CSCanada
Canadian Social Science
Vol. 11, No. 1, 2015, pp. 167-176
DOI: 10.3968/6105

ISSN 1712-8056[Print]
ISSN 1923-6697[Online]
www.cscanada.net
www.cscanada.org

A Study on Middle School English Teachers' Corrective Feedback in Different Instructions

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Received 17 October 2014; accepted 18 December 2014
Published online 26 January 2015

Abstract

Teachers' corrective feedback has been the focus for some time in SLA. The study, based on the framework of teaching focus, corrective feedback and learner uptake by these researchers, explores how teachers' corrective feedback is related to focus on instruction. The research method is a corpus-based approach, which relies on computer and corpus tool—Antconc 3.2.0w and Repetition Tool. The findings show that (a) MF Instru. invites the most CFSs, followed by F&M Instru. and FF Instru. respectively; (b)When teachers correct students' errors, they pay much more attention to form-focused errors (FF errors) than to meaning-focused errors (MF errors); grammatical errors attract the most attention whichever the instruction it is; in MF Instru. and F&M Instru., though MF errors occupy a small proportion of all the errors, their number is larger than that of phonological errors and lexical errors; (c) In general, the majority of feedback type after FF errors (phonological, grammatical and lexical errors) is recast, whereas the majority of feedback type after MF errors is Negotia.C; as it is related to instruction types, in FF Instru., teachers prefer to use Negotia.C to follow phonological and lexical errors, and recast to follow grammatical errors; in MF Instru., teachers prefer to use recast to follow FF errors (phonological, grammatical and lexical errors); in F&M Instru., teachers prefer to use recast to follow phonological errors, Negotia.C to follow grammatical errors, and both Negotia.C and recast are preferred after lexical errors; (d) Negotia.C invites the most learner repair, followed by Expli.C and recast respectively; As it is related to instruction types, Negotia.C brings about the highest repair rate, and recast leads students to produce the lowest rate of repair in FF Instru., MF Instru. and F&M Instru. as well.

Key words: Corrective Feedback Sequence (CFS); Instruction focus; Error types; Feedback types; Uptake types

Xu, J. (2015). A Study on Middle School English Teachers' Corrective Feedback in Different Instructions. *Canadian Social Science, 11*(1), 167-176. Available from: http://www.cscanada.net/index.php/css/article/view/6105
DOI: http://dx.doi.org/10.3968/6105

INTRODUCTION

Feedback in L2 classroom lies at the core of research on teacher-student and student-teacher interaction in L2 classroom (Chaudron, 1988).Corrective feedback and/or learner's uptake have been hotly studied in the field of SLA classroom in foreign countries. For instance, Lyster (1998) explores the relationship among error types, feedback types and immediate learner repair (uptake) in four French immersion classrooms at the elementary level. It is necessary and meaningful to think about the question—how teacher s' corrective feedback is related to teaching focus or focus of instruction. According to different teaching focuses, instruction can be divided into three types—form-focused instruction (FF Instru.), meaning-focused instruction (MF Instru.) and both-form-and-meaning-focused instruction (F&M Instru.).

Concerning of corrective feedback, a number of terms have been used, including "feedback", "repair", and "correction". "Feedback" serves as a general cover term for the information provided by listeners on the reception and comprehension of the message. "Repair"is a somewhat narrower term used to refer to attempts to deal specially with linguistic errors; it constitutes an attempt to

supply "negative evidence" in the form of feedback that draws the attention of the listeners to the errors they have made (Ellis, 1994, pp.583-584). In this paper, corrective feedback is used as a general cover term to refer to various ways used by teachers to point out how close their attempt at English is to some form of Standard English.

Few empirical classroom researches have been carried out except for Tang (2005), Shi (2005), and Zhao (2005). But all of the above three are carried out in limited English classrooms. Can these research findings apply to general English classrooms? What is the general picture of teachers' corrective feedback and its relationship with learner's uptake in Chinese EFL middle school classrooms? Will the focus of instruction (form-focused vs. meaning-focused vs. both-form-and-meaning- focused) have any influence on teacher's corrective feedback? In order to provide answers to the above questions, the author carries out a study on 155 lessons transcripts with the help of corpus tools.

