# A Comparative Study on CFL Teachers' and Learners' Perception on Corrective Feedbacks (CFs)

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# 1. L2 CF Perception Studies (Scope)

**Factors investigated in L2 CF perception studies**

- <u>Linguistic targets</u>: CF uptake follows a hierarchy of sequence: phonological > lexical > morpho-syntactic
- <u>Feedback process</u>: CF types (12 types), CF length, frequency, number of changes, and learner uptakes
- <u>Nature of learner participation</u>: self-directed or other-directed conditions in collective sessions
- <u>Learning contexts</u>: SL vs. FL, immersion vs. non-immersion, in different countries: Japan, New Zealand, Canada, Korea, US. etc.

# 2. Key Findings of CF Perception Studies

In order for corrective feedback (CF) to foster L2 acquisition, researchers claim that three conditions must be met (Leeman, 2007)

- **Perceptual saliency on the linguistic target for CF (Long & Robinson, 2001; Doughty, 2002, )**
- **Structural recycling (Crooks and Rulon, 1985; Van den Branden, 2007)**
- **Level of awareness/perception (Roberts, 1995; Mackey, 2000; Nicholas, Lightbown & Spada, 2001, Leeman, 2007).**

**Saliency** → **Frequency** → **Awareness**

# 3. L2 CF Perception Studies (Method)

**Methodology used in L2 CF perception studies**

- <u>Survey</u>: focus on different aspects of CFs
- <u>CF identification & categorization</u>: accuracy rate in identifying and categorizing CF targets and types
- <u>Simulated recall interviews</u>: recall identifying linguistic types and distinctive features in the CF process

**Operationalization of CF Perception??**

- <u>CF noticing</u>: No clear definition and measures
- <u>CF understanding</u>: No clear definition and measures

# 4. Research Questions

1. Do CFL teachers' & learners' perceptions towards different types of corrective feedback (CF) overlap? If so, in what way?
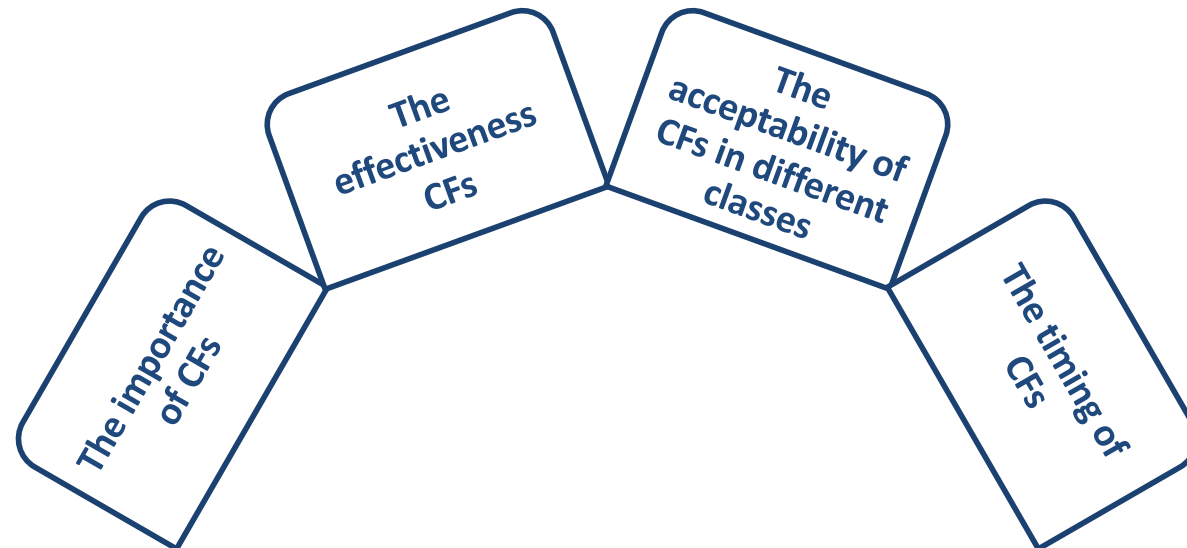
2. What patters & strategies do CFL teachers and learners adopt in identifying (noticing) & categorizing (understand) CFs in an individual session?

3. What specific factor(s) during CFs will impact CFL teachers' and learners' ability in CF identification and categorization?

