Corrective Feedback in Primary EFL Classrooms in Turkey[1]

Yasemin Kırkgöz
Çukurova University

Muzaffer Pınar Babanoğlu

Reyhan Ağçam
Kahramanmaraş Sütçü İmam University

Abstract

Corrective feedback is any reaction of the teacher which clearly transforms, disapprovingly refers to, or demands improvement of the learner utterance (Chaudron, 1977). According to Lightbrown & Spada (1999), it is an indication to the learners that his or her use of the target language is incorrect. Due to its applications in second/ foreign language classrooms, it has received increasing attention from scholars who conduct research on second language instruction. This study investigates CF types used in primary classrooms in Turkey, where English is taught as a foreign language and a compulsory part of the national curriculum. 36 teachers working with students of various grades in 20 state primary schools in Turkey participated in the study. Throughout a semester, EFL classes assigned to these teachers were video-recorded and transcribed to investigate what types of corrective feedback were mostly used by teachers in response to learners' spoken errors and which leaded to most uptakes in the learners at stake. The study has indicated that all types of corrective feedback were used by the teachers to help students overcome errors they made in classes of various grades and that explicit correction was the most and peer correction was the least frequently used CF types in all four grades. As for student uptake, clarification request, elicitation, metalinguistic feedback and paralinguistic feedback proved the most successful CF types whereas explicit correction resulted in relatively less self-repair in the cases it was employed. The study is intended to offer evaluation of findings and to conclude with a few pedagogical implications in accordance with these findings.

Introduction

In the last decades, the importance of error correction in Foreign Language Teaching (FLT) inquiries has often been associated to feedback notion which is seen as a facilitator to enhance L2 learning; therefore, there has been a growing interest in research on Corrective Feedback (CF). In the late 1970s, CF was defined as 'any reaction of the teacher which clearly transforms, disapprovingly refers to, or demands improvement of the learner utterance (Chaudron 1977, p. 31). Basically, it is defined by Ellis (2006, p. 28) as 'responses to learner utterances containing an error' and it is explained theoretically as a complex phenomenon with several functions. Russel and Spada (2006) describe CF as any feedback provided to learner containing evidence of learner error of language form. Responses to L2 learners' non-target like production form CF as indication of an error has been committed, replying correct form of target language and meta-linguistic explanation of the error or any combination of these feedbacks (Ellis et al., 2006). Errors are distinguished as 'global errors' affecting overall sentence construction, i.e. word order, missing or wrongly placed connectors; and 'local errors' in single morphological/ grammatical elements (Ellis, 2009). Some researchers (Burt, 1975, in Ellis, 2009) point out that teachers should focus on global rather than local errors, while other theorists (Krashen, 1982) argue that CF should be limited to features that are simple and portable. Ellis (2009, p. 6) underlines 'CF be directed at marked grammatical features or features that learners have shown they have problems with'. Loewen (2007) states that too much error correction can change the primary focus on communication to grammatical forms but a judicious use of error correction can help to provide an optimal context for L2 learning.

---

[1] This paper was presented during the International Congress on Education for the Future: Issues and Challenge (ICEFIC), held in Ankara, Turkey, between May 13-15, 2015.

In order to reveal how EFL teachers correct students' spoken errors in L2 and to what extend CF types are effective in this respect, our study examines the role of oral corrective feedback types employed by EFL teachers in response to the spoken errors of students attending state primary schools in Turkey.

Background to the Study

CF Types

Mackey et al. (2007) suggest that in second language classrooms, language teachers use a wide range of CF to help learners to identify problems in their non-target like utterances. According to them, CF can be explicit or implicit, which does not overtly mark the learner's production as non-target like. Ellis (2009) classified written CF into three categories as direct, indirect and metalinguistic correction. In the case of oral CF, he directs our attention to two different ways of classification of CF types: (1) explicit vs. implicit (e.g., Carrol & Swain 1993; Aljaafreh & Lantolf 1994) and (2) input-providing vs. output-prompting CF (Lyster, 2004; Ellis, 2006). He offers a combination of two taxonomies, as illustrated in Table 1.

Table 1: A Taxonomy of CF Strategies (Ellis 2009, p. 8)

	Explicit	Implicit
Input-providing	Recast	Explicit correction
Output-prompting	Repetition	Metalinguistic explanation
	Clarification request	Elicitation
		Paralinguistic signal

In accordance with the combination in concern recast, repetition and clarification request fall into the category of explicit CF types and explicit correction, metalinguistic explanation, elicitation and paralinguistic signal into that of implicit CF types. As for the classification proposed by Lyster (2004) and Ellis (2009), explicit correction and recast are identified as input-providing CF types whereas repetition, clarification request, metalinguistic explanation, elicitation and paralinguistic signal are categorized as output-prompting CF types. Lyster & Ranta (1997) identified six different types of feedback as explicit correction, recast, clarification request, meta-linguistic feedback, elicitation and repetition. Lyster et al. (2012) added one more category paralinguistic signal to these categories. Lyster & Ranta (1997, p. 46) identify recast as 'reformulation of all or part of a student's utterance, minus the error'; explicit correction as 'explicit provision of the correct form by a clear indication of an error'; repetition as 'repetition of ill-formed part uttered by student'. Lyster et al. (2012, p. 4) identify clarification request as 'a phrase such as 'Pardon' and 'I don't understand' following a student utterance to indirectly signal an error'; elicitation as 'prompting the learner to self correct, in the form of wh- question or fill the blank'; metalinguistic feedback as 'a brief metalinguistic explanation (comment, question, information) aimed at eliciting a self-correction from the student' and paralinguistic signal as 'an attempt to non-verbally elicit the correct form from the learner'. Table 2 is intended to exemplify these strategies.

