On the Relationship between EFL Learners' Socio-Economic Status and their Attitudes toward Oral Corrective Feedback: A Mixed-Method Study

Puyan Taheri*
Assistant Professor, Imam Khomeini International University
Mobin Khanlarzadeh
University Instructor, Imam Khomeini International University

Abstract

Although many studies have focused on the language learners' beliefs and attitudes regarding error correction, less has been done to investigate whether and how student characteristics influence their preferences. The present investigation explores how socio-economic status affects the error correction views of 140 upper-intermediate/advanced students, ranging from 23 to 31, in an EFL context. The participants' social class was determined by MacArthur scale of subjective socio-economic status. A questionnaire and a follow-up interview were employed to obtain the students' overall preferences about different aspects of oral corrective feedback (OCF). The results showed that the students unanimously favored teachers as the best provider of feedback and highly expected both local and global errors to be treated; nevertheless, whereas middle-class students would rather their errors to be corrected at the end of the class while the teacher addressed the whole class, high-class students did not mind if teachers corrected them individually as soon as they finished speaking. Besides, although predominantly the students preferred direct error correction, high-class students had a more positive view toward elicitation and self-error correction in general. The findings of this study highlight the influence of language learners' socio-economic status on how they expect their teachers to treat their oral errors.

1. Introduction

Whether or not and how to provide language learners with corrective feedback (CF) have always been among the topics of interest in teaching grammar. The first arguments for and against the efficacy of error correction can be traced back to the works of theorists who emphasized the importance of CF as negative evidence which can help learners become aware of their erroneous utterances (Gass, 1997; Long, 1996), and those who either claimed error correction is a futile effort and positive evidence alone can help one successfully acquire a language (Krashen, 1981, 1988), or believed error correction can be even harmful to learners' language developments (Truscott, 1999).

Although there are opposing views among researchers as to whether or not error correction is a useful practice, what grammatical errors should be corrected, and what techniques are the most effective in helping students improve their grammatical accuracy, investigating language learners' attitudes regarding different aspects of error correction can help language teachers improve the quality of their classroom practices. As Brown (2009) suggested, if the gap between teachers' practices and language learners' expectations becomes too wide, it may lead to students' dissatisfaction and sometimes their abandonment of language learning. Besides, the shift of focus in language teaching toward more learner-oriented approaches requires more emphasis on understanding students' expectations and preferences in language classrooms which can help teachers either adapt their practices if appropriate or raise learners' awareness regarding their practices when needed. Language practitioners should provide students with a type of error correction which helps them notice and understand the targeted-errors. In fact, teachers need to make sure their students easily perceive the feedback provided and to do so, they should respect the ways in which learners expect to be corrected. It is not to say that teachers should necessarily follow learners' expectations, rather awareness of students' preferences should be looked upon as one of the factors that can help teachers provide more effective CF.

In general, in order to maximize language learners' opportunities to optimally acquire a language, teachers should know students' preferences about language learning (Horwitz, 1988). If learners' expectations are met, oral correction provides the learners with a stress-free situation in which they can make the most of the provided CF on their errors. Nunan (1987) also concluded that obtaining learners' expectations of error correction is absolutely vital to a successful error treatment. However, what the literature shows is the mismatch between teacher practices and learners' expectations with regard to error correction (Riazi & Riasti, 2007). The mismatch between learners' expectations of optimal language learning and what they encounter in the

classroom usually leads to frustration which in turn significantly decreases language acquisition success (Horwitz, 1988; Schulz, 2001). Therefore, research on learners' preferences regarding error correction is a necessity, as it informs teachers of students' perspectives which can result in more effective teacher CF (Lyster, Saito, & Sato, 2013).

2. Literature Review

What is evident from previous studies on both written and oral error correction is that language learners do expect their teachers to provide them with error correction (Ancker, 2000; Fukuda, 2004; Jean & Simard, 2011; Leki, 1991; Radecki & Swales, 1988), and if teachers fail to do so, they may lose their face before the students. Lee's (2008) investigation into the students' expectations of teacher feedback also shows that students want their teachers to provide more feedback and believe more feedback on grammar helps them improve their language proficiency. These findings help teachers realize the significance of feedback in language classrooms whether it is effective in helping learners improve their accuracy or not. In fact, they highlight that awareness of learners' attitudes toward error correction can be vital to successful class management irrespective of its effectiveness.