# Results 1

**CF Perception Survey (N=84+45=129)**

The importance of CFs

The effectiveness CFs

The acceptability of CFs in different classes

The timing of CFs

# Summary

- **96.4% of CFL instructors and learners think CF is important**
- **CFL learners think the most effective CF is "rule explanation" (4.7/5), whereas CFL instructors think the most effective CF is "negotiated self-repair" (4.6/5)**
- **More than 50% of learners and instructors think CF at the end of a sentence is most acceptable**

**How much do these results reflect CFL instructors' and learners' perception on CFs?**

# Results 2
# A Baseline Study: Expert Identification

## Identification & Categorization of CFs and Analysis of Output Modifications(OM)
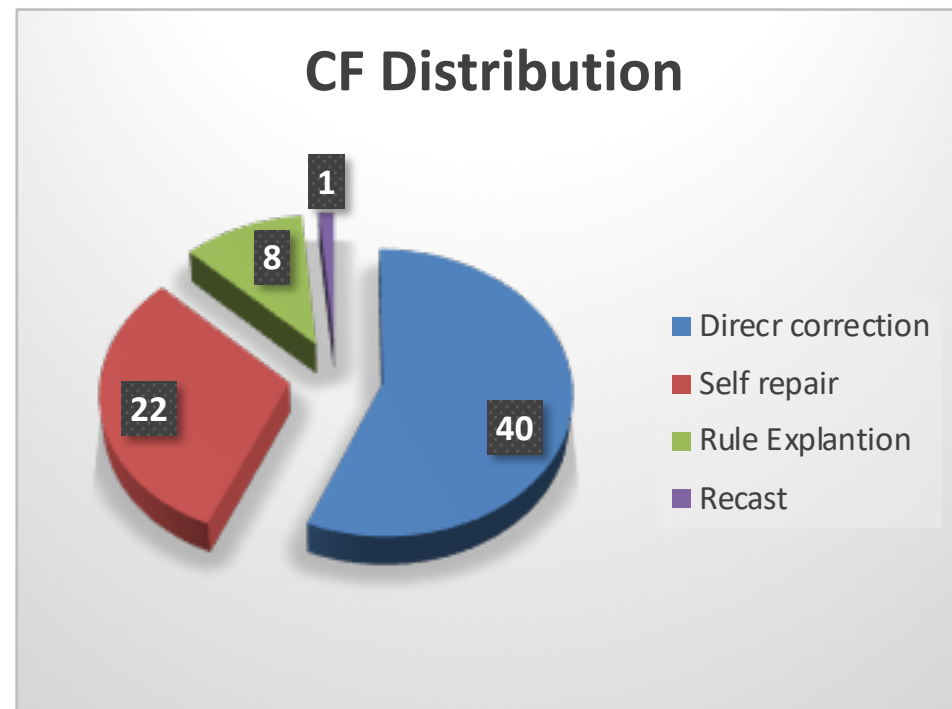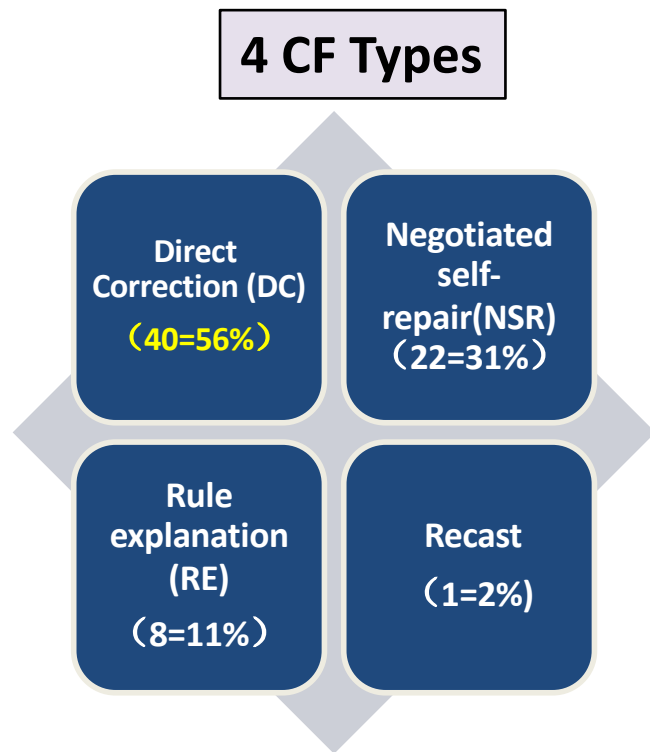
Select a 30-minute one-on-one session by an experienced teacher and a student at AL (a type of learner participation)

Transcribe, identify, code & categorize 71 CF episodes (CFE)

Operationalization of the CF effect is to count CF numbers, types and No. of OMs, POMs, and FOMs

# 1. An Analysis of CFs in a 30-minute Video-taped Teaching Session

**Identifying, coding, and tallying CFs: 71 CF episodes = 71 CF units were found （r=.90) (pronunciation & tone errors were not included in this study)**

