

Exploring Literature Reading Classes in Terms of Types of Feedback Provided by EFL Teachers: Does Teaching Experience Play a Determining Role?

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Abstract

Reading comprehension is thought to be a very challenging skill for L2 (second language) learners, and definitely the role that feedback has in enhancing reading achievement is undeniable. To shed more light on the issue, this study aimed to investigate the types of feedback utilized by EFL teachers in L2 reading comprehension classes at the intermediate level. The study took a step forward and explored the role of years of teaching experience in the provision of feedback. The study also examined the frequency of different types of errors that EFL learners committed in reading comprehension classes. To this end, an observational and descriptive study was conducted. Six EFL teachers along with their L2 learners at the intermediate level participated in the study. Three of these teachers were novices and the other three were experienced. The data were drawn from transcripts of audio recording of the selected teachers' reading comprehension classes. Following the analysis, the corrective feedback types and the errors were coded using the coding categories identified in Lyster and Ranta's (1997) model. Two other corrective feedback types were added - translation and multiple feedback. The frequency count and percentage were used to analyze the data. The results indicated that recasts were the most frequently used feedback type in both groups of teachers. Moreover, both experienced and novice teachers preferred to use varied corrective feedback types at different distributions which may suggest that there is a significant difference between novice and experienced teachers' use of corrective feedback types. Regarding the error types, the analysis of the data showed that among four types of errors, the phonological errors were the most commonly errors committed by EFL learners in reading comprehension classes. The implications are discussed in the study.

Keywords: Corrective feedback, reading comprehension, experienced and novice teachers, oral errors

Анализ уроков литературного чтения как тип обратной связи в изучении английского языка как иностранного: Играет ли опыт преподавания определяющую роль?

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Аннотация

Понимание прочитанного текста считается очень сложным навыком для всех, кто изучает иностранный язык. Роль обратной связи в повышении восприятия текста неоспорима. Для получения более четкого представления об этой проблеме настоящее исследование было направлено на изучение типов обратной связи, используемых учителями английского языка в работе с учениками, владеющими иностранным языком на среднем уровне. Исследована роль опыта преподавания с предоставлением обратной связи. Авторами проанализирована частотность ошибок различных типов. С этой целью проведено наблюдательное и описательное исследование. В исследовании приняли участие шесть преподавателей и их ученики, владеющие английским на среднем уровне. Трое участников были молодыми учителями, остальные – опытными педагогами. Данные для анализа взяты из расшифровок аудиозаписей занятий, отобранных учителями. Типы корректирующей обратной связи и ошибки были закодированы с использованием категорий кодирования, представленных в модели Lyster и Ranta (1997). Были добавлены два других типа корректирующей обратной связи: перевод и множественная обратная связь. Для анализа данных использовались сведения о их частоте, выведено процентное соотношение. Результаты показали, что наиболее частым типом обратной связи в обеих группах учителей является техника исправления ошибок, хотя как опытные, так и молодые учителя предпочитали использовать различные типы корректирующей обратной связи. Анализ полученных данных показал, что среди четырех типов ошибок обучающихся чаще всего совершали фонологические ошибки. В статье приводится обсуждение возможного влияния результатов исследования на процесс обучения.

Ключевые слова: корректирующая обратная связь, понимание прочитанного текста, опытные и молодые учителя, устные ошибки

Introduction

With regard to the role language plays in the construction of social, economic and cultural systems, reading comprehension has gained a growing attention. In the last few decades, considerable attention has been directed towards reading in English as a Foreign Language (EFL) context due to its relevance to the personal and professional development of students and professionals in several areas. Browder, Trela and Jiménez (2007) stress reading to be the most significant skill in the academic programs where English is taught, since it helps learners to expand the knowledge of the language and of the universe in general. This means that learners do not merely learn about language structures but they

also learn to reject and/or approve assumptions, concepts and interpretations made by others in a foreign language. In order for this to happen, according to Irwansyah, Nurgiyantoro and Sugirin (2019), teachers' practical consideration of students' needs and language proficiency are also critical factors in deciding the best materials for reading activities provided by the teacher. Khonamri and Roostae (2014) asserted that no matter what type of activity accompanies reading, its effect is observable in students' reading development.

On the other hand, learning something new like a foreign language always means that errors are made. Corder (1974) stated that learner's errors in the process of language learning are crucial for teachers since they demonstrate the amount of information acquired by the learner, so that teachers can adjust their instruction based on students' needs. Similarly, Hendrickson (1978) argued that language errors are an inseparable part of the learning process, and that systematically analyzing the errors can assist researchers and teachers to understand the process of language acquisition better.

One way to achieve accuracy in the target language is through corrective feedback provided by teacher, directed at errors that the learners have made in their output. In other words, although in learning a foreign language, making errors is a natural part of mastering a new language, some researchers put emphasis on pertinent corrective feedback since correcting inaccurate language forms may help learners notice the structures that have not been mastered and help teachers to prevent fossilization.