Although many studies investigated learners' attitudes regarding error correction, the findings have not been always confirmatory and factors such as students' cultural backgrounds as well as previous and current learning experiences have affected their preferences (Lyster et al., 2013). Lee (2004) also points out, not enough attention is paid to the possible effects of learner characteristics such as age, proficiency level, and motivation on students' perspectives of helpful error correction. The present study seeks to explore the relationship between one of these learner characteristics, namely language learners' socio-economic status (SES) and students' attitudes regarding corrective feedback.

There are different measures of socio-economic status which are mainly sub-categorized into either objective or subjective SES scale. Whereas the first scale usually measures variables such as education, income, and occupation, the second scale, which is mainly used by sociologists, is based on one's perception of his/her social position in a hierarchy. In the present study, a subjective SES scale, namely the MacArthur Scale of Subjective Social Status, was used which has also been employed by many researchers especially in the field of health psychology (e.g., Adler, Epel, Castellazzo, & Ickovics, 2000; Goldman, Cornman, & Chang, 2006; Singh-Manoux, Adler, & Marmot, 2003). According to Singh-Manoux, Marmot, and Adler (2005), in certain aspects, subjective SES can provide a better assessment of individuals' resources, opportunities, and future prospects compared to objective scales.

Giatti, Camel, Rodrigues, and Barreto (2012) investigated the reliability of the MacArthur scale in a subsample of the Brazilian Longitudinal Study of Adult Health which was found to have a good stability in the test-retest.

According to Farah (2009), societal factors can influence children's neuro-cognitive developments. For example, children who grow in lower social class are less probable to experience various stimulating events which have a negative effect on their cognitive developments. Usually lower social class students also have less access to the merits of proper education (Arnold & Doctoroff, 2003). To Posner and Rothbart (2005), although underlying neural networks are shaped by genes, opportunities to experience interventions such as education can affect students' neuro-cognitive developments. Experimental studies also attest to the fact that socially-advantaged children have a better performance in the tests of attention and executive functions (e.g., Mezzacappa, 2004). To sum up, students' socio-economic status affect their neuro-cognitive processing and this in turn influences their educational achievements. As a result, it is the job of practitioners and researchers to investigate the effects of societal factors on students' expectations and performances in educational settings so as to have a better understanding of the learner differences and try to optimize the conditions for learners of different social backgrounds to make the most of their education. Language pedagogy is no exception in this regard and as Freeman (2012, p. 300) puts it, "over the years, there has been a shift to seeing the language learner as a more cognitive, affective, interactional, social, political, embodied, neural, and symbolically competent person". Therefore, it is necessary to study the possible effects of language learners' socio-economic status on their expectations of an optimal language learning environment. The present authors sought to investigate whether and how these neuro-cognitive differences resulted from learners' social backgrounds affect their preferences regarding OCF.

This study attempts to answer the following questions in the eyes of language learners belonging to different socio-economic status:

1. Who should correct learners' oral errors in the classroom?
2. When should learners be provided with oral feedback?
3. Should oral errors be addressed selectively or comprehensively? Which types of errors should be primarily addressed, local or global?
4. Which types of corrective feedback are more efficient?

3. Method

3.1. Participants

A total of 140 (M= 57, F=83) Iranian language learners, selected based on convenience sampling, participated in this study. They were BA or MA students, ranging from 23 to 31, who were preparing for TOEFL/IELTS exam.

Nighty five of the participants were upper-intermediate students and the rest were advanced students who had been learning English for at least four years. Before the participants filled out the questionnaires, the head of the institute as well as the students were informed of the purpose of the study and signed a consent form.

According to the results of the SES questionnaire (see Appendix A), the majority of the participants (n= 94) belonged to the middle-class families and 46 of them were from high-class families. Originally 146 students answered the questionnaires; however, since only a small minority of them (n=6) were from low class families, their responses were excluded from the data of the study.

3.2. Instruments

Three instruments were used to gather the data of this study: (1) MacArthur scale of subjective social class so as to determine the participants' socio-economic status (see Appendix A for socio-economic status questionnaire adopted from Adler et al., 2000), (2) a questionnaire which obtained the participants overall preferences about different aspects of oral CF including delivering agent, timing, frequency and methods of providing oral correction (see Appendix B for oral CF questionnaire adapted from Fukuda, 2004; Lee, 2004), and (3) a follow-up interview designed based on the oral CF questionnaire which invited students to explain more on some of their responses to the questionnaire's items (see Appendix C for oral corrective feedback interview).

3.3. Data Collection Procedure

The researchers distributed the two questionnaires among the participants directly and assured them that the results of the questionnaires were going to be used only for research purposes and that their names were kept anonymous.