## 4 CF Types

| | |
|---|---|
| **Direct Correction (DC)** （40=56%） | **Negotiated self-repair(NSR)** （22=31%） |
| **Rule explanation (RE)** （8=11%） | **Recast** （1=2%) |

### CF Distribution



- Direcr correction — 40
- Self repair — 22
- Rule Explantion — 8
- Recast — 1

# 2. CF Induced Output Modification(OM)

**Operationalization of the effect of CFs: Number of correct OMs, POMs, and FOMs**

### Distribution of Output modifications



POMs Partial OM 3%

FOMs Failed OM 14%

OMs: output modification 83%

■ OMs  ■ FOMs  ■ POMs  ■
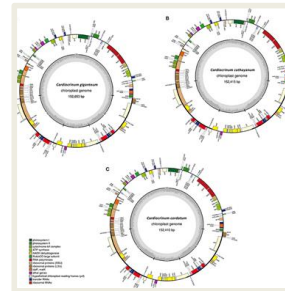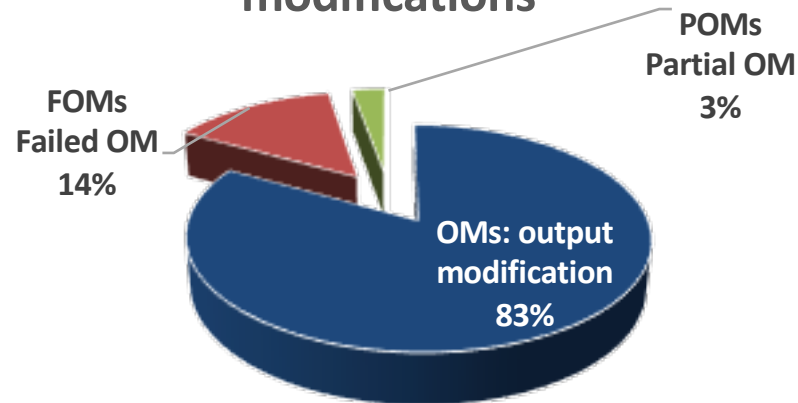
**Analysis of 71 CFs in terms of OMs**

- 59 output modifications (OMs) out of 71 CFs=83%

### Summary:

- 30 minute-class can execute 71 CFs by an experienced teacher and 87% are explicit and direct CFs and expect self-repair
- CFs can induce modified-output as high as 83%, indicating a high level of learner participation and perception (Jin & Zhang, 2014)

# Results 3
## Analysis of CFL Learners' Perception via CF Identification

**Patterns of 46 Students' Identification of Baseline CFs**

Administer 46 learners' video viewing and CFs ID

Analyze 46 learners' CF ID behavior & patterns

Compare & contrast differences and similarities between learner data with the baseline data

# 1. Results of 46 Student's ID of CFs

**Group distribution of 46 advanced students： (N=46)**

- Advanced-mid (AM) group:  N=23
- Advanced low (AL)group：  N=23

**Average rate of CF identification & the noticing effect： 39.24=56%**

- AM student group：  CF episodes = 41.17= 57%
- AL student group：  CF episodes =37.30 = 52%
- Average CF ID rate: CF episodes = 39.24=55%， p=0.223>0.05