1. RESEARCH QUESTIONS

As the general direction of the study is to investigate the relationship between teachers' corrective feedback and the focus of instruction, the research question of the present study may go as follows: How is teachers' corrective feedback related to focus of instruction? According to different focuses, instruction is divided into three types: form-focused instruction (FF Instru.), meaning-focused instruction (MF Instru.) and both-form-and-meaning-focused instruction (F&M Instru.). The research question can be divided into the following four sub-questions:

(a) How often does corrective feedback occur in the three instructions?

(b) What type of error does corrective feedback aim at in each instruction?

(c) How is feedback type associated with error type in each instruction?

(d) How is feedback type associated with learner's uptake type in each instruction?

The four sub-questions of the main research question are presented in form of figure as follows:

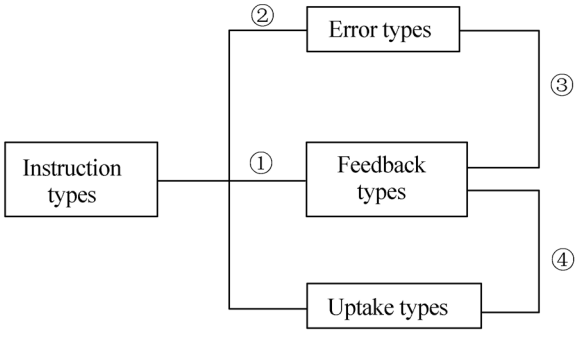

Figure 1
Framework of the Research Questions

In Figure 1, ① refers to the first sub-question, investigating the relationship between instruction types and corrective feedback in terms of frequency; ② refers to the second sub-question, investigating what type of error teachers correct in each instruction; ③symbolizes the third sub-question, focusing on what types of feedback is likely to go after what type of error in the three instructions respectively; ④ refers to the last sub-question, investigating the association between feedback types and uptakes types in each instruction.

2. RESEARCH METHOD AND TOOL

The corpus of this study contains 155 lessons. Among the 155 lessons, 88 are given by the junior middle school teachers in the years of 1997, 2004, 2006, 2007, 2008 and 2009; 67 are taught by the senior middle school teachers in the years of 1996, 2006, 2009, 2010 and 2011. The 155 lessons of classroom teaching have been included in the Corpora of English Education in China (CEEC), which is built by the School of Foreign Studies of South China University, under the leadership of Professor He Anping. The 155 lessons in the present study are saved in the computer with the file name as EFLCT. It includes two sub-corpuses: JMSCT (junior middle school classroom teaching) and SMSCT (senior middle school classroom teaching).

The present study mainly utilizes Antconc 3.2.0w and Repetition Tool as its research tool. The Repetition Tool was designed by the technician, Mr. Yang, in School of Foreign Studies in South China Normal University to extract the repetition segment. Under the title of File, such contents could be found: Choose File, Clear All, Clear Partially, Setting, Confirm and Cancel. Antconc 3.2.0w is a free corpus search tool, which contains seven main programs called Concordance, Concordance plot, File View, Clusters, Collocations, Word List and Keyword List. Concordance can be used to search any word or phrase in context. The distribution of the search word can be shown in Concordance plot in the form of chart. The whole text can be seen in File view. Cluster and Collocation can be used to display the words or phrases that go together with the search word. Wordlist can be used to make a list of words in alphabetical or frequency order. Keyword list can display the keyword of the text by comparing the text with another text. The present study requires the use of the function of concordance and file view.

The main methods are that first, based on the previous studies, establish the framework to analyze CFS; then, randomly choose 20 lessons to do a pilot study to conclude the search words and use corpus tool— Antconc 3.2.0w and Repetition Tool to pick out the CFSs. After picking out the CFSs, further analysis has been done for instruction types—form-focused instruction (FF Instru.), meaning-focused instruction (MF Instru.) and both-form-

and-meaning-focused instruction (F&M Instru.), error types—phonological error, grammatical error, lexical error and meaning-focused error (MF error), feedback types—explicit correction (Expli.C), recast and negotiation of form (Negotia.C), and uptake types—repair and needs-repair.