In literature on second language (L2) acquisition, learners' errors have been widely discussed by most of the researchers in terms of negative evidence, repair, negative feedback, corrective feedback and as a focus on form (Ellis, Loewen & Erlam, 2006; Loewen, 2004; Lyster & Ranta, 1997; Sheen, 2004). In this respect, feedback which can be regarded as responses to students' behaviors, tasks, assignments, and outcomes, has been attracting more and more attention among teachers, theorists and researchers.

Corrective feedback occurs whenever "negative or positive evidence" is provided to learners in order to help them to restructure the correct and precise form of the erroneous utterance (Lyster & Ranta, 1997; Suzuki, 2004). Chaudron (1997) has defined corrective feedback as the teacher's reaction to the erroneous form which obviously leads learners to their utterance. Lightbown and Spada (1999) described corrective feedback as indicating to learners that their use of the target language is not correct. Moreover, corrective feedback is considered to enhance accuracy in language production (Lyster & Ranta, 1997).

Researchers such as Dekeyser (1993), Brooks, Crippen, & Schraw, (2002) and Pawlak (2013), asserted that corrective feedback plays an important role in L2 acquisition and that the provision of corrective feedback on learners' errors is one of the main hallmarks of foreign language teaching in the vast majority of instructional settings. What that means in practice is that once learners walk into the classroom they expect to be corrected on their inaccurate utterances and some teachers feel that reacting to learners' errors is one of their main responsibilities. How teachers correct second language learner's errors is a topic that attract enormous interest from researchers and teachers alike.

In spite of the fact that corrective feedback is a commonly used teaching tool in all types of EFL classroom it has long been the response of teachers in productive skills such as writing and speaking. A quick look at the research studies on corrective feedback, shows that it has focused mostly on written errors (Sheen, 2007; Ellis 2008; Bitchener & Knoch 2010), whereas the oral errors on which the researcher tended to focus usually seem to have had less concern. The main reason behind this is that the oral corrective feedback strategies seem to offer a more challenging task for researchers as well as teachers. As Pawlack (2013) pointed out, since there is no danger of conveying meaning for teachers,

they may quite indiscriminately apply red ink to students' paragraphs, compositions or essays, either only underlining the incorrect forms, using symbols to identify the nature of the errors, or immediately crossing them out and providing the correct version.

In Iran, a context where reading is the main means of learning English for EFL learners, few studies have directly investigated corrective feedback strategies provided by EFL teachers. Because foreign language learners do not have enough exposure outside the classroom and the input they receive is through reading comprehension, reading plays a critical role in language learning (Stranovská, Gadušová, & Ficzer, 2019). In the past decade, there has been sustained interest in promoting reading as a significant and viable means of language development for second and foreign language learners (Day & Bamford, 1998; Krashen, 2004). Moreover, reading as an effective skill has received a special attention in Iran. This can be verified by examining high school books and EFL course books which are generally developed by focusing mainly on readings. Despite this fact, the majority of Iranian EFL learners are not that competent in reading skills and they usually admit having different difficulties. This lack of investigation brings about the necessity of further investigations into the type(s) of corrective feedback which EFL teachers provide to their L2 learners during reading comprehension classes.

In addition to this, few studies consider the possible role of teaching experience in provision of corrective feedback. According to Gotbonton (2008, p. 21) studying both experienced and novice teachers together in a comparative study "allows one to compare them on very specific points and identify more clearly how they differ or how they are similar to each other". Studies in this field are rare, perhaps because investigation into teachers' experience is still relatively new, in contrast to investigation in, for example, teachers' competences (Gadusova, Haskova, & Jakubovska, 2018; Gadusova, Haskova, & Predanocytova, 2019; Pushkarev & Pushkareva, 2019).

In order to address the gap in literature, this study seeks to determine the association between teachers' teaching experience and the type and frequency of different corrective feedback strategies they provide in reading comprehension classes. In other words, it attempts to investigate whether teachers of foreign language choose different types of corrective feedback to correct L2 learners' errors (phonological, grammatical, lexical and unsolicited use of L1) and which type of corrective feedback is most frequently practiced during teaching reading comprehension. The study also aims to investigate the most common error types, L2 learners commit in reading comprehension classes.

In this respect, the present study, intends to shed light on the field by examining two areas of research. First of all, it emphasizes the lack of studies directly investigating the most frequently used feedback types provided by EFL teachers while teaching reading comprehension. In the light of what is collected and studied, the objectives of this study are, to describe the types and the frequency of corrective feedback used by a group of Iranian teachers of English as a foreign language (EFL) in teaching reading comprehension and to identify the dominant type of corrective feedback used by these teachers. This line of research is motivated due to the outstanding place of reading comprehension in language syllabus at schools and English language institutes in Iran. Furthermore, this study attempted to compare the role of Iranian EFL teachers' years of teaching experience and choice of corrective feedback types at the intermediate levels. Almost all studies done in this field have been conducted in immersion and ESL contexts, and so it is crucial to investigate the significant differences of experienced and novice teachers' reaction to students' errors in EFL settings, like Iran, to find out any differences and similarities, if there are any. These two purposes establish the grounds for conducting this study, targeting English language teachers in the field.

