The Types of Corrective Feedback Used By Jordanian Male EFL Tenth-Grade Teachers

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Abstract


This study was carried out in the academic year 2004/2005 in several basic and secondary schools at Jerash Directorate of Education. The sample of the study consisted of 10 EFL teachers and 295 tenth grade students who belong to 10 different basic and secondary public schools. The purpose was to investigate the types of oral corrective feedback used by male EFL teachers at Jerash Directorate of Education to treat their students' oral form-focused errors. The study also attempted to reveal the wait-time periods, the students' responses to the oral corrective feedback, comparative fallacy, the students' successful / unsuccessful uptake, both the topic continuation and the breakdown of the flow of communication, as well as the teachers' responses to the questionnaire.

To achieve the purpose of the study, the researcher used three instruments which were a five-point Likert scale questionnaire of 30 items, the notes of the aides who attended the performance of the 50
videotaped EFL periods and wrote their notes concerning the oral corrective feedback and the coding form on which the data were coded after videotaping the periods and transcribing them to pinpoint all the aspects which have to do with oral corrective feedback. In addition, the solicited data were compared with the teachers' responses to the questionnaire to see the areas of congruence or difference between the teachers' responses to the questionnaire and their classroom behaviors concerning providing oral corrective feedback.

The findings of the study revealed that

1. the EFL teachers treated more than half of the existent form-focused errors by using all the types of oral corrective feedback which were regrouped by the researcher in different percentages.

2. the most frequently used types of oral corrective feedback were immediate correction and translation and the least frequently used types of oral corrective feedback were instructional command and return.

3. the teachers' roles in providing oral corrective feedback were more than the students' roles and this emphasizes that there was no congruence between the teachers' claims of following the Communicative Approach when providing their students with

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oral corrective feedback and their real classroom behaviors in this concern.

4. the longest total of the wait-time period followed elicitation (30.50 minutes), while the shortest one followed immediate correction (0 seconds).

5. there was no congruence most of the time between the teachers’ responses to the questionnaire and their classroom behaviors (as shown in the videotaped periods).

6. there was a variation in the frequency of the use of the types of oral corrective feedback, the wait-time periods, students’ successful / unsuccessful uptake, topic continuation and the breakdown of the flow of communication.