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Exploring the Gap between Instructors’ and Learners’ Preferences about Error Correction in ELT

İngilizce Öğretiminde Öğretim Elemanı ve Öğrencilerin Hata Düzeltme Tercihlerindeki Boşluğu Keşfetme*

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ABSTRACT: For successful learning, meeting the expectations of language instructors and learners is indispensable. Taking this into consideration, this study attempts to identify the preferences and expectations of adult EFL learners as to error correction. The research was carried out with 9 English instructors and 150 university students studying English at preparatory classes of Gaziantep University. Data were collected through observation, interviews with the instructors and learners as well as a questionnaire that was conducted to the both parties. The data has been analysed to identify which strategies the students perceived to be the most effective. The findings show that although the instructors and students agree on some strategies such as immediate feedback on recurring oral and written errors, they tend to be incongruous about a more frequent and immediate corrective response from the instructor as well as the learners’ role and responsibilities in correcting themselves and their peers. It is concluded that there is clear divergence of attitudes between the instructors and students on how teaching practices should be tailored to meet students’ needs and preferences. In this sense, the identification and moderation of different expectations will practically benefit both sides, reinforcing classroom teaching and learning.

Keywords: error correction, mismatches, learner preferences, instructor preferences.

ÖZ: Başarılı bir öğrenme için, dil öğreticilerinin ve öğrenenlerin beklentilerini karşılamak vazgeçilmezdir. Bunu dikkate alarak, bu çalışma yetişkin EFL öğrencilerinin hata düzeltme konusundaki tercihlerini ve beklentilerini belirlemeye çalışmaktadır. Araştırma, Gaziantep Üniversitesi’nde 9 öğretim elemanı ve hazırlık sınıflarında İngilizce okuyan 150 üniversite öğrencisiyle gerçekleştirilmiştir. Veriler gözlem yoluyla toplanmış, öğretim elemanları ve öğrencilerle yapılan görüşmelerin yanı sıra hem öğretim elemanlarına hem de öğrencilere yönelik bir anket yapılmıştır. Veriler, öğrencilerin hangi hata düzeltme stratejilerini en etkili bulduklarını belirlemek için analiz edilmiştir. Bu çalışmayı, katılan öğrenci sayısı nedeniyle daha geniş bir bağlamda uygulamak zor olsa da, bulgular, öğrencilerin hata düzeltme tercihlerinin daha iyi anlaşılması açısından önemli bilgler sağlamaktadır. Bulgular, öğretim elemanı ve öğrencilerin, tekrarlanan sözlü ve yazılı hatalara ilişkin anında geri bildirim gibi bazı stratejiler üzerinde hemfikir olmalarına rağmen, öğretenlerin daha sık ve yanlışları derhal düzeltmelerinin yanı sıra, öğrencilerin kendileri ve akranlarını düzeltmedeki rolleri ve sorumlulukları konusunda uyuşmazlıklar olduğunu göstermektedir. Öğrencilerin ihtiyaçlarını ve tercihlerini karşılamak için uygulamaların öğrencilere nasıl uyarlanması gerektiği konusunda, öğretim elemanları ve öğrenciler arasında belirgin bir farklılığının olduğu sonucuna varılmıştır. Bu bağlamda, sınıftaki öğretme ve öğrenme faaliyetlerini güçlendirerek, farklı beklentilerin tanımlanması ve ölçülmesi pratik olarak her iki tarafa da fayda sağlayacaktır.

Anahtar Sözcükler: hata düzeltme, uyuşmazlık, öğrenci tercihleri, öğretici tercihleri.

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Introduction

There are numerous factors affecting students' success in an EFL (English as a Foreign Language) classroom. One of the most significant factors is the method of error correction employed by language instructors. A learner-centred approach entails that the opinions, preferences and expectations of learners should be sought and taken into consideration in lesson planning. Otherwise, "a mismatch between students' expectations and what they face in the classroom can hinder improvement in their acquisition" (Horwitz, 1988). What instructors perform and students expect should be in harmony. Otherwise, it would be a "block" to learning (Nunan, 1987).

In traditional language classrooms, errors are often approached negatively and the majority of instructors tend to prefer their learners to show error-free performances or they do not hesitate to correct errors immediately after they occur. In contrast, errors are tolerated more in modern and humanistic approaches, but error correction is still a matter of concern among instructors. The language instructors may often put their enthusiasm and energy into correcting learner errors. Students, on the other hand, do not always get the desired benefit and may even consider error correction counter-productive. Getting repeatedly corrected can also make them frustrated or distressed easily.

The effects of instructor feedback have widely been researched, but studies on students' and instructors' preferences are comparatively rare. Therefore, it appears that there is a significant gap between what instructors and learners think about feedback. To offer an insight into this gap, this paper will attempt to research and analyse the preferences of both sides about error correction in a Turkish EFL context. It is intended to provide useful answers to key questions about how to tackle and correct learner errors in the classroom. In the next section, the preferences and expectations of students regarding error correction are checked against those of their instructors so as to see the ways in which errors are corrected and how they are perceived by the learners.

Literature Review

Learners have their own beliefs and preferences about what they should study and learn. Nunan (1995) claims that learners come "into the classroom…with different mind sets…different agendas" (p. 140). The activities that are considered effective by teachers and thus preferred might not be the same with learners. Similarly, teachers "have their own learning agendas" (McDonough, 1995, p. 121). Researchers such as Horwitz (1988) also agree that students' beliefs about language learning are important as they have a strong influence on their success. The problematic issue is that researchers or instructors usually do not ask learners what they like and dislike. They only plan the lesson in view of learners' needs, not the learners themselves (Yorio, 1986, p. 668).

Various researchers have investigated what learners and students think about error correction and how it should be executed for effective learning. Error correction is often regarded as indispensable to teaching and learning a language (Elçin & Öztürk, 2016; Rastegar & Homayoon, 2012) because it plays an important role in the language learning process and indicates to what extent learners have grasped the target language as well as in what ways they could need help (Corder, 1967). Recent research have proved that learners expect to be corrected, but in what way(s) they choose to get

corrected is a matter of discussion (Alamri & Fawzi, 2016; Papangkorn, 2015; Sopin, 2015). It has also been suggested that what learners expect and teachers do in the classroom do not often go hand in hand. In Schulz's (1996, 2001) studies, it was revealed that students expect more error correction when learning grammar. In a study in Japan, Katayama (2007) concluded that students needed their "pragmatic errors" to be corrected.

There are various factors affecting learners' preferences for error correction. Gender has been one of the popular topics studied by researchers (Khorshidi & Rassaei, 2013). As gender has psycholinguistic and sociolinguistic effects on learners, it can also affect how learners prefer being corrected, also how they will accept and respond to error correction. Havnes, Smith, Dysthe and Ludvigsen (2012) claim that not only individual characteristic features but also contextual features have an impact on students' preferences. In a similar line, Sopin (2015) highlights the importance of being aware of learners' emotional state because what they expect and how they expect to receive correction determine their overall attitude towards error correction. The fact that there is a gap between what native language speakers and learners think about correction has been shown in a number of studies such as Chenoweth, Day, Chun, Luppescu (1983) and Cathcart and Olsen (1976). Nonetheless, it is reasonable for learners to expect their perceived needs to be met, otherwise these unfulfilled needs could easily produce negative attitude towards learning.

Error correction has often been one of the issues provoking frequent discussions. Krashen (1982) called error correction "a serious mistake" (p. 74) because "error correction has the immediate effect of putting the student on the defensive" (p. 75). Thus, learners do not take risks to use complex constructions or feel shy about testing the hypothesis they construct in their minds. According to VanPatten (1992), "correcting errors in learner output has a negligible effect on the developing system of most language learners" (p. 24).

Lately, a number of studies have been carried out to focus fully on teachers' error correction preferences in teaching second/foreign languages (Anggraeni, 2012; Behroozi & Karimnia, 2017; Jabu, Noni, Talib & Syam, 2017; Liskinasih, 2016; Motlagh, 2015; Suryoputro & Amaliah, 2016) or only students' error correction preferences (Alamri & Fawzi, 2016; Elçin & Öztürk, 2016; Fitriana, Suhatmady & Setiawan, 2016; Mungungu-Shipale & Kangira, 2017; Papangkorn, 2015; Park, 2010; Yoshida, 2008; Zhao, 2015). When these studies are compared, we see a noteworthy difference between what teachers and students show preference for. Furthermore, there is even a great discrepancy among learners. While some prefer to be corrected explicitly (Alamri & Fawzi, 2016; Fitriana, Suhatmady, & Setiawan, 2016; Papangkorn, 2015; Park, 2010), some others favour receiving implicit feedback (Lyster & Ranta, 1997; Panova & Lyster, 2002; Yoshida, 2008). However, why learners' preferences differ considerably is a topic of another research.