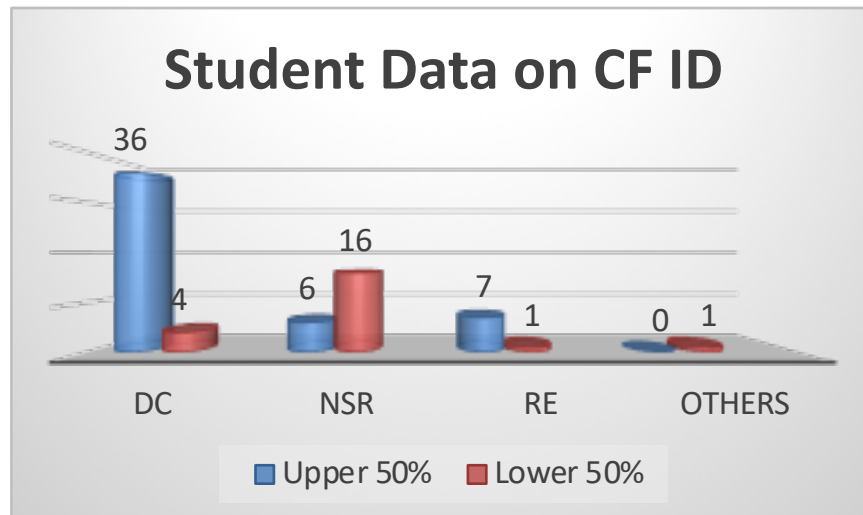**CF ID rate comparison between student groups and researchers : 100%; 56%**
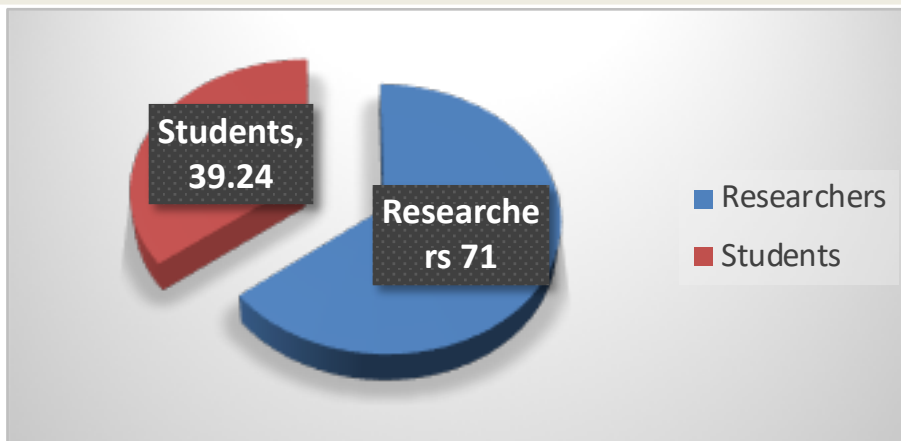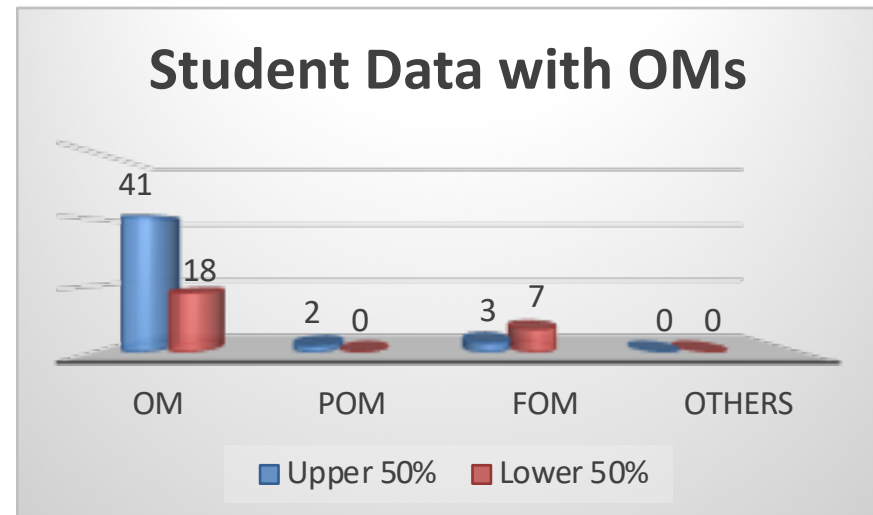


p=.000<0.005, df=38.

Rate of correct CF categorization： 43.5%

# 2. Analysis of the Distribution of CF ID Patterns by CFL Learners

**Upper 50% (46-24）& lower 50%（23-0） comparison on CF ID**

**Upper 50% (46-24）& lower 50%（23-0） comparison with OM rate**

### Student Data on CF ID

| | DC | NSR | RE | OTHERS |
|---|---|---|---|---|
| Upper 50% | 36 | 6 | 7 | 0 |
| Lower 50% | 4 | 16 | 1 | 1 |

- Upper 50%
- Lower 50%

### Student Data with OMs

| | OM | POM | FOM | OTHERS |
|---|---|---|---|---|
| Upper 50% | 41 | 2 | 3 | 0 |
| Lower 50% | 18 | 0 | 7 | 0 |

- Upper 50%
- Lower 50%

| Summary |
|---|
| • L2 **Learners CF identification rate is 55% of the baseline data and the CF categorization is 43% of that of researchers'** <br> • **Learners can notice CFs in an other-directed learner participation condition and can categorize(understanding) them with modified output: 57%** |

# Results 4

## Analysis of Teachers' Awareness via CF Identification

**Patterns of 45 Teachers' Identification of CFs**

Administer 45 teachers' video viewing and ID CFs

Analyze 45 teachers' patterns of CF ID

Compare & contrast differences and similarities among three different groups

# 1. Results of 45 Teachers & Interns' ID of CFs

## 3 groups of CFL native teachers and CFL interns (N=45)

- **T1** (Teacher group 1 with more than 2 years of teaching experience): N=15
- **T2** (Teacher group 2 with less than 2 years of teaching experience): N=15
- **T3** (Teacher group3 interns with no experience): N=15

