoun "it" before the verb. In English we need "it" before this type of verb related to weather.

(Sample taken from Hernández Méndez & Reyes Cruz, 2012, p. 66)

3.3.2 Body Language

This feedback is provided by correctors through using facial expressions or body movements to signal that what the student is saying is wrong. This can be done with a frown, a shake of the head, or a "no" signal from the finger (Hernández Méndez & Reyes Cruz, 2012).

For example:

S: She doesn't can swim.

T: Mmm. (T. Shakes her head= no).

(Sample taken from Hernández Méndez & Reyes Cruz, 2012, p. 66)

3.3.3 Prompts

Prompts are strategies provide chance for learners self-repair instead of provide correct form (Nassaji, 2016). In other words, this corrective feedback enhances students' opportunities for self-repair and, more specifically, helps to facilitate the production of modified or revised products, namely, "push" output (Dilāns, 2016). Thus, it helps students consolidate their existing knowledge of the second language (Kartchava et al., 2020). Sarandi (2016) points out that prompts allow students to actively participate in revising their own errors in a way that increases students' memory for errors and also enhances the practice between meaning and form in memory. According to, Sarandi (2016), frequent retrieval and acquisition of language knowledge through meaningful practice accelerates the integration of declarative knowledge, and helps learners become fluent speakers of the language. There are four types of CF that belong to prompts which include repetition, clarification request, metalinguistic feedback, and elicitation.

3.3.3.1 Repetition

This type of feedback is used to elicit the correct form by repeating the error in the discourse. Specifically, the teacher repeats the student's discourse when the student makes an error, and the teacher repeats the student's discourse with a change in tone or in the form of a question in order to get the student's attention (Pouriran & Mukundan, 2012). This approach provides a cue for students to realize the error (Tasdemir & Yalcin Arslan, 2018)

For example:

S: And I was wrotting another sentence about schooling system. (Grammatical error)

T: I was wrotting... (Repetition)

S: No, no! I was writing another sentence about schooling system.

(Sample taken from Pouriran & Mukundan, 2012, p. 290)

3.3.3.2 Clarification request

Clarification request is a type of feedback with questions due to the corrector not correctly understanding the meaning of the utterance (Bashir Abuelnour Elbashir & Holi Ibrahim Holi, 2014). The student is expected to rephrase or repeat the sentence that was just said, thus causing the student to realize that there may be a mistake in their expression or that it was not understood by the corrector (Tasdemir & Yalcin Arslan, 2018). Phrases such as "What do you mean", "Sorry", and "Pardon me" are often used in the clarification process. This feedback does not provide any information to the student and relies heavily on the student's own capacity to realize whether the utterance has errors or not and the student needs to complete the modification by himself or herself (Bashir Abuelnour Elbashir & Holi Ibrahim Holi, 2014).

T: There has been a lot of talk lately about additives and preservatives in food. In what way has this changed your eating habits?

S: Uh, I don't eat that many foods with preservatives, anyway even before all that talk.

T: Pardon me? (Clarification request)

S: I don't eat, uh, canned foods or foods that have preservatives.

(Sample taken from Shamiri & Farvardin, 2016, p. 1068)

3.3.3.3 Metalinguistic feedback

Metalinguistic feedback, sometimes referred to as "metalinguistic cues," often occurs when teachers ask questions or make comments that provide learners with information related to their utterance (Shamiri & Farvardin, 2016). To be more specific, teachers through using linguistic terms (verb tense) to inform students what types of errors they had made (Tasdemir & Yalcin Arslan, 2018; Naeimi et al., 2018).

That is, this feedback promotes students' attention to the target form by explicitly warning learners not to use the incorrect form and, in addition, increasing learners' understanding of the target form by providing metalinguistic information during the correction process (Rassaei, 2015). However, this form of correction does not directly provide the correct answer, but rather preserves the correct form through other examples and thus facilitates learners' self-revision based on the cues (Rassaei, 2015).

This strategy is to some extent similar to "explicit correction with a metalinguistic explanation" but differs in that the correctors have metalinguistic annotations and, at the same time, do not provide the correct form (Hernández Méndez & Reyes Cruz, 2012; Ananda, 2017).

For example:

S: There aren't book on the table.

T: "There are" is used for plural noun, for example: there are six apples in the fridge. If there is only one book on the table, it should use is.

(Sample taken from Ananda, 2017, p. 178)

3.3.3.4 Elicitation

Elicitation is a form of feedback that promotes students' self-completion of corrective tasks (Bashir Abuelnour Elbashir & Holi Ibrahim Holi, 2014). This feedback usually consists of three forms. In the first, the teacher asks the student to rephrase the utterance that produced the error (e.g., "Can you say that again?"). The second is when the teacher directs students' attention to the error through open-ended questions (for example, "How do we say x in English?"). The third is for the teacher to help students complete a complete utterance through repetition and pauses, usually until an error occurs in the student's utterance (Bashir Abuelnour Elbashir & Holi Ibrahim Holi, 2014; Tasdemir & Yalcin Arslan, 2018).

For example:

Student: *Because I enjoy city life [laip]* (Error – phonological)

Teacher: City... (Feedback – elicitation)

(Sample taken from Shamiri & Farvardin, 2016, p. 1068)

3.4 Dimensions of CF

3.4.1 Dimensions of CF

CF can take different forms, and as of now the dimensions of CF are distinguished on three bases, including, 1. their explicitness in identifying errors. 2. whether they provide an explicit L2 model. 3. whether CF elicits the modified output from the learner (Adams et al., 2011). Based on these three bases, different CF are mainly divided into two dimensions. the first dimension is divided into explicit and implicit feedback. The second dimension is divided into input-providing and output-prompting feedback (Adams et al., 2011; Sato & Loewen, 2018). Kartchava et al. (2020) also point out that all types of CF range from input-providing to output-pushing. However, both types of strategies differ in the extent to which they are explicit or implicit.