The results of the MacArthur subjective social status scale was used to specify to what social class the participants belonged, and for the analysis of the data collected from the oral CF questionnaire, descriptive statistics was used to compare learners' beliefs and attitudes about error correction. Furthermore, ten middle-class and ten high-class students from the participants took part in follow-up interviews which were audio-taped for further analysis. Since the amount of collected data was large, only the most significant findings are discussed below.

4. Results and Discussion

In order to answer the research questions posed in this study, the descriptive statistics of the results obtained from the questionnaire as well as the verbatim data from the interviews are reported below. As previous studies, the

participants unanimously acknowledged that they preferred their spoken errors to be treated in one way or another (e.g., Ancker, 2000; Fukuda, 2004; Jean & Simard, 2011). As evident in the following statement by one of the students "In all of my English classes, my teacher corrected my errors. It is good for my speaking and I learn grammar better", error correction is regarded as a common practice in language classrooms by language learners. Lee (2008) warns that teachers should pay more attention to the indirect effects of their feedback practices on language learners' attitudes and preferences for error correction, because too much teacher feedback may bring about passive language learners. She also concludes that the higher the proficiency level of the learners, the higher their expectation of receiving WCF. The same held true in this study the participants of which were upper-intermediate/advanced learners with more than 4 years of learning English.

     The first research question of this study was concerned with who should be responsible for correcting students' oral errors (see question 2 in Appendix B). As seen in Figure 1, both middle-class and high-class students regarded teachers as the best provider of oral error correction (MCS= 93%, HCS= 91%), and they relatively thought low of peer feedback (MCS= 29%, HCS= 26%). Other studies also demonstrated students think teacher feedback is the most effective and appropriate type of feedback (e.g., Fukuda, 2004; Jean & Simard, 2011) According to Yang, Badger, and Yu (2006), although language learners may have positive views toward peer feedback, they prefer the feedback provided by their teachers. Most students believed that not only teachers have superior knowledge over classmates, but they are also more experienced in how to deliver the correction; therefore, they can learn more from teacher feedback than peer feedback. Similarly, in a study conducted by Sultana (2009), students did not value their peer feedback since they considered their peers' knowledge incomplete. Lack of mutual trust among peers can also be another factor that renders peer feedback unacceptable by language learners (Rahimi, 2013).

     Figure 1 also demonstrates that there is a noticeable difference between the middle-class students' and high-class students' attitudes regarding self-correction (MCS= 31%, HCS= 55%). One the one hand, a middle-class student said "I came to English class because I need my teacher's correction. He is responsible for my English problems". On the other hand, one high-class student who thought she should *usually* try to self-correct besides teacher correction explained "when my teacher provides feedback, it is the best but I don't have problem if my friends also help me. I also want to correct myself because when I learn my mistakes myself, I learn them better".
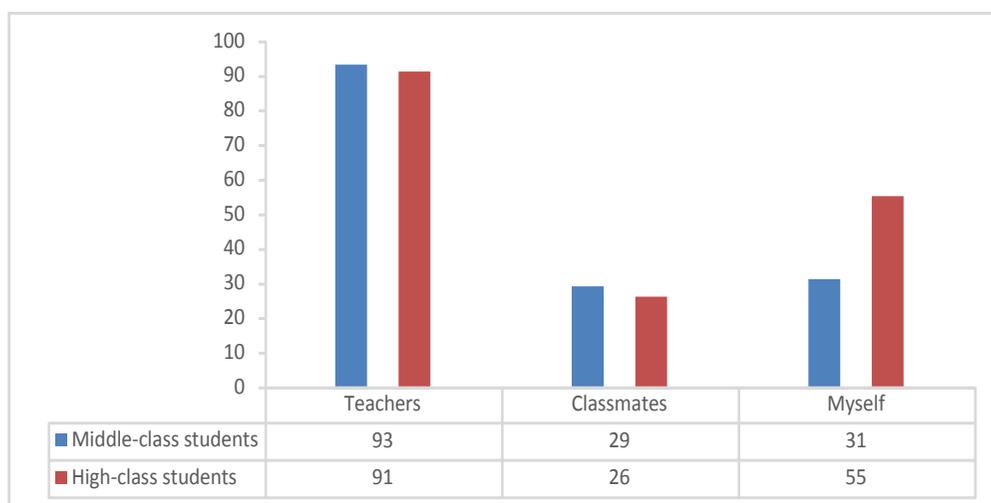
Figure 1. Delivering agent of error treatment

Concerning the second research question (see question 3 in Appendix B), the participants were asked to express their preferences about the best time their oral errors should be corrected through these statements:

A. As soon as errors are made even if it interrupts my conversation.

B. As soon as my conversation is finished.

C. At the end of activities.

Figure 2 summarizes the participants' preferences for the timing of error treatment. As it is evident, students did not like to be interrupted for receiving error correction and had a negative view toward being corrected as soon as errors are produced (MCS= 19%, HCS= 26%). The data suggest that language learners would rather receive error correction after an interval. On the benefits of delayed correction, Rahimi and Dastjerdi (2012) suggest that correcting students' errors with a delay can be more helpful to their fluency and accuracy in speaking and that delayed CF produces less anxiety in the classroom.