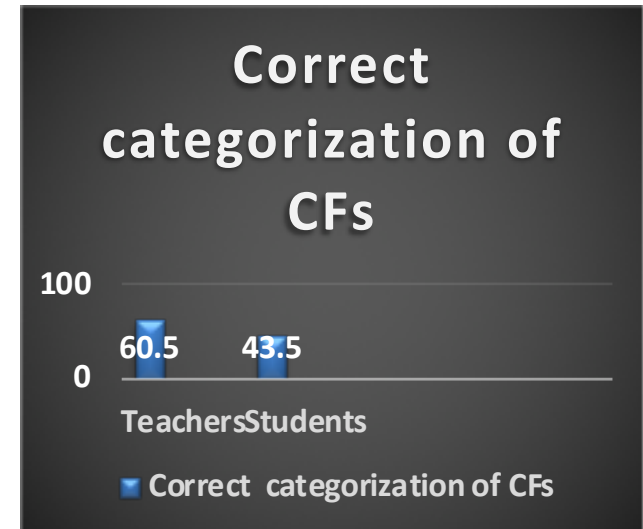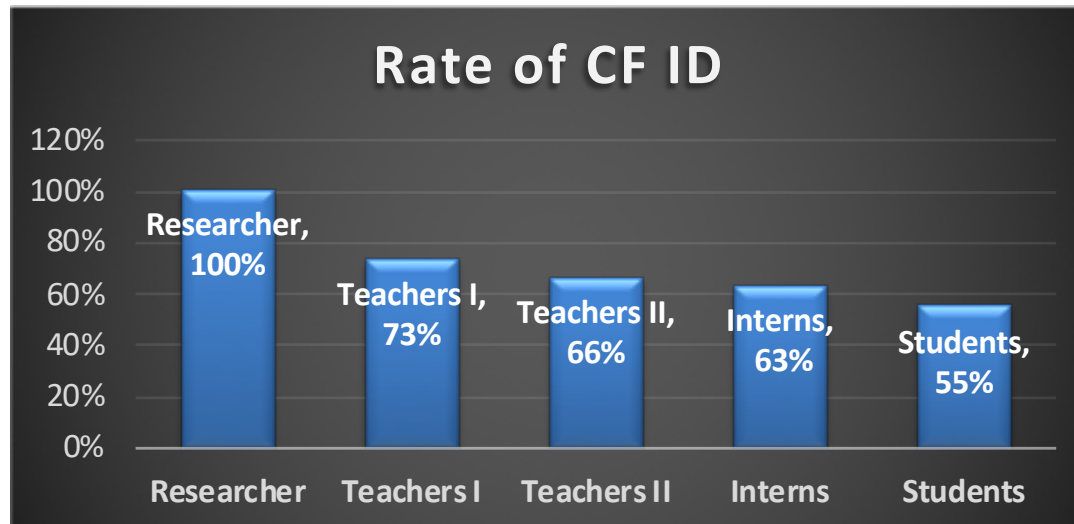## 3 teacher groups' CF ID rate (noticing effect): T1 & T2: 50=70%, T3: 44=63%

- T1 with 2 or more years of experience：CF episodes = 52 = 73%
- T2 with less than 2 years of experience: CF episodes = 47 = 66%, T1 vs. T2： **p=0.084>0.05**
- T3 interns with no experience：CF episodes = 44.87 = 63%
- Average CF ID by teachers (N=45): CF = 50 = 70 %，T1 & T2 vs. T3: **p=0.024<0.05**