Table 2: Corrective Feedback Strategies (Ellis, 2009, p. 9)

CF Strategy	Definition	Example
1. Recast	The corrector incorporates the content words of the immediately preceding incorrect utterance and changes and corrects the utterance in some way (e.g., phonological, syntactic, morphological or lexical).	L: I went there two times. T: You've been. You've been there twice as a group?
2. Repetition	The corrector repeats the learner utterance highlighting the error by means of emphatic stress.	L: I will showed you. T: I will SHOWED you. L: I will show you.
3.Clarification request	The corrector indicates that he/she has not understood what the learner said.	L: What do you spend with your wife?
4. Explicit correction	The corrector indicates an error has been committed, identifies the error and provides the correction.	L: On May. T: Not on May. We say, 'I will start in May'.
5. Elicitation	The corrector repeats part of the learner utterance but not erroneous part and uses rising intonation to signal the learner should complete it.	L: I'll come if it will not rain. T: I'll come if it …..?
6.Paralinguistic signal	The corrector uses a gesture or facial expression to indicate that the learner has made an error.	L: Yesterday I go cinema. T: (gestures with right forefinger over left shoulder to indicate past)

In another classification of CF types by Ellis et al. (2008), 'direct CF' refers to CF that supplies learners with the correct target language form and 'indirect CF' refers to various strategies like indicating errors to encourage students to self-correct their errors. Another distinction between CF types can be drawn as to whether they are implicit or explicit; namely, there is a clear indication of error in explicit CF types while there does not exist such an indication in implicit CF types. Ellis (2011, p. 4) reconsidered these types of CF described by being explicit and implicit CF types dividing some types into both categories such as recasts:

• Implicit CF types:

Reformulations: Conversational recast by reformulating of S's utterance to resolve a communication breakdown, mostly in the form of confirmation checks

Prompts: Repetitions and clarification requests

• Explicit CF types:

Didactic recasts (reformulation of S's utterance without a communication problem)
Explicit correction
Explicit correction with metalinguistic explanation
Metalinguistic clue
Elicitation
Paralinguistic signal

Uptake

Being natural outcome of corrective feedback, the significance of learner uptake is assumed as the ultimate immediate result of feedback. The 'uptake' term originates from speech act defined as a discourse move theory (Austin, 1962, in Lyster & Ranta 1997, p. 49), then suggested by researchers as it may be 'related to learners' perceptions about feedback at the time of feedback' (Mackey, Gass & McDonough 2000, in Lyster et al., 2012, p. 11). Lyster & Ranta (1997, p. 49) explain uptake as 'a student's utterance that immediately follows the teacher's feedback and that constitutes a reaction in some way to the teacher's intention to draw attention to some aspect of the student's initial utterance', i.e., simply it is what the student attempts to do with the teacher's feedback. Uptake results in two ways; one is 'repair' of the error by students, the other is 'needs repair' that fails in self-correction by the student and still needs repair (Lyster & Ranta, 1997). Repairs are distinguished into four types; repetition of students of the teacher's feedback, incorporation of student by repeating the correct form corporate in a longer utterance, self-repair of student as self-correction of in response to feedback and peer-repair by one of the student other that who made the error.

Uptake with self-repair by repetition type of CF:

S: I have two brother.
T: You have two BROTHER! (Repetition CF)
S: I have two brothers. (Self-repair in plural –s)
Uptake with incorporation repair by recast type of CF
S: I never seen this film.
T: Have never! (Recast)
S: I have never seen this film before. (Incorporation repair by adding auxiliary 'have' and adverb 'before')
'Needs-repair' category includes six types of student responses:

Acknowledgement; student's saying simply 'yes' to feedback
Same error; student's repeating the same error as a response to feedback
Different error; student response with a different error to feedback
Off target; students response to feedback with a correct utterance other than the his/her error
Hesitation; student's hesitation in response to teacher's feedback
Partial repair; student response to feedback by correcting only a part of the error

Uptake with needs-repair (same error) as response to clarification/explicit correction of CF:

S: She has green eye.
T: Pardon? (Clarification Request)
S. She has green eye. (Needs repair/ same error)
T: Green eyes. She has green eyes. (Explicit Correction of plural –s for)

Theoretical Issues

Debates on the concept of CF and error correction in SLA is still controversial, however, overall effectiveness of CF in L2 learning was suggested to be beneficial in SLA in the literature (Russell & Spada, 2006). Although CF itself was also criticized and suggested that oral grammar correction must be abandoned by teachers (Truscott, 1999), conversely, it is also considered as an effective way in eliminating possible non-target-like utterances in the learners' interlanguage (Rezaei, et al. 2011). In the literature, Nativist approach suggests that CF has little impact on language learning as it is not related to competence of the learner and the role of negative evidence in the sense of CF is limited (Schwartz, 1993, cited in Rezaei et. al., 2011; Lochtman, 2002). Krashen's (1982) Input hypothesis suggests that implicit learning from comprehensible input can be effective to increase L2 proficiency whereas consciously processed language input such as explicit instruction or CF is irrelevant for SLA. On the other hand, Schmidt's (1990) 'Noticing Hypothesis' underlines the importance of noticing in learning anything new like grammatical forms in L2, the degree of explicitness of CF is corresponded to noticing concept. However, according to Havranek (2002), noticing while processing and matching L2 input might for meaning might exceed learners' capacity and CF supports overcoming potential matching problem for learners. Interaction hypothesis by Long (1996) (cited in Rezaei, et al. 2011) proposed that CF provides direct and indirect (explicit/implicit) information about the grammaticality of the utterances and additional positive evidence that may not be exist in the input.