Although error correction has been studied so often, there is not adequate research comparing teachers' and learners' beliefs about it (Kern, 1995). A mismatch between learner and teacher beliefs and preferences can create problems in the classroom because it can lead to "learning problems for the students" (Green, 1993, p. 2). Kumaravadivelu (1995) drew attention to this problem and called it "almost inevitable". He also highlighted that the wider the gap gets, the less learners will have

chances of "achieving desired learning outcomes" (p. 100). In his research, Willing (1988) asked 517 ESL students to rate ten activities according to the degree of usefulness. In the same year, Nunan asked 60 ESL teachers to do the same and compared the answers with Willing's results (1988). Nunan (1988) showed that there is a slight similarity between the viewpoints of teachers and learners.

Table 1

The Results of the Study on the Usefulness of ESL Activities

Activity	Student rating	Instructor rating
1. Pronunciation practice	Very high	Medium
2. Explanations to class	Very high	High
3. Conversation practice	Very high	Very high
4. Error correction	Very high	Low
5. Vocabulary development	Very high	High
6. Listening to /using cassettes	Low	Medium high
7. Student self-discovery of errors	Low	Very high
8. Using pictures/films/video	Low	Low medium
9. Pair work	Low	Very high
10. Language games	Very low	Low

(Nunan, 1988, p. 89)

As shown in Nunan's study (Table 1), there is a significant number of mismatches between the ratings of students and instructors. More notably, students rate the usefulness of error correction much higher than instructors. Students do not also consider that self-discovery of errors is an effective technique, so they rate it "low" while instructors describe it very useful.

Some studies have found low correlation between instructors' and learners' viewpoints even if both put their efforts in for the ultimate goal: effective learning/teaching. In Kern's study (1995), learners rated pronunciation practice, learning grammar rules, translation, and error correction more useful than teachers did (pp. 77-80). Cathcart & Olsen (1976) also conducted a poll for 38 teachers and 188 students to learn students' preferences. They stated that the error correction, mostly of pronunciation and grammar, is more important to them than teachers think. Another important study on error correction was done by McCargar (1993). He compared the opinions of 41 ESL teachers and 161 students on the usefulness of error correction and group work. The data proved that there were noticeable differences between learners' and teachers' opinions (pp. 198-9). While learners rated error correction, teachers rated group work as crucially important (pp. 198-9).

Kaivanpanah, Mohammad Alavi & Sepehrinia (2015) conducted a recent study with 200 EFL learners in Iran. The researchers compared learners' and teachers' views about different types of oral corrective feedback such as peer correction. While teachers approached this type of error correction with caution, learners stated that they would be

happy for receiving correction from a peer who was more proficient in the target language. Teachers claimed that peer correction could possibly destroy the positive atmosphere of the classroom since being corrected by her/his classmate could weaken a learner's self-confidence. However, students could deliver more qualified feedback for their peers (S. Kaivanpanah et al., 2015; Caulk, 1994 as cited in Rollinson, 2005) in that they empathized each other better. All in all, as teachers' (in this case, instructors') and learners' perspectives vary, so do their justifications. Opinions of learners on error correction have comprehensively been studied and these studies carry crucial information about learner's viewpoints.

Errors versus Mistakes

The distinction between mistake and error is to be clarified in order to analyse student errors (Corder, 1967). While "a mistake is a performance error caused by competing plans, memory limitations and syntactic overgeneralizations, an error is a noticeable deviation reflecting the interlanguage competence of the learner" (Brown, 2000). Therefore, it would not be wrong to say that a mistake can be corrected more easily than errors. According to Corder (1967), errors can be a window onto a learner's competence because they work as signals showing that students are learning (Hendrickson, 1978; Ziahosseiny, 2005). In other words, they signal which parts of the lesson have been understood and which parts need more revision (Hedge, 2000), so most of them should be deemed "developmental". By making errors, students test their hypothesis and check what they have understood is right or not (Corder, 1981). That's why, errors should be taken seriously by instructors and the messages it gives to the instructor should not be ignored. According to Corder (1967), errors should get teachers, learners and researchers' attention due to the fact that,

- errors can be good data for teachers to see how far or close they are to their goals;
- errors are used as devices by learners to test their hypothesis about the nature of the language;
- and errors provide solid evidence about how language is learned or acquired.
- Bearing their significance and implications in mind, student errors should be approached and handled with caution and consideration by teachers and researchers.

The Rationale for the Study

Addressing students' needs is vital for lesson planning. Nunan (1995) claims that "at the very least, teachers should find out what their students think and feel about what and how they want to learn" (p.140). It is worth exploring and learning about the "potential sources contributing to the mismatch" (Kumaravadivelu, 1991, p. 98-100). She also stresses that there are not many in-depth studies in this area, so further studies are necessary. If teachers knew what students believe, prefer and expect and also the methods they use in the classroom matched learners' expectations, the effectiveness of programmes could be considerably increased (Ludwig, 1983, p. 217). In this way, any "harmful or erroneous assumptions students make" could be worked on and possibly changed for the better (Kern, 1995, p. 71).

Complementing the previous research in the area of error correction, this paper aims to collect and analyse the views and attitudes of the Turkish EFL learners about errors and error correction at the university level. The results are compared to the instructors' views in order to expose discrepancies and make potential recommendations. The questions determined by Hendrickson on error correction are used in order to put the study into a reliable and well-grounded framework (Hendrickson, 1983, pp. 87–398). These questions also function as the research questions of the study:

- Should learner errors in English be corrected?
- Which learner errors should be corrected?
- When should learner errors be corrected?
- Who should correct which type of errors made by learners?
- How should learner errors be corrected? (Hendrickson, 1983, pp. 87–398)
- The study also features two extra questions to be able to fully understand how learner errors should be treated at different levels.
- Do all learners have a similar attitude toward error correction?
- Are there any attitudinal differences between learners at different level of proficiency?

It is a fact that learners' perceptions of what and how they learn influence their attitudes, which is often neglected but directly affect how well they learn. The extra two questions help us find if there are any differences regarding students' needs for error correction. For example, do learners' preferences differ in their preferences for target language? Would they expect more correction on grammar compared to B1 level students who ask for more correction on pronunciation?

Research Design

The data collected from questionnaires, discussions and video recordings have been examined to address the research questions. The data provides detailed information to explore the attitudes, opinions and expectations of the university students in Turkey about errors and error correction in English. The questionnaires also allow us to make a comparison between the opinions of learners and instructors and among different sets of learners at different level of language learning. In brief, the instruments utilised in the study include:

- an instructor questionnaire on error correction
- a learner questionnaire on error correction
- structured interview sheet for instructors
- video recordings

Therefore, the study combines both quantitative and qualitative research methods for the sake of a more reliable and multidimensional research. The overall analysis is expected to draw a well-defined and representative picture of error analysis and preferences in EFL classrooms.

Data Collection

Both the instructor and student questionnaires were given to the nine instructors. They were informed about the last section of the questionnaire, in which some error correction techniques were exemplified. In case some student could fail to understand, instructors were asked to explain their answers by giving examples.

Participants

The participants are 9 EFL instructors at the School of Foreign Languages at Gaziantep University in Turkey. The majority of instructors are female (8 female, 1 male), aged between 28 and 45. All have taught English more than 10 years. They all accepted to be a part of the study of their own freewill and have their lessons video recorded. Instructors are coded as I (I1, I2, I3, etc.) in this study.

150 university students attending compulsory English classes also take part in this study. Their proficiency levels vary from elementary (A1) to upper intermediate (B1). The total number is divided in three groups of 50 elementary (A1), 50 (pre)intermediate (A2), and 50 (upper) intermediate (B1) level students. They are placed in the classes according to the results of a placement exam at the beginning of the term. There are about 20 students in each class, so 3 samples of the classes (that is, three A1, A2 and B1 classes) feature in the study. All student participants are EFL learners with roughly similar background knowledge and their ages range between 18 and 24.

Data Collection Tools

The instruments of the present research include questionnaires, interviews and video recordings. All these instruments have worked well to cross-check the information obtained from each source. Otherwise, the data obtained from limited sources could be defective, unreliable and, in some cases, misleading. Triangulation is preferred as an effective method for a consistent and justifiable study.

Questionnaire. (See Appendix 2 for a sample of the questionnaire) In the light of previous studies mentioned in the Literature Review section, a questionnaire developed by Katayama (2007) was used in order to collect information on students' and teachers' error correction preferences. The items of the questionnaire were examined with a group of instructors and any items that might cause ambiguity are removed or reworded. Then, it was translated into Turkish, the mother tongue of the participants and checked by the colleagues. The register of the questionnaire was kept casual, not very formal or hard to understand as if it was spoken by a learner in order to get more sincere responses relating to attitudes and beliefs, which is in accordance with Dörnyei's (2003) suggestion that surveys should sound as natural as possible. Another point is that the entries were kept short and clear for students and instructors to understand in order to increase reliability. As to the content validity, the survey was checked by two professors in the field. It was also pretested by three instructors and ten students to make sure that it is clear enough. The students and the instructors in the pre-test helped the researcher about any potential problems such as misleading or confusing questions or expressions. The feedback by the instructors and professors were also sought on the layout of the questionnaire, which was to improve the validity of the

questionnaire before wide-scale application. Table 2 shows the constructs and matching items addressing different issues.