Table 4 Taxonomy of Corrective Feedback (cited from Adams et al., 2011, p.44)

Taxonomy of Corrective Feedback

Input/Output dimension	Feedback	Example of NS feedback to a NNS error (John goed to school)	Explicit/Implicit dimension
Input-providing	Explicit correction	No, it's not goed – went.	More explicit
	Recast	John went to school.	More implicit
Output-prompting	Metalinguistic feedback	–ed is for past tense of regular verbs, and “go” is an irregular verb.	More explicit
	Elicitation	John...?	↕
	Repetition	John goed to school?	
	Clarification request	Pardon?	More implicit

3.4.2 Input-providing and output-prompting

According to Fatemi and Harati (2014), input-providing includes explicit correction, recast, and explicit correction with a metalinguistic explanation. Output-prompting includes elicitation, repetition, metalinguistic feedback, and clarification requests.

3.4.2.1 Input-providing

Input-providing corrective feedback can provide learners with a reformulation of their error, thus that means correctors will provide positive evidence for learners (Sato & Loewen, 2018). In other words, correctors will provide linguistic information about what can be used in the target language.

3.4.2.2 output-prompting

Output-prompting corrective feedback does not provide the learner with the correct version of the error. This kind of approach provides the learner with the opportunity to self-correct (Sato & Loewen, 2018). In other words, learners need to use their own linguistic resources to find the correct form of their abnormal utterance. Also, use their own repertoire of language (Sarandi, 2016).

3.4.3 Implicit and explicit

According to Schenck (2021), from implicit and explicit dimension, all types of CF can divide into four categories:

- Implicit prompts: elicitation, clarification, and requests
- Implicit reformulations: recasts
- Explicit prompts: indirect feedback and metalinguistic
- Explicit reformulations: direct feedback.

3.4.3.1 Explicit (direction) corrective feedback

According to Seiffedin (2017), explicit CF is also direct feedback which is a strategy to help students correct their errors by providing the correct form of the language. Zarei et al. (2020) point out that explicit CF is expressed by overtly implying the existence of errors and providing a similar target. Some studies suggest that direct feedback is more helpful to learners because this type of correction explicitly tells learners what is wrong thus reducing student confusion about teacher feedback to a minimum (Seiffedin, 2017). This type is more appropriate for low-level students who cannot complete correcting errors by themselves (Seiffedin, 2017). However, many researchers hold the view that correction provides direct feedback to students and is one of the least effective methods of feedback because this type of feedback does not provide space for learners to think and does not provide opportunities for learners to correct themselves (Seiffedin, 2017). This means that this type of correction does not improve students' ability to correct their errors. The learner is only passively repeating the correct answer provided by the corrector. Therefore, it can also be argued that this type of correction is more beneficial to low level learners due to low level learners are not capable to correct their own errors.

3.4.3.2 Implicit (indirection) corrective feedback

According to Seiffedin (2017), the implicit CF is also indirection feedback which only points out the presence of errors and does not provide the correct form. In this dimension of CF, the corrector only makes students aware of their errors by providing instructions, for example, but the corrector does not provide the learner with a means of correction (Seiffedin, 2017; Samburskiy & Quah, 2014). This dimension of correction increases student engagement and attention to form, while also improving learners' problem-solving skills. In addition, this dimension of CF has been endorsed by many researchers and has been found to be beneficial in fostering long-term learning.

3.4.4 The efficacy of implicit and explicit

According to Su and Tian (2016) and Nguyen et al. (2017), although many studies on the effectiveness of explicit CF and implicit CF have been conducted and have always followed the above classification, the question of which is more effective, explicit CF or implicit CF, has been a controversial topic because it is difficult to evaluate it in an objective way. Moreover, according to (Sarandi, 2016), the specific classification of CF in terms of implicit and explicit has been shown to be problematic. For example, Li (2010, cited in Sarandi, 2016) classifies elicitation as an implicit strategy. However, Loewen and Nabei (2007, cited in Sarandi, 2016) classify elicitation as an explicit strategy. Sarandi (2016) states that conspicuousness is a psychological phenomenon that involves the learner's perception, etc., that is, the specific classification should take into account more factors, for instance, "perceptual salience", "linguistic marking". So, there is no consistent result on which dimension is more effective in terms of comparing explicit and implicit feedback. The following are several different findings from different studies.

Sarandi (2016) states that extrapolation is more effective than implicit, a conclusion obtained from an experiment on the effectiveness of implicit (recast) and explicit (metalinguistic feedback) feedback conducted with 34 junior high school students in a private school in New Zealand. Sarandi (2020) also notes that overall explicit feedback is more effective than implicit feedback in at least some language structures. This means that promoting students' self-corrective abilities is more helpful for learners to improve their learning in L2 than directly providing them with the correct instruction.

However, according to Karimi and Esfandiari (2016), there was no significant difference between the group which received extensive extrapolated feedback and the group which received limited extrapolated feedback. Furthermore, according to Adams et al. (2011), a meta-analysis based on 33 studies showed that although exogenous feedback was more effective than implicit feedback in immediate and short delayed post-tests, implicit feedback was more effective than exogenous feedback in long delayed post-tests (Adams et al., 2011). However, Karimi and Esfandiari (2016) provide empirical evidence against the claim that implicit feedback is effective although the use of implicit CF cannot promote learning.

This is because the explicit type of feedback (corrective feedback in the form of using language as an object) interrupts the process of communication and thus reduces the focus on form and meaning.

3.5 Effectiveness of Different CF

Various second language acquisition researchers have argued that not all corrective feedback is effective because simply providing correction of errors may not be sufficient to allow students to fix

them (Afitska, 2015). While noting that the effectiveness of corrective feedback may depend on the extent to which it explicitly tells learners about the error, two key factors influence the effectiveness of CF: (1) learners' awareness of the fact that they are being corrected and (2) the learner's understanding of the nature of the correction (Afitska, 2015).

