

MATCHES AND MISMATCHES BETWEEN EFL TEACHERS' AND STUDENTS' PREFERENCES FOR CORRECTIVE FEEDBACK IN ENGLISH SPEAKING CLASSES AT A VIETNAMESE UNIVERSITY

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Abstract: This study aimed at examining matches or mismatches between teachers' and students' preferences regarding different types of corrective feedback in EFL (English as a foreign language) speaking classrooms at a Vietnamese university. Observation and two parallel questionnaires adapted from Katayama (2007) and Smith (2010) were used to gather data from five EFL teachers and 138 English-major students. Multiple findings pertaining to each research question were revealed. Overall, the results indicated that while there were some areas of agreement between teachers and students, important mismatches in their opinions did occur.

Keywords: oral corrective feedback, matches, mismatches, EFL students and teachers

1. Introduction

In learning and teaching foreign languages context, making errors is an indispensable part of the learning process. Corder (1967) argues that errors truly reveal the learner's underlying knowledge of the language and at a certain stage they reflect the transitional competence of learners. Undoubtedly, finely appropriate corrective feedback assists teachers to hamper their learners' errors from getting fossilized and help them get progress along their interlanguage continuum. The correction of errors, hence, has also been a crucial part of language acquisition.

A number of empirical studies have been carried out to stress the effectiveness of giving feedback to students. Poulos and Mathony (2008) indicated that the role of effective

feedback includes not only enhancing learning and teaching but also facilitating the transition between school and university. The feedback that students receive within their coursework is one of the most powerful influences on their learning process and it is central to the development of effective learning (Sadler, 2010). Feedback has been defined as making a judgment about student accomplishment and learning, which when conveyed to the student informs them of how well they have performed (Talib, Naim, & Supie, 2015). Thus, teachers should be sensitive to students' attitudes to language, particularly to error correction although it might be argued that learners' preference may not be what is actually best for acquisition (Truscott, 1996).

However, in reality, for most language teachers, there is a controversy with respect to the best ways to deal with students' errors. There are language teachers who attempt to correct all of their students' errors while

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others only focus on correcting errors that are directly related to the topic being addressed in a particular lesson or errors that inhibit communication (Gumbaridze, 2013). From the researcher's experiences and observations as a teacher of English, it can be seen that teachers seem not to pay attention to what students actually think and want about error correction in the teaching and learning process. Besides, the teacher-centered approach seems to be dominated in which teaching techniques seem to follow the one size fits all patterns (Mpho, 2018). As a result, students' learning progress has been affected, especially in the speaking domain. Thus, the author is motivated to carry out a study on teachers' and students' preferences for oral corrective feedback at a Vietnamese university.

This study was conducted in an attempt to find answers for the following questions:

1. *What oral corrective feedback do teachers actually give on students' speaking in EFL speaking classrooms?*
2. *What types of corrective feedback do students and teachers in EFL speaking classrooms prefer?*
3. *To what extent does the teachers' oral corrective feedback match the students' preferences?*

2. Literature review

2.1. Oral corrective feedback

Regarding oral corrective feedback, several propositions from linguistics have been developed.

Mackey, Gass and McDonough (2000) and Nishita (2004) cited by Yoshida (2008) have classified errors for corrective feedback such as morphosyntactic (word order, tense, conjugation, and articles are used incorrectly), phonological errors (mispronounced words), lexical errors (inappropriate use of vocabularies), semantic and pragmatic errors (misunderstanding a learner's utterance). Ellis, Loewen, and Erlam (2006) (as cited in Méndez & Cruz, 2012) state that oral corrective

feedback "takes the form of responses to learner utterances that contain error(s). The responses can consist of (a) an indication that an error has been committed, (b) provision of the correct target language form, or (c) metalinguistic information about the nature of the error, or any combination of there" (p. 64). This is in agreement with Lyster, Saito and Sato (2013, p.1) as they described oral corrective feedback as the teachers' responses to learners' erroneous utterances.