## 4 group comparison: R: CF=71=100%; T: CF=49.5=70%; S: CF=39.24=55%
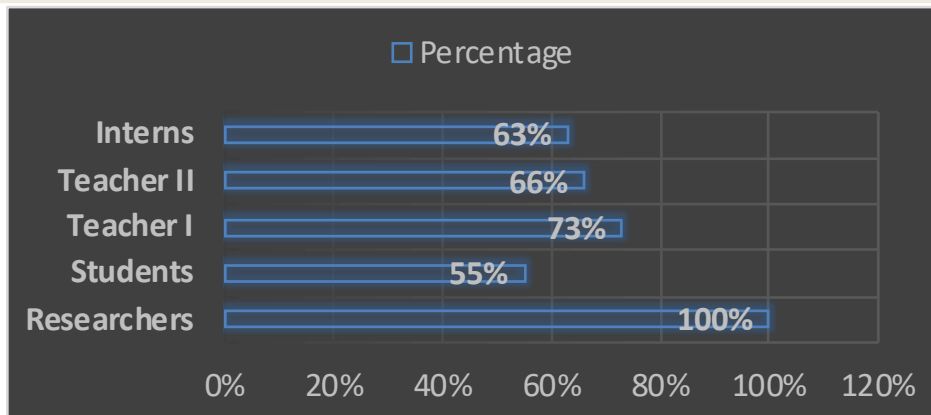


Teacher I vs. teacher II:       p > .05
Teacher I vs. interns:          p < .05
Teacher II vs. inters:          p > .05
Learners vs. teachers:          p < .05
Learners vs. interns:           p > .05

# 3. A Comprehensive Comparison between Teachers and Learners



**Rate of CF ID**

- Researcher, 100%
- Teachers I, 73%
- Teachers II, 66%
- Interns, 63%
- Students, 55%

**Correct categorization of CFs**

- Teachers 60.5
- Students 43.5

Correct categorization of CFs

**Summary:**

- Teachers with experience can **identify** 63%-73% of the baseline CFs. Two or more years of experience seem to be necessary and crucial
- Teachers can be more successful in **categorizing** CF types than learners: 60.5% vs. 43.5%, p=0.000< .05
- A mismatch is found between the survey data (teachers: NSF: 4.7, learners: RE: 4.6) and CF identification behavior by teachers and learners (DC is 88%-92% by the two groups)

# Results 5

**Post-study Stimulated Recall on ID process (N=20 AM/AL CFL learners)**

Conduct the recall session individually for 15-30 minutes per person

Code stimulated recall comments on different CF types by all participants

View the answer sheet and rate the CF strategies in terms of their effectiveness

# 1. High Success Rate Examples （1）

## Verbal cues, one change at a time, and explicit CF marking

| CF Episode | Strategies used in IDing CFs | Categorization |
|---|---|---|
| S：应该是医院抱错，照顾…… <br><br> T：不是，他们抱错了孩子 <br><br> S：他们抱错了孩子 <br><br> （72% ID） | S1：老师说"不是"(Teacher used "not this way") <br> S3：老师说"不是",改了学生的语法 (Teacher used "bushi" to correct the grammar) <br> S8：老师说了"不是"(Teacher said 'bushi'") <br> S13：老师说：不是，让学生知道她之前说得不对(Teachersaid "bushi" to let student know the error) <br> S14：很明显,因为老师说"不是",指出学生的回答不对 (Teacher used bushi to point out the error) <br> S16：老师用"不是"(Teacher used "bushi") <br> S19：学生的逻辑有错误，而且老师说了"不是"(Student has logic issues so the teacher said "bushi") | 1. DC (14) <br> 2. Recast <br> 3. RE <br><br> 14/20: 72% |

CF noticing: Salient marking CFs and explicit use of verbal cue to mark the error and to call attention：应该这么说 (should be said this way)；先说… (first say… )；再来(try again)；还记得我们学过一个句型(remember the structure we just learned；还记得吗 (remember)？

# 2. High and Moderate Success Rate Examples （2）
## Positive evidence, explicit & focused CF marking and expect self-repair

| CF Episode & Identification | Strategies used in IDing CFs | Categorization |
|---|---|---|
| S：他的儿子的相貌不算他们。<br>T：不随他们。(with an emphatic tone)<br>S：不随他们。<br><br>（95%） | S1：同意学生说的大部分，重复学生的话，但是改了一点 (repeat what the student said with a little change)<br>S2：学生说"不算他们"，老师说的是一样的,只是改了一个小的部分,把"算"改成了"随".(Teacher only changed a little)<br>S6：老师立刻改错，说一样的东西，改变一些生词 (Teacher made correction, but just on some words)<br>S9：老师说了以后学生再说了一次 (Teachers ask for output)<br>S11：差不多一样,但是老师改了一个词<br>S13："不算"是错的，老师当时强调了"不随"<br>S20：错误发生在句子的最后，相比发生在句子中间的错误更容易发现；此外，老师通过正例"不随他们"清楚地改错 | 1. Recast (1)<br>2. DC (16)<br><br>17/20 |