Research questions:

This observational study attempted to answer the following research questions:

1. What are the most frequent types of corrective feedback employed by the Iranian EFL teachers in reading comprehension classes?
2. Is there any difference between EFL teachers with different years of experience in terms of the types of corrective feedback they provide in reading comprehension classes?
3. What are the most frequent types of errors Iranian English language learners commit in reading comprehension?

Methodology*Participants*

In order to conduct the study, two groups of participants were needed: teachers currently involved with teaching English as a foreign language along with their current L2 learners. Shank (2002) indicates that selection of study participants depends on research topic, questions, availability, and other study characteristics. For the purpose of this study convenience sampling was used to select the participants. Convenience sampling as a non-probability sampling technique was used, focusing simply on conveniently available subjects (Dörnyei, 2007; Mackey & Gass, 2005). Therefore, those who were available were selected because it was difficult and time-consuming to select participants with specific characteristics. Six Iranian EFL (male & female) teachers who were coded as T1, T2, T3, T4, T5 and T6 with the age range of 24 - 45 participated in the present study. These teachers participated willingly and consented to be observed and tape recorded. In addition to the English teachers, the intermediate L2 learners with the age range of 14-25 years who were taught by these teachers participated in the study.

The participants' years of teaching experience in this study varied from less than three to more than 15 years. T1, T2, and T3 had less than 3 years of teaching experience or had just started to work as an EFL teacher were labeled as novice; T4, T5 and T6 with more than 10 years of teaching years of experience were deemed experienced.

The participating teachers had different educational backgrounds. The teachers' demographic information is provided in Tables 1 & 2.

Table 1. Demographic information of the Novice Teachers

<i>Degree</i>	<i>EFL qualification</i>	<i>Teaching experience</i>	<i>Age</i>	<i>Gender</i>	<i>Code name</i>
Literature	BA	1	24	Male	T1
Translation	MA	1.5	26	Male	T2
TEFL	BA	2	33	Male	T3

Table 2. Demographic information of the experienced teachers

<i>Degree</i>	<i>EFL qualifications</i>	<i>Teaching experience</i>	<i>Age</i>	<i>Gender</i>	<i>Code name</i>
TEFL	MA	20	45	Male	T4
TEFL	MA	13	39	Male	T5
Literature	BA	10	36	Male	T6

MA: Master of Arts

BA: Bachelor of Arts

Data collection instrument

According to Seedhouse (2004), between five and ten lessons are reasonable for analysis. The present study used a corpus of 18 sessions (nine sessions for experienced teachers and nine sessions for novice teachers), as an acceptable sample size so as to generalize and draw conclusions.

For the purpose of exploring EFL teachers' actual practice in using corrective feedback strategies in reading comprehension classes across intermediate levels, the data were drawn from two sources. The main method for data collection in the current study derived from classroom observation and audio-recordings. After determining the EFL teachers and their classes for the present study, the researcher obtained their consent and agreement. The observation and audio-recordings were used in order to observe the teacher's actual classroom practices of corrective feedback strategies. Neither the teachers nor their L2 learners were made aware of the focus of the study to explore the frequent corrective feedback types they provide to their learner's errors in reading comprehension sessions in order not to affect their tendency on error correction. They were just told that the data would be used for a study and they only knew they were being recorded and observed. The idea was that they acted as naturally as possible in order to gather authentic data.

Data collection procedure

As the focus of the current study was on reading comprehension, three sessions of reading comprehension classes of the selected teachers each of which lasted approximately 50 minutes or more were observed and audio recorded over the course of one semester. Since the researcher assumed that audio-recording might not be adequate to retrieve reliable data, observation was used as a complementary method for making data more accurate. An audio recorder (MP3 player) was placed close to the teacher in each class both to capture all the utterances by the teacher and to record teacher's voice more clearly.

All instances of the learners' errors and the teachers' use of different corrective feedback strategies in response to their erroneous oral productions in all reading sessions were recorded as carefully as possible. Having recorded the six English language classes for three sessions, they were observed in order to determine the corrective feedback strategies. These data were later analyzed qualitatively in order to obtain the different corrective feedback types used in the classroom, as well as quantitatively since the frequency of corrective feedback types had to be quantified according to Lyster and Ranta's (1997) model. Before the observation, a checklist was made to help the researcher stay focused on aspects that needed to be investigated. The checklist consisted of the different corrective feedback types (classified by Lyster and Ranta, 1997) that were expected to occur during the class, such as recast, metalinguistic feedback, paralinguistic signals, elicitation, repetition, clarification requests, and others that might occur but that were not included in the list.

Research Design

Based on the nature of the research questions, this study is qualitative in nature with supplementary quantitative methods to address the frequency of different corrective feedback types.

Research ethics

The EFL teachers in the present study participated on a voluntarily basis and each gave their individual consent. All participants were clearly informed that their participation and interactions were being audio recorded and analyzed for the research.