3. RESULTS AND DISCUSSION

The research data of corrective feedback sequence (CFS) will be analyzed both quantitatively and qualitatively from different angles so that the present study can objectively reflect the relationship between teachers' corrective feedback and instruction types. The relationship between teachers' corrective feedback and instruction types will be reflected in terms of the frequency of CFSs in each instruction, in terms of target of corrective feedback in each instruction, in terms of the relationship between feedback types and error types in each instruction, in terms of the association between feedback types and uptake types in each instruction. Therefore, students' error types, teachers' specific ways of feedback and learner's uptake types respectively in form-focused instruction (FF Instru.), meaning-focused instruction (MF Instru.) and both-form-and-meaning- focused instruction (F&M Instru.) are accordingly classified and analyzed in the following.

3.1 Frequency of CFS in Three Instruction Types

The present study identifies 596 teacher's CFSs distributed in the three instructions: FF Instru., MF Instru. and F&M Instru.. This section will concentrate on the relationship between corrective feedback and instructions in terms of the frequency of CFSs in the three instructions. Of the 596 CFSs, 72 are located in FF Instru., 344 are spotted in MF Instru., and the rest 180 lie in F&M Instru.. Table 1 shows the frequency of CFSs in FF Instru., MF Instru. and F&M Instru..

Table 1
Frequency of CFSs in the Three Instructions

	Occurring times	Percentage (%)
FF instru.	72	12
MF instru.	344	58
F&M instru.	180	30
Total	596	100

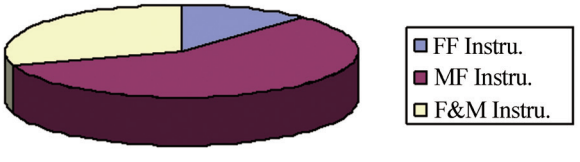

Figure 2
Percentage of CFSs in the Three Instructions

Table 1 and Figure 2 indicate that 58% of the CFSs are found in MF Instru., 30% are found in F&M Instru., and 12% are found in FF Instru.. The Chi-square test of Table 2 indicates that the number of CFSs found in the three instructions is significantly different (x^2=1.888×10^2, *df*=2, *p*=.000< .05). The pairwise study of the frequency of the CFSs in the three instructions shows that the number of CFSs found in MF Instru. is significantly larger than that found in FF Instru. (x^2=1.778×10^2, *df*=1, *p*=.000< .05); the number of CFSs found in F&M Instru. is significantly larger than that found in FF Instru. (x^2=46.286, *df*=1, *p*=.000< .05); the number of CFSs found in MF Instru. is significantly larger than that found in F&M Instru. (x^2=51.328, *df*=1, *p*=.000< .05).

The analysis above reflects that MF Instru. invites the most CFSs, followed by F&M Instru. and FF Instru. respectively. FF Instru. invites the fewest CFSs.

3.2 Error Types of CFS in Three Instruction Types

This section focuses on the target of corrective feedback in FF Instru., MF Instru. and BF Instru. respectively, that is, what type of error teachers tend to correct in each instruction. As has been mention in Chapter Three, the present study identifies two main types of errors: form-focused error (FF error) and meaning-focused error (MF error). Table 2 shows the search result in the collected data.

Table 2
Distribution of Error Types

Error types	Occurring times	Percentage
FF error	488	82 %
MF error	108	18%
Total	596	100%

Table 2 indicates that the teachers usually notice more FF errors (82%) than MF errors (18%) when students' output contains trouble source. The Chi-square test of Table 2 indicates that the number of FF errors is significantly larger than that of MF errors (x^2=2.423×10^2, *df*=1, *p*=.000<.05). Table 3 shows the search results related to the three instructions.