Research on CF falls into two main categories: laboratory-based research and classroom-based research, with classroom-based research being more preferred by language teachers because it is more relevant to the actual teaching environment (Sarandi, 2020). Among the different CFs recasts are the most popular type (Hawkes & Nassaji, 2016) because surveys in laboratories and L2 classroom settings show that recasts are used in 57% of all types of CFs compared to prompts in 30% (Zhai & Gao, 2018; Sepehrinia et al., 2020; Fu & Nassaji, 2016; Brown, 2016). This infers that recast is the dominant form of CF. According to Zoghi and Nikoopour (2013), recast has been proved to be widely used and more effective. However, the results in the effectiveness of recasts in a laboratory and in experiments in classroom settings are very different (Masatoshi, 2011). In experimental studies, the effectiveness of recasts has been confirmed but in classroom-based studies, it is not very effective and can be said to be effective to a limited extent (Van De Guchte et al., 2015). Moreover, because of students' lower acceptance, recast was the least effective CF although recast was used most frequently (Su & Tian, 2016; Choi, 2016; Fatemeh & Biok, 2014). The two main reasons for the beneficial effects of recast in language learning are semantic transparency and the fact that recast occurs immediately after the learner's error, but the language learner may not understand all the conversational information provided by recast (Goo, 2012). For example, Sepehrinia and Mehdizadeh (2018) point out that the ambiguity of the recast was the main cause of ineffectiveness, and learners received feedback from the recast without noticing the true intent of this feedback. Specifically, learners were unable to determine whether the teacher's recast was intended to confirm what they wanted to say or to correct errors when they heard the teacher rephrase what they had said (Safari, 2013). Furthermore, McDonough and Mackey (2006) claim that it was noted that it is difficult for learners to produce immediate responses to recast, or the occurrence of immediate responses needs to be in a specific context or context while recasts may have a delayed effect on language development. And according to Fatemeh and Biok (2014), the ineffectiveness of recasts is due to the student's perception that the correctors are more concerned with the content than the linguistic form. Furthermore, according to Yin (2021) and Shabani (2016), recast clarity can be influenced by both intrinsic characteristics of recasts and extrinsic factors, for instance, external factors include social or classroom environments, and personal factors of students. In contrast to recast, prompts includes repetition, clarification requests, metalinguistic feedback, elicitation making it easier for most students to understand the teacher's intentions ,and prompts retain the correct form when providing feedback to students while facilitating students' own production of modified output

(Guo & Yang, 2018; Nguyen et al., 2017). This view is also endorsed by Bryfonski and Ma (2020), who note that prompts, for instance, metalinguistic feedback may provide clearer signals for lower-level learners to recognize and correct errors made.

Sarandi (2016) also pointed out that prompts were more effective than recast in classroom settings. Also, some studies have been argued that learners who actively participate in correcting their own errors can retrieve and acquire linguistic knowledge more frequently through meaningful practice, thereby better remembering that knowledge and helping learners to become fluent speakers of the language (Sarandi, 2016). However, such validity results are not unanimously accepted, as there are also studies that have concluded that there is no difference in the validity of recasts and other types of CF. The results that contribute to this mixture can be explained by that the effectiveness of CF can be affected by intervening factors. Furthermore, these intervention factors are not stable, which leads teachers to offer different types of CF depending on the specific problem (Sarandi, 2016)

There is a myriad of variables, for instance, different manipulations of feedback, context, target structure, and outcome measures. In addition, individual difference variables can also affect the extent of learners to process of the information conveyed in feedback and the extent of benefit from different kinds of feedback (Guo & Yang, 2018). In addition, individual factors refer to personality, age, motivation, language aptitude, learning style, level of anxiety, memory, and learners' beliefs (Ellis, 2010 cited in Rahimi & Zhang, 2016).

3.6 Other main factors of CF

3.6.1 Uptake

An important reason for choosing to provide CF to students is that CF can affect students' uptake. Uptake refers to whether students will choose to repair according to the feedback after receiving CF (Saeb, 2017). Or students will respond to the teacher's intention to provide CF to some extent. Students' utterances will change following teacher feedback and students will realize the difference from what they originally said (Safari, 2013). However, students may also ignore corrections or just continue speaking after receiving CF. Fatemeh and Biok (2014) point out that in a traditional classroom where is charged by the teacher, uptake is more likely to happen. However, there still one-third of CFs are not uptake by students. Uptake should be distinguished from retention; Uptake only occurs after the CF is provided by the teacher and does not imply learning and mastery (Naeimi et al., 2018). According to Zoghi and Nikoopour (2013), the benefit of uptake is that it can promote students' attention to the output. Students reanalyse and change the parts of the spoken words that made mistakes. Additionally, different types of feedback can affect students' uptake (Afitska, 2015).

3.6.2 Timing

According to Nassaji (2016), the timing of CF can be mainly divided into two ways: immediate feedback and delayed feedback are usually discussed (Nassaji, 2016). Many studies have been done to try to prove which one is more effective. Some studies believe that instant feedback is effective because it can eliminate incorrect responses in a timely manner and help learners to reinforce correct responses (Nassaji, 2016). This view is supported by (Shabani, 2016). Shabani (2016) points out that teachers should help students point out errors in a timely manner because students can immediately recognize mistakes while noticing the process of their learning. On the other hand, studies supporting delayed feedback indicate that because of the long interval between presentations, students can learn by repeating presentations, and at this time, students have better memory for the feedback (Saeb, 2017). Many other studies supporting delayed feedback are more effective and point out that teachers should provide feedback after learners have finished speaking as this reduces the negative impact of interrupting students. At the same time, it also promotes students to maintain fluency in oral expression (Nassaji, 2016).

3.6.3 Error types

Determining the type of error of a learner has made is the first thing a teacher needs to do before offering CF because not all mistakes need to be corrected, the teacher will usually make the most "serious" mistakes, and some mistakes will be at some level is ignored (Saeb, 2017). Intralinguistic errors are the most prominent type of errors in L2 learning. According to Choi (2016), four subsystems of lexical, syntactic, phonological, and semantic constitute interlingual errors. To be more specific,

- Morphosyntax Errors: Learners use word order, tense, conjugation, and particles incorrectly.
- Pronunciation errors: Learners made mispronounce which also include suprasegmental errors, for instance, stress and intonation.
- Lexical errors: The learner uses vocabulary inappropriately, or switches to the first language because of a lack of vocabulary knowledge.
- Semantic and pragmatic errors: misunderstandings of learner utterances, even without grammatical, lexical, or phonological errors (Saeb, 2017, p. 68).

Overall, CF has high complexity. The efficacy of different types of CF should evaluate based on specific elements. Based on this reason, the present study aimed to fill the gap of what is the most

effective type of CF for improving speaking skills in adolescent EAL learners in Australia. The main questions of this study should be:

1. Which of different types of CF were more effective for different oral errors?
2. Do adolescent students respond to CF well in EAL classes in Australia?
3. What is the acceptance of adolescent students to CF? Does this depend upon students' age?