All participants understood the procedures in which they were engaged. They were all promised anonymity. Only anonymity can protect the participants and is thus an ethical demand for researchers” (Kvale 2009:56).

Results

Research question 1

The first research question asked in this study sought to identify the most frequent types of corrective feedback employed by Iranian EFL teachers to L2 learners during reading comprehension sessions at intermediate levels. In order to answer the question the researcher analyzed the transcribed data and computed the number of occurrences of each types of corrective feedback strategies. The total distribution of each type of corrective feedback strategies provided by all six EFL teachers were determined and the results were presented.

Table 3 illustrates the total distribution of corrective feedback types provided by all six teachers in reading comprehension sessions.

Table 3: Frequency and percentage of corrective feedback types provided by experienced and novice EFL teachers

<i>Feedback types</i>	<i>Novice</i>	<i>experienced</i>	<i>total</i>	<i>percentage</i>
Recasts	42	51	93	29.80%
<i>Explicit correction</i>	33	18	51	16.34%
Elicitation	10	36	46	14.74%
Clarification request	13	23	36	11.53%
Metalinguistic feedback	18	9	27	8.65 %
Multiple feedback	11	15	26	8.33%
Translation	15	7	22	7.05%
Repetition	6	5	11	3.52%
Total	148	164	312	100%

As Table 3 shows, EFL teachers used different corrective feedback strategies with varied frequencies to correct ill-formed utterances. A total of 312 corrective feedback strategies were identified in the 18 sessions of reading comprehension classes taught by six Iranian EFL teachers (3 novice, 3 experienced). Examining the percentage of provision of different corrective feedback types, it seems that across the six Iranian EFL teachers (novice and experienced), recast (29.80 %) was the most frequently provided corrective feedback strategy in reaction to EFL learners’ errors in reading comprehension classes. The other most frequently feedback type used by the teachers was explicit correction with 16.34 % of the total number of teacher’s use of corrective feedback. Elicitation (14.74 %) was the third most frequent type of corrective feedback. Repetition (3.52%) was the least favorite type. Figure 3 shows these results in graphical form.

Research question 2

Classroom observation analysis identified preferences for different types of oral corrective feedback for the teachers. It also examined the relationship between types of oral corrective feedback and teaching years of experience of EFL teachers. The question raised by this study was concerned with the existence of any differences in the EFL teachers’ experience and their use of corrective feedback types in reading comprehension classes. As explained before, the teachers in this study were coded in terms of their years of teaching experience into two groups: experienced (n=3) and novice (n=3). According to Freeman, (2001) novice teachers are those having less than three years of experience and experienced teachers are those having five or more years of experience.

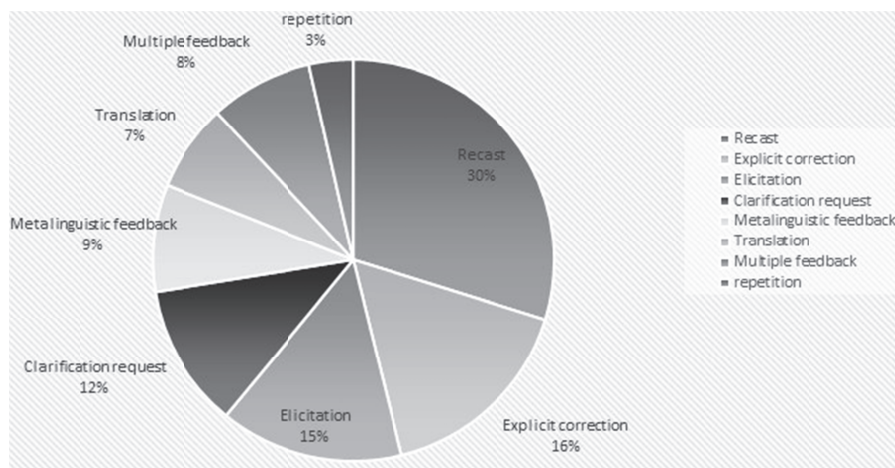


Figure 3: Corrective feedback distribution

Tables 4 and 5 provide the frequency and percentage of corrective feedback types that were employed per group. More specifically, it shows whether the novice and experienced teachers differed in providing corrective feedback to their L2 learners. It shows what kind of corrective feedback were used when L2 learner errors were pointed out.