Table 3
Distribution of Error Types in Each Instruction

	FF instru.		MF instru.		BF instru.	
	n	%	*n*	%	*n*	%
FF error	72	100	270	78	146	81
MF error	0	0	74	22	34	19
Total	72	100	344	100	180	100

Table 3 indicates that when teachers in different instructions offer corrective feedback, they usually notice more FF errors than MF errors. In FF Instru., all errors

repaired by the teachers are FF errors. In MF Instru., 78% of the errors corrected by teachers are FF errors and in F&M Instru., 81% of the errors repaired by teachers are FF errors.

Since FF errors can be subdivided into three types: phonological error, grammatical error, lexical error, further study will be carried out to investigate the difference among phonological, grammatical, lexical and MF errors in each instruction. Tables 4-6 show the distribution of the four error types in FF Instru., MF Instru. and BF Instru. respectively.

Table 4
Distribution of Error Types in FF Instru.

	Occurring times	Percentage (%)
Phonological error	29	40
Grammatical error	29	40
Lexical error	14	20
MF error	0	0
Total	72	100

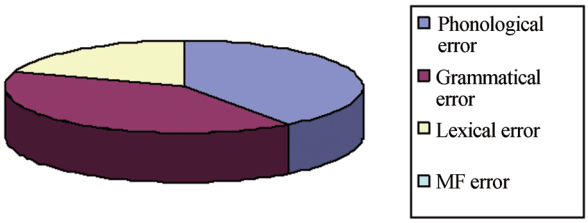

Figure 3
Percentage of Error Types in FF Instru.

Table 4 and Figure 3 indicate that in FF Instru., no MF errors are found, and of FF errors, grammatical errors occupy as large number as phonological errors, and larger number than lexical errors. A SPSS test is carried out to test the effect. The main effect of the error types in FF Instru. is significant (x^2=26.889, *df*=1, *p*=.000< .05). Pairwise analysis of the FF errors reveals that the teachers notice more phonological errors and grammatical errors than Lexical errors (x^2 =5.233, *df*=1, *p*=.022<.05).

Table 5
Distribution of Error Types in MF Instru.

	Occurring times	Percentage (%)
Phonological error	40	12
Grammatical error	191	55
Lexical error	39	11
MF error	74	22
Total	344	100

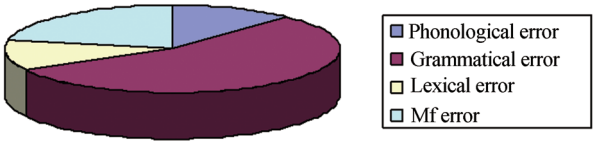

Figure 4
Percentage of Error Types in MF Instru.

Table 5 and Figure 4 indicate that in MF Instru., grammatical errors occupy a much larger number than phonological errors, lexical errors and MF errors, and MF errors are about twice as many as phonological errors and lexical errors. SPSS test result indicates that the main effect of error types is significant (x^2 =1.802×10^2, *df*=3, *p*=.000< .05). Pairwise analysis of the four error types shows that the teachers notice more grammatical errors than phonological errors (x^2=98.706, *df*=1, *p*=.000< .05), lexical errors (x^2 =1.005×10^2, *df*=1, *p*=.000< .05), and MF errors (x^2=51.657, df=1, *p*=0.000< 0.05), more MF errors than phonological errors ((x^2=10.140, d*f*=1, *p*=0.001< 0.05) and lexical errors (x^2=10.841, *df*=1, *p*=.001< .05) ,while the teachers' notice of phonological errors and lexical errors has no significant difference (x^2=0.013, *df*=1, *p*=.910> .05).

Table 6
Distribution of Error Types in F&M Instru.

	Occurring times	Percentage (%)
Phonological error	10	6
Grammatical error	116	64
Lexical error	20	11
MF error	34	19
Total	180	100

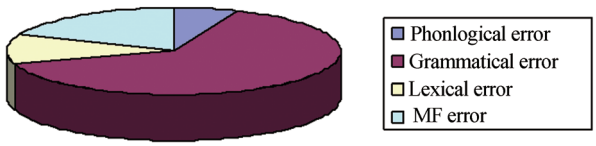

Figure 5
Percentage of Error Types in F&M Instru.