Chapter 4 Findings

4.1 Introduction

In this part, 20 of the 53 articles were mainly researched and analysed.

The citations as follow:

Num ber	Author(year)	Target Language
1.	Guo and Yang (2018)	English
2.	Karimi and Esfandiari (2016)	English
3.	Bryfonski and Ma (2020)	Chinese
4.	Sarandi (2020)	English
5.	Bashir Abuelnour Elbashir and Holi Ibrahim Holi (2014)	English
6.	Adams et al. (2011)	English
7.	Su and Tian (2016)	English
8.	Fatemeh and Biok (2014)	English
9.	Saeb (2017)	English
10.	Choi (2016)	English
11.	Safari (2013)	English
12.	Van De Guchte et al. (2015)	German
13.	Kazemi Tari (2011)	English
14.	Sepehrinia et al. (2020)	English
15.	Fu and Nassaji (2016)	Chinese
16.	Goo (2012)	English
17.	Ananda (2017)	English
18.	Fatemi and Harati (2014)	English
19.	Zoghi and Nikoopour (2013)	English
20.	Li (2014)	Chinese
21.	Rahimi and Zhang (2016)	English

4.2 CF on different oral errors

4.2.1 Grammatical errors

4.2.1.1 Third person singular 'S'

1

The study was conducted with 178 students of intermediate English who were randomly assigned to four feedback groups including a control group. The educational intervention was a 7-week period in which students participated in different types of learning activities such as question and answer activities, picture description activities, etc. This study was completed simultaneously with a pre-test, immediate post-test, and delayed post-test. The data were collected by a written production test and a text-completion test and are examined by One-way ANOVAs. The results of the experiment were analysed using SPSS (19.0). After analysis and comparison, the overall results show that prompts are more effective than recast in improving the third person singular present tense form.

4

The main question addressed in this study was about the effect of mixed CF on the acquisition of L2 but the target structure in the study was the third person 's', thus it is still worth analysing. In this study, first year students at a Turkish university were studied and the actual number of participants was 24, including 22 females and 2 males. The participants were between 19 and 22 years old and at a pre-intermediate to pre-intermediate language level. In the study, the instructional interventions were five sessions. ANCOVA was used to analyse pre-test and post-test data. In addition, it was also noted that almost 76% of the feedback on the mixed CF are prompts. Although this study did not show which kind of prompt feedback is most effective in correcting grammar, it still can conclude that prompts are more effective than recast.

18

The research question was which is more effective in eliminating grammatical errors, recast or prompts, and the main grammatical problem studied was also the third person singular "s". The study was conducted with 96 first-year students from universities in northern Iran, and all participants were male. The instrumentation of this study has consisted of two pretests, a treatment, a posttest, and a pre-test. The teaching intervention was an activity session of around 20 minutes in which students were assigned to describe picture stories. The one-way ANOVA technique was used in the data analysis section and the SPSS (version 16) was also applied to the study. The results show that the prompts are more effective in eliminating grammatical errors.

4.2.1.2 Tense

13

The research question was which feedback was more effective in terms of the ability to use tense markers. The participants in the study were 30 female learners of English in Iran. The teaching intervention was to receive different CFs during 10 sessions of instruction on different speaking topics. The results of the test were within the acceptable range of reliability according to the Kuder-Richardson formula. However, this study did not use other techniques. The results of the study show that explicit correction is more effective for Iranian language beginners.

20

The research questions addressed the effects of recast and metalinguistic feedback on Chinese language learners. The participants in the study were 78 Chinese language learners from two universities in the United States. Most of them were native English speakers. 34 of the 78 students were female and 44 were male. The average age was around 20 years old. The teaching intervention was a series of four sessions completed at different times, during which the learning task consisted of describing the pictures and looking for differences in the pictures. The research data were collected in the form of interviews. At the same time, participants were also arranged with an untimed grammaticality judgment test (GJT) and an elicited imitation test (EI) which can measure treatment effects. The study data were measured using one-way ANOVAs. The results show that metalinguistic feedback is more effective than recast, but the two tend to be equally effective over time.

4.2.1.3 All grammar

5

The questions in this study focused on the use of oral CF by Sudanese teachers in grammar, pronunciation, and vocabulary. The students involved in the study were from four secondary schools in Sudan, with a balanced gender distribution and aged from 14 to 17 years old. The data was collected through questionnaires and observations and the instruments were a combination of qualitative and quantitative instruments. Since the main purpose of the study would not be to test which CF is most effective, there is no data on the effectiveness of the various CFs, but the study concludes that metalinguistic feedback is mainly used in grammar teaching.

12

The main problem studied was the effect of recast and prompts on two new German grammar structures. The study participants were 64 learning German as a foreign language student in Grade 9. The majority of these students are native speakers of Dutch, and several are native speakers of German, studying English and French as foreign languages at school. The average age of the participants was 14.3 years. The entire teaching intervention kept for a year including 40 weeks and 2-hour sessions each week. Students' teaching activities are mainly about learning grammar structures. Research data were collected through written accuracy tests and an oral fluency test. Data

were measured by a general linear mixed model (GLMM) and the results show that prompts in the acquisition of new grammar structure aspects are more effective than recast.

21

This study examined the effect of recasts and prompts on grammatical accuracy. The study participants were 60 students who participated in Advanced Free Conversation at a private language school in Iran. All students were native speakers of Persian and ranged in age from 18 to 50 years old. While research data was collected through interviews and test scores, picture descriptions were used in oral test activities. Data were analysed using SPSS version 20, one-way ANOVAs and two-way repeated-measures ANOVAs, and Tukey posthoc comparison tests. The experimental results show that in a classroom setting, prompts are more effective than recasts in terms of grammatical accuracy CF method.

4.2.2 Phonological

2

The study focused on the effect of CF on pronunciation. The study participants were 80 female students from several different language institutes in Iran. The ages ranged from 19 to 28 years old. The teaching intervention included 10 sessions and each session is 40 minutes. The instrumentations of this study were a language proficiency test, pre-test and a post-test. ANCOVA was used for data analysis. The results show that recast has better effectiveness.

3

The study focused on the extent to which CF affects Mandarin tones. The participants in the study were 41 adults learning Mandarin from a variety of cultural backgrounds and students' first language (L1) included several different languages, for example, Spanish, Korean, and Thai. The teaching intervention was completed independently online learning for 6 to 8 hours per week and included not only intonation issues but also knowledge of Chinese characters. After analysing the data, the study concludes that implicit feedback (recast) is more effective in Mandarin tones.