Table 2
Constructs and Item Analysis of the Questionnaire

Constructs	Items addressing the construct
Overall attitude towards EC	1, 2
The timing of correction (delayed, immediate)	3, 4, 5
Importance of errors (major, minor, pronunciation; constantly /selectively)	6, 7, 8, 9, 10
Effectiveness of various correction technique	11, 12, 13, 14, 15, 16, 17, 18
Correction provider (self-peer correction,instructor)	19, 20, 21, 22

The questionnaire had two versions: one for students and another for instructors. The only difference between the two was addressing and reference conventions. The difference between the learner and instructor questionnaires is a single change in the instructions: "learners are asked to assess the usefulness of each activity for learning English; instructors for teaching English". While the instructors used the English version, the students used the Turkish one to keep learner misunderstanding at a minimum level. A group of EFL instructors also double-checked the translated version to eliminate any suspicion. The questionnaire features three sections with 22 items:

The first section contains questions on students' level of competency, sex, and their ages. The second section (items 1-10) asks about students' general opinions about error correction. It addresses the controversial issues mentioned earlier in the literature review such as "whether or not learner errors should be corrected; when learner errors should be corrected and who should correct errors (instructors or peers). The students are asked to indicate their degree of ratings. Response options are coded to the 5-point Likert scale, in which "1" represents always and "5" represents never. Finally, the third section (items 11-22) seeks answers about student's preferences for classroom error correction. It enquires about student's preferences for particular types of error correction techniques. The last question is specifically chosen as open-ended to give opportunity to both instructors and students for brief comments. Errors are exemplified in the questionnaire. The rating for student's opinions about each technique is measured on a 5-point scale as 1 representing very effective and 5 representing very ineffective on the subject of the frequency of correction.

Semi-structured interview schedule. The instructors were interviewed to reveal their opinions about error correction. The interview had 26 questions in line with the research questions such as general attitude towards error correction, timing, activity type, individual differences, proficiency levels and factors affecting its effectiveness, so on (See Appendix 1). It was conducted in a comfortable atmosphere as a casual conversation more than a discussion. Each took about 15-20 minutes. Some questions triggered others and this made the interviews more natural and reliable because the instructors stated that they answered the questions open-heartedly.

During the interviews the instructors were asked questions about their views on language teaching, and more importantly, on their attitudes towards the students' errors, their corresponding approaches with the factors affecting their decisions. These interviews were carried out in Turkish so that the researcher and the instructors could feel more comfortable and express their thoughts naturally and lucidly. As this study was conducted at the end of the semester, it was hard to find student volunteers to have interviews. Due to the time constraints of the break and exam nerves, the researcher asked instructors to video-record their classroom practices, instead. That helped reveal insights of students' and instructors' actual practices and presented the opportunity of comparing the statements they made during the interview to those they did in the questionnaire.

Video recording. Each instructor was asked to video record themselves for a maximum of two hours. They arranged the recording independently. It was important to see the learner errors and the treatment of the instructor on-the-job. These samples provided substantial information for the evaluation of the instructors' and students' attitudes clearly. The researcher did not choose to observe the instructors and students in the classroom as the presence of a stranger could have disturbed the natural flow of classroom teaching. Nonetheless, when a point was unclear, an extra discussion session with the instructor was scheduled to clarify their opinions.

Data Analysis

After taking necessary permissions from the Institute, a brief explanation was made about the aims and the conduct of the research in the classes. The participants were made sure about its confidentiality and anonymity (Cohen, Manion, & Morrison, 2011). The learners were asked to complete the questionnaire individually and anonymously in the class. It was important to ensure that they would not consult with one another or take the questionnaire out of class so as to avoid cross-fertilization of opinions. Later, the data were analysed with the help of the SPSS 22.0 software in detail for final evaluation.

The data collected through interviews was audio recorded, transcribed and then analysed through pattern-coding. The research questions were taken as the base and the constructs in the item analysis (Table 2) for the questionnaire were used as the codes for the interview, too. The data collected via interviews was coded during and after the process and codes were open to change, sticking to the proposition that the "codes should not be defined as rigid regularities with sharp boundaries; they can also cover varying forms" (Hatch, 2002). As an "exploratory problem-solving technique" (Saldana, 2008), coding is not about giving labels to some instances, it should be about linking the data. Richards and Morse (2007) also highlight the cyclical nature of the process by stating that "it leads you from the data to the idea, and from the idea to all the data pertaining to that idea" (p. 137). Since it is a small-scale study, the data was hard copied and then coded by hand. It is easier to see the links on paper when it is coded in pencil and make connections with the other data collection tools (Bazeley, 2007, p. 92). Analysing the data in a traditional way gave the researcher more control and a physical ownership of the study.

During the ongoing data analysis process, the researcher had the opportunity for member-checking and peer debriefing from time to time before coming to a decision (Creswell, 2012; Merriam, 1998). The codes and transcription were checked not only by 3 selected colleagues in the field, but also the participants. Interviewees' transcriptions were emailed to be checked for their statements. All of these techniques that were used for the qualitative data improved the trustworthiness and credibility of this study (Creswell, 2012; Janesick, 2004; Lincoln & Guba 1985; Spall, 1998; Spillett, 2003).

Three external raters volunteered to listen to the interviews. The raters were three PhD holders in the field of English Language Teaching. Each of them listened to the audios and then ranked them depending on the patterns mentioned above. The raters were not given any checklists not to interfere in their assessment. In this way, interrater reliability was ensured by using Cohen Kappa's degree of agreement. When more than half of the raters (2 out of 3 for this case) ranked an instance in the same way (For ex. Rater 1 instructor correction, Rater 2 instructor and peer correction, Rater 3 instructor correction, Final Ranking instructor correction), it was accepted as reliable.

The present research looked into the incongruity between students' and instructors' perceptions and preferences on learner error. The data provided a vital insight into Turkish EFL learners' preferences on error correction. The results obtained show that some preferences of the students match with those of the instructors; nevertheless, the majority do not.

Results

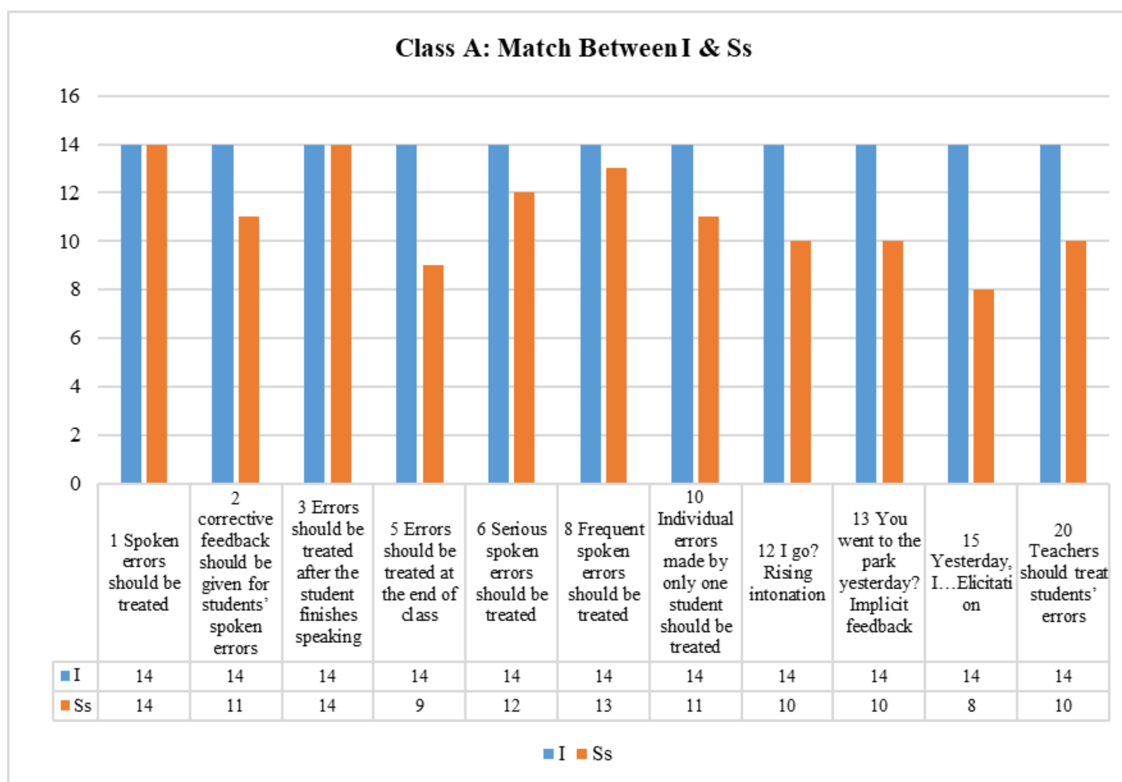
The results show the students' preferences for error correction techniques presented in this study. While some match the instructor's responses, most of them do not. Namely, students in all classes (A, B, and C) agreed with the fact that they found the situations in which they were explicitly corrected "effective". Most think that the instructor should be the one to correct the errors, so they showed signs of hesitancy about peer correction, which is in line with Kaivanpanah et al.'s (2015) study. Considering the instructor as the only source, correction by instructors is regarded superior to the one by the peers. Even the ones who are more positive about peer correction ask the instructor for confirmation whether the feedback they get is relevant enough or not. Another point is that the instructors at time provide explanations that may be challenging even for the most proficient. Furthermore, the majority of the students favour the techniques in which the instructors provide the correct model. They appear to feel more confident when their errors are clarified and they are given the opportunity to be corrected immediately. According to a study conducted by Elçin and Öztürk (2016), students' preferences widely differ in terms of the timing of the feedback. While some do not mind getting interrupted and corrected, the others can favour completing their speech or statements. It is also understandable that the students involved in this study showed favour for the techniques that are clear or offer them clear clues or choices.