While middle-class students liked to become aware of their errors at the end of activities (66%), high-class students expected their teachers to correct them after they finish speaking (65%). One middle-class student stated "I don't want to be interrupted by teacher because I forget what to say. And sometimes I feel bad when my teacher writes my errors on the board for others". As data suggest, middle-class students are usually more concerned about what other students think about them, while high-class students see no harm in receiving correction immediately after they finish talking. One high-class student said "If

my teacher corrects me soon, I will write it down and I can remember it better".

	As soon as errors are made	After I finish speaking	At the end of activities
Middle-class students	19	47	66
High-class students	26	65	51
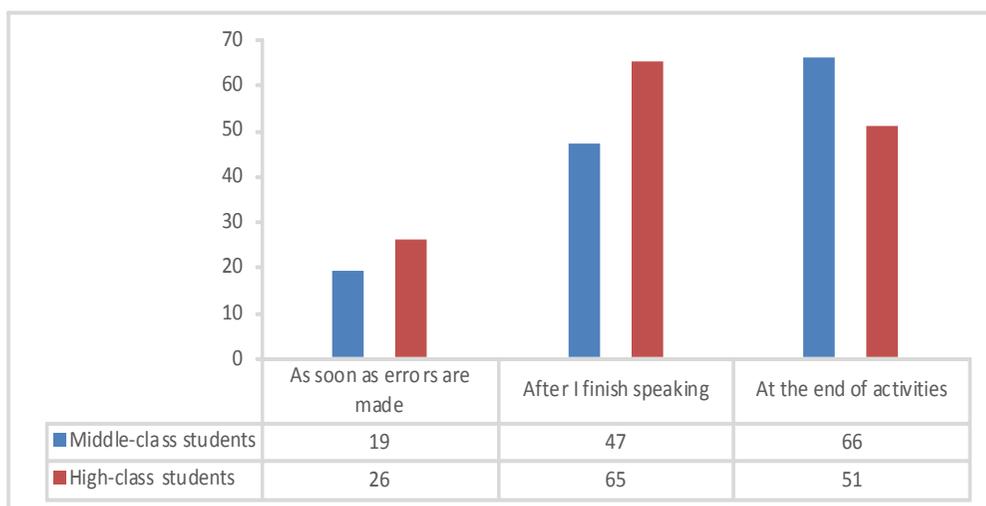
Figure 2. Timing of error treatment

     For the third research question (see question 1 & 4 in Appendix B), the researchers sought to investigate whether learners prefer to receive comprehensive or selective error treatment and if they would rather the latter, for which type of spoken errors, global (blocking communication) or local (not blocking communication), they primarily expect error correction. Although it is recommended in the literature, especially for written CF (e.g., Ferris, 2002), that selective error correction is more effective and does not overwhelm and disappoint the students, as with the findings of Lee's (2004) study investigating learners' preferences for written CF, the data suggest that most language learners want all their errors to be corrected (MCS= 79%, HCS= 70%). This finding was not unexpected since the participants of the present study were upper-intermediate/advanced students preparing for TOEFL/IELTS exam and were really concerned about their accuracy. Besides, as Alavi and Kaivanpanah's (2007) study indicates, higher achievers tend to expect more feedback. Nevertheless, the findings of a study conducted by Jean and Simard (2011) show that even the majority of high school students want their oral errors to be corrected all the time. According to Schulz's (1996), students usually want more correction than they are already receiving from their teachers. Therefore, although too much error correction during speaking activities may inhibit communication flow, induce anxiety, or disappoint and discourage language learners (Lasagabaster & Sierra, 2005), leaving their expectations unmet may also have a negative effect on their motivation.

As can be seen in figure 3 which presents the results of students' responses to question 4, both middle-class and high-class students expected their spoken errors to be treated whether they are local (MCS= 83%, HCS= 86%) or global (MCS= 96%, HCS= 93%). Although primarily the students were slightly more concerned about their global errors, all in all they expected comprehensive error treatment. One student said "I want my teacher to correct all of my errors and my friends' errors. Because in this way I know all of them. But maybe it is good that teacher focus more on bad errors".