5

The process of the study had been analysed in above. In conjunction with the above analysis, this study indicates that secondary school teachers used recasts more often for pronunciation correction but did not indicate that recasts are the most effective for pronunciation correction.

4.2.3 Lexical

5

The process of the study had been analysed above. In conjunction with the above analysis, this study indicates that secondary school teachers used recasts more often for lexical correction but did not indicate that recasts were the most effective for lexical correction.

6

The main aim of the study was to determine whether the provision of CF in student-student interactions had an impact on student acquisition. The participants in this study were 71 adult learners of English over the age of 18. These 71 participants included 40 females and 31 males. The participants' English levels were at a high intermediate-level while there were differences between participants in L1, for instance, Asian languages, African languages and other European languages. The teaching intervention was instructions which were 15 hours per week for a total of ten weeks. The study followed a pre-test–treatment–post-test design. Locatives are one of study target. The pre-test, post-test, and delayed post-test were all composed of oral performance tests and the Untimed Grammaticality Judgment Tests. With regard to locatives, the only significant correlation between feedback and learning was between the provision of recasts and the targeted use of locatives in the delayed speaking post-test. This means that this study cannot conclude which feedback is more effective. In addition, this study also highlights the impact that differences in educational and linguistic backgrounds, although learners were very similar in overall communicative competence, may have on the effectiveness of anyone learner's feedback and modified output in the context of a full classroom. It also provides indirect evidence of the complex relationship between the clarity of feedback and the acquisition of different types of knowledge.

16

The main question of this study was the effectiveness of recast and metalinguistic feedback in the acquisition of English vocabulary. The final participants in the study were 54 English language learners from a Korean university, 19 males and 35 females. Some of these participants had been to an English-speaking country for a short language course. Teaching intervention is to arrange for students to participate in a one-way information gap task with intervals, lasting 20 minutes each time. The study included pre-test and post-test and all study data were collected through four experiments. a 2-3 mixed ANOVA was used for data analysis. The results show that there is no significant difference in any dependent variable measurement between the two experimental groups on recast and metalinguistic feedback.

20

The research process had been analysed in the grammatical section. The learning goal of these middle school students included the knowledge of vocabulary. The study also analysed and summarized the effects of different CF on vocabulary (quantifier) learning. The results showed that both recast and metalinguistic feedback have a positive impact on students' learning. However, low-

level learners, students were more likely to benefit from metalinguistic feedback. With the improvement of learners' ability, the effect of recast increases gradually.

4.3 Students' uptake of CF

1

The experimental procedure has already been analysed in the grammatical section. This study also analysed the uptake rate of students after receiving feedback from prompts and recast on treatment activities. The results showed that prompts produced a high uptake rate (94.4%) while recasts produced a 50% uptake rate.

8

The main question of the study was which CF would improve the uptake level of the learners. The participants of the study were from a language school in Iran, the age range of these students was 16-19 years old and at the same time, the English proficiency of these students was at the elementary level. The mother tongue of all participants was Turkish. The teaching intervention was completed in eight sessions over three weeks. Data for the study were collected from video recordings of classroom activities. Different CFs were provided by the teachers in the classroom, but the frequency of use was different. The recasts were used most frequently but had a very low uptake rate by the students. Only 27% of the recast feedback was noticed by the students during the study and the remaining 73% was not noticed. Conversely, 77% of the prompts facilitated learners to uptake. It is worth noting that metalinguistic feedback resulted in the highest learner uptake, which is 91%. In addition, elicitation (89%), clarification requests (76%), repetition (66%), and explicit correction (53%), which had an uptake rate of 89%, also successfully facilitated uptake.

11

The main issue of this study is to examine the uptake patterns of CF among young learners in the English classroom in Iran. The students in this study were 16 Iranian teenagers learning English, ranging in age from 13 to 16 years old. In addition, the participants' mother tongue was Persian and the student's English proficiency was at the low-intermediate level. The instructional intervention was arranged for the students to attend eight sessions over a four-week period. Data were collected from the eight sessions through audio recordings. The overall study was observational and descriptive. The coding definitions for data analysis were based on Lyster and Ranta's CF model (1997). The results of the experiment showed that adolescents' uptake of CF was consistent with other studies. More than half of the feedback successfully promoted student generated repair. The study also points out that learner uptake might fluctuate, dependent on the type of the EFL context of instruction in which they take place.

The main problem of the study is also the relationship between different types of feedback and learners' uptake. The participants in the study were intermediate level CFL learners at a university in China. The average age of these participants was 20 years old. The students came from a variety of cultural backgrounds and had different first languages, for example, English, Japanese, Thai, French, etc. Most of the participants were female. The teaching intervention was three times a week and each session lasted approximately 50 minutes. Data for the study were collected through video and audio of classroom interactions. Participants and teachers also completed a questionnaire at the same time as the teacher observation task was completed. In the classroom, the teacher provided different types of CF, with recasts accounting for the highest percentage. The results of the study showed that overall, 59% of the feedback promoted uptake by the students. Of these, 45.3% of the recasts were successfully uptake by the students. The highest percentage of learner uptake was obtained for prompts was 94.1%. The uptake of metalinguistic feedback was 53.8%. However, due to the small number of occurrences of the remaining feedback types (between one and eight), there was insufficient information on their uptake and repair rates.

This study focuses on the different aspects of CF in the EFL classroom. The participants in the study were 60 female students aged between 23 and 29 years old. The data were collected through high quality audio recordings of the classroom sessions. The educational intervention was a total of six weeks of roughly 45 hours of English classes. The data were coded using a modified version of Lyster & Ranta's (1997) model. The results of the experiment showed that recasts resulted in the lowest uptake rates. Furthermore, the study pointed out that the proportion of recasts that contribute to uptake and repair may be influenced by the classroom environment. Whereas elicitation, metalinguistic feedback, and clarification led to the greatest uptake because these feedbacks gave students the opportunity to self-correct.

4.4 The attitude of students to CF

This study is a review of recent research findings on CF. In the section on research on attitudes toward CF. The researcher summarises several typical studies. These few selected research findings suggest that students hold positive attitudes towards CF as a desire for teachers to provide CF in the classroom, but there may be problems with demotivating students to learn.