While a variety of classifications of the oral corrective feedback have been suggested, classification suggested by Lyster and Ranta (1977) who classified it into six kinds, namely repetition, elicitation, clarification request, recast, metalinguistic feedback, and explicit correction can be seen as preeminent. Yao (2000) in Méndez and Cruz (2012) also added another kind of corrective feedback – paralinguistic signal (body language) as teacher uses his/her facial expression (e.g.: rising eyebrows) or body movement (e.g.: move her/his head) to tell that the student has made error and is expected to self-correct.

In this study, Lyster and Ranta's model (1997) and Yao's in Méndez and Cruz (2012) were combined for collecting data on types of corrective feedback that students and teachers would prefer. Moreover, since the previous findings were done in different settings of research, there was a chance that this research revealed other types of error correction besides those seven types.

2.2. The studies on teachers' practices and students' preferences for oral corrective feedback

Extensive research reported by the studies comparing students' and teachers' corrective feedback preferences shows that considerable discrepancies and mismatches between the views of the two groups were found.

Interesting discrepancies between student and teacher preferences were shown when Han and Jung (2007) explored patterns of corrective feedback and repair according to students'

English proficiency level. Yoshida (2008) used audio recordings of the classes and a stimulated recall interview with each participant to explore teachers' choice and learners' preference for corrective feedback types in Japanese in a foreign language classroom. The findings indicated that teachers chose recast because of the time limitation of classes and their awareness of learners' cognitive styles. They also chose corrective feedback types such as elicitation and metalinguistic feedback when they realized that the learners who made erroneous utterances had the ability to work out correct forms on their own. Another study investigated the patterns of corrective feedback and learner repair present in advanced-level adult EFL classrooms and examined both teacher and student preferences regarding that feedback (Lee, 2013). The results revealed that the most frequent type of corrective feedback was recast, which generated 92.09% learner repair. These findings corroborate Saeb's (2017) findings. He explored Iranian EFL teachers' and students' perceptions and preferences for different amounts and types of oral corrective feedback. Two parallel questionnaires were used to gather quantitative and qualitative data from 28 teachers and 68 of their students. The results revealed significant differences between teachers' and students' perceptions about the amounts and types of corrective feedback and also about different types of errors to be corrected.

It can be noted that the research to date has tended to focus on teachers' opinions and preferences. However, few writers have been able to draw on any structured research into the opinions and preferences of students. Another gap is that most studies in the field of oral corrective feedback have been based on classroom observations, and no significant differences between what teachers do in the classroom to handle errors and what they believe they prefer have been clearly highlighted. Given the limited knowledge regarding errors and error correction, there is a likelihood that teachers themselves are unaware of how they

deal with students' errors or about the most effective and appropriate techniques to address students' errors. Moreover, there certainly seems to be a gap between what students and teachers believe to constitute effective and useful types of corrective feedback. Such conflict of ideas may cause problems for the process of language learning and teaching. Another important research gap regarding corrective feedback is that the majority of research on feedback on second language classrooms has been conducted in the context of English as a Second Language classrooms (Lyster & Panova, 2002). Unfortunately, few studies have been conducted about how tertiary EFL learners respond to different kinds of teachers' corrective feedback. The situation is similar in Vietnam where this research branch seems to be unattractive to researchers. It has been difficult to identify documented studies on the relationship between teachers' and learners' preferences for corrective feedback which are conducted on Vietnamese university EFL English-major students.

Such aforementioned gaps have motivated the researcher to bridge with her current paper. She desires to explore and compare Vietnamese students' and teachers' preferences for oral corrective feedback in EFL speaking classroom context in the present study.

3. Methodology

3.1. Research design

This research was quantitative in nature, which employed survey design. The observation was used to collect data about teachers' practices and information about the teachers' and students' preferences for feedback was gathered using questionnaires. The result of the survey became a reference to determine what types of feedback the teachers believed to employ in response to students' performances and what types of feedback that the students preferred. The quantitative approach was chosen because

clear documentation can be provided regarding the content and application of the survey instruments so that other researchers can assess the validity of the findings. Moreover, study findings can be generalized to the population about which information is required. However, it is true that quantitative study is expensive and time-consuming, and even the preliminary results are usually not available for a long period of time.