	Errors which block communication	Errors which do not block communication
Middle-class students	96	83
High-class students	93	86
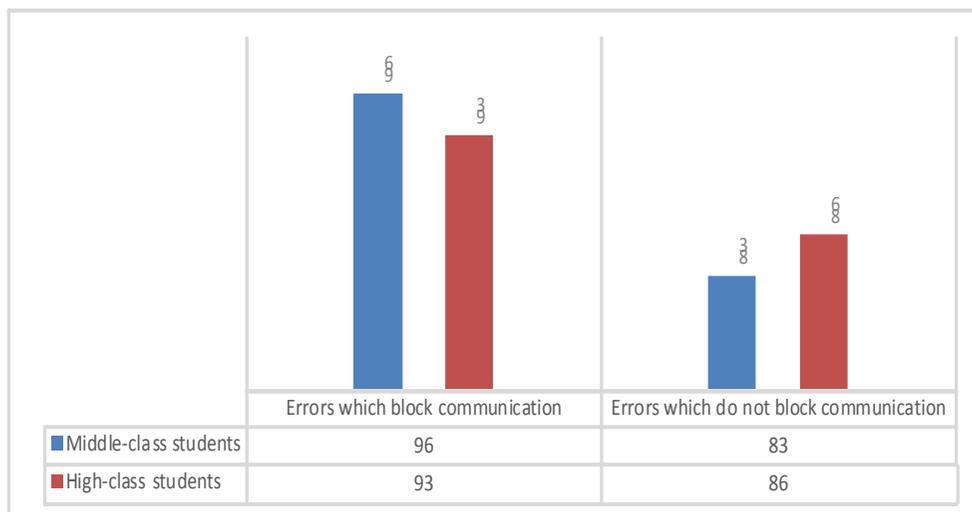
Figure 3. Frequency of error treatment

The last research question investigated the preferences of students about the ways in which oral CF should be provided (see question 5 in Appendix B). The data indicate that upper-intermediate/advanced EFL learners prefer more explicit correction techniques over more implicit ones (Figure 4). While the students thought high of metalinguistic feedback and explicit correction (respectively MCS= 83%, 75% HCS= 78%, 61%), except for elicitation which was looked at favorably, the effectiveness of other more implicit correction techniques was regarded to be relatively neutral (e.g., for recast MCS= 53%, HCS=52%). What teachers practice in the classrooms; however, sometimes does not meet students' expectations. For example, studies which explored the frequency distribution of different types of feedback used by teachers indicate that they prefer to provide learners with reformulative techniques such as recast, rather than providing prompts including elicitation and metalinguistic feedback. (e.g., Lyster & Ranta, 1997; Panova & Lyster, 2002). Nevertheless, considering learners' preferences alone is neither sufficient nor reliable for making sound decisions about the most appropriate types of feedback in a given context, the purpose of the activity should also be a factor. As Farokhi (2007) points out, some methods of error

correction are more effective in improving students' grammatical accuracy while others are more appropriate for fluency activities.

	Implicit correction	Recast	Clarificatio n request	Elicitation	Repetition	Metalinguis tic feedback	Explicit correction
■ Middle-class students	43	53	48	62	65	83	75
■ High-class students	46	52	51	79	68	78	61
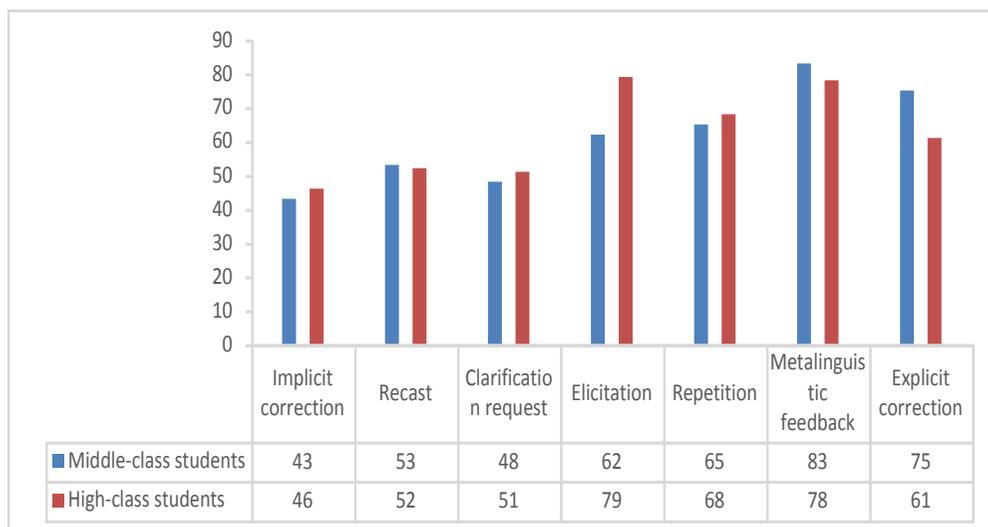
Figure 4. Types of spoken error treatment