Previous Research

In L2 learning, investigations mainly focused on the role and the effectiveness of CF considering different approaches as CF types being explicit or implicit, in modes as oral or written, in classroom or laboratory settings, etc. (Daughty, 1994; Lyster & Ranta, 1997; Lochtman, 2002; Panova & Lyster, 2002; Iwashita, 2003; Ammar & Spada, 2006; Russell & Spada, 2006; Li, 2010; Voerman et al., 2012; Draska & Krekeler, 2013). In respect of effectiveness of oral feedback, Havranek (2002) examined the facilitating effect of oral CF in ESL contexts with a wide range of learners at different age and proficiency levels and concluded that the success of CF is strongly influenced by situational and linguistic factors and also learners' own contribution to the error sequence. Particularly in oral CF techniques, Daughty (1994) examined various oral teacher feedbacks in adult learners of French as a foreign language and concluded that clarification, repetition and recasts are the most frequently used types. In fact, it was observed that learners did not respond to any oral CF types but when they did, it was mostly to a 'recast'. Lyster and Ranta (1997) investigated corrective feedback and learner uptake at primary levels of French immersion communicative classrooms and they suggested that teachers mostly used recasts but it was the least type likely to lead student uptake. In the study, elicitation and explicit correction were type types at high incidence of resulting learner uptake. In another study conducted on explicit and implicit CF, Ellis et al. (2001) revealed that teachers are more likely to use implicit feedback than explicit feedback in meaning-oriented language classrooms (cited in Mackey et al., 2007). Lochtman (2002) studied oral feedback in Belgian secondary schools German as foreign language classrooms and found that recasts again mostly preferred type in text comprehension but meta-linguistic feedback and elicitation types which are more initiative in self-correction are more frequent in grammar exercises and effective types in learner uptake. Motivated by the investigation of Lyster and Ranta (1997), Panova and Lyster (2002) conducted a study in adult ESL classroom and resulted in the favour of recasts, especially translation based types. Ammar and Spada (2006) investigated only recasts and prompts (repetitions and clarification requests) for learners of different proficiency levels and they found that prompts were more effective overall and the intensity of recasts was depending on the proficiency levels. Sheen (2006) investigated implicit/explicit recasts in communicative ESL and EFL classrooms and suggests that explicit recasts more lead to uptake/repair because they focus on single linguistic items and the reformulated items are salient to learners.

Research Questions

Three research questions were formulated to see what types of CF were mostly employed in EFL classrooms and to what extent they lead to learner uptake in these settings.

1. What types of corrective feedback are performed by EFL teachers in response to spoken errors of students across different grades in state primary schools?
2. Which corrective feedback type leads to most uptakes in response to spoken errors of EFL students in state primary schools?

3. Do CF types receiving most uptakes significantly differ across grades?

Method

36 EFL teachers (26 Female; 10 Male) working at 20 different state primary schools located in Adana, Turkey were the participants of this particular study. Teachers' age range from 27 to 48 with a mean age of 37.5. Their experience in teaching English as a Foreign Language changes between 3 and 24 years with a mean of 14 years. At the time of the study (2013-2014 Academic Year, Fall Semester), these teachers were assigned with four-hour a week EFL classes, which were offered as a compulsory part of the national curriculum of 4th, 5th, 6th and 7th graders. There was an average of 30 students in 4th grade, 27 in 5th grade, 28 in 6th grade and 31 in 7th grade. It is observed that female students slightly outnumbered male students in all grades except 4.

Data Collection Tool & Analysis of Data

The first researcher observed 8 lessons (40 minutes each) of each teacher, audio recorded these classes in the above-mentioned settings and transcribed the communication between the teacher and students when a mistake/error was committed by the students. By doing so, it was intended to reveal what types of corrective feedback would be used by the teacher when a student made a mistake in his/ her attempt to produce spoken utterances in EFL –if any. In consequence, the first researcher recorded and transcribed a total number of 144 class hours in 4th, 5th, 6th and 7th grades. In a follow-up session, she identified types of errors made by the learners and CF types employed by the teachers following the classification proposed by Lyster & Ranta (1997) and updated by Lyster et al. (20012). Then, she noted what CF types leaded to learner uptake during those classes. The transcribed sections of the video-recorded classes were crosschecked by the second and third researchers in order to ensure error and corrective feedback types identified by the first researcher. The following section is intended to offer findings of the study and related discussion on them.

Results

This section provides results elicited through transcription of errors made by primary school students during EFL classes and that of corrective feedback used by teachers in the treatment of those errors. The results in concern will be presented across grades; nonetheless, it might be useful to deliver an overall picture depicting error types and comparison of CF types on the basis of received uptake. Figure 1 illustrates the types of errors made by students in EFL classes.
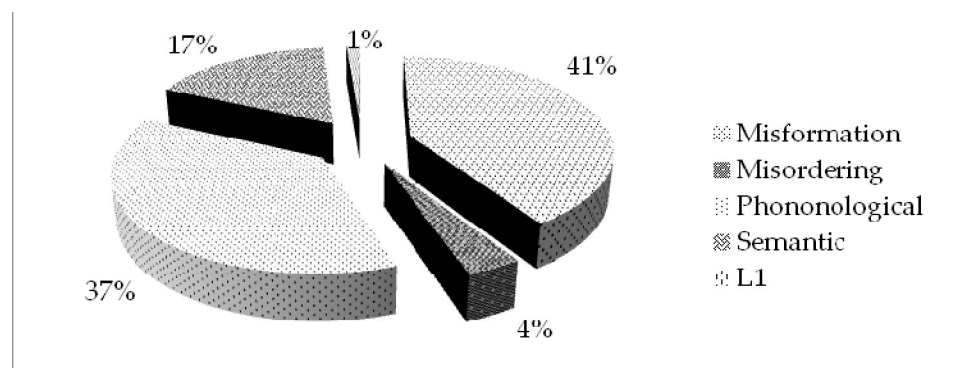

Figure 1: Error Types in Primary EFL Classes

As seen in Figure 1, the most frequented errors revealed misformation errors (41%), where students employ ill-formed utterances in the target language. The following errors were noted in a class of 7th graders.
e.g. I eated cheese, olive, bread and jam for breakfast (Incorrect verb form).

We saw three sheeps in the garden (Incorrect plural form).