3.2. *Research participants*

Five English teachers were invited to participate in this study. They are all Vietnamese with certain years of teaching speaking skills in the same faculty. All of them are teaching speaking skills for first-year students in the second term of the academic year. They are active female teachers and always willing to adopt new changes; therefore, they are willing to be a part of this research. Only 138 students agreed to participate in this study among which 15% of them were male and 85% were female with over 10 years of English learning experience. All of the participants were all selected by using convenience sampling technique. This technique was utilized because it was quite difficult to collect data from all population in a relatively short period of time. So, only those who voluntarily participated in the survey were selected as the sample.

3.3. *Research instruments*

3.3.1. *Class observation*

The study focuses on teachers' oral corrective feedback to students' errors (teacher-student interaction), classroom observation seems to be one of the most effective methods of collecting data. Observation, as the name reveals, is a way of collecting data through observing. The observation data collection method is classified as a participatory study because the researcher has to immerse herself in the setting where her respondents are while taking notes, recording or both. The observation sheet composes of two parts:

general information and tally sheet. The general information is adapted from the Ullmann and Geva's (1985) Target Language Observation Scheme. It contains general information about the observer, instructor of the class, date of observation, students' year level, class, number of boys, number of girls, start time, finish time, and lesson topic. The second part was adapted from Nunan's (1989) Classroom Observation Tally Sheet. The tally sheet is like a checklist, provides eight categories of feedback strategies expected in the classroom with clear explanation for each (See Appendix A). After being given the permission to conduct the research in five classes, 10 lectures of five teachers were audio-recorded and transcribed. Each lesson lasted for 50 minutes. In the class, the lessons were structured as usual with maximum interaction between learners and the teacher. Learners did not know the reasons for the visit of the author so they acted normally. While observing the lessons, the author took notes of learners' errors and the feedback provided by the teachers.

3.3.2. *Questionnaires for teachers and students*

A parallel questionnaire combined from Katayama (2007) and Smith (2010) and observation results were administered to students and teachers after the observation part was finished for one week. It consists of questions on students' and teachers' personal information in section A. Section B is preferences toward types of oral error corrective feedback which should be given by the teacher and students. The other questions seek to understand their opinions about the oral corrective feedback, responses to which were scored on a 5-point Likert scale (See Appendix B).

3.4. *Data analysis*

To scrutinize the frequency of corrective feedback types used in the classroom (Research Question 1), the audio-recorded classes in accordance with corrective feedback categories aforementioned in the Literature review part were analyzed.

To examine the students' and teachers' corrective feedback preferences (Research Question 2), all eight of the declarative statements in Section 2 of the students' and teachers' surveys were used. The quantitative data obtained in the form of responses to the questionnaire were analyzed using the SPSS 20.0 software package.

To answer Research question 3, a one-sample t-test was used to identify the matches or mismatches between the students' and the teachers' preferences for corrective feedback. Unfortunately, an independent t-test could not be exploited because of a big difference between the number of students and teachers (138 vs. 5). Hence, the mean value of the teachers' preferences for that corrective feedback type is used as the test value in the one-sample t-test.

4. Findings and discussion

4.1. Findings

4.1.1. Oral corrective feedback strategies used by teachers in actual classrooms

Data from observation showed that the common oral corrective feedback employed by the teachers mainly fell into seven different types of feedback strategies named repetition, explicit feedback, elicitation, clarification request, metalinguistic feedback, recast, and paralinguistic signal (body language), among which the use of clarification request and recast was dominant. This is demonstrated in Table 1.