Match Between Instructors and Students

Class A (A1 Level). As shown in Figure 1, all the students (11 out of 14 marked "always", 3 of them mark "usually".) agree with the instructor that their speech errors should always be treated (Q1) and many think that they should always be given

corrective feedback (Q2). Students do not want their errors to go unnoticed. They also state that their errors should be treated after finishing off speaking (Q3), not during the speech. The instructor accepts that s/he "rarely" treats spoken errors at the end of class (Q5) as the students expect. The majority of the classroom (85%) expect that if there are parts causing misunderstanding for the listener, error should be treated immediately (Q6). The instructor and her/his students agree on the fact that not only frequent spoken errors (Q8), but also individual errors should be treated (Q10). Most students are accustomed to the instructor's use of stress and intonation in order to draw attention to the problematic part of the sentence and both sides find it "effective" or "very effective" (Q12). Another technique that the instructor and students find effective is implicit feedback, in which the instructor does not directly point to the student's error, but indicates or indirectly amends (Q13). The students also expect the instructor to ask them for self-correction (Q15). However, even if self-correction seemed ideal, at low levels, it might not work well because learners might not notice the problem (Yoshida, 2010). Thus, learners are in need of metalinguistic feedback about why they use a specific language item in that way (Kaivanpanah et al., 2015). As a final point, in line with the previous study (2015), both the instructor and students claim that it is the instructor who should be in charge of error correction (Q20).

Figure 1. Class A-Match between the Instructor and Students



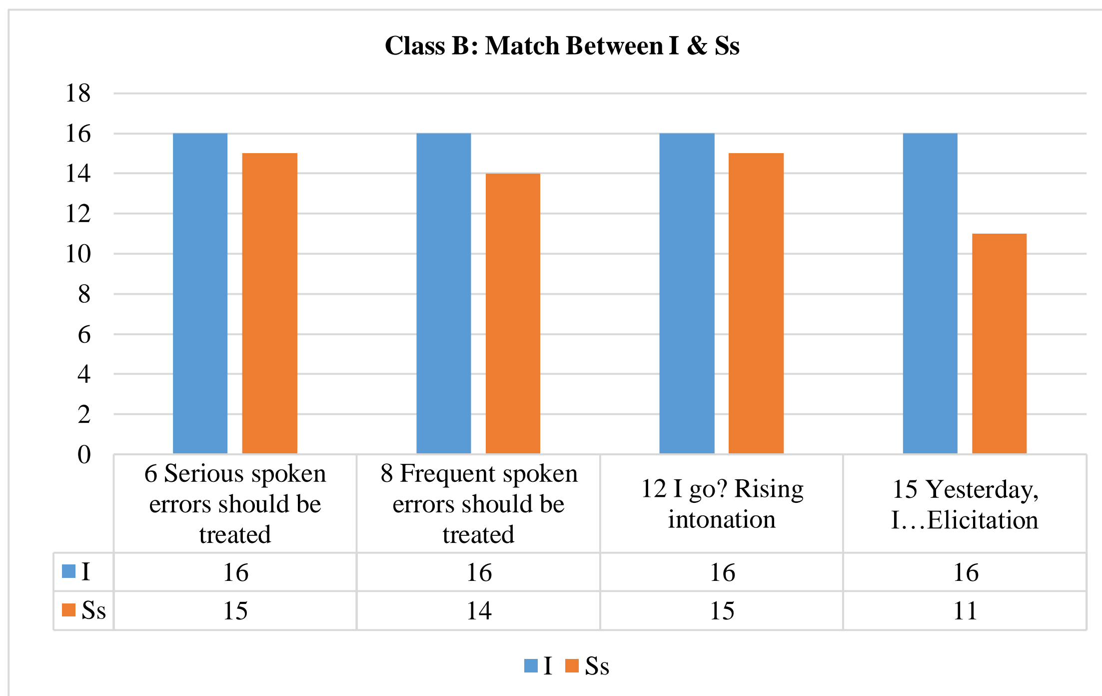
	1 Spoken errors should be treated	2 corrective feedback should be given for students' spoken errors	3 Errors should be treated after the student finishes speaking	5 Errors should be treated at the end of class	6 Serious spoken errors should be treated	8 Frequent spoken errors should be treated	10 Individual errors made by only one student should be treated	12 I go? Rising intonation	13 You went to the park yesterday? Implicit feedback	15 Yesterday, I…Elicitation	20 Teachers should treat students' errors
I	14	14	14	14	14	14	14	14	14	14	14
Ss	14	11	14	9	12	13	11	10	10	8	10

The video that the instructor recorded shows that the instructor offers options or choices to encourage the students to correct themselves. She introduces The Superlative and Comparative adjectives in the video. She uses her voice and facial expressions a lot to attract attention to the incorrect parts. She and her students appear to have built good rapport with each other, so a question can be directed from a student to another easily. The students work as a team to correct problems. In the discussion held with the

instructor about the video, she informed that she spent nearly one semester with the same group, so they knew each other well, which is reflected in the preferences of the instructor. In the interview, she stated that she has a different approach to each student. This becomes evident when she corrects the students, too. She mentioned that there are students who can be very shy or very talkative and overenthusiastic. Kaivanpanah et al., (2015) highlight that instructors should know their learners well and give feedback considering individual differences. Therefore, the way she corrects them depends on these variables. She explained that she approaches the shy students gently and friendly, but the sociable ones in a humorous way or formally if need arises. In this way, she aims to maintain an ideal balance in the classroom.

Class B (A2 Level). Chart 2 clarifies that the instructor and all the students in his classroom think that a spoken error causing any misunderstanding between the speaker and listener should be treated (Q6). Foster and Ohta (2005) states that if the communication between the speakers has broken down, correction can be provided by the instructor or the peers. Thus, 'if meanings are generally clear and communication is supportive and unproblematic…, it is arguable that learners could thus have spare attention to give to form, both of their own and of their partners' language' (p. 426). It should also be treated if this occurs frequently (Q8). Emphasizing the problematic area is considered a useful technique both the instructor and his students favour (Q12). This is how the instructor corrects the students most frequently although he believes that this type of correction does more harm than good. During the interview, he stated that if it is not a common case, he does not prefer to correct oral errors. The video shows that there is almost no example of correction. The instructor states that elicitation is a technique that he finds "effective" and so do the students. In fact, 72% of the students favour elicitation (Q15).

Figure 2. Class B-Match between the Instructor and Students



The data from the video recording and interview show that he refrains from correcting students. He only prefers correcting mistakes in a controlled activity after presenting the targets of the lesson. The video reveals that he has good communication skills with students, but the students' relationship does not seem as close and cordial as it is in Class A. Not surprisingly, the video recordings of Class B do not feature instances of peer correction. The instructor focuses on content while teaching suffixes and prefixes. There is no example of explicit correction in the video, which supports the points the instructor makes in the interview and the questionnaire. This is also an indicator for the reliability of the data.