Table 4: frequency of Corrective Feedback types employed by experienced EFL teachers (T4, T5, and T6)

Corrective feedback type	Number	percentage
Recasts	51	31.09%
Elicitation	36	21.95%
Clarification request	23	14.02%
Explicit correction	18	10.97%
Multiple feedback	15	9.14 %
Metalinguistic feedback	9	5.48 %
Translation	7	4.28%
Repetition	5	3.04%
Total	164	100%

As shown in Table 4, in total 164 corrective feedback strategies were identified in nine sessions of reading comprehension classes taught by experienced EFL teachers. The experienced teachers' most favorite type of corrective feedback was recast which accounted for 31.09%. The second most used feedback type was elicitation which accounted for 21.95%. Clarification request (14.02%) was another type of corrective feedback welcomed by experienced teachers in reading comprehension classes. The remaining 32.91% was related to the other types of corrective feedback as follows: Explicit correction (10.97%), multiple feedback (9.14%), and metalinguistic feedback (9.14%). The percentages of the use of translation (4.28) % and repetition (3.04) % were of minor significance in this data (5.12%). Obviously, the most frequently used type of corrective feedback utilized by experienced EFL teachers in reading comprehension classes at intermediate level was recast. Another prominent corrective feedback strategy was found to be elicitation. It is also noted that, experienced teachers were less eager to use translation and repetition in

reaction to their learner's ill formed utterances. Table 5 displays the percentages as well as frequencies of corrective feedback type used by novice teachers to cope with L2 learners' errors at intermediate level.

Table 5. Frequency of Corrective Feedback types employed by novice EFL teachers (T4, T5, and T6)

<i>Corrective feedback types</i>	<i>Number</i>	<i>Percentage</i>
Recasts	42	28.37 %
Explicit correction	33	22.29%
Metalinguistic feedback	18	12.16%
Translation	15	10.13%
Clarification request	13	8.78%
Multiple feedback	11	7.43%
Elicitation	10	6.75%
Repetition	6	4.05%
Total	148	100%

The table shows that 148 corrective feedback strategies were identified in the nine sessions of reading comprehension classes taught by novice teachers. The novice teacher's most favorite feedback type among all eight corrective feedback types was recast, accounting 28.37% of all teacher feedback. The next prominent corrective feedback type welcomed by novice teachers was explicit correction (22.29%). Their preference for explicit correction maybe due to their intention to use more straightforward treatment to correct L2 learner errors so as to avoid ambiguity. The third most used feedback by novice teachers was metalinguistic feedback, accounting for 12.16%. The distribution of other feedback types showed a decreasing frequency: translation (10.13%), clarification request (8.78%), multiple feedback (7.43%), elicitation (6.75%), and the least used type, repetition (4.05%).

It is worth mentioning here that the transcribed data of novice teachers showed that in EFL reading comprehension classrooms, apart from the eight types of CF, some new types of feedback, which were not included in Lyster and Ranta's taxonomy, were identified through observation. These new types of corrective feedback were called positive feedback. This refers to type of feedback that teachers give to the L2 learners when they answer correctly. According to Ferreira, Moore, and Mellish (2007), positive feedback can be divided into four categories: acknowledgement, acceptance, repetition and rephrasing. Two of these positive feedback types – repetition and acceptance - were used by novice teachers. Ellis (1997) defines repetition as a kind of positive feedback in which “the teacher repeats the student's correct answer. According to Sinclair & Coulthard (1992) acceptance is realized by a closed class of items like ‘yes’, ‘good’, and ‘fine’, all with neutral low fall intonation. Its function is to show the learners that the teacher has heard or seen and the provided reply by the learners was appropriate.

Extract 11

T: what does sentimental mean?

S: emotional

T: Emotional, YES ... that's right (repetition, acceptance)

Comparison of novice and experience teachers

As it can be seen in Tables 4 and 5, there are some differences between the experienced and novice teachers concerning the frequency of the types of corrective feedback provided in reading comprehension classes. With regard to the overall frequency of corrective

feedback type, the frequency of corrective feedback types provided by experienced teachers is more than that for novices. In general, experienced teachers provided 164 instances of corrective feedback types while novice teachers provided 142. Figure 1 shows a breakdown of the number of corrective feedback types provided by each group of teachers.

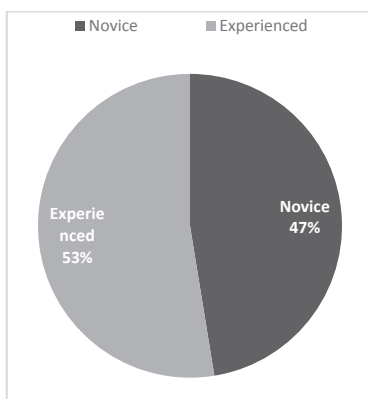


Figure 1. Corrective Feedback Types Distribution in Reference to Teachers Experiences

Figure 2 illustrates the number of corrective feedback strategies employed by each group of the teachers and shows a clear difference between the provisions of corrective feedback strategies by each respective group.

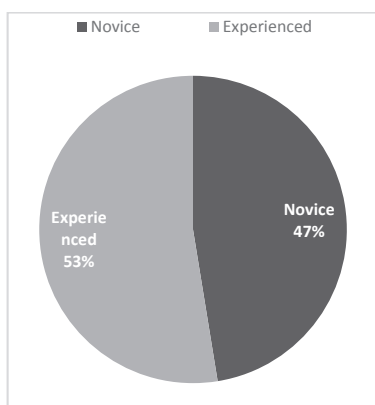


Figure 2: distribution of corrective feedback employed by both groups

As shown in Figure 1, EFL teachers use different corrective strategies with different frequencies. Differences were found among teachers' experience and their use of corrective feedback types. The types and frequencies of corrective feedback vary on the basis of the teachers' teaching experience (novice and experienced).