Table 1. Frequency of oral corrective feedback in actual class hours

Feedback strategies	T1	T2	T3	T4	T5	Frequency	Rate (%)
Repetition	2	1	2	2	3	10	16.39%
Explicit feedback	3	1	0	1	0	5	8.20%
Elicitation	1	2	1	1	1	6	9.84%
Clarification request	5	2	4	2	3	16	26.23%
Meta-linguistic feedback	2	1	2	0	3	8	13.11%
Recast	5	2	4	1	3	15	24.59%
Paralinguistic signal	0	0	0	0	1	1	1.64%
Total	18	9	13	7	14	61	100%

It can be seen from Table 1 that the frequency of oral corrective feedback given by five teachers during 10 lessons varied strongly. Interestingly, there were several times when teachers did not even give any feedback on students' oral errors, with 19 times of no error correction feedback of total 80 times students' error occurred during 10 lessons observed. The seven types of corrective feedback were used by the teachers 61 times. Among the five teachers, T1 was the one who corrected the students most frequently with 18 times in total. T3 and T5 also utilized feedback many times, 13 and 14 respectively, whereas T4 hardly used corrective feedback in her

class, just only 7 times in the same length of time. Moreover, the practices of giving error correction types applied by five teachers were strikingly similar. Although the frequency of error correction feedback used varied, clarification and recast seemed to be the most preferred types of all five at a rate of 26.23% and 24.59% correspondingly. Meanwhile, explicit feedback, metalinguistic feedback, and paralinguistic signal were hardly employed in the class hours. The explicit feedback was used 8.2% when correcting students' mistakes, while metalinguistic feedback was utilized at the rate of 13.11%. Especially, paralinguistic signal was hardly applied when errors occurred, as

four out of five teachers (T1, T2, T3, T4) never used paralinguistic signal to give feedback on students' oral performances.

Overall, these observations demonstrate the prevalence of clarification request and recast in these classrooms.

4.1.2. Students' and teachers' preferred types of corrective feedback in EFL speaking classrooms

When it comes to teachers' preferences concerning feedback, Table 2 presents the most important results of this part of the study.

Table 2. Teacher's preferences for types of oral corrective feedback

Feedback strategies	Mean	Std. Deviation
No corrective feedback	1.6	.894
Repetition	3.2	.837
Explicit feedback	4.4	.548
Elicitation	2.6	1.517
Clarification request	4.0	1.225
Meta-linguistic feedback	5.0	.000
Recast	4.6	.548
Paralinguistic signal	1.4	.548

These statistical results reaffirm the frequency measurement from the observations except one type – explicit feedback. All of them (M=5.0) most preferred metalinguistic feedback but only eight times of it were done in actual class hours. Repetition was conducted ten times by teachers and the result from the questionnaire confirmed it as the preferred type (M=3.2). Explicit feedback, recast, clarification request were also their choices (M=4.4, 4.6, and 4.0 respectively.) However, it is interesting to note that though the teachers preferred explicit feedback type (M=4.0), they did not often use it in their classrooms. There was a clearly big gap between what was perceived and what was conducted in their real teaching. Paralinguistic signal was not the preferred way according to the observations and questionnaire. This was in line with their practice as they just did

paralinguistic signal once.

The combination of these results from questionnaire responses and observations revealed a big difference between teacher practice and their answers on the questionnaire in terms of corrective feedback type. In their actual class hours, they did not use explicit correction frequently; however, as the questionnaire results revealed, most of them chose it as their favourite one. Hence, it can be said that there is a gap between what teachers actually do and what they think they prefer. They also indicated recast and clarification request as their least preferred type, in contrast, they did often use them in class.

Regarding students' preferences concerning feedback, Table 3 reveals the results of this part of the study.

Table 3. Students' preferences for types of oral corrective feedback (SPSS result)

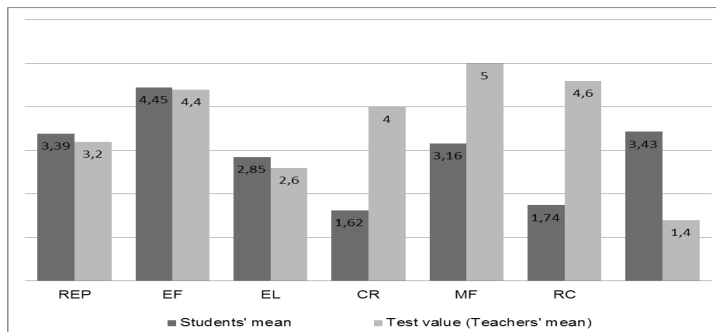
		NCF	REP	EF	EL	CR	MF	RC	PS
N	Valid	128	137	134	137	135	136	137	136
	Missing	10	1	4	1	3	2	1	2
Mean		3.69	3.39	4.45	2.85	1.62	3.16	1.74	3.43
Std. Deviation		.945	1.177	.721	1.292	.976	1.249	.825	1.093