A comparison between middle-class and high-class students showed both shared rather similar views toward implicit correction, recast, clarification request, and repetition. Nevertheless, as demonstrated in figure 4, high-class students noticeably attributed more efficiency to elicitation than middle-class students did (MCS= 62%, HCS= 79%). One high-class student explained "This technique is better because I correct myself. This way, I learn better and I remember my errors". Furthermore, as the results suggest, middle-class students held a more positive view toward explicit correction than their counterparts (MCS= 75%, HCS= 61%). A middle-class student said "I need to write down the errors and know the rules. I forget my errors if I don't know the rules". The results show that high-class students tend to be more self-reliant and autonomous than their counterparts who may also have lower tolerance for ambiguity.

5. Conclusions and Implications

The purpose of this study was to investigate the impact of language learners' socio-economic status on how they expect teachers to correct their oral errors. Although both middle-class and high-class students shared the same beliefs that teachers are the best delivering agent for providing OCF, that both local and global errors must be addressed by teachers, and that more explicit methods of error correction are usually more helpful to their accuracy improvement, some differences were also observed in the quality of oral error

correction they expect to receive. Whereas middle-class students would rather their errors to be corrected at the end of the class, higher class students wanted their teachers to correct them after they finished speaking. The data from the interviews largely corroborated the results obtained from the analysis of the questionnaire and further suggested that it is less of a problem for high-class students if their classmates know the provided feedback addresses their errors, while middle-class students expect their teachers to provide feedback in a way that it addresses the whole class rather than an individual. Besides, although mostly direct error correction was preferred by the language learners, compared to their counterparts, high-class students had a more positive attitude toward elicitation which is an indirect method of error correction. These findings along with a more positive view toward self-correction from high-class students are manifestations of their self-confidence and autonomy which in turn are the reflection of their social class.

Acknowledging the significance of learner characteristics in the beliefs and attitudes of language learners toward error correction, the present study explored whether and how socio-economic status of students influence their expectations of the optimal oral error treatment. The participants of this study were upper-intermediate/advanced language learners preparing for IELTS/TOEFL exam; further research could explore the perspectives of students with other characteristics. Variables such as language learners' age, proficiency level, motivation, and cultural backgrounds as well as their previous and current learning experiences are suggested to affect learners' preferences (Lee, 2004; Lyster et al., 2013). Others variables which are worth investigating include the purpose of the program, the time available for the students, and the context in which learning occurs.

References

Adler, N. E., Epel, E. S., Castellazzo, G., & Ickovics, J. R. (2000). Relationship of subjective and objective social status with psychological and physiological functioning: preliminary data in healthy white women. *Health Psychology, 19*(6), 586-592.

Alavi, S. M., & Kaivanpanah, S. (2007). Feedback expectancy and EFL learners' achievement in English. *Journal of Theory and Practice in Education. 3(2),* 181-196.

Ancker, W. (2000). Errors and corrective feedback: Updated theory and classroom practice. *English Teaching Forum, 38*(4), 20-24.

Arnold, D. H., & Doctoroff, G. L. (2003). The early education of socioeconomically disadvantaged children. *The Annual Review of Psychology, 54*, 517-545.

Brown, A. (2009). Students' and teachers' perceptions of effective foreign language teaching: A comparison of ideals. *The Modern Language Journal*, *93*, 46-60.

Farah, M.J. (2009). Mind, brain, and education in socioeconomic context. In M. Ferrari, & L. Vuletic (Eds.), *The developmental relations between mind, brain and education*. Dordrecht: Springer Science +Business.

Farrokhi, F. (2007). Teachers' stated beliefs about corrective feedback in relation to their practices in EFL classes. *Research on Foreign Languages Journal of Faculty of Letters and Humanities, 49*(2), 91-131.

Ferris, D. R. (2002). *Treatment of error in second language student writing*. Ann Arbor: University of Michigan Press.

Fukuda, Y. (2004). Treatment of spoken errors in Japanese high school oral communication classes. Master's thesis, California State University, San Francisco.

Gass, S. M. (1997). *Input, interaction, and the second language learner*. Mahwah, NJ. Erlbaum.