Phonological errors were the second in the list of errors committed by primary EFL learners comprising 37% of all errors. It is exemplified in the following statements noted in a class of 5th graders.
e.g. Have you got an /eraser/?

Don't be /late/ for classes.

Comprising 17% of all errors, semantic errors appeared the third common error encountered in EFL classes. The following were recorded in a class of 6th graders.

e.g. I make my homework every day.

Please open the window because it is very cold here.

Misordering and L1 errors were counted the lowest in frequency. Namely, students came up with statements including components in wrong positions in (4%) and used L1 in their productions they were supposed to make in the target language (1%), as exemplified in the utterances noted in a class of 5th graders.
e.g. My friend can in the sea swim.

There is some pasta in the kitchen (pointing to a picture of cake).

As a consequence, it has been reported that approximately 800 errors, 69 of which were ignored by the teachers, were committed during recorded class hours. This corresponds to the fact that the majority of the errors were treated by the teachers who were observed to employ eight CF types as clarification request, elicitation, explicit correction, metalinguistic feedback, paralinguistic signal, peer correction, recast and repetition. Overall results are presented in Figure 2.
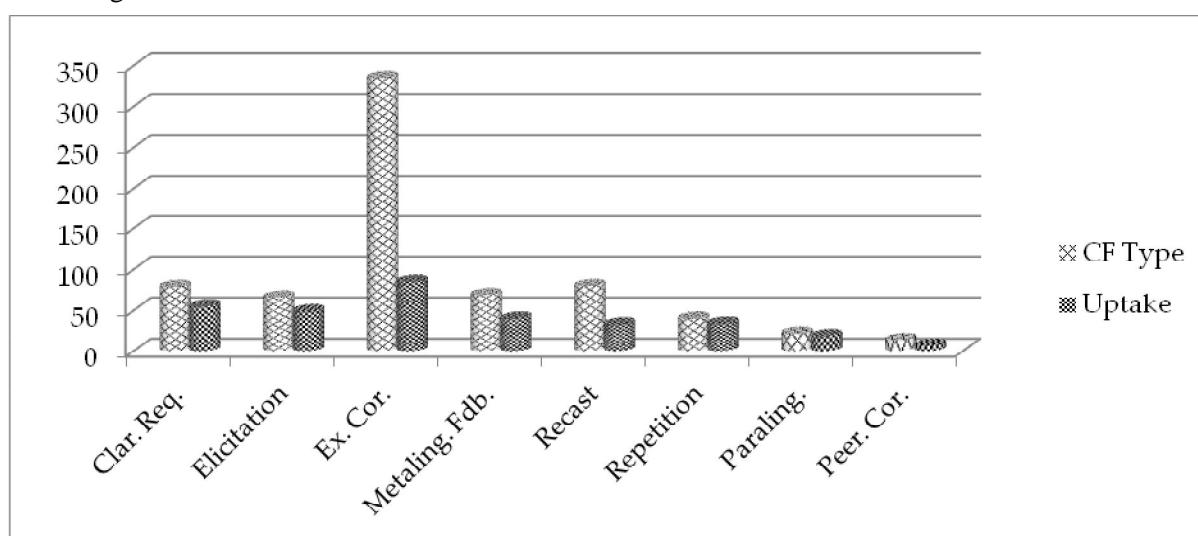

Figure 2: Corrective Feedback Types and Rates of Uptake

Figure 2 clearly indicates that the mostly used CF type is explicit correction with a frequency of 335, corresponding to 47.52% of all errors. The following is the case noted in a class of 4th graders.

e.g. T: What is this? (Drawing an eraser.)
    S: It is a ruler.
    T: No, it is not a ruler; it is an eraser. (Stressing the word eraser)

It is followed by CF techniques of recast (11%), clarification request (11%), metalinguistic feedback (10%), elicitation (9%), and repetition (6%). Paralinguistic signal and peer correction are the least preferred types by teachers in error correction (3% and 2%, respectively). It is impossible to mention a similar order for the amount of received uptakes. In other words, that a particular CF type was frequently used by teachers when grammatically incorrect utterances were made in the target language does not necessarily mean that it leaded to most uptakes in students' learning. Explicit correction, for instance, resulted in uptake of lowest frequency even though it was the most extensively used technique by the teachers. Namely, slightly over 25% of the attempts leaded to uptake whereas paralinguistic signal was found the most successful despite being among the least preferred CF type by the teachers (86.4%). The following two conversations are provided to illustrate the cases in concern.

e.g. T: Where is Sümela Monastery?
     S: It is in Black Sea Region.
    T: Don't forget to use "the"; it is in the Black Sea Region. (Explicit Correction)
    S: OK.
    T: What is the weather like today?

   S: It is sunny.
   T: (Raising eyebrow and nodding off) (Paralinguistic Signal)
   S: Ah, it is cloudy.
   T: Very good!

Likewise, repetition, elicitation, clarification request, metalinguistic feedback and peer correction have a high rate of uptake, as exemplified below.

e.g. S: How many children do you has?
   T: How many children do you HAS? (Repetition)
   S: Ah, sorry, how many children do you have?
   S: How do you school get to?
   T: How do you…? (Elicitation)
   S: How do you … get to school?
   T: Good job!

Repetition received 85% uptake and elicitation 74%, which means that the teachers repeated students' ill-formed utterances stressing the error or asked reformulation of a particular production resulted in self-repair in students' learning. Clarification request and metalinguistic feedback also yielded positive results reaching 70% and 60% rate of uptake. Both types are illustrated in the following conversations taking place in a class of 5th graders.

e.g. S: It is a expensive car.
T: Pardon me? Repeat your answer, please. (Clarification Request)
S: Sorry. It is an expensive car.
T: Good for you! Please be more careful next time.
S: There is ten students in this class.
T: You say "ten students", they are plural and we can't use singular verb before plural nouns. (Metalinguistic Feedback)
S: Yeah, I remember. There are ten students in this class.
T: Very well, Ahmet. Thank you!