Table 3 reveals the details of each type of oral corrective feedback. Based on students' responses on questionnaires, they most preferred to have explicit correction followed by no corrective feedback and paralinguistic signal. An unexpected finding is that most of the students had a neutral view on no corrective feedback. This might suggest a tendency to not receiving feedback from teachers. The other categories are repetition, meta-linguistic feedback and recast. Surprisingly, they did not prefer to have clarification request and elicitation. It was consistent with Amador's (2008) and Rinda et al.'s (2016) findings that revealed explicit correction as the error correction techniques students preferred to have.

In addition to this statistical analysis, the frequency measurement reaffirmed the results of the students' most and least preferred types of corrective feedback. 73/138 students chose explicit correction as their most preferred type of corrective feedback, and 82/138 students selected clarification request as their least preferred type of corrective feedback.

4.1.3. Matches and mismatches between teachers' and students' preferences for oral corrective feedback

Assessing the matches and mismatches between teachers' and students' oral corrective feedback strategies preferences, a one-sample test was used. As Graph 1 shows, there is a significant difference between the two groups.



Graph 1. Students' and teachers' preferences for oral corrective feedback

The results, as shown in Graph 1, indicate that the difference between the students' and teachers' responses reached the level of significance in all corrective feedback types except explicit feedback, repetition, and elicitation. The most striking result emerging from the data is that the greatest difference between the students' and teachers' responses was seen in recast. While students demonstrated a negative opinion about this feedback type, teachers were positively disposed toward it. For paralinguistic signal, students' mean response was positive ($M=3.43$), whereas that of teachers indicated a negative position ($M=1.4$). Also, about clarification request, students demonstrated an overall negative opinion ($M= 1.62$) while their teachers'

view was again positive ($M=4.0$). Students had a neutral view about repetition while teachers resisted a positive side ($M=3.39$ and $M=4.4$ accordingly).

Despite several disagreements found, some agreements did occur. In terms of explicit feedback, there was no statistically significant difference between the students' and teachers' responses (explicit feedback, $df = 133$, $p = 0.445 > 0.05$). Similarly, with respect to repetition, no significant differences were found between teachers and students (repetition, $df = 136$, $p = 0.65 > 0.05$). The teachers and students had an overall neutral position toward this type of error correction. Regarding elicitation, both teachers and students did not agree that it is an effective way to correct students' errors.

In summary, the statistical analyses and the frequency measurement for research question 3 showed discrepancies between students' and teachers' preferred corrective feedback types in EFL classrooms. While the students most preferred to get explicit through teacher-student interactions, the teachers most preferred to give the students the clarification request as the teachers in this study most frequently used clarification request (26.22%). Whereas teachers often used recast and clarification request, they were the students' least preferred type of corrective feedback.

4.2. Discussion

This study produced results that corroborate the findings of a great deal of the previous work in this field. Research question 1 asked about the types of oral corrective feedback which teachers actually utilize in their classrooms. It was found, based on the results, that most teachers valued giving clarification request and recast for all of their students' errors. The findings of the current study are consistent with those of Nhac (2011) who found recast the most commonly used feedback type. This also accords with earlier observations in Dinh's (2013) study, which showed that the participants tended to use recast, repetition and metalinguistic feedback in their actual classrooms. However, these results differ from Nguyen's (2014) study as she claimed a dominant use of explicit feedback. It is noteworthy, however, that some students also recognized the explicit correction as the most effective way. They did not consider clarification request and recast the ways. This need of the students for receiving corrective feedback in spite of their teachers' reluctance to provide it was also found in Lee's (2013) and Han and Jung's (2007) studies.