The main question of this study was the perceptions and preferences of Iranian students regarding CF offered in the classroom. The participants of the study were 86 female students from Iran who were

English majors. The age range of these students was 13 to 18 years old, and their English proficiency was at an intermediate level. The students completed a questionnaire during the study. The data were obtained through a questionnaire. The study included both quantitative and qualitative data and quantitative and qualitative data analyses had been used for data analysis. The results show that students valued the CF provided by teachers.

10

The main issue in this study was the provision of corrective feedback on the ICALL tutoring system. The study was conducted with 156 English learners from five different schools in Korea. The five schools included elementary, middle and high schools. The students were assigned to complete a pre-test and post-test. The instructional intervention consisted of the students participating in online tutorials for one and a half hours twice a week for a total of eight sessions over four weeks. The teaching materials were supplemented with translations of the students' first language. The results of the experiment showed that students at different stages had supportive attitudes towards CF.

14

This study was an observation and survey-based study with the main aim of assessing the practices and perceptions of teachers and students regarding CF about oral errors. The participants were 84 students from two private language schools in Iran. The age range of the students was 12 to 31 years old, of which 39 were male and 45 were female. In addition, these students were classified as having intermediate and advanced English language levels. Data for the study was collected and analysed through 20 observations and audio recordings. According to the data analysis of the study, the lower-level learners were more dependent on the teacher and expected more correction. The study also showed that students were more inclined to accept recast because prompts were more likely to generate negative emotions.

17

This study focuses on the preference of students in the English department for CF in class. A total of 76 students from the English Department of Lambung Mangkurat University Banjarmasin batch 2015 participated in the study. The methodology used in this study was descriptive. The data for the study was collected mainly through lecturer interviews and questionnaires. The results showed that most of the students reported that they could accept CF from the instructor well and did not feel embarrassed, annoyed, or confused. The survey showed that 55% agreed with the use of CF. Also, 55% of the students strongly agreed, meaning that the majority of students were supportive of CF about speaking errors.

19

The main question of the study was to examine whether teachers and learners perceive feedback differently. The participants of the study were 60 English learners from two private language institutes in Iran. Of these, 25 were male and 35 were female, and the age range of these students was

15 to 25 years. The learners' level of English was at an intermediate level. The teaching intervention is three 90-minute English lessons per week. The total number of sessions was 16. The participants were all native speakers of Azerbaijani. The study was a mixed methods design consisting of qualitative and quantitative analysis. Data for the study were collected through observations and learner questionnaires. In class, teachers mainly give feedback on students' grammatical errors. Based on the analysis of the data, the participants in the study were positive and supportive of the teacher's feedback on grammatical errors.

Chapter 5 Discussion

5.1 Introduction

Integrating into multiculturalism will face many obstacles. Language is one of the biggest obstacles that all people who need cross language communication face and need to cross. The main target group of this study is EAL students who through English to complete all subjects learning in high school in Australia. The main goal of this study is how to improve students' English ability through high school teachers' direct help in the EAL classroom. In other words, the ultimate purpose of this study is to find an effective teaching method for high school teachers which can be directly brought into the classroom to help students improve their English ability. To ensure the comprehensiveness and accuracy of the research, this study narrows down and focuses on the question to how to help students improve their oral ability by providing students with different CF. Although CF has been proved with high efficacy, we still need to comprehensively evaluate whether CF is suitable to be brought into the EAL classroom in Australia due to the complexity of CF. In order to fill the gap that few studies have been studied in the background of Australia, this study collects different resources, including qualitative data and quantitative data to integrate and analyse. In this chapter, all findings will be synthesized and analysed to try to fill the deficiencies in the research by answering the research questions. Specifically, this chapter mainly summarizes and analyses the main findings in the research, and answers the three main questions through the findings, including,

1. Which of different types of CF were more effective for different oral errors?
2. Do adolescent students respond to CF well in Australia?
3. What is the acceptance of adolescent students to CF? Does this depend upon students' age?

At the same time, the research results will compare with the existing research. In addition, this paper will analyse the contribution of this study to the field of education.

5.2 Analysis and synthesis of key findings

5.2.1 CF on different oral errors

5.2.2.1 Grammatical errors

From errors of third person singular 'S' aspect, a total of 4 articles were studied and analyzed (1, 4, 18). Although the three articles did not find out which feedback was the most effective, the conclusions of the research all pointed out that in the third-person singular grammatical error

correction, prompts are more effective than recast. However, each study has limitations. In study 1, the research data statistics are all from the written test, but the question mainly studies the effectiveness of CF in oral language. In study 4, the number of participants in the study was limited and the majority of participants were women, which led to the problem of individual differences. The limitation of study 18 was that the participants were all male, and it was not possible to determine whether the study results were affected by gender differences.

From errors in the tense aspect, study 13 and study 20 are valid for studying CF from the tense aspect. Two studies support those prompts are more effective CF in tense aspect. Furthermore, study 20 concluded that metalinguistic feedback in prompts is the most effective way of feedback. In study 13, the number of participants was insufficient and only female beginner English learners were observed. This makes the experimental results not suitable for other different teaching environments. In study 20, the overall sample size was large, but after being assigned to different observation groups, the sample size was too small (n=6). However, the target language of the study is Chinese, but the results of the study can support the research question of this study to a certain extent.

From the errors of the overall grammar. The conclusions of study 12 and study 21 do not point out which specific CF is the most effective in terms of grammar but also support that the effect of prompts is more effective than recast. Study 5 pointed out that metalinguistic feedback is the most effective grammatical feedback, this conclusion is consistent with the conclusion of study 20, while study 5 was relatively reliable in terms of sample size research methods. But there are some limitations in study 21. Relatively speaking, the sample size was not particularly large in 12 simultaneous studies with results from the same school. In study 12, the target language was German, which was different from our research target, but in study 12, the effect of prompts was also found to be more effective than that of recast. Therefore, we can consider whether the difference in language target does not affect the effectiveness of CF to grammatical errors.