Peer correction is another type which might be considered successful having uptake in 50 % of the cases it was employed. The following conversation was recorded in a class of 6th graders.

e.g. S1: We usually go to school by foot.
   T: There is a problem with your statement. Think about it, please. (Metalinguistic Feedback)
   S1: ………
   T: (Turning to other students) Would you like to help your friend? (Peer Correction)
   S2: We say "on foot" not "by foot", Sir!
   S1: Oh, I see! We go to school on foot.
   T: Well done, guys! Good cooperation!

Finally, recast could be identified a "successful" CF type as it was reported to have resulted in uptake in over 40% of the cases it was used. The following was extracted from the recordings made in a class of 7th graders.

e.g. T: Did you go swimming last weekend?
   S: No, I don't go swimming last weekend.
   T: No, you DIDN'T go swimming last weekend. (Recast)
   S: Yes, I didn't go swimming last weekend.

So far, error types and CF types as well as their rates of uptake have been provided regardless of grades. In order to see whether these significantly differ across grades, it is thought beneficial to display results elicited in each grade separately. Those in classes of 4th graders are presented in Figures 3 and 4.
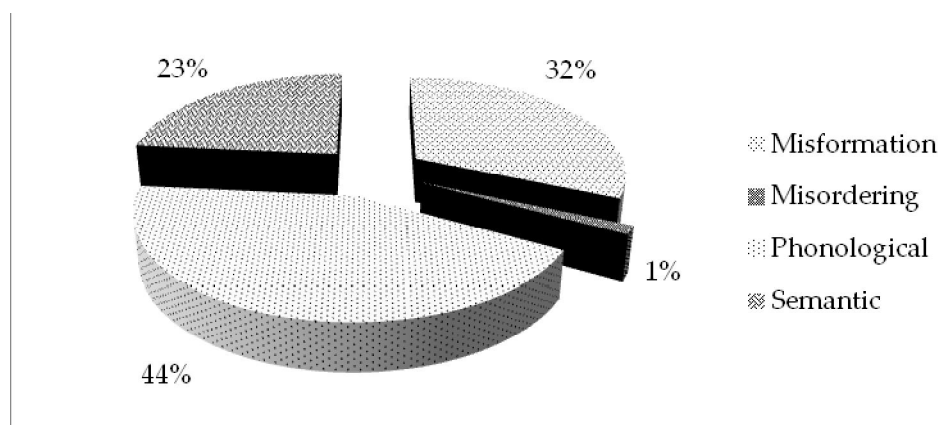
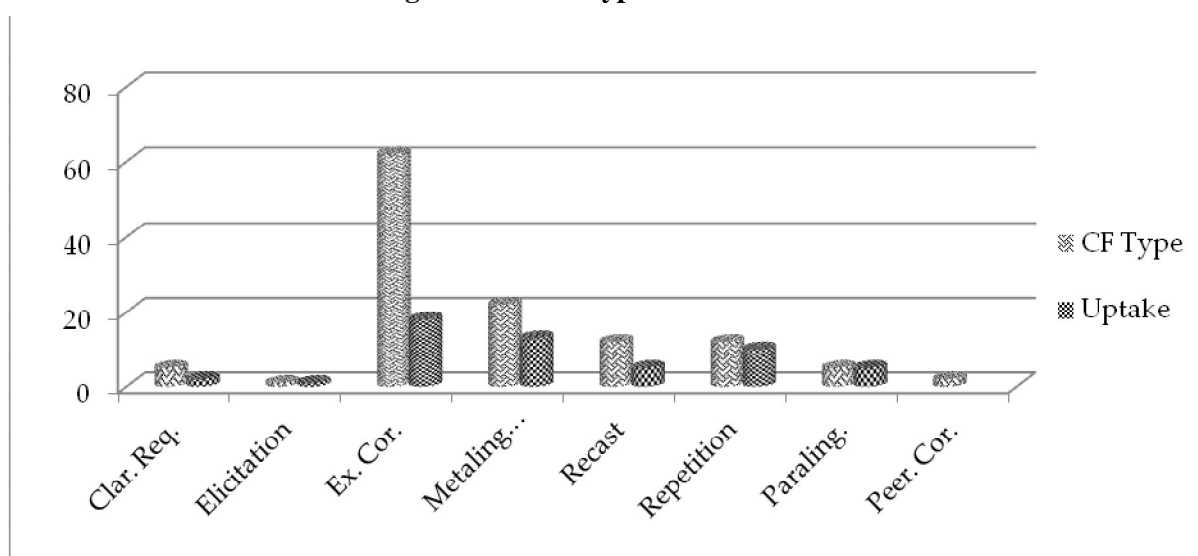**Figure 3: Error Types in 4th Grades**