Giatti, L., Camelo, L. do. V., Rodrigues, J. F. de. C., & Barreto, S. M. (2012). Reliability of the MacArthur scale of subjective social status – Brazilian Longitudinal Study of Adult Health (ELSA-Brasil). *BMC Public Health, 12*, 1096.

Goldman, N., Cornman, J. C. & Chang, M. (2006). Measuring subjective social status: A case study of older Taiwanese. *Journal of Cross Cultural Gerontology, 21*, 71-89.

Horwitz, E. K. (1988). The beliefs about language learning of beginning university foreign language students. *The Modern Language Journal, 72*, 283-294.

Jean, G., & D. Simard (2011). Grammar learning in English and French L2: Students' and teachers' beliefs and perceptions. *Foreign Language Annals, 44*(4), 465-492.

Krashen, S. (1981). *Second language acquisition and second language learning.* Oxford: Pergamon.

Krashen, S. (1988). Teaching grammar: Why bother? *California English, 3*(3), 241-258.

Larsen-Freeman, D. (2012). The emancipation of the language learner. *Studies in Second Language Learning and Teaching*, *2(3),* 297-309.

Lasagabaster, D., & Sierra, J. M. (2005). Error correction: Students' versus teachers' perceptions. *Language Awareness, 14,* 112-127.

Lee, I. (2004). Error correction in L2 secondary writing classrooms: The case of Hong Kong. *Journal of Second Language Writing, 13(4)*, 285-312.

Lee, I. (2008). Student reactions to teacher feedback in two Hong Kong secondary classrooms. *Journal of Second Language Writing, 17*, 144-146.

Leki, I. (1991). The preference of ESL students for error correction in college-level writing classes. *Foreign Language Annals, 24*, 203-218.

Long, M. H. (1996). The role of the linguistic environment in second language acquisition. In W. C. Ritchie & T. K. Bhatia (Eds.), *Handbook of language acquisition: Vol. 2. Second language acquisition* (pp. 413-468). San Diego, CA: Academic Press.

Lyster, R., & Ranta, L. (1997). Corrective feedback and learner uptake: Negotiation of form in communicative classrooms. *Studies in Second Language Acquisition, 19*, 37-66.

Lyster, R., Saito, K., & Sato, M. (2013). Oral corrective feedback in second language classrooms. *Language Teaching, 46*, 1-40.

Mezzacappa, E. (2004). Alerting, orienting, and executive attention: Developmental properties and sociodemographic correlates in an epidemiological sample of young, urban children. *Child Development, 75(5),* 1373-1386.

Nunan, D. (1987). Communicative language teaching: Making it work. *English Language Teaching Journal, 41*, 136-145.

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

Posner, M. I., & Rothbart, M. K (2005). Influencing brain networks: Implications for education. *Trends in Cognitive Sciences*, *9*, 99-103.

Radecki, P. M., & Swales, J. M. (1988). ESL student reaction to written comments on their written work. *System, 16*(3), 355-465.

Rahimi, A. & Dastjerdi, H. (2012). Impact of immediate and delayed error correction on EFL Learners' Oral Production: CAF. *Mediterranean Journal of Social Sciences. 3 (1),* 45-54.

Rahimi, M. (2013). Is training student reviewers worth its while? A study of how training influences the quality of students' feedback and writing. *Language Teaching Research, 17*(1), 67-89.

Riazi, A., & Riasati, M. (2007). Language learning style preferences: A students case study of Shiraz EFL institutes. *Asian EFL Journal Quarterly, 9*(1), 97-125.

Schulz, R. A. (1996). Focus on form in the foreign language classroom: Students' and teachers' views on error correction and the role of grammar. *Foreign Language Annals, 29*(3), 343-364.

Schulz, R. A. (2001). Cultural differences in student and teacher perceptions concerning the role of grammar instruction and corrective feedback: USA-Columbia. *The Modern Language Journal, 85*(2), 244-258.

Singh-Manoux, A., Adler, N. E., & Marmot, M. G. (2003). Subjective social status: Its determinants and its association with measures of ill-health in the Whitehall II study. *Social Science & Medicine, 56*(6), 1321-1333.

Singh-Manoux, A., Marmot, M.G. & Adler, N.E. (2005). Does subjective social status predict health and change in health status better than objective status? *Psychosomatic Medicine, 67*, 855-861.

Sultana, A. (2009). Peer correction in ESL classrooms. BRAC University Journal, 4*(1),* 11-19.

Truscott, J. (1999). What's wrong with oral grammar correction. *Canadian Modern Language Review, 55,* 437-456.