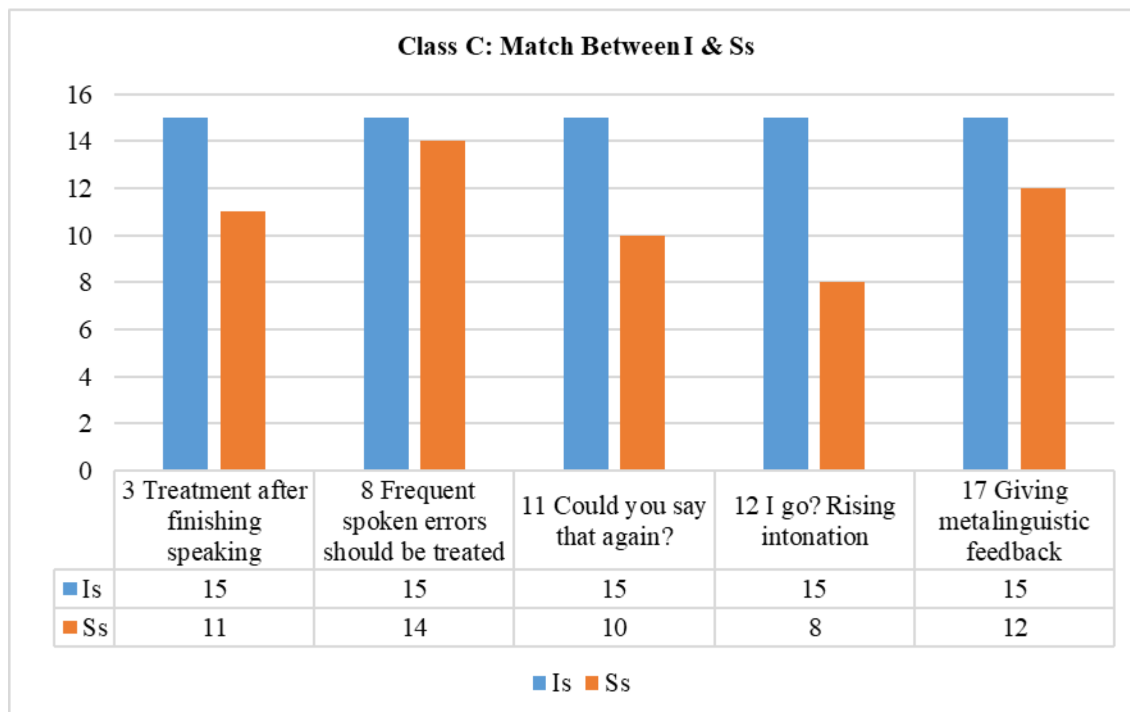
The instructor chooses to correct pronunciation mistakes once or twice only by repeating or presenting the correct form. However, it is not clear if the student is aware of the correction. Liu et al. (2011) claim that pronunciation is vital for an effective communication. Some studies also show that the beginner level learners might find recognizing correction clues harder themselves compared to the intermediate level learners (Lyster & Ranta, 2012; Panova & Lyster, 2002). According to Katayama (2007), it can be because the non-verbal clues such as raising intonation or repetition might not be clear to learners so it does not lead them to self-correct. Another issue is the repetition of the mispronounced item by the teacher as learners do not notice the teacher's strategic move and take it as it is (Gooch, Saito, & Lyster, 2016).

As illustrated in the previous studies, the instructor does not pay enough attention to and there is no sign of the student's awareness of her/his error in this study, too. It is understood from the interview that the instructor chooses to correct the students implicitly in order not to discourage the student from participating in class activities. He also stresses the individual differences and he is conscious of the fact that a particular –working– method may not work for some students, so he enquires about students' preferences in private when he feels a correction method might affect a

student negatively. He seems to adopt a more responsible and student-centred approach to error correction.

Class C (B1 Level). Chart 3 shows that the instructor and the students agree that the students' spoken errors should be treated after they finish speaking (Q3). They might be thinking that interruptions can deter them from speaking confidently. Nearly all students and the instructor think that frequent spoken errors should be treated. In the interview, the instructor clearly stated that if students make the same error repeatedly, she definitely corrects it as she thinks that there might be a problem in conveying information or the way she presents the topic. For that reason, she emphasises that she encourages more practice in the classroom even if she personally does not prefer to correct oral errors. Both the instructor and the students confirm that sentences such as "could you say that again?" are useful (Q11). However, a very recent study by Amalia, Fauziati & Marmanto (2019) claim that this type of correction is highly ambiguous to comprehend, so learners are left with wasting too much time on finding the position of the error and how to correct it. More than half of the students claim that pointing out a problematic area by repetition is an effective technique (Q12). Thus, when the instructor corrects student errors, she makes the most of this technique. Another match is that the students prefer the instructor to give a hint or a clue without directing the attention to the error right away (Q17). This is what the instructor finds "effective", too. At B1 level, what is expected from the students is to "spot their own error and then correct it".

Figure 3. Class C-Match between the Instructor and Students



	3 Treatment after finishing speaking	8 Frequent spoken errors should be treated	11 Could you say that again?	12 I go? Rising intonation	17 Giving metalinguistic feedback
Is	15	15	15	15	15
Ss	11	14	10	8	12

During the interview, the instructor states:

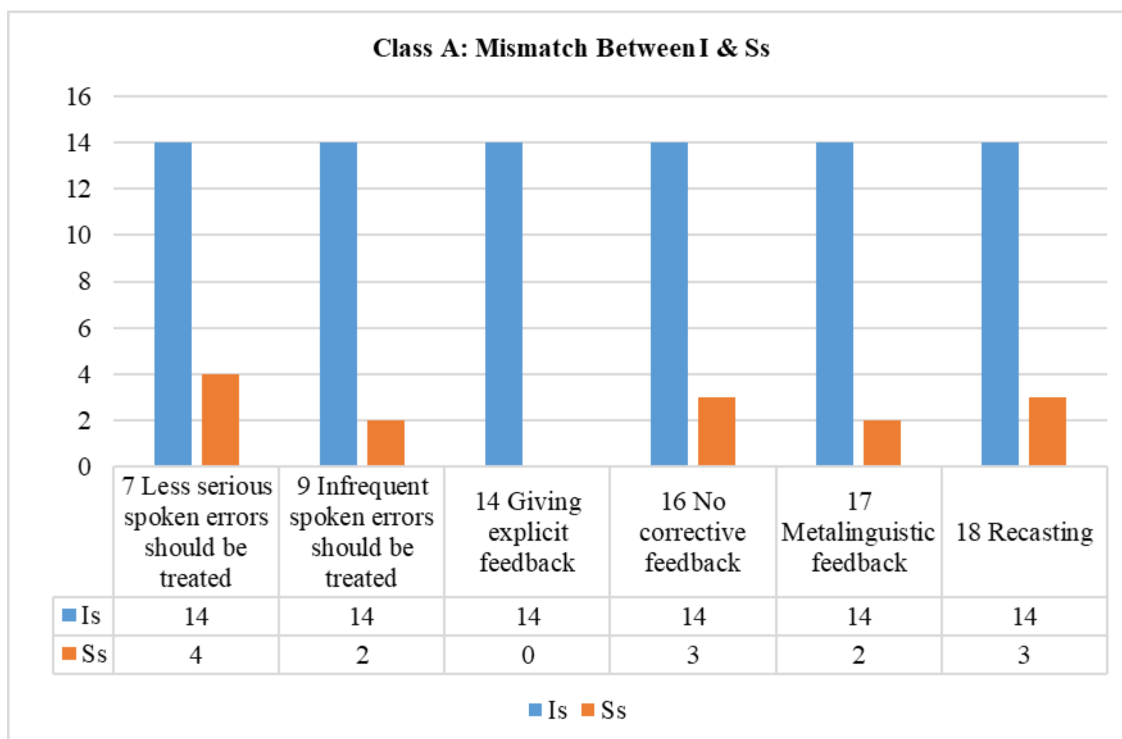
"I personally prefer correcting students' mistakes on paper only, it can be a draft copy of a dialogue or a writing homework but I never correct them in their faces. I don't want to break their eager to speak in the class." (Instructor Z., B1)

She also mentions that she never corrects students' pronunciation mistakes. The students are scared of making mistakes when speaking, so they tend to keep quiet. Breaking that barrier is more important than presenting the correct pronunciation. Hence, her priority is to overcome such a problem at first. She does not correct her students at every opportunity since she believes that the students should be more independent and correct their own mistakes at this level (B1). On the contrary, lower level students would need more correction during the developmental stages of grammar patterns and language skills.

The Items Mismatching Learners' Responses

Class A (A1 Level). Chart 4 demonstrates the difference between the learners' and the instructor's preferences. The instructor thinks that she usually treats the spoken errors after the activities (Q4). However, students have mixed opinions about it (28% always, 21% usually, 21% sometimes, 14% rarely, 14% never). Even if an error does not cause any misunderstanding among the speakers, the students still expect it to be treated (Q7). She believes that infrequent errors should not be treated, but half of the students expect them to be treated no matter how frequent they are (Q9). The data reveals that the instructor does not consider the explicit feedback "effective", so she does not tend to use it as a part of classroom practice. However, nearly all students find this technique "effective" or "very effective" (Q14). She finds not giving corrective feedback "ineffective", but the A1 level students find it "very ineffective" (Q16). This technique is probably used for students to get the clue and correct themselves, but the students are not competent enough to detect the hints and self-correct their mistakes. The majority claim that metalinguistic feedback is very effective because it focuses on the explanation of the language form explicitly and why it should be used in that specific way (Kaivanpanah et al., 2015). However, the instructor is not sure about its usefulness and marked "neutral" for this entry (Q17).