Figure 4: CF types in 4thgrades

As seen in Figures 3 and 4, phonological errors constitute the majority of all errors recorded in classes of 4th graders (45%). The second and third mostly found error types are misformation and semantic errors by 32% and 23%, respectively. Misordering errors are the least frequented ones in this category. It is noteworthy that 13% of these errors were ignored by the teachers. Results of the analysis of the rest have pointed out that explicit correction was the most frequently used CF type in classes of 4h graders (51%) and that it leaded to uptake less than 30% of the cases it was employed. Metalinguistic feedback appeared the second mostly employed type (18%) and it resulted in uptake in approximately 60% of the cases. The third most frequently types recast and repetition, each of which was employed 10% in treating errors occurring in classes of 4th graders. In response, repetition leaded to uptake in 83% and recast 42% of these cases. They are followed by clarification request (4%), paralinguistic signal (4%), peer correction (2%) and elicitation (1%). Interestingly, paralinguistic signals resulted in uptake in all cases they were used. Clarification request, on the other hand, leaded to uptake in 40% of the cases it was preferred. Peer correction received no uptake in the cases it was used whereas elicitation resulted in uptake in the only case it was employed. The results of error types, CF types and their rates of uptake elicited in the classes of 5th graders are displayed in Figures 5 and 6.
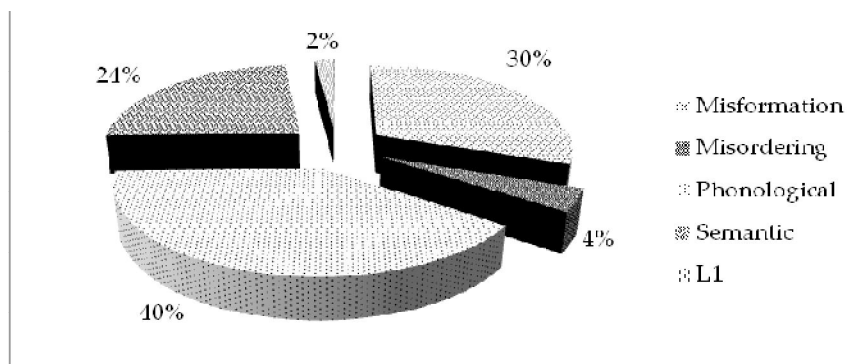
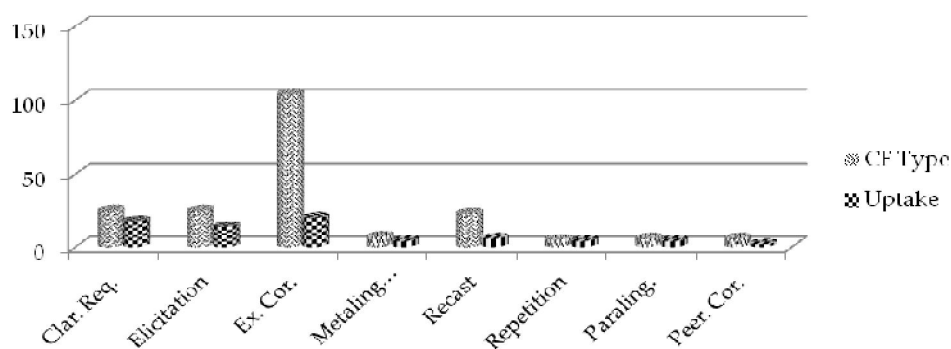**Figure 5: Error types in 5th Grades**

Figure 6: CF Types in 5th Grades

Figure 5 and 6 suggest that an order similar to the one observed in 4th classes concerning error types was also recorded in 5th classes. Namely, phonological errors are the most frequently ones (40%) while misformation and semantic errors constituted the categories of second and third most frequented error types, respectively (30% and 24%). 5th graders differ from 4th graders in the least found error type; that is, errors resulting from L1 use in target language productions, which were never found in classes of 4th graders, comprised this category in 5th graders (2%). 14% of these were not administered any CF types. As for CF types applied to the majority of the cases, it is seen that repetition worked in 80% of the cases it was employed. Clarification request and paralinguistic signal appeared the second and third most successful CF types in correcting student errors. They are followed by metalinguistic feedback (57.14%), elicitation (56%), peer correction (33.33%) and recast (26.09%). As indicated by the overall results, explicit correction revealed the least successful CF type resulting in uptake in less than 20% of the cases it was used in these classes. A total number of 262 errors were recorded in classes of 6th graders. Unlike the cases in 4th and 5th graders, the mostly encountered error type is misformation which comprises 45% of all errors. Phonological errors were slightly less frequented than misformation errors (40%). Semantic errors revealed the third mostly found type in the recordings of 6th graders (10%). Misordering constitutes 4% of the cases while L1 use comprises 1% of them. 8.4% of the errors in concern were ignored by the teachers. Figure 7 and 8 are intended to illustrate the related results.
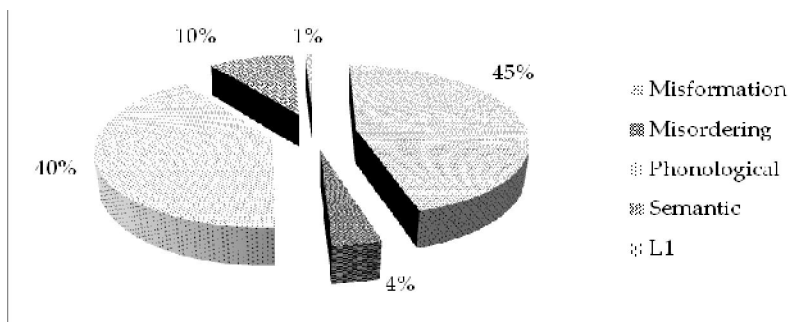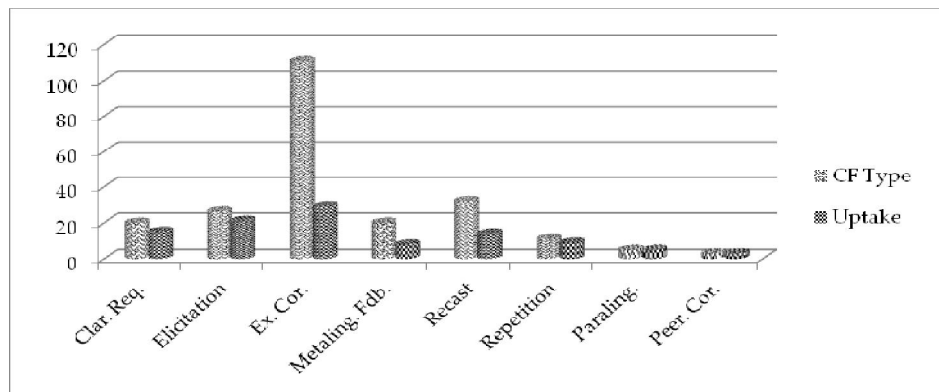