Table 6 and Figure 5 indicate that in F&M Instru., grammatical errors occupy a much larger number than phonological errors, lexical errors and MF errors, MF errors are about three times as many as phonological errors, and lexical errors are about twice as many as phonological errors. SPSS test result indicates the main effect of the four types of error is significant (x^2=1.558 × 10^2, *df*=3, *p*=.000< .05). Pairwise analysis of the four error types shows that the teachers notice more grammatical errors than phonological errors (x^2=89.175, *df*=1, *p*=.000< .05), lexical errors (x^2=67.765, *df*=1, *p*=.000< .05) and MF errors (x^2=44.827, *df*=1, *p*=.000<.05), more MF errors than phonological errors

(x^2=13.091, *df*=1, *p*=.000< .05), while the teachers' notice of phonological errors and lexical errors has no significant difference (x^2=3.333, *df*=1, *p*=.068>.05), and the teachers' notice of MF errors than lexical errors has no significant difference (x^2=3.630, *df*=1, *p*=.057>.05).

The analyses above show that when teachers correct students' errors, they pay much attention to FF errors. Detailed analysis shows that grammatical errors attract the most attention whichever the instruction it is; no MF errors are found in FF Instru., and in MF Instru. and F&M Instru., though MF errors occupy a small proportion of all the errors, their number is larger than that of phonological errors and lexical errors. The next part will focus on the relationship between students' error types and teachers' feedback types.

3.3 Relationship Between Feedback Types and Error Types

In this section, the relationship between feedback types and error types respectively in FF Instru., MF Instru. and F&M Instru. will be investigated. Feedback types consist of explicit correction (Expli.C), recast, and negotiation of form(Negotia.C), and error types are divided into MF errors and FF errors which can be further divided into the phonological error, grammatical error and lexical error. Therefore, the three feedback types (Expli.C, recast, and Negotia.C) and the four error types (phonological, grammatical, lexical and MF error) are studied in this part. Tables 4-7 shows the distribution of error types across feedback types in the data.

Table 7
Distribution of Feedback Types across Error Types

	Phonological error (*n*=79)		Grammatical error (*n*=336)		Lexical error (*n*=73)		MF error (*n*=108)		Total (*n*=596)	
Expli.C	15	19%	23	7%	6	8%	12	11%	56	9%
Recast	41	52%	184	55%	36	49%	14	13%	275	46%
Negotia.C	23	29%	129	38%	31	43%	82	76%	265	45%

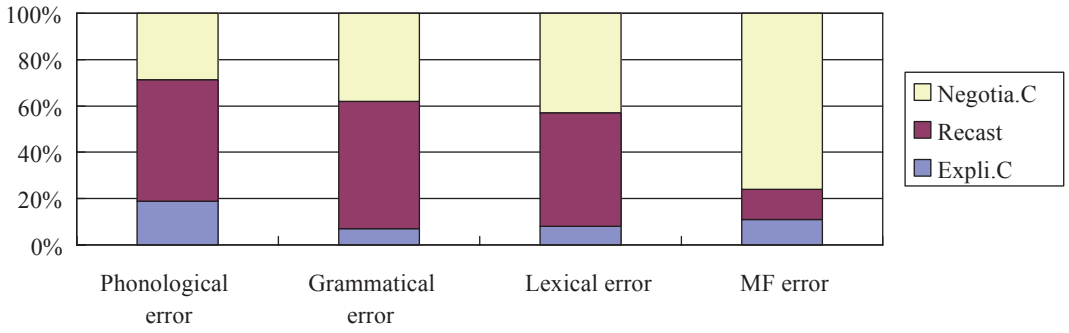

Figure 6
Percentage of Feedback Types Across Error Types

Table 7 and Figure 6 show that the majority of feedback type following phonological errors and grammatical errors are recast (52%, 55% respectively), the majority of feedback types following lexical errors are recast and Negotia.C (49%, 43% respectively), and the majority of feedback type following MF errors is Negotia. C (76%).

In FF Instru., the teachers offer 72 tokens of corrective feedback to 72 FF errors. The 72 tokens of corrective feedback following initial errors are distributed across the 3 feedback types as follows: 13 tokens are Expli.C, 23 tokens involve recasting and 36 tokens are Negotia.C. The distribution of feedback types across error types in FF Instru. are showed in Table 8 and Figure 7.