Regarding the overall frequency of corrective feedback types, the results of the analysis showed that both experienced and novice teachers teaching EFL learners in reading comprehension classes used recasts more than other types of feedback in reaction to L2 learner's errors. All of the teachers in two groups were less eager to use repetition (novice teachers: 4.05, experienced teachers: 3.04) in reaction to their L2 learners' ill-formed utterances.

Concerning other corrective feedback types, the results suggested that experienced and novice teachers display different frequency patterns of corrective feedback in reaction to L2 learners' errors. Explicit correction was another type of corrective feedback welcomed by novice teachers while experienced teachers, on the other hand, prefer to use elicitation as the second most frequent corrective feedback type. Moreover, experienced teachers did not apply any 'positive feedback' in their classes. This suggests that experienced teachers are different from novices in terms of type and frequency of corrective feedback types they use in their classes.

Research question 3

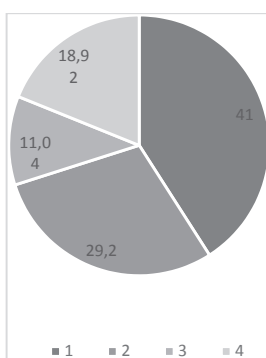
In order to answer the third research question, the frequency of different types of committed errors by L2 learners in reading comprehension classes were computed. As pointed out in the procedure section, an observation and audio recording were used to gather data for investigating the most frequent types of errors Iranian intermediate EFL learners commit in reading comprehension classes. From analysis of the data, four types of error including phonological, lexical, grammatical and unsolicited use of L1 were recognized.

Table 6 below describes the distribution of errors the L2 learners had in their reading comprehension classes. Data analysis yielded 317 error sequences containing at least one error, coded as grammatical, lexical or phonological and L1. Table 6 presents the raw frequency of different error types counts.

Table 6: Frequency of overall error types in reading comprehension classes at intermediate

<i>Error types</i>	<i>Novice</i>	<i>experienced</i>	<i>total</i>	<i>percentage</i>
Phonological	70	60	130	41%
Grammatical	50	32	92	29.2%
L1	20	15	35	11.04%
Lexical	40	20	60	18.92%
Total	154	168	317	100%

It should be noted that the classroom observations revealed a variety of error types in the L2 learners' reading comprehension classes. During the six classes observed and audio-taped, a total number of 317 erroneous utterances were produced by the L2 learners. Phonological errors occurring with almost 41% of the total errors produced by EFL learners got the highest rate of other error types followed by grammatical error (29.2%), then lexical error (18.92%) and unsolicited use of L1. This is shown graphically in Figure 3.



*Figure 3: The percentage of each error type
1: Phonological; 2: Grammatical; 3: Lexical 4: L1*

Among these four types of errors, phonological errors were the most frequently committed by L2 learners and unsolicited use of L1 was least frequently used (41% and 18.92% respectively).

Discussion of the results and conclusion

The findings demonstrated that two groups of EFL teachers with different years of experience tried to provide corrective feedback immediately for most of the erroneous utterances although several were ignored during the lesson. It is difficult to determine whether this was done intentionally or not. The results showed that six EFL teachers with different years of experience in the current study used eight different corrective feedback types as follows: Recast (29.80%), Explicit correction (17%), Elicitation (15%), Clarification request (11.5%), Metalinguistic feedback (8.65%). Multiple feedback and metalinguistic feedback were used to nearly equal extent (8%) and repetition which accounted for (3.52 %) was the least used. Almost all corrective feedback types were used. It was also noticed that the teachers did not manage to correct students all the time. As far as the percentage of corrective feedback types are concerned, the results revealed that 29% of the corrective feedback aimed to provide learners with correct form of the utterance. The findings suggested that recasts were the first most frequently provided corrective feedback among all other feedback types either in the entire data base or for each group in the observed reading classes with repetition as the least frequent feedback type (5%). The fact that teachers in this study used recasts a lot more than the other types of corrective feedback was predictable and confirmed the seminal study conducted by Lyster and Ranta (1997) who found that the teachers in their study provided corrective feedback using recasts over half of the time (55%).

Findings of the same kind of results seem not to be alone in SLA literature. Recasts were the most frequently used feedback type across the previous studies Lyster, Saito, & Sato, (2013); Lyster & Panova 2002; Panova & Lyster 2002; Tsang 2004; Sheen 2004), and the present study supported those results by showing a clear preference for the use of recasting of learner error. The table below displays the distribution of feedback types in their study.

Table 7: Distribution of Corrective Feedback for Lyster and Ranta (1997)

<i>Corrective feedback type</i>	<i>Number and percentage</i>
Recasts	375 (55%)
Clarification request	73(11%)
Elicitation	94(14%)
Repetition	36(5%)
Explicit correction	50 (7%)
Metalinguistic feedback Total	58 (8%)
Total	686(100%)

The findings of the current study were consistent with Lyster and Ranta's (1997) study in which recast was reported to be the most frequent type of corrective feedback (55%) and the least was repetition (5%).