Figure 7: Error types in 6th Grades

Figure 8: CF Types in 6th Grades

Among 91.6% of the cases, not surprisingly, explicit correction revealed the mostly used CF type and the category that received least uptake (26.13%). The most successful types are paralinguistic signal and peer correction, which leaded to 100% rate of uptake in the cases they were used. Repetition, elicitation and clarification request are the other CF types that received a high rate of uptake. Namely, repetition leaded to uptake in approximately 82%, elicitation 81% and clarification request 75% of the cases they were employed. Recast and metalinguistic feedback can also be considered successful as they resulted in uptake in over 40% of the cases they were preferred. Lastly, recordings of 7th graders were analysed in terms of error types, CF types and rates of uptake. In accordance with the results, 165 errors were committed by the students and the majority of them fall into the category of misformation errors (56%). Phonological errors corresponded to 23% of all cases and, they are followed by semantic errors (14%). As in the previous cases, misordering and L1 use were the least frequented error types (Misordering: 5%; L1 Use: 1%). Slightly over 9% of these errors were not corrected by the teachers. The following illustrations are provided to depict the distribution of error types and the proportion of CF types receiving uptake to all cases recorded in the category into which they fall.
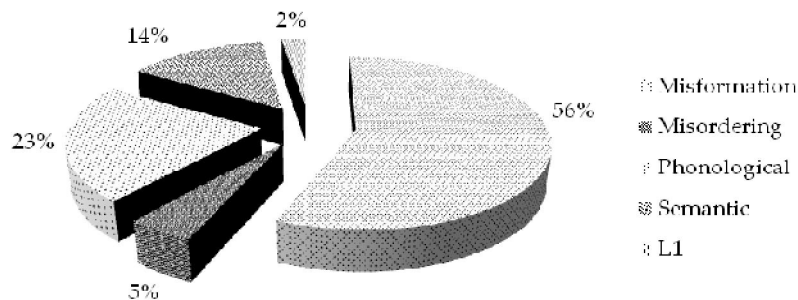

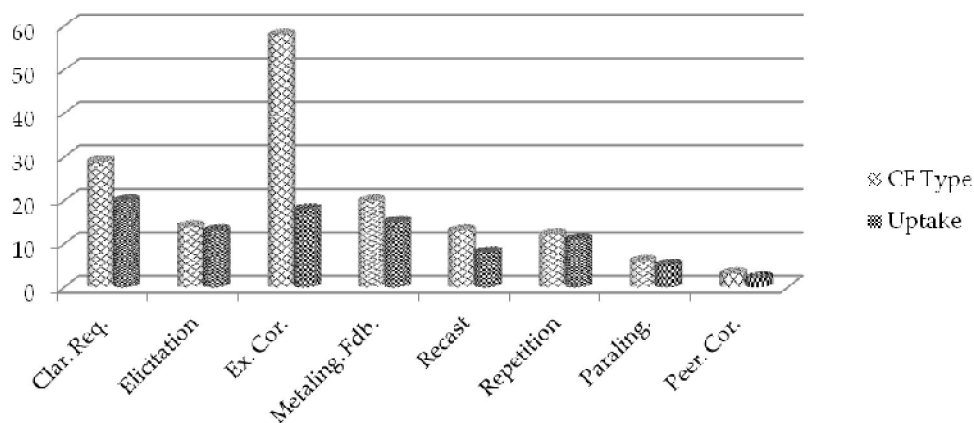**Figure 9: Error Types in 7th Grades**

Figure 10: CF Types in 7th Grades

As indicated in Figure 10 and expected, the most frequently preferred CF type is explicit correction (37%). It is followed by clarification request (19%), metalinguistic feedback (13%), elicitation (9%), recast and repetition (8%). Paralinguistic signals were used 4% and peer correction 2% of all cases. Contrary to these figures, explicit correction was counted the least successful CF type as it leaded uptake only in 31% of the cases it was applied. All the other CF types might be identified successful since they result in uptake up to 93% of the cases they were resorted (Elicitation: 92.86%; Repetition: 91.67%; Paralinguistic Signal: 83.33%; Metalinguistic Feedback: 75%; Clarification Request: 68.97%; Peer Correction: 66.67% and Recast: 61.54%). All in all, it is seen that certain types of errors prevail in the recorded cases in EFL settings of various grades. Misformation and phonological errors tend to be mostly committed ones while semantic errors come third in the order and misordering and L1 use are the least frequented categories in all grades. Another aspect four grades display similarity is the tendency to employ explicit correction technique and the least amount of uptake received as a result of this CF type. Likewise, elicitation, metalinguistic feedback, paralinguistic signals, recast and repetition proved successful CF types having high rates of uptake in primary students' learning EFL across various grades. They seem vaguely inconsistent with each other with respect to peer correction; namely, the technique in concern did not seem to work in classes of 4th graders whereas it received uptake in all cases it was applied in those of 6th graders. The following section offers evaluation of research questions, a few pedagogical implications and suggestions for further research.

Discussion, Conclusion and Suggestions

In the present study, corrective feedback types employed by EFL teachers at state primary schools in Turkey were investigated to see whether they lead to student uptake (as self-repair and needs repair). The study also explored possible differences among various grades in terms of CF types receiving most uptakes in treating student errors. In order to do so, the researchers formulated three research questions, which were revisited in this particular section of the study. R.Q. 1: What types of corrective feedback are performed by EFL teachers in response to spoken errors of students across different grades in state primary schools? The study has indicated that all types of corrective feedback were used for helping students overcome errors they made in classes of various grades. As for the distribution of CF types across grades, explicit correction revealed the mostly used type by teachers in all four grades. It was followed by other widely used types such as clarification request, elicitation and metalinguistic feedback. All four grades are consistent with each other in the least preferred CF type; namely, peer correction was employed by teachers no more than three times in each grade.

R.Q. 2: Which corrective feedback type leads to most uptakes in response to spoken errors of EFL students in state primary schools?