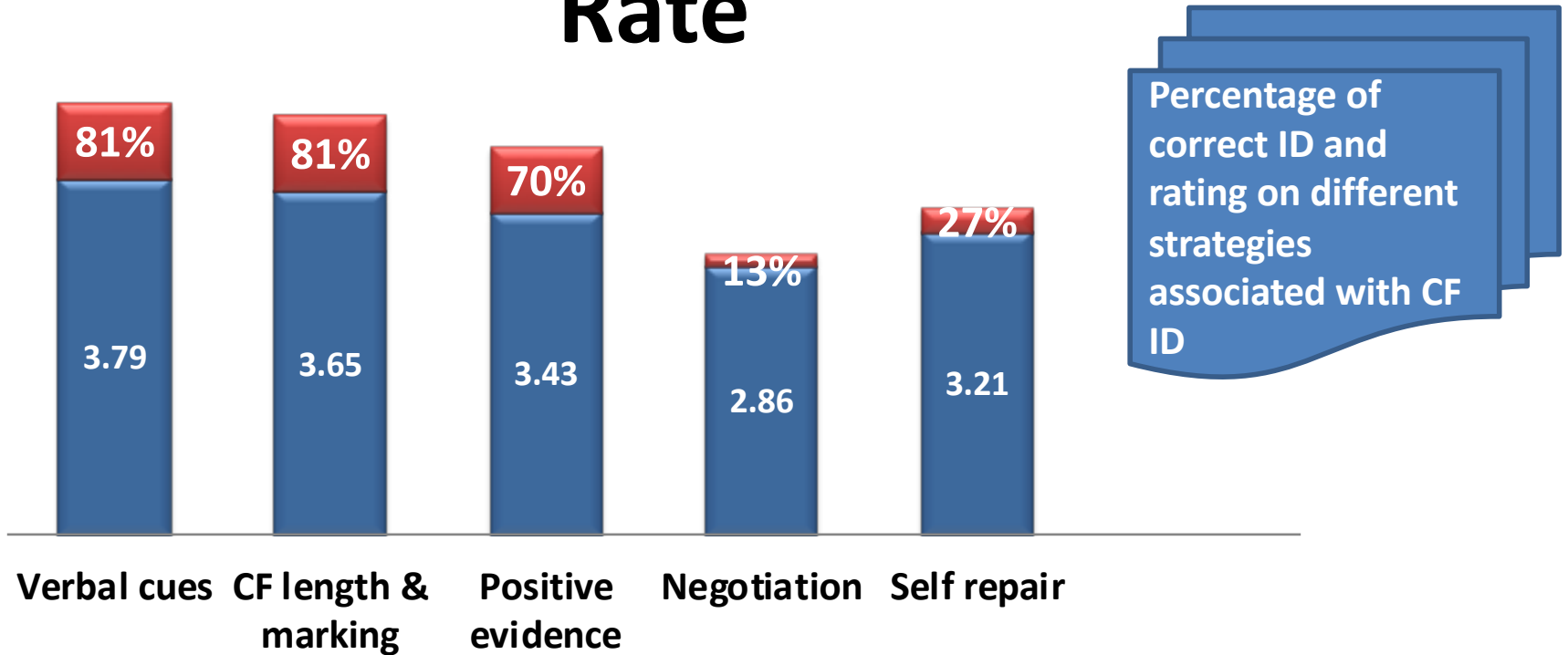High saliency of CF：short length CF, clear boundary marking, positive evidence, expect self-repair

# 3. Low Success Rate Examples （2）

## Mixed CFs(communication or correction) and mixed negotiations (form or meaning)
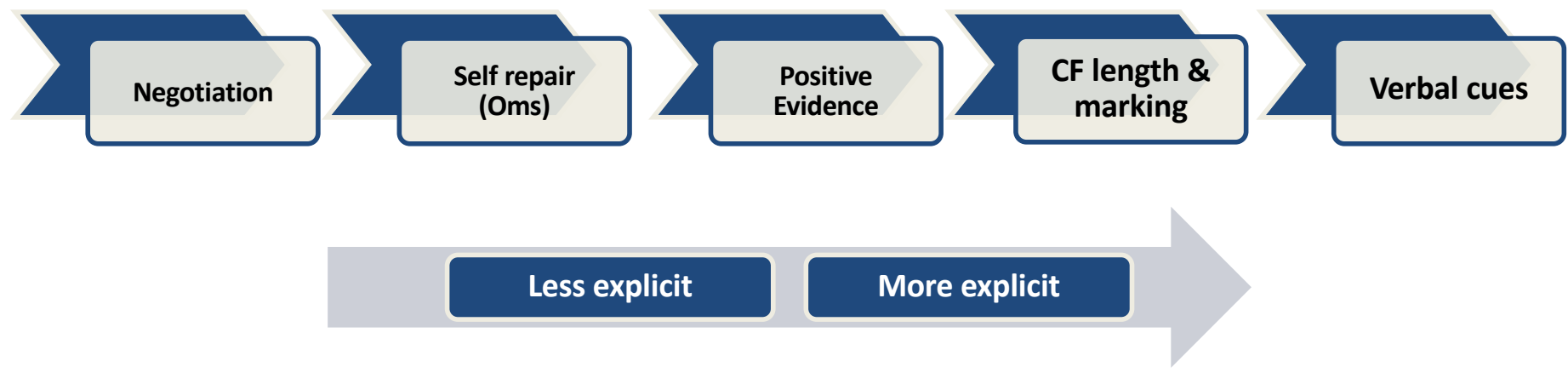
| CF Episode & Identification | Strategies used in IDing CFs | Categorization |
|---|---|---|
| S：劣势是我们的生词，劣势是优势的反…… <br> T：反义词。 <br> S：他们有劣势。 <br><br> （28%） | S3：老师回答 (Teacher did the answer) <br> S5：可能老师让她用比较具体的名词"医院",然后学生说了以后,老师说"非常好". (Maybe the teacher ask her to use a concrete noun "hospital". After it, the teacher said "very good") <br> S9：学生只是忘了 (Student forgot it) <br> S12：学生不记得，老师提醒，不是错 (this is not an error. Teacher reminded student when she did not reemeber) <br> S15：如果学生不知道一个词,等老师告诉她,这不算纠错,只是帮助 (If a student does not a word and let the teacher tell her, this is not a correction) <br> S19：我认为不是错误 (I do not think this is an error) | 5/20 |