Figure 4. Class A- Mismatch between the Instructor and Students

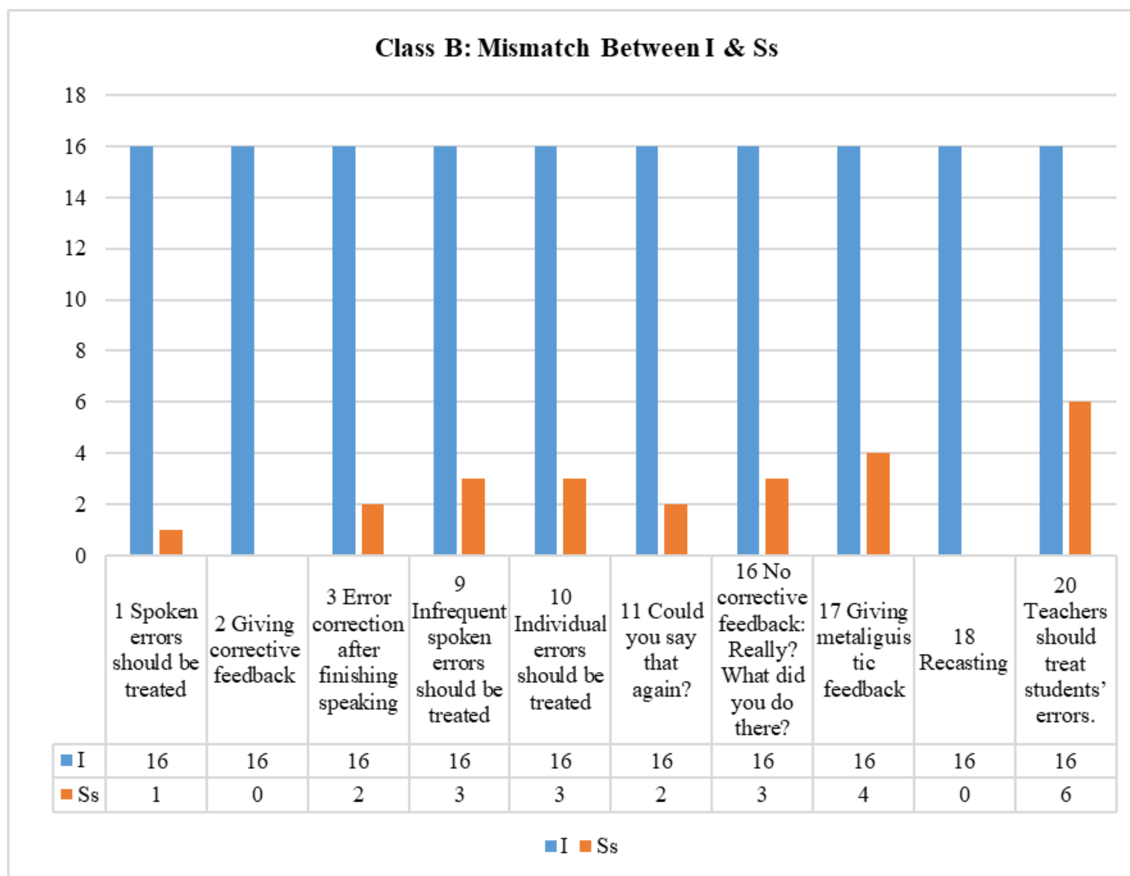


Class B (A2 Level). As seen in Chart 5, almost the entire class think that oral errors should be treated (Q1). However, the instructor is quite decisive about the negative effect of the correction. He justifies himself by saying that:

"I think correction is not an effective tool so I rarely correct my students. I can even say that it is counter-productive because it decreases the student motivation." (Instructor M., A2)

In line with Kaivanpanah et al.'s (2015) study, the majority of the students state that they always or generally want their instructors to correct them, but the instructor claims that he rarely corrects oral mistakes (Q2). The students (A2 level) favour their instructor to treat their mistakes after they finish speaking (Q3). However, the instructor occasionally does that. The instructor never chooses to correct rare spoken errors (Q9). In his interview, he clearly states that he does not deem correction "effective" and he refrains from correcting any student only for the sake of it. As he thinks that many student errors are "developmental" and without causing them to lose their motivation, developmental errors can be corrected as their command of English improves (Q9). The students think that even individual errors should be treated (Q10). However, the instructor marks "sometimes" for this category. In other words, he is not in favour of frequent error corrections.

Figure 5. Class B- Mismatch between the Instructor and Students



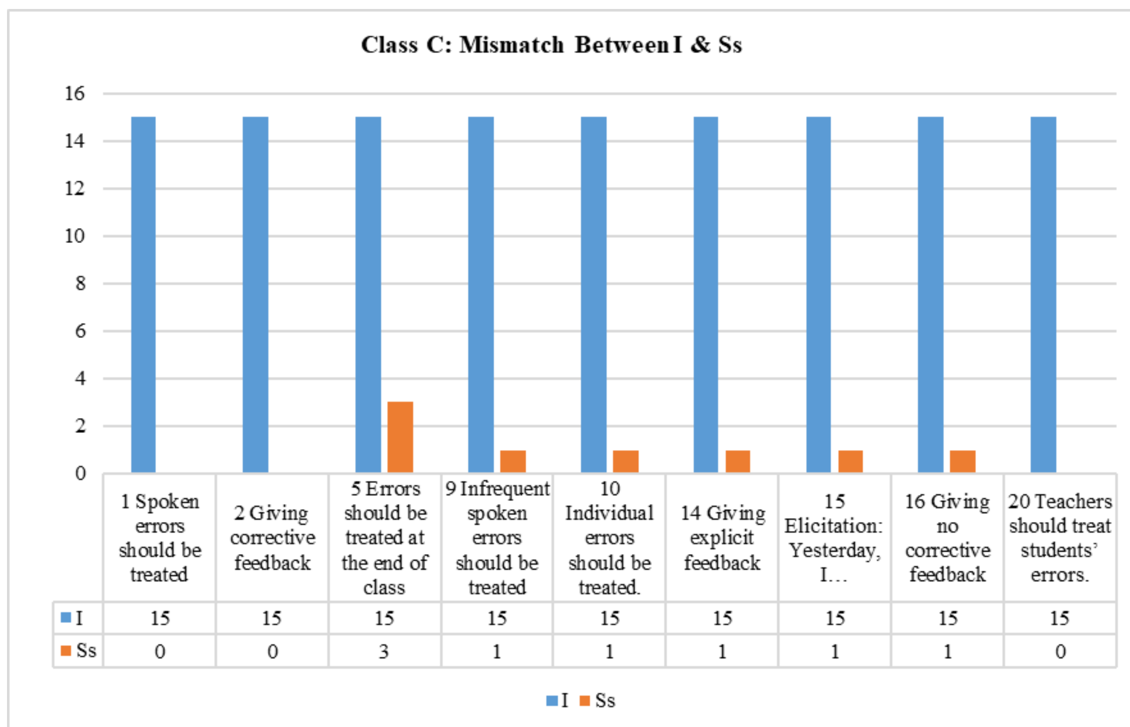
At this level, basic requests such as “Could you say that again?” work well as students still need a great deal of help from the instructor. The students can learn them by memorising, so they do not have to do a lot of mental work to generate or recall the structure. However, the instructor does not favour it and marks it as “neutral”, which has no value (Q11). Most students do not prefer the instructor to give any corrective feedback (Q16). They think that it does not work for them, so the majority marked it “ineffective”. It is a strategy used in the classrooms, but the students may not understand that the instructor offers them the clue to encourage self-correction. The reason also might be that their English level is so low that they do not have the competence to correct their own mistakes, and so, they are mostly instructor-dependent. For them, the instructor is the only source of new information. In line with Katayama’s (2007) and Papangkorn’s (2015) studies, most students state that they need metalinguistic feedback such as the clarification of the verb change in the Past Simple Tense. However, the instructor does not meet these needs as he does not consider it “effective” (Q17). Most students also do not want their errors to go unnoticed. It can be understood from the question 18 that the students expect the instructors to attract their attention to the error. They believe that only presenting the correct version would not be “effective” enough (Q18). Only 26% of the classroom agree with the instructor. Many students believe that they do not have the competency of correcting an error, so the majority marked it “ineffective”. Instead, they prefer the instructor to treat the errors, so they select “effective” for treating errors (Q20). Nearly all of the students underline the primary role of instructor in correcting oral errors although the instructor chooses “sometimes”. He might have highlighted the ineffectiveness of peer or instructor

correction because for both items the instructor marks “sometimes”, but he marks “usually” for self-correction. The instructor does not seem to reach a decision on some of questions as he opts for “neutral” six times (Q19).