Table 8
Distribution of Feedback Types Across Error Types in FF Instru.

	Phonological error		Grammatical error		Lexical error		Total	
Expli.C	7	24%	4	14%	2	14%	13	18%
Recast	7	24%	15	52%	1	7%	23	32%
Negotia.C	15	52%	10	34%	11	79%	36	50%
Total	29	100%	29	100%	14	100%	72	100%

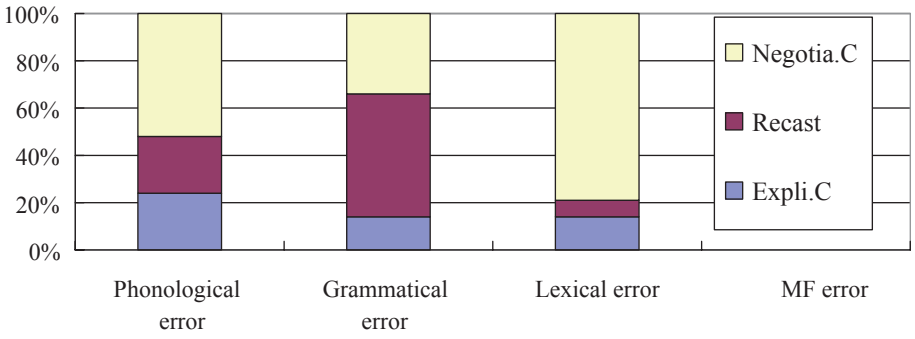

Figure 7
Percentage of Feedback Types Across Error Types in FF Instru.

Table 8 and Figure 7 show that in FF Instru., no MF errors are found; 52% of the phonological errors are treated with Negotia.C, and 24% is treated with recast and Expli.C respectively; 52% of grammatical errors are treated with recast, 34% are treated with Negotia.C, and 14% are treated with Expli.C; 79% of the lexical errors are treated with Negotia.C, 14% are treated with Expli.C, and 7% are treated with recast.

The analyses above indicate the following patterns in FF Instru.: The majority of feedback type following phonological errors is Negotia.C, the majority of feedback type following grammatical errors is recast, and the majority of feedback type following lexical errors are Negotia.C.

In MF Instru., the teachers provide the students with 344 corrective feedback moves. The 344 corrective feedback moves following initial errors are distributed across the three feedback types as follows: 26 tokens are Expli.C, 185 tokens are recast, and 133 tokens are Negotia.C. A comparison of the distribution of these feedback types across different error types is showed in Table 9 and Figure 8.

Table 9
Distribution of Feedback Types Across Error Types in MF Instru.

	Phonological error		Grammatical error		Lexical error		MF error		Total
Expli.C	7	17%	9	5%	3	8%	7	9%	26
Recast	28	70%	124	65%	26	67%	7	9%	185
Negotia.C	5	13%	58	30%	10	25%	60	82%	133
Total	40	100%	191	100%	39	100%	74	100%	344

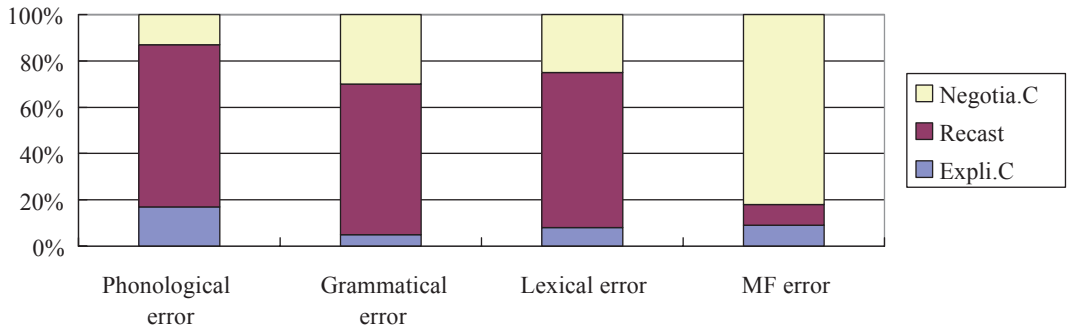

Figure 8
Percentage of Feedback Types Across Error Types in MF Instru.