| CF Episode & Identification | Strategies used in IDing CFs | Categorization |
|---|---|---|
| S：他们有劣势。 <br> T：医院有劣势。 <br> S：他们有劣势，因为他们犯了那么大的错误。 <br><br> （20%） | S3：不知道为什么 (I do not know why) <br> S7：学生没有错 (student did not make a mistake) <br> S8：老师没有改,觉得不是改错.学生说"他们"以后，老师也没有坚持再改. (student was not corrected. After student said "they", the teacher did not insist on changing it) <br> S11：用医院更清楚，老师后来没改 (hospital is clearer but the teacher did not correct. <br> S18：是对话的一部分，不是改错 (It is part of the dialogue, not the correction) | 4/20 |

# 2. Learner Rating & Identification Rate



Verbal cues: 81% / 3.79
CF length & marking: 81% / 3.65
Positive evidence: 70% / 3.43
Negotiation: 13% / 2.86
Self repair: 27% / 3.21

Percentage of correct ID and rating on different strategies associated with CF ID

Negotiation → Self repair (Oms) → Positive Evidence → CF length & marking → Verbal cues

Less explicit → More explicit

# Post-study Stimulated Recall

## Summary

- **Learners' stimulated recall on the CF identification and categorization process reflected how L2 learners notice and understand different types of CFs**
- **5 strategies are associated with：**
  - **CF saliency：  CF cues, CF boundary marking & length**
  - **CF frequency：  reoccurrence of positive evidence provided after CFs, self repairs, and modified output**
  - **CF perception：  learners' sensitivity to CFs and OMs and CF types**

# Discussion on 3 RQs

# Discussion on Q1

**Q1: Whether CFL teachers and learners' CF perception overlap**

- **CFL teachers' and learners' CF perception overlapped in the two behavioral studies but did not in survey studies. Both teachers and learners can identify 55% to 70% of CFs in an other-directed learner participation condition. This result contradicts the findings by Ohta (2000) but supports Kim and Han (2007) for direct and indirect CFs to be equally effective**

# Discussion on Q2

## Q2 : Patterns and strategies used in identifying & categorizing CFs

- CFL learners make use of CF saliency, frequency, and awareness to notice CFs. 65% CFs identified are associated with **output modifications**. DC is 94-95%, RE is 87-88%; but NSR is 45-63%, which can be hit or miss

# Discussion on Q3

**Q3: Factors impacting CFL teacher's & learner's CF perception**

- <u>CF types</u>: **It is NOT CF types or their forms (Kim & Han, 2007), but how CFs can be noticed: signaling techniques (explicit, salient, focused), attention catching mechanisms (verbal, hands, facial, and other means), and form-meaning mapping practice (input frequency, output modification). Any implicit mixture will confuse L2 learners: communication or CF, negotiation for meaning or form?**

# Discussion on Q3

## Q3: Factors impacting CFL teacher's & learner's CF perception

- <u>Learner participation</u>: Self or other directed CFs can **be equally noticeable** (71 CFEs vs. 27, 32 in collective sessions) with direct and explicit emphasis (40 DSs/71) (Mackey, 2000, Lorincz, 2014, Fu, 2016)

# Thanks!