Class C (B1 Level). As Chart 6 shows, the majority of the Class C students propose that their spoken errors should be treated, but the instructor disagrees and states that she does not tend to correct students or she rarely does it (Q1 & Q2). In the interview, she said to choose not to correct any errors unless she teaches a grammar item. She also highlighted that she only corrects Present Simple Tense when she teaches Present Simple Tense, not Simple Past Tense or any other grammar item such as prepositions. This signifies that she has a focused approach to error correction. Namely, the content is more important than form to her. In this case, the instructor does not prefer correcting all mistakes, which creates a mismatch with the students' preference, but the previous research has shown that some teachers do not want any errors to go unnoticed because they are equally serious (Vann, Meyer & Lorenz, 1984). According to Ellis (2009), “an error is an error” (p. 57), so it needs to be worked on. An alternative approach to error correction is made by Williams (2003), who suggests that teachers and students have a “conference” (p. 2) to talk about personal problematic areas and how to deal with them.

Another point is that the students do not favour “delayed feedback”, and they prefer it immediately or after the activity, not at the end of the lesson (Q5). They feel they might fail to remember their error or it can be missed or ignored during the hustle and bustle of classroom activities. They think that if error correction is unaccountably delayed, it unavoidably loses its effect. However, she “usually” prefers to do so. In this sense, Kelly (2006, p. 3) also claims that “there is no simple answer to the question of when to correct. It will depend on many interrelated factors including learner sensitivity, learning situation, learning purpose or task type”. Although the instructor does not prefer to correct individual errors, nearly all the students expect the instructor to correct them individually (Q10). This shows that they expect to be recognised and valued personally, not as a member of the classroom. While this result is parallel with Amrhein and Nassaji's (2010) study, it is contrary to Katayama's (2007). In the previous study, high level Canadian ESL learners favoured the teacher correct all of their mistakes. The latter one which was carried out with Japanese ESL learners revealed that the students did not want the teacher to correct all mistakes, but to correct selectively.

Figure 6. Class C- Mismatch between the Instructor and Students



Similar to other students at A1 and A2 levels, the B1 level students also find explicit feedback "very effective" or "effective" (Q14). However, none of the instructors consider it highly useful. They are inclined to think that correcting errors directly without presenting a chance to do the mental work would not offer any benefit to the learners. Being unaware of this, students might prefer this as it appears to be unchallenging and economical. The data shows that these students prefer the instructor to elicit the correct version of the error by starting the sentence like 'yesterday, I…' (Q15). However, the instructor states that she feels "neutral" about elicitation. In other words, either she never uses it or typically considers it to be impractical. In addition, the instructor gives no corrective feedback and shows interest only in the content of a sentence, not the form (Q20). The studies can be group into 3 in term of who should provide the correction. The first group is that nearly all the students expect the teacher to correct the errors in the classroom (Amrhein & Nassaji, 2010, Cestone, Levine, & Lane, 2008; Zacharias, 2007) as it is the case in this study because students consider the instructor as the authority so correction is her/his responsibility. In the second group, students are more flexible and they value peer feedback (Miaoa, Badger, & Zhen, 2006) but they still think that it cannot be as useful as instructor's. For the last group, students prefer their peers to correct them (Chenoweth et al., 1983; Hyland, 2000; Kaivanpanah et al., 2015).

In this study, this finding is fairly understandable at low levels because the instructor is in charge of every activity in the classroom and they rely on her /his knowledge. At these levels, students are largely hesitant at coming forward and have doubts about their peers' knowledge and competency. They also do not want to learn anything grammatically incorrect, yet the instructor seems to be "neutral" or undecided on the necessity of correcting all grammatical errors.

Proficiency Levels and Learner Preferences

The results show that almost all students at three different levels (A1, A2 and B1) express strong preference for error correction. In contrast to Katayama's (2007) study, the students also expect error correction to be continual rather than selective, which is similar to Amrhein and Nassaji's (2010) paper. Here we can take a closer look at the similarities and differences between the results of this study in order to determine whether there is any relationship between learners' level of proficiency and their attitudes towards error correction.

As it is clear in Chart 1, A1 level students are more insistent on error correction. They are more instructor-dependent and expect corrective feedback for their errors. They expect the instructor to correct all errors whether they are frequent, occasional, major or negligible. However, we can see a clear decrease in demand as the level of students rises (Chart 2 and 3). For example, in B1 class, the students desire the instructor to treat errors only after they finish speaking and they favour correction for frequent errors. A1 level learners can be more concerned about grammar, and less about the organization of ideas, which is a problem at higher-level classes. It would not be wrong to say that students gain autonomy as they improve their proficiency and become more independent learners.

Discussion

Reassessing the data, some patterns clearly require attention. Some results display consistency in all selected classrooms while others show variations or contradictions. The data above present us with the preferences that are identical and consented over in all classrooms. It indicates that all the students and instructors support the view that "frequent spoken errors should be treated". Rising intonation to indicate the mistake in a sentence seems to be the most favourable choice among participants. Also, the majority of students disagree with their instructors over the infrequent speech errors because the instructors tend to believe that these errors can deliberately be overlooked unless they cause a communication break-down (Foster & Ohta, 2005) but the students desire to keep their learning under control or they are often cautious about using correct forms. The students are in incongruity with the instructors on the necessity of corrective feedback and they take every chance to state that they need clear explanations about their mistakes, which has received a mention in Kaivanpanah et al.'s (2015) study, too.

The results reveal that responses to the same questions vary from one student to another in relation to their language levels, previous educational experiences, motivation for language learning and etc. It shows that preferences are highly personal and they show inconsistencies and variations among and within different groups. There are instances of a specific preference which is singled out by a student. Alternatively, while students of two different classes match their instructors' preference that errors be treated after a student finishes, another group can claim the opposite (Q3).

Error correction is an intricate and contentious issue. It is surrounded by concerns over the timing, types, techniques and deliverance of correction. However, the findings of this study draw a striking parallel with the previous studies (Cathcart & Olsen 1976; Corder, 1967; Kern, 1995; Nunan, 1988; Mccargar, 1993; Schulz, 1996, 2001; Willing, 1988). It shows that there are differences between instructors' and

students' preferences for error correction. Language teacher and student expectations do not meet in many cases. For example, learners generally disagree with the view that constant error correction could result into frustration (Burt & Kiparsky, 1972). Rather, they favour being corrected more often and more thoroughly than language teachers assume (Cathcart & Olsen, 1972; Vann, Meyer, & Lorenz, 1984).

Educators and researchers do not prescribe or proscribe any systematic strategies to deal with the learner errors because several strategies can prove effective in specific contexts. Ur (1996) suggests that teachers should pose many questions to consider and then try to come up with answers regarding their own practical teaching experiences. This study also proves that a technique favoured in a class and matched with the language teacher can easily be mismatch and disfavoured in another one. There is no one-fits-all method to use in all classrooms. These have many variables, so error correction techniques and practices should alter accordingly. Another point is that meeting students' needs is a cumbersome task. It requires a great deal of effort and time to tailor relevant practices, which is not always the case for instructors as some teach at certain settings only for short periods.

The study shows that there is no consensus between teachers and learners in terms of error types (Amrhein & Nassaji, 2010; Spratt, 1999). The results clearly show that errors leading to misunderstandings are considered significant for both (Foster & Ohta, 2005). However, students prefer instructors not to ignore any types of error – random, systematic, individual or common.

It is widely believed that learners favour peer correction (Chenoweth et al., 1983; Hyland, 2000; Kaivanpanah et al., 2015), but the results indicate that students desire the teacher to comment on their mistakes in line with some previous studies (Amrhein & Nassaji, 2010, Cestone, Levine, & Lane, 2008; Zacharias, 2007). They also state that they favour self-correction when they are capable of carrying out. However, even though they state so in the questionnaire, the video recordings expose some variations among the classrooms. The atmosphere in each class is unique, so teaching practices change accordingly. In class A, there are instances of peer correction and the learners seemed to be used to work as a community. However, in some classrooms, the atmosphere appears formal and detached, not only towards instructors, but among students, too. Thus, peer correction has not been sampled in these classrooms.

Furthermore, the results provide useful insights regarding Turkish EFL learners' preferences for classroom oral error correction by touching on students' proficiency levels and techniques such as peer-correction, instructor-feedback techniques and self-correction. Instructors should be more cautious and selective about when and who to ask for self-correction. Especially at lower levels, student might not be capable of correcting their own mistakes (Yoshida, 2010) (Please see Chart 1). They can still be instructor-dependant, so instructors should be more responsive to feedback needs.

A general conclusion to draw from the findings is that the discrepancy between instructors' opinions and classroom practices on error correction and the perceived needs can lead to the failure of teaching. If instructors adopt a positive approach to learner preferences, their needs can be met more quickly and effectively. That is, a good teacher/instructor should be able to modify to address the learners' expectations and needs if necessary. It is also essential to incorporate classroom discussion on error

correction at the beginning of the course to help learners understand the logic behind how correction is provided and why it is given in a particular way.