5.2.1.2 Phonological Errors

Studies 2, 3, 5 analyzed the effectiveness of CF from the phonological aspect. The results of the three studies were the same, and they all believed that recast was the most effective CF method in the phonological aspect of CF. However, studies inevitably have some different limitations. In study 2, participants were all from the same country which means each participant has the same social background. This led to results that may only be adapted to specific social contexts. In addition, the participants were all women, and the results of the study are uncertain whether they are appropriate in a teaching setting that includes both men and women. In study 3, the students who participated in the study were adults who studied Chinese in order to immigrate to China for work. This represented a

higher level of motivation and self-selection among participants. In addition, in the experiment, courses of teaching intervention were completed online, which is still different from the face-to-face class environment. Combining the results of the three studies, studies 2 and 3 did not meet the age limit for our study, although participants in study 2 were from different cultural backgrounds similar to Australia's multicultural background. Therefore, the research cannot directly prove that recast is the most effective type of feedback for phonological errors.

5.2.1.3 Lexical Errors

Studies of 5, 6, 16, and 20 studied which CF is the most effective from a lexical perspective. Conclusions of these research show that it is hard to determine which CF is the most effective in terms of vocabulary, and it can only be seen that recast and metalinguistic feedback are effective in terms of vocabulary. Looking at these studies in detail, in study 5, the studies focused on different types of errors at the same time, and studies may not have sufficient targeted data to obtain data. In study 6, the participants were adults over the age of 18 which means this study is hard to control the participant characteristics more narrowly. In addition, in the teaching intervention, the content of courses is not aimed at locatives and contains other grammar knowledge so that students cannot concentrate on locatives. These reasons may have a negative impact on determining which CF is more effective. In study 16, only 14 participants were assigned to the recast group, which means that the insufficient sample size may have biased the experimental results. Similarly, study 20 suffered from an insufficient sample size. Combining the results of these several studies, it is also impossible to determine which feedback on lexical is the most effective, but we can sure recast, and metalinguistic feedback are more effective than other feedback.

5.2.2 Students' uptake of CF

Studies of 1, 8, 11, 15, 19 studied and analyzed the uptake rate of different types of CF. These studies have pointed out that different types of CF can promote students' uptake, but the uptake rate is not the same. Specifically, prompts all promote relatively high absorption rates. Conversely, although recast is used most frequently in the classroom, it is indeed the lowest in promoting student uptake. However, since the study of 19 pointed out that the uptake rate of students will be affected by factors, for instance, the actual classroom environment, it should also be specifically analyzed whether the conclusions of these studies are applicable to the EAL classroom in the Australian context. First, in study 1, there were significantly more female participants than male participants, due to the large difference in gender numbers may have made it impossible to determine that the uptake of males and females was the same. In addition, Study 1 also pointed out that the participants in the study were all from the same cultural background. The experimental results still need to be further validated in experiments involving many learners of different backgrounds. Therefore, the results of study 1 can

only provide reference but do not meet the requirements of the limited cultural background of this study. In study 8, the research pointed out that the reason is that the research background is consistent. In addition, the study itself also had the limitation of insufficient sample size. At the same time, some of the participants in the study are not within the age range of adolescents, so the results of the study are not indicative. In study 11, although the study participants were shown to be 16 participants between the ages of 13 and 16, in order to ensure valid results of uptake, the study considered all factors related to uptake and tested uptake. A total uptake rate of 308 students was counted in the data of the study. This compensates for the insufficient sample size in the study design. Study data analysis was based on Lyster and Ranta's CF model (1997) which increased the reliability of the data. However, the findings still fail to establish whether the absorption rates of students are consistent across multicultural backgrounds. In study 15, the participants in the study were from different cultural backgrounds, and the results showed that although all CFs resulted in a certain level of uptake for students. In study 19, the experiment was also based on Lyster and Ranta's CF model (1997). However, the experimental results cannot support the research in this paper due to the limitations of the single gender of the study participants (only female) and the participants only come from the same social background.

5.2.3 The attitude of students to CF

Studies of 7, 9, 10, 14, 17, and 19 all involve students' attitudes toward CF. These studies show that all students, including students of different ages, have positive and supportive attitudes toward CF provided by teachers. This attitude is not affected by the age of the students. However, due to the differences in the cognitive abilities of students of different ages, younger learners cannot make good use of CF. Study 7 is a review and summary of research results, although there is no specific research process and research data, but provides many examples of research and students' attitudes towards CF. For example, the results of Renate and Schulz's research (2001) showed that most EFL learners believe that teachers should provide students with as much CF in speaking as possible. However, it also pointed out that students directly also contained different views on CF. The results of study 9 also suggested that students recognize and value teachers' CF. This study still has some limitations, including that the sample size of the study is not particularly large, and the participants are not randomly selected, which may affect the accuracy of the research results. The results of study 10 also pointed out that students have a positive attitude towards CF, but relatively speaking, CF is more suitable for students who are over primary school due to the limitation of cognitive ability. The main classroom mode of this research is online, which is different from the traditional classroom environment. Therefore, the research results can only be partially applied to this study. The results of study 14 can also show that students have a positive attitude towards CF but generally point out that

for low-intermediate students, it is more important to pay attention to whether CF will bring about negative emotional effects. The participants in the study were older than the age range of adolescence but the findings were the same as in other studies, which also demonstrated that students' attitudes towards CF were not affected by age. The findings of study 19 are similar to those of other studies, but the study itself has limitations, including the insufficient number of participants and the fact that all participants were female, which made the experimental results unable to discern male scholars' attitudes toward CF. Therefore, the results of the study may be affected by limitations.

5.3 Answers to main questions

1. Which of different types of CF were more effective for different oral errors?

In this study, Oral errors are mainly divided into grammatical errors, phonological errors, and lexical errors to study, analysed and discussed. In general, for grammatical errors, the effect of prompts is better than that of recast (1,4, 18). This view is supported by the study of Swan (1995) who pointed out that prompts can shift learners away from semantic processing to grammatical processing of ongoing interactions and facilitate their focus on sentence accuracy. In addition, when studying the effects of different types of CF on grammatical errors, it also analysed in detail the different effects of different types of CF on third person singular errors and tense errors. The analysis results from two detailed grammatical issues of third-person singular and tense also support this conclusion.

