

Oral Corrective Feedback Techniques: An Investigation of the EFL Teachers' Beliefs and Practices at Taif University

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Abstract

Recent research has shown that little attention has been paid to teachers' views regarding giving oral corrective feedback (Sepehrnia & Mehdizadeh, 2016). To fill this gap, this empirical study investigates the beliefs of Taif University's teachers of English as a Foreign Language (EFL) about their feedback practices and their perception of the impact that these practices have on students' performance. An opinionnaire of 18 items was designed with closed-ended questions. A five-point Likert's scale was employed to measure three subscales: teachers' beliefs and practices about their corrective feedback; types of oral corrective feedback used by EFL teachers; and their perception of students' uptake. The survey was administered to fifty-seven English as foreign language (EFL) teachers at the English Language Centre (ELC), Taif University who were asked to fill in an online survey regarding their oral corrective feedback practices in the classroom. Their responses were analysed quantitatively. The findings of the study were that the participants allocated highest preferences to the techniques of elicitation, repetition and recast, and that they frequently use them in their classrooms.

Keywords: beliefs, ESL/EFL teachers, oral corrective feedback techniques, practices

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