Table 9 and Figure 8 show that in MF Instru., 70% of phonological errors are treated with recast, and 17% are treated with Expli.C, and 13% are treated with Negotia.C; 65% of grammatical errors are treated with recast, 30% are treated with Negotia.C, and 5% are treated with Expli.C; 67% of lexical errors are treated with recast, 25% are treated with Negotia.C, 8% are treated with Expli.C; 82% of MF errors are treated with Negotia.C, 9% are treated with Expli.C and recast respectively.

The analyses above indicate the following pattern in MF Instru.: The majority of feedback type following phonological errors, grammatical errors and lexical errors are recast while the majority of feedback type following MF errors is Negotia.C. That is to say in MF Instru., when correcting FF errors, teachers tend to apply recast,

and when MF errors are treated, Negotia.C is much more preferred.

In F&M teachers have provided the students with 180 corrective feedback moves. Among them, 17 tokens are Expli.C, 67 tokens are recast, and 96 tokens are Negotia.C. A comparison of the distribution of theses feedback types across different error types is showed in Table 10 and Figure 9.

Table 10
Distribution of Feedback Types Across Error Types in F&M Instru.

	Phonological error		Grammatical error		Lexical error		MF error		Total
Expli.C	1	10%	10	9%	1	5%	5	15%	17
Recast	6	60%	45	39%	9	45%	7	20%	67
Negotia.C	3	30%	61	52%	10	50%	22	65%	96
Total	10	100%	116	100%	20	100%	34	100%	180

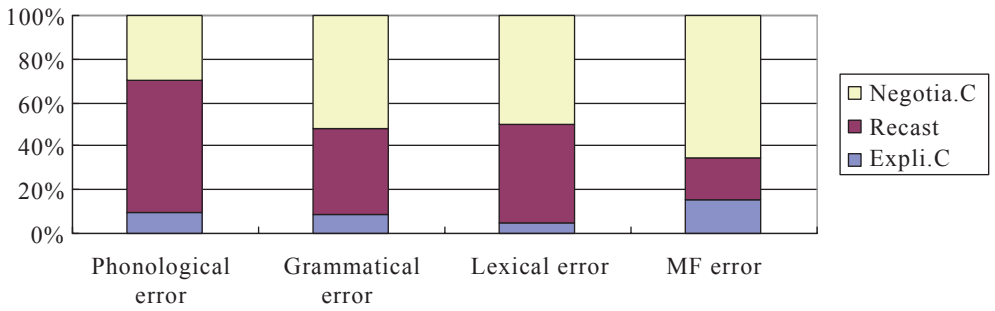

Figure 9
Percentage of Feedback Types Across Error Types in F&M Instru.

Table 10 and Figure 9 show that in F&M Instru., 60% of phonological errors are treated with recast, 30% are treated with Negotia.C, and 10% are treated with Expli. C; 52% of grammatical errors are treated with Negotia. C, 39% are treated with recast, and 9% are treated with Expli.C; 50% of lexical errors are treated with Negotia. C, 45% are treated with recast, 5% are treated with Expli. C; 65% of MF errors are treated with Negotia.C, 20% are treated with recast, and 15% are treated with Expli.C.

The analyses above indicate the following pattern in F&M Instru.: The majority of feedback type following phonological errors are recast, the majority of feedback type following grammatical errors and lexical errors is recast and Negotia.C, and the majority of feedback type following MF errors are Negotia.C.

To sum up, the majority of feedback type following phonological errors and grammatical errors are recast, the majority of feedback types following lexical errors are recast and Negotia.C, and the majority of feedback type following MF errors are Negotia.C. As it is related to instruction types, in FF Instru., teachers like to use Negotia.C to follow phonological errors and lexical errors, and recast to follow grammatical errors. In MF Instru., teachers like to use recast to follow FF errors (phonological, grammatical and lexical