Yang, M., Badger, R., & Yu, Z. (2006). A comparative study of peer and teacher feedback in a Chinese EFL writing class. *Journal of Second Language Writing, 15*, 179-200.

Appendix A

Subjective Measure of Socio-Economic Status

Dear participants, please think of this ladder as representing where people stand in our society. At the top of the ladder are the people who are the best off, those who have the most money, most education, and best jobs. At the bottom are the people who are the worst off, those who have the least money, least education, and worst jobs or no job. You are required to place an *X* on the rung that best represents where you think you and your family stand on the ladder (please note that you have to choose only one of the rungs according to the following criteria: education, income, occupation).

Appendix B

Oral Corrective Feedback Questionnaire

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

1. **Which of the following best describes your view about spoken error correction?**
a)   I don't want my spoken errors to be corrected. □
b)   I want some of my spoken errors to be corrected. □
c)   I want all of my oral spoken to be corrected. □
• **If your answer to question 1 is "a", you don't need to answer the following questions.**

2. Who do you want to correct your spoken errors?

a) Teachers

Always (100%)	Usually (80%)	Sometimes (50%)	Occasionally (20%)	Never (0%)

b) Classmates

Always (100%)	Usually (80%)	Sometimes (50%)	Occasionally (20%)	Never (0%)

c) Myself

Always (100%)	Usually (80%)	Sometimes (50%)	Occasionally (20%)	Never (0%)

3. When do you want your spoken errors to be treated?
a) As soon as errors are made even if it interrupts my conversation.

Strongly Agree (100%)	Agree (80%)	Neutral (50%)	Disagree (20%)	Strongly Disagree (0%)

b) As soon as my conversation is finished.

Strongly Agree (100%)	Agree (80%)	Neutral (50%)	Disagree (20%)	Strongly Disagree (0%)

c) At the end of activities.

Strongly Agree (100%)	Agree (80%)	Neutral (50%)	Disagree (20%)	Strongly Disagree (0%)

4. How often do you want each of the following types of errors to receive corrective feedback?

a) Spoken errors that may cause misunderstanding in communication.

Always (100%)	Usually (80%)	Sometimes (50%)	Occasionally (20%)	Never (0%)

b) Spoken errors that do not cause misunderstanding in communication.

Always (100%)	Usually (80%)	Sometimes (50%)	Occasionally (20%)	Never (0%)

5. How would you rate each type of spoken error correction below?

> Teacher: Where did you go yesterday?
> Student: I go to the park.

a) I went there yesterday, too. (Implicit correction: The teacher does not directly point out the student's error but indirectly corrects it.)

Very Effective (100%)	Effective (80%)	Neutral (50%)	Quite Ineffective (20%)	Ineffective (0%)

b) So you went to the park, well. (Recast: The teacher repeats the student's utterance in the correct form without pointing out the student's error.)

Very Effective (100%)	Effective (80%)	Neutral (50%)	Quite Ineffective (20%)	Ineffective (0%)

c) Sorry, could you say that again? (Clarification request: The teacher requires the student to reformulate the ill-formed utterances)

Very Effective (100%)	Effective (80%)	Neutral (50%)	Quite Ineffective (20%)	Ineffective (0%)

d) Yesterday, I….. (Elicitation: The teacher asks the student to correct and complete the sentence.)

Very Effective (100%)	Effective (80%)	Neutral (50%)	Quite Ineffective (20%)	Ineffective (0%)

e) I go? (Repetition: The teacher highlights the student's grammatical error by using intonation.)

Very Effective (100%)	Effective (80%)	Neutral (50%)	Quite Ineffective (20%)	Ineffective (0%)

f) How does the verb change when we talk about the past? (Metalinguistic feedback: The teacher gives a hint or a clue without specifically pointing out the mistake.)

Very Effective (100%)	Effective (80%)	Neutral (50%)	Quite Ineffective (20%)	Ineffective (0%)

g) "Go" is in the present tense. You need to use the past tense "went" here. (Explicit correction: The teacher gives the correct form to the student with a grammatical explanation.)

Very Effective (100%)	Effective (80%)	Neutral (50%)	Quite Ineffective (20%)	Ineffective (0%)

Appendix C

Oral Corrective Feedback Interview

1. Should language learners' spoken errors be corrected in the classroom? Please explain.
2. Who do you think is responsible for and capable of correcting learners' errors? Please explain.
3. When do you prefer to receive error correction? Why?
4. Do you expect your teacher to provide corrective feedback for all errors or should he/she address only errors which block successful communication? Please explain.
5. Which type of error treatment techniques explained in the questionnaire did you find more effective? Why?