The second research question asked what types of oral corrective feedback students and teachers prefer. This was the second area in which the students' and teachers' preferences conflicted. Results from Section

2 in the questionnaire indicated that students were more in favour of explicit types of corrective feedback and considered recast and clarification request to be least effective. Their most favourite corrective feedback type turned out to be explicit correction. The findings of the current study are consistent with those of Lee's (2013) and Ölmezer-Öztürk and Öztürk's (2016) studies as students thought recast and clarification request were ambiguous. However, these results oppose to Ananda et al.'s (2017) study as they stated students consider repetition their most wanted kind of oral error corrective feedback. Teachers, however, chose more implicit types of feedback which require thought and monitoring on the part of the learners themselves. This finding corroborates the ideas of Ahangri and Amirzadeh's (2011), Motlagh's (2015), Méndez and Cruz's (2012) and Amin's (2017) studies who indicated that recast and clarification request were the most frequently used type of corrective feedback by the teachers. However, the findings of the current study do not support the previous research. These results differ from some published studies of Aranguiz and Espinoza (2016) and Shirkhani and Tajeddin (2016) which found out that teachers prefer to use explicit correction as the most frequent strategy. It seems that students' tendency toward teacher-generated explicit types of corrective feedback and teachers' preferences for implicit feedback fostering self-correction is a recurring theme in the corrective feedback literature as it has been arrived at by some previous studies (Amrhein and Nassaji, 2010; Brown, 2009; Han & Jung, 2007; Lee, 2013).

The third research question investigates the students' and teachers' matches and mismatches towards different types of oral corrective feedback. The teachers and students both had a similar view of elicitation and repetition. The overwhelming majority of the students emphasized the importance of explicit correction and metalinguistic feedback while teachers sided with recast and clarification

request. These results corroborate the findings of a great deal of the previous work in which the differences between the students' and teachers' preferences did occur (Amrhein & Nassaji, 2010; Han & Jung, 2007; Lee, 2013; Saeb, 2017).

5. Conclusion

The study was carried out in order to find out the teachers' and students' preferences for oral corrective feedback in EFL classroom setting. Several matches between students' and teachers' preferences for oral corrective feedback were found as they both preferred repetition and disregard elicitation. However, the mismatches of students' and teachers' perspectives on different types of oral corrective feedback found in this study seem not to be promising situation for language pedagogy and practice. As Brown (1980) cautioned, they might be indicative of important discrepancies between the students and teachers in how they interpret and understand the nature and process of language learning. Students in this study were found to be seeking large amounts of explicit corrective feedback provided by the teacher though teachers actually did not use it in their classroom. Moreover, teachers most preferred clarification request and recast, which were ranked lowest on students' preferences. An interesting finding is that teachers preferred to use implicit feedback rather than explicit ones. However, the students proposed an opposite view. Another amazing result is that though teachers indicated that they preferred to use explicit feedback on students' errors, their practice seemed to contradict with this as they hardly used this kind of feedback in their actual classes. Apart from the findings discussed above, some other unpredicted findings can be revealed. As the author stated in Literature review, she desired to reveal other types of error correction besides selected types. However, the results from observations fail to identify any other types of corrective

feedback used by teachers. In addition, since the teachers are non-native speakers, there are chances for them to commit errors. In previous studies, students often made one error and teachers used to treat one error with one type of corrective feedback. However, in this study, it was found that students made more than one error in an utterance and teachers used more than one type of corrective feedback to treat all students' errors. In fact, teachers sometimes did not pay attention to students' errors. Additionally, most of the time, teachers interrupted students at the time when they made wrong utterances. This might be a distraction of learning process. Students can be embarrassed and lose the trail of thought. Especially, the teachers corrected some students more frequently than others as some students had a higher level of proficiency which to a certain extent prevented correction. In fact, this was beyond the scope of this study.

The study has gone some ways towards enhancing our understanding of oral corrective feedback and different views towards teachers and students' preferred types. The gaps that have been identified therefore assists in our understanding of the role of learners' preferences in enhancing errors in teaching and learning practice. Taken together, these findings suggest a role for error correction in promoting foreign language acquisition. Later researchers who have the same interest in the research field can somehow benefit from the current study with recommendations for future research. It is suggested to carry out continued studies on the influences of explicit corrective feedback in second language classroom settings in order to understand its role and measure its effects better. This research also opens a number of other research possibilities: teachers' attitude towards feedback, learners' uptake, and effectiveness of certain corrective techniques as well as the correlation between other individual differences such as learning styles, motivation, and attitude towards feedback.

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TƯƠNG ĐỒNG VÀ KHÁC BIỆT VỀ QUAN ĐIỂM CỦA GIÁO VIÊN VÀ SINH VIÊN TIẾNG ANH ĐỐI VỚI PHẢN HỒI SỬA LỖI TRONG KỸ NĂNG NÓI Ở MỘT TRƯỜNG ĐẠI HỌC VIỆT NAM

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Tóm tắt: Nghiên cứu này tìm hiểu những sự tương đồng và khác biệt giữa những sở thích đối với phản hồi sửa lỗi của giáo viên và sinh viên tiếng Anh như là một ngoại ngữ trong lớp học nói tiếng Anh ở một trường đại học Việt Nam. Công cụ sử dụng để thu thập dữ liệu cho nghiên cứu là quan sát lớp học và bảng câu hỏi khảo sát cho giáo viên và sinh viên. Đối tượng nghiên cứu là 05 giáo viên và 138 sinh viên ngành tiếng Anh. Nghiên cứu chỉ ra nhiều kết quả cho từng câu hỏi nghiên cứu. Kết quả cho thấy dù có sự tương đồng giữa những sở thích của sinh viên và giáo viên, một số sự khác biệt cũng được phát hiện trong nghiên cứu này.

Từ khóa: phản hồi chữa lỗi bằng lời nói, sự tương đồng, sự khác biệt, giáo viên và sinh viên ngành tiếng Anh

APPENDICES

APPENDIX A: CLASSROOM OBSERVATION SHEET ON TEACHERS' ORAL CORRECTIVE FEEDBACK

General information	
Observer:	Instructor:
Date of observation:	
Year level:	Class:
Number of boys:	Number of girls:
Start time:	Finish time:
Lesson topic:	

CLASSROOM OBSERVATION TALLY SHEET

	Feedback strategies	Tallies	Total
1	Teacher says nothing.		

2	Repetition: The teacher emphasizes the student's grammatical error by changing his/her tone of voice.		
3	Explicit feedback: The teacher gives the correct form to the student with a grammatical explanation.		
4	Elicitation: The teacher asks the student to correct and complete the sentence.		
5	Clarification request: The teacher does not give corrective feedback on the student's errors.		
6	Metalinguistic feedback: The teacher gives a hint or a clue without specifically pointing out the mistake.		
7	Recast: The teacher repeats the student's utterance in the correct form without pointing out the student's error.		
8	Paralinguistic signal: Teacher rises eyebrows to tell that the student has made error and is expected to self-correct.		

Details

Coding scheme:

T: Teacher

S: Student

No.	Example of students' errors	Teacher's response	Types of oral corrective feedback
1			
2			
3			

APPENDIX B: QUESTIONNAIRE ON TEACHERS' AND STUDENTS' PREFERENCES TOWARDS TYPES OF ORAL CORRECTIVE FEEDBACK IN SPEAKING CLASSROOMS

B.1. STUDENTS' QUESTIONNAIRE

The purpose of this study is to investigate the preferences of teachers and students at Faculty of Foreign Languages at Hanoi Pedagogical University 2 about error correction. The information gathered will be used for research on corrective feedback in language classrooms with a view to finding out the matches and mismatches to adjust it during learning and teaching process. There are no risks or benefits to you from participating in this research.

Thank you very much.

A: DEMOGRAPHY

1. Gender: Tick ✓ your gender.

<input type="checkbox"/>	Male
<input type="checkbox"/>	Female

2. Age:

3. Email:

4. Hometown:

5. How long have you been learning English? Put a tick ✓ .

Less than 10 years

More than 10 years

6. Major: Tick ✓ your major.

<input type="checkbox"/>	English Linguistics
<input type="checkbox"/>	English Language Teaching

7. Year: Tick ✓ your course.

<input type="checkbox"/>	K41
<input type="checkbox"/>	K42
<input type="checkbox"/>	K43
<input type="checkbox"/>	K44

Please tick ✓ the information that applies to you. Make sure to mark only one.

B: How do you rate each type of spoken error correction below?

1 = Very ineffective

4 = Effective

2 = Ineffective

5 = Very Effective

3 = Neutral

Teacher: What is he talking about?

Student: He talks about his garden.

No.		1	2	3	4	5
8	Teacher says nothing.					
9	He talks? (Repetition: The teacher emphasizes the student's grammatical error by changing his/her tone of voice.)					
10	Talks is the simple present tense. In this case you need to use the continuous present tense. (Explicit feedback: The teacher gives the correct form to the student with a grammatical explanation.)					
11	At the moment, he ... (Elicitation: The teacher asks the student to correct and complete the sentence.)					
12	Excuse me? (Clarification request: The teacher does not give corrective feedback on the student's errors.)					
13	When we are speaking about something that happens right now which tense do we use? (Metalinguistic feedback: The teacher gives a hint or a clue without specifically pointing out the mistake.)					
14	He is talking about his garden. (Recast: The teacher repeats the student's utterance in the correct form without pointing out the student's error.)					
15	Teacher rises eyebrows to tell that the student has made error and is expected to self-correct. (Paralinguistic signal)					

B.2. TEACHERS' QUESTIONNAIRE

The purpose of this study is to investigate the preferences of teachers and students at Faculty of Foreign Languages at Hanoi Pedagogical University 2 about error correction. The information gathered will be used for research on corrective feedback in language classrooms with a view to finding out the matches and mismatches to adjust it during learning and teaching process. There are no risks or benefits to you from participating in this research.

Thank you very much.

A: DEMOGRAPHY

1. Gender: Tick ✓ your gender.

<input type="checkbox"/>	Male
<input type="checkbox"/>	Female

2. Age:

3. Email:

4. Hometown:

5. How long have you been teaching English? Put a tick ✓.

<input type="checkbox"/>	less than 5 years
<input type="checkbox"/>	5-10 years
<input type="checkbox"/>	more than 10 years

6. Tick ✓ to the box that indicates the course you are teaching.

<input type="checkbox"/>	K41
<input type="checkbox"/>	K42
<input type="checkbox"/>	K43
<input type="checkbox"/>	K44

Please tick ✓ the information that applies to you. Make sure to mark only one.

B: How do you rate each type of spoken error correction below?

- 1 = Very Ineffective 4 = Effective
- 2 = Ineffective 5 = Very Effective
- 3 = Neutral

Teacher: What is he talking about?

Student: He talks about his garden.

STT		1	2	3	4	5
7	Teacher says nothing.					
8	He talks? (Repetition: The teacher emphasizes the student's grammatical error by changing his/her tone of voice.)					
9	Talks is the simple present tense. In this case you need to use the continuous present tense. (Explicit feedback: The teacher gives the correct form to the student with a grammatical explanation.)					
10	At the moment, he ... (Elicitation: The teacher asks the student to correct and complete the sentence.)					
11	Excuse me? (Clarification request: The teacher does not give corrective feedback on the student's errors.)					
12	When we are speaking about something that happens right now which tense do we use? (Metalinguistic feedback: The teacher gives a hint or a clue without specifically pointing out the mistake.)					
13	He is talking about his garden. (Recast: The teacher repeats the student's utterance in the correct form without pointing out the student's error.)					
14	Teacher rises eyebrows to tell that the student has made error and is expected to self-correct. (Paralinguistic signal)					