The highest usage of recast by Iranian EFL teachers might be attributed to their desire to save time and at the same time encourage L2 learners to continue speaking without explicitly correcting their errors. Recast is the least risky interaction since it provides L2 learners with more input and does not ask anything of them. Indeed, EFL teachers use recast so often, so as not to harm interaction. In the case of recasts, regardless of whether learners are given the opportunity to repeat or not, they are not actively engaged. There

is also little evidence that recast is a helpful way of letting learners notice the gap between their use of incorrect forms and the teacher's correction.

Ahangari and Amirzadeh (2011) explained that a reason recasts were often the most frequently used correctional feedback type might be due to teachers' concern of interrupting the flow of communication in the classroom.

However, the preference of recast in this study seemed to be in contrast with Tabatabaei and Banitalebi (2011) who found explicit correction as the most frequently provided corrective feedback in reading comprehension classes. One possible reason for this contrast maybe because they did not consider the teachers' level of teaching experience in their study.

Consequently, the results demonstrated that explicit correction was the second most frequent used type of corrective feedback after recast which was in contrast with Lyster and Ranta (1997). A possible explanation for this contrast may be learners' level of proficiency. As Lyster and Ranta (1997) argued, learners' proficiency level is a critical factor that should be taken into consideration by teachers when they engage in corrective feedback. Sometimes the learners may not have the required knowledge to correct themselves.

The next reason might pertain to the nature of errors, as teachers are likely to vary their corrective feedback strategies based on the nature of different errors. The reason maybe lies in the values EFL teachers see in explicit correction. There are some benefits in using explicit correction. First, it is a clear identification of a learner-error that she/he used the linguistic forms incorrectly. L2 learners certainly notice the signal which indicates their answer may contain errors. Furthermore, they may pay more attention to the teacher's correction, which may help them to understand the correct form of a certain expression. In addition, explicit correction saves class time because the learner can figure out the problem immediately. It eliminates the need for several rounds of negotiation, which may ultimately leave the learner confused and not understanding what the teacher wants to convey implicitly.

Moreover, the results showed elicitation as the third most common corrective feedback type after explicit correction in contract to with Lyster and Ranta's finding (1997). The reason might lie in the fact that teachers want to allow opportunities for L2 learners to self-correct their errors at intermediate levels.

In Lyster and Ranta's (1997) study, the findings showed that repetition was the least frequent corrective feedback, so both studies reached similar conclusions. Moreover, this is in line with Tabatabaei and Banitalebi, whose study showed L2 teachers did not use repetition at all. According to Tabatabaei and Banitalebi (2012), the reason for the limited use of repetition might be because L2 teachers did not want to expose L2 learners to ill formed language.

In respect of the other corrective feedback types, the results of the current study indicate that, the order of the frequencies of other corrective feedback types are different from that of Lyster and Ranta. One of the possible explanations for the differences between the present study and the previous corrective feedback studies might be attributed to classroom setting. The major part of the research conducted in the area of oral corrective feedback is done in ESL or immersion settings. The interest in error treatment originated in these contexts and it is understandable that in content-based instruction the treatment of error is different and possibly more complex than in more language-based instruction. In Lyster and Ranta's (1997) study participants were in immersion classes, where students learned general subjects in the target language as well as the language itself. Compared with an ESL classroom setting where the main focus is on students' improvement in use of English, immersion classrooms focus on learning general knowledge as well as the

French language. When learning general knowledge, the class should be focusing on content, rather than the accurate or fluent use of French.

Aside from the comparison with Lyster and Ranta's study, the characteristics of the six EFL teachers in the present study might be worth considering in relation to the way they gave corrective feedback to their English classes. The second research question addressed how teachers' years of teaching experience affect their provision of corrective feedback has attracted attention by various researchers whose results can be considered congruent with those of the current study.

This question was concerned with the existence of any differences in the EFL teachers teaching years of experience and their use of corrective feedback types in reading comprehension classes at intermediate levels. As explained before, the teachers in this study were categorized into two groups in terms of their teaching years of experience: 3 experienced and 3 novices. As predicted, individual differences related to the EFL teacher's years of experience affected their use of corrective feedback strategies. The comparison of each group of teachers showed that some differences existed between the two. The frequency counts of data from these two groups of teachers showed that there are many more indications of types of corrective feedback used by experienced teachers than novice ones in reaction to their L2 learner's errors. The findings of the present study are consistent with Mackey, Polio, and McDonough (2004) study who found that experienced ESL teachers' techniques were more focus-on form type than inexperienced teachers. In a related study, Samad and Nursus (2015) also showed that teachers with more years of experience rely a lot more on corrective feedback compared to the novice teachers. The reason might be lie in the fact that novice teachers do not have enough knowledge or confidence to give corrective feedback therefor they use less corrective feedback in their classroom (Vítečková, Procházka, Gadušová, & Stranovská, 2016). Moreover, the data indicated that the ways of providing corrective feedback can vary greatly across teachers. It was quite evident that the ways of providing corrective feedback to L2 learners' errors differed considerably between the two groups of novice and experienced teachers.