Combined with our research, we have reason to believe that prompts are more effective than recast in grammatical errors. For phonological errors, combined with the findings of this study, recast seems to be the most effective method to correct speech errors (2, 3, 5). However, due to the limitation of cultural background and type of course we cannot directly determine this conclusion which means further research is needed in the multicultural context of Australia in future studies. For lexical errors, recasting and metalanguage feedback are more effective than other feedback. Although we cannot make sure which one is more effective, this result is also supported by Lyster (2015) who suggested that language teachers should not only insist on finding one of the most effective CF techniques but should choose from a series of CF strategies that best suit their classroom dynamics. Combined with these research results, when providing oral feedback, we should consider the effectiveness of different types of CF for different errors. However, the effectiveness of the most effective CF obtained from the research may be reduced due to the interference of different external factors in the actual class. At this time, it should be considered to use it in combination with other CF at the same time.

Overall, the results of this study are different from those of other studies. Most previous studies mainly focus on the different CF itself. For example, Sarandi (2016) pointed out that prompts were

more effective than recast in classroom settings. This kind of research only evaluated the broad effectiveness of prompts instead of focus on a specific area. Compared with, this research is from an angle of the effectiveness of CF in specific errors to study which can have a good connection with real learning environment.

2. Do adolescent students respond to CF well in EAL classes in Australia?

In order to determine whether Australian adolescent students can respond to CF well, this study mainly evaluates and analyses the CF take rate of students aged from 10 to 19 which is belong to the adolescent age range. After analysis and comparison, the results show that students who age from 10 to 19 can promote uptake of feedback after receiving CF (1, 8, 11, 15, 19). This result is the same as that the study of Lyster (1998), but the result still has a limitation that most the of findings are based on students who come from a single cultural background and only study 15 is based on multicultural background. Considering all findings are the same result and the background of the study 15 is similar to Australia, in this study, we regard that the result can support the question. In addition, this result is similar to that study of Basturkmen et al. (2004) on ESL in New Zealand and New Zealand has a similar background to Australia which is also support to this result. Compared to other research, this study is mainly focused on whether age of students will affect on uptake. Specifically, previous research focus on which kind of CF have a high uptake rate. This study mainly focuses on whether CF can promote high school students' uptake which also means this study promotes bringing CF from theory to practice.

3. What is the acceptance of adolescent students to CF? Does this depend upon students' age?

Although many studies believe that CF may cause students to have anxiety, feel negative emotions, for instance, hurting students 'self-esteem, and even reduce students' self-efficacy or learning motivation. However, when studying students' attitudes toward CF, the results show that students' attitudes toward providing CF in class is positive and supportive (7, 9, 10, 14, 17, 19). In other words, the provision of CF itself will not affect students' negative attitudes. This result is consistent with Lee's (2013) findings. However, the main purpose of this study is to determine whether CF is suitable for EAL students. The age range of EAL students is between the adolescent range. Considering the particularity of adolescent students, this study additionally compares the attitudes of students of different ages towards providing CF in class. The result shows that the attitude of students will not be affected by the difference in age.

5.4 Contributions

This study has a contribution to the education field in high school in Australia which mainly focuses on how to find effective ways to help students improve their English oral ability in the actual EAL classrooms. The results show that CF is a teaching method that can be directly adopted in the EAL classroom. This method can be accepted by students and enable students to improve their oral ability from different feedback. This method shifts the focus of teachers from teaching courses to teaching students. In other words, this way can better improve students' learning ability. In addition, this study combines theory with practice for an evaluation. Specifically, although there are still several limitations, it evaluates which CF is more effective according to the possible errors in the real classroom. In other words, teachers can directly bring the research results into the actual classroom to help students. At the same time, the conclusion of this study also solves the concerns that teachers may introduce new research methods. For example, is this method suitable for high school students? Considering the particularity of adolescent students, can students directly accept this method because of emotional factors such as hurting self-esteem?

Chapter 6 Limitation

Several limitations should be addressed in this thesis. First, this study used a systematic review method due to the limitation of not being able to collect primary data. Although systematic reviews try to be objective, secondary data still have limitations. In addition, the articles used in the study were all from one database, namely, the Adelaide Online Library. However, there are some other bibliographic databases, for example, Google scholar. Using the same keywords, other bibliographic databases may search more different articles about CF. Finally, this article investigates whether EAL students' English-speaking ability in the Australian context can be improved by providing CF in the classroom. However, none of the research, which was searched and screened through school databases, was conducted in the context of the Australian environment. Although, many of the research settings are similar to Australia's multicultural background. However, considering the complexity of CF that CF is easily affected by external factors, the limitations of the background should not be ignored.

Chapter 7 Recommendations

Based on the existing research on CF, this paper fills a few parts gap of whether CF is suitable for direct use in English classrooms under the multicultural background of Australia through the method of the systematic review. Considering the limitations of the research method and very little research on CF in Australia, more research on CF in the Australian environment is needed in the future. In addition, although from the research results, CF is suitable for direct use in the EAL classroom, and students have a positive attitude towards CF. However, when will CF be provided? What is the proportion of CF provided by teachers in the whole course? Is too little CF or too much CF not enough to effectively help students or have a negative impact on students' learning motivation? Although these problems have appeared in previous studies, it is still necessary to confirm whether they are suitable for the Australian background and whether the results will be very different when the target group is adolescent students. Solving the above problems can help further fill the gap of providing effective help to EAL students about oral ability through CF in Australian high school classrooms.

Chapter 8 Conclusion

In conclusion, the focus of this paper is whether teachers can effectively help students improve their oral ability by using CF as a scaffold in the actual EAL classroom in Australia. The effectiveness of CF has been confirmed in many studies. However, due to the complexity of CF, when trying to bring CF into a specific learning environment and target specific student groups, it is necessary to reassess whether CF is still an effective teaching method under the influence of these impact factors. To determine whether CF is suitable for EAL students in the Australian environment. This paper analyzes and summarizes three questions. The results show that CF is also effective in the multicultural context of Australia, and teachers can introduce this method directly into the classroom. This method is acceptable for adolescent students and can be well responded to. In addition, the effectiveness of different kinds of CF are analyzed and compared from the types of oral errors that may occur in the classroom. The research results can provide a basis for teachers to use which CF is more effective for students' different types of oral errors in the classroom. However, considering the limitations of research methods. This study suggests that when introducing CF into the classroom, EAL teachers in Australia should combine the actual class situation and students' individual differences and other factors to help students improve their oral English ability by providing appropriate CF.

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