The highest percentage of successful student uptake (self-repair) was counted, respectively, in clarification request, elicitation, metalinguistic feedback and paralinguistic feedback. The explicit correction resulted in relatively less self-repair although it was the most frequent type used by teachers in all grades.

R.Q.3: Do CF types receiving most uptakes significantly differ across grades?

CF types that mostly lead to successful uptake showed great variety across grades. 4th graders were observed to come up with most uptakes when metalinguistic feedback is used to correct their ill-formed utterances in the target language while this position is fulfilled by clarification request in classes of 5th graders. As for 6thgraders, elicitation and clarification requests seem relatively more functional in overcoming their errors. Finally, 7th graders seemed to do better when clarification request and metalinguistic feedback were used for correcting their errors. Outcomes of the present study are in line with those of the study conducted by Lyster & Ranta (1997) who found metalinguistic feedback and elicitation had high percentages of student uptake. In addition, results concerning explicit correction and elicitation types showed similarity to those elicited in the study of Lochtman (2002) in terms of uptake. The studies in concern differ in the use of recast appearing the least effective type in this study. A surprising but noteworthy outcome was that paralinguistic signal revealed the most effective type among CF types used in primary EFL classes. To conclude, our study has shown that the most frequently employed CF type by EFL teachers is explicit correction although it mostly resulted in failure. Clarification request and elicitation types seem to have high degree of uptake (self-repair or needs repair). No significant difference was found across grades with regard to CF types resulting in most uptakes. EFL teachers working at primary state schools tend to use explicit types of corrective feedback such as explicit correction and metalinguistic feedback, which might correspond to the fact that interlanguage development of young EFL learners seem to reflect more on explicit language learning strategies as their cognitive development.

So, it might be suggested that they should be employed in language classrooms only as a last resort. Instead, implicit feedback types such as clarification request and elicitation might be recommended to use in EFL settings as they have proven effective techniques –particularly in the classes of 6th and 7th graders. In a similar vein, paralinguistic signals were strongly recommended for correcting errors of students regardless of their grades inasmuch as they are considered to save time in EFL classes and more likely to lead to uptake in case of errors. This particular study is confined to the recorded error types and CF types employed by 36 EFL teachers working at state primary schools in the province Adana, Turkey. Thus, its results cannot be generalised to any other settings. It is also confined to the spoken errors of students attending classes of 4th, 5th, 6th and 7th graders. Therefore, further studies might be conducted on CF types used in different grades at secondary schools or with the participation of university students attending English preparatory programmes. The study might be furthered to include the investigation of CF types used to handle written errors of students of different proficiency levels in the target language.

References

Beuningen, C. (2010). Corrective feedback in L2 writing: theoretical perspectives, empiricalinsights, and future directions. International Journal of English Studies, 10(2), 127.

Chaudron, C. (1977). A descriptive model of discourse in the corrective treatment of learners' errors. Language Learning, 2(7), 29-46.

Dlaska, A. & Krekeler, C. (2013). The short-term effects of individual corrective feedback on L2 pronunciation. System, (4)1, 25-37.

Ellis, R. (2006). Researching the effects of form-focussed instruction on L2 acquisition. AILA Review, (19), 18–41.

Ellis, R., S. Loewen & R. Erlam (2006). Implicit and explicit corrective feedback and the acquisition of L2 grammar. Studies in Second Language Acquisition, 28(3), 339–368.

Ellis, R. (2009). Corrective feedback and teacher development. L2 Journal 1(1), 3-18.

Erlam, R. Ellis, R. & Batstone, R. (2013). Oral corrective feedback on L2 writing: two approaches compared. System, (41), 257-268.

Havranek, G. (2002). When is corrective feedback most likely to succeed?. International Journal of Educational Research, (37), 255-270.

Krashen, S. D. (1982). Principles and Practice in Second Language Acquisition. Oxford: Pergamon Press.

Li, S. (2010). The effectiveness of corrective feedback in SLA: A Meta-Analysis. Language Learning, 60(2), 309-365.

Lightbown, P. M. & Spada, N. (1999). How Languages are Learned. Oxford. UK: Oxford University Press.

Lochtman, K. (2002). Oral corrective feedback in the foreign language classroom: how it affects interaction in analytic foreign language teaching. International Journal of Educational Research, (37), 271-283.

Lyster, R. & Ranta, L. (1997). Corrective feedback and learner uptake. Negotiation of form in communicative classrooms. SSLA, (20), 37-66

Lyster, R., Saito, K. & Sato, M. (2012). Oral corrective feedback in second language classrooms. Language Teaching, 46(1), 1-40.

Mackey, A., AL-Khalil, M., Atanassova, G., Hama, M., Logan-Terry, A. & Nakatsukasa, K. (2007). Teachers' intentions and learners' perceptions about corrective feedback in the L2 classroom. Innovation in Language Learning and Teaching, 1(1), 129-152.

Panova, I. & Lyster, R. (2002). Patterns of corrective feedback and uptake in an adult ESL classroom. TESOL Quarterly, (36), 573-595.

Razei, S., Mozaffari, F. & Hatef, A. (2011). Corrective feedback in SLA: classroom practice and future directions. International Journal of English Linguistics, 1(1), 21-29.

Russel, J. & Spada, N. (2006). The effectiveness of corrective feedback fort he acquisition of L2 grammar. In J. M. Norris & L. Ortega (eds.). Synthesizing Research on Language Learning and Teaching XIV, (pp.133-164). Amsterdam: John Benjamins.

Schmidt, R. (1990). The role of consciousness in second language learning. Applied Linguistics, 11(2), 129-158.

Voerman, L., Meijer, P.C, Korthagen, F.A.J. & Simons, R. J. (2012). Types and frequencies of feedback interventions in classroom interaction in secondary education. Teaching and Teacher Education, (28), 1107-1115.