Also, error correction should not be approached uncompromisingly. Rather, it is recommended that error correction should be open to discussion or "conferencing" in Williams' (2003) terms. It is shown that the expectations and preferences of learners at different levels of exposure change and this can place demand on the instructor to keep up with these changes. Therefore, flexibility is vital to cope with changing demands. Instructors can get ahead with some theoretical foundations and in-service trainings so that they can become more aware of potential assistance on error correction.

An important point is that some external factors such as cultural and contextual settings can create noticeable differences (Havnes et al., 2012). The context -any particular EFL setting- should be carefully examined before drawing conclusions. The best decisions on how to correct learners' errors effectively can only be made with an in-depth analysis of the needs and expectations of learners. What we need is becoming context-sensitive to the students' attitudes, opinions, expectations, and cultural background as mentioned in the implications section. We have to acknowledge that only cooperation with the learner can lead to long-term success.

Conclusion and Implications

Error correction is a key issue, which gets attention from language instructors and teachers at various levels of teaching. This study has shown that dealing with error correction is not an easy job as having many variables that affect students' preferences (Amalia et al., 2019) as well as teachers' decisions in the classroom. It is confirmed that simple pedagogical rules would not work for every context because they would not reflect the reality of it. For that reason, this study suggests that training programs may provide instructors with a set of guidelines that can assist them in reflection. They also encourage instructors to carry out research in order to reveal the preferences and tendencies of students. Adopting suggestions made for unrelated contexts and implementing them without consideration would be bound to fail due to the differences among student preferences.

Comparable to the previous studies (Amrhein & Nassaji, 2010; Spratt, 1999; Kaivanpanah et al., 2015), the researcher has identified various differences between teachers' and students' views regarding preference for which error correction techniques to use, how much correction to provide, and how to correct errors. These differences are in line with Kern's (1995) and Schulz's (1996, 2001) findings. Addressing students' needs are vital for motivation, but this does not mean that their preferences will ensure the most effective learning. The previous research revealed that the teacher should treat the errors or give corrective feedback (Amrhein & Nassaji, 2010, Cestone, Levine, & Lane, 2008; Zacharias, 2007). This study has shown that the students often favour the teacher's leading role in providing the cues, clues or choices that would help them self-correct. The learners also like to be told their errors and offered correction. However, Truscott (1996) states that this type of correction should be abandoned due to harmful effects. Therefore, teachers should be able to compare and develop their practices with the recent research findings and alter when need arises.

The followings are the recommendations that can be drawn from the current study and they constitute an explicit set of principles that teachers can reflect on during decision making processes on error correction policy:

Language instructors should be context-sensitive. Before planning any error correction practices, instructors should take the context into consideration. Students in the early stages of language acquisition need encouragement more to produce language for meaning so expecting students to self-correct at those levels will not be appropriate.

They should raise self-awareness. Instructors should become aware of their current practices. Asking a colleague to observe you and give feedback on it or audio recording oneself and then reflecting on it can be a good practice to raise awareness and makes you more conscious about what you are doing and why you are doing it.

They should become technique-abundant. It is certain that one technique solely does not fit all. Having knowledge of a few different types of error correction techniques at their service can help instructors in terms of reaching more students.

They should be patient and persistent. Instructors should give the opportunity to their students to self-correct. They should not rush to give the correct answer in a hassle. Instead, they should let them process the information and give them cue to correct their errors. In this way, more students will be able to come through. The least effective technique is to provide them with the answer directly without leaving any space for inference, reasoning, guessing or, in some cases, problem solving skills.

It is essential to know what students prefer for error correction and what type of feedback would be more effective for them. When instructors know these, they can use these strategies more selectively and consciously, so their teaching would be more effective. Thus, students can reformulate their interlanguage, avoid fossilization and thus improve their proficiency of the target language. Certainly, these are not the rules that the instructors must follow without consideration. They are open to reconsideration and modifications. They should serve as a basis for instructors to develop their teaching and contribute to their classroom practices.

Limitations

Concerning the specific context and the limited sample size analysis because of the nature of the study, this study leaves room for improvement. These are:

- The ages of the three instructors ranged from 28 to 32, which affects the generalizability of the results. Instructors whose age is above this range can have different preferences.
- The identification and categorization of errors were largely based on the researcher's own judgment, and such judgment may not be accurate and appropriate in all cases.
- The study cannot fully reveal whether and how error correction helps students develop their second language as this study cannot reveal the long-term effects of error correction.
- More participants from different contexts and levels can extend the study to other settings such as public schools.

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Appendix

Appendix 1

Semi-Structured Interview Questions

Appendix 1:
Semi-Structured Interview Questions

1. What is your attitude toward L2 learners' errors?

2. Does error correction contribute to L2 learning?

3. Should learners' errors be corrected?

4. Do you always correct student errors? If not, how do you select errors to correct?

5. Before the lesson, do you determine which kind of errors or forms you will correct?

6. When should learners' errors be corrected?

7. Does it depend on activity type: free – controlled?

8. Does it depend on focus of the activity: fluency – accuracy?

9. Does it depend on levels of L2 learners: elementary, pre-intermediate, intermediate, upper-intermediate, advanced?

10. Does it depend on age of L2 learners: young learners, adolescence, adults?

11. When do you prefer delayed correction?

12. When do you prefer immediate correction?

13. What kind of errors do your students generally make in speaking activities? (Grammar, vocabulary, pronunciation)

14. Which kind of L2 learners' errors should be corrected? (Grammar, vocabulary, pronunciation)

15. Should L2 learners' errors be followed or written down?

16. How should errors be corrected?

17. Do you use explicit error correction in your teaching? What are some advantages and disadvantages of explicit error correction?

18. Do you use implicit ways of error correction in your teaching? How do you implicitly correct student error? What are some advantages and disadvantages of implicit error correction?

19. Do you think students notice when you implicitly correct their errors?

20. Do you behave in the same way when a group of students or only a student makes an error? If not, how and why does your error correction technique change?

21. Who should do the correction? (Self-correction, peer correction, teacher correction)

22. Which kind of error correction is most effective for L2 learner's learning?)Self-correction, peer correction, teacher correction)

23. Which factors can affect a correction to be effective? (Classroom atmosphere, level of students, type and focus of the activity)

24. Do all your students react to your error correction behaviours in the same way?

25. Do you think that teacher should take individual differences/learners' variables into account?

26. How can you tell whether your error treatment is effective for learners to acquire the correct information? (How to judge the effectiveness of your error correction?)

Appendix 2

A Sample of Instructor Questionnaire

Dear Colleagues,

The purpose of this study is to investigate the perception of instructors and students about error correction preferences in their classes. There are no risks to you from participating in this research.
Please do not put your name on this questionnaire.

Thank you for your contribution to the study.

Part I. Please tick the information that applies to you.
Gender: ( ) Male ( ) Female

What level are you teaching now? A1 A2 B1 B2

How long have you been teaching English?

( ) 1 year ( ) 2-5 years ( ) 6-9 years ( ) more than 10 years

Part II: Please tick the best option that applies to you. Make sure to mark only one.

		Always	Usually	Sometimes	Rarely	Never
1	Students' spoken errors should be treated.					
2	How often do you give corrective feedback on students' spoken errors?					
3	Students' spoken errors should be treated after the student finishes speaking.					
4	Students' spoken errors should be treated after the activities.					
5	Students' spoken errors should be treated at the end of class.					
6	Serious spoken errors that cause a listener to have difficulty understanding the meaning of what is being said should be treated.					
7	Less serious spoken errors that do not cause a listener to have difficulty understanding the meaning of what is being said should be treated.					
8	Frequent spoken errors should be treated.					
9	Infrequent spoken errors should be treated.					
10	Individual errors made by only one student should be treated.					

Part III: How do you rate each type of spoken error correction below?						
Teacher : Where did you go yesterday? Student : I go to the park.						
		Very Effective	Effective	Neutral	Ineffective	Very Ineffective
11	Could you say that again?					
12	I go? (Repetition: The instructor emphasizes the student's grammatical error by changing his/her tone of voice.)					
13	You went to the park yesterday? (Implicit feedback: The instructors does not directly point out the student's error but indirectly corrects it.)					
14	"Go" is in the present tense. You need to use the past tense "went" here. (Explicit feedback: The instructor gives the correct form to the student with a grammatical explanation.					
15	Yesterday, I..... (Elicitation: The instructor asks the student to correct and complete the sentence.)					
16	Really? What did you do there? (No corrective feedback: The instructor does not give corrective feedback on the student's errors.)					
17	How does the verb change when we talk about the past? (Metalinguistic feedback: The instructor gives a hint or a clue without specifically pointing out the mistake.)					
18	I went to the park. (Recast: The instructor repeats the student's utterance in the correct form without pointing out the student's error.)					
19	Classmates should treat students' errors.					
20	Instructor should treat students' errors.					
21	Students themselves should treat their errors.					
22	Please indicate any other comments you would like to share related with the study: -- -- --					

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