The total results of the study showed some similarities with Lyster and Ranta's (1997) study which may testify the reliability and applicability of the error treatment sequence in the present study.

Between the two groups of teachers (novice and experienced), recast was the most frequently corrective feedback. However, the amount of recast provided by experienced teachers was slightly higher than that was provided by novice teachers.

In line with the above discussion another apparently important difference between the two groups in terms of supplying corrective feedback is the higher frequency of the use of elicitation in experienced teachers' classes compared to novice ones. The novice teachers did not hesitate to correct ill-formed utterances directly while the experienced teachers often gave the learners a chance to self-correct. In other words, novice teachers prefer to use explicit correction to correct their L2 learner's errors. The reason might be lie in the fact that experienced teachers want to allow opportunities for L2 learners to self-correct their errors and elicit responses from the L2 learners. This may reflect the novice teachers' teaching style, namely a teacher center approach through which they think explicit correction is more effective in awareness raising as related to the corrected feature in the learners. According to Ellis (1997) to help acquisition to occur, learners are required to notice the gaps, and receive the feedback. Therefore, the explicit correction used by novice teachers may have the reason to push the learners to notice the target feature, as well as to create a situation in which they can compare the noticed feature and consequently be able to incorporate it into their inter-language.

The results of this study showed that the types of corrective feedback used by experienced teachers in reading comprehension classes differ from those provided by novice teachers. It was observed that apart from eight corrective feedback types, novice teachers used positive feedback in many instances. There are some examples that EFL novice teachers repeated L2 learner's flawless utterances so frequently which was rare in experienced teacher's classes. This type of corrective feedback referred as positive feedback. The reason may be related to the fact that teachers intend to enhance L2 learners' exposure to the target language, as Krashen (2004) introduces comprehensible input to be the only necessary variable in SLA.

However, even though the experienced teachers used more corrective feedback strategies than the inexperienced teachers, it was not possible to explore the reason behind teachers' contrasting degree of feedback use as related to their level of experience. One possibility is that the teachers' contrasting level of education also contributed to the observed differences. It seems that EFL teachers with a TEFL degree used corrective feedback more frequently than those teachers with degrees in literature or translation. The reason maybe lies in the fact that in TEFL major teachers have more awareness of corrective feedback techniques.

The third research question addressed the distribution of different error types made by Iranian EFL learners in reading comprehension classes at intermediate level. Four different types of error were detected in the data. These were grammatical, phonological, lexical, and unsolicited use of L1. A total of 317 erroneous utterances were produced by L2 learners in the reading comprehension classes. The results showed that phonological errors formed the majority of the errors in the entire database (41%) and lexical errors were the next frequent categories with frequency of (29.2%). The other error types were at lower frequency.

One possible reason for the large number of phonological errors might be because, obviously, the focus was on reading skills and it must be taken into account that L2 learners in the reading comprehension lessons were required to read passages from their English books. When L2 learners were reading they did not commit grammatical or lexical errors: the only possible errors were of the phonological type.

It is also essential to state that different amount of errors was identified with different teachers. In other words, it was found that learner errors depended on the extent to which the teachers ask or encourage their learners to talk in English. For example, T3 as an experienced teacher asked questions in pre reading stage which required long sentences and therefore many errors were made.

The findings of the current study on the frequent L2 learner's error types were contradictory to Kennedy's (2010) findings. In Kennedy's study, grammatical errors were the most frequent errors by English learners while lexical errors and phonological errors did not occur as frequently. Contrarily, the Iranian L2 learners in this study frequently made phonological errors followed by lexical errors. These contradictory findings could be attributed to the fact that L2 pronunciation errors are often caused by the transfer of a well-established L1 sound system. In other words, the sound patterns or structures of Iranian L2 learners can affect the speech or production of their L2 language. These different findings could be attributed to the important role of first language in leading foreign language learners to overgeneralize the phonological system of their mother tongue to the second language (Stranovská, Hvozdková, Munková, & Gadušová, 2016). This finding implies that language learners might make certain types of errors more than other types due to the influence of the native (L1) languages. Based on the findings, it seems that the notion of field experiment, training and awareness raising, which was suggested and investigated, by Khonamri and Ahmadi (2105), and in a different approach by Mahrik

et al. (2018), Tavilla et al. (2019), Kardis and Valčo (2018), Ambrozy et al. (2018), Valco and Sturak (2018) are also relevant and could be a helpful way to shed further light on the issue under investigation in this study - that is, the practice of corrective feedback.

As with every empirical study, this one is not without problems and weaknesses since the reality surpasses each descriptive concept and goes beyond methodological frames. It is therefore important to identify some of the emerging issues that might be of significance with regard to the perception of reality when conducting similar future research. The number of participants in this small-scale study and the amount of classroom interaction analyzed though limited, conveyed the core elements of researched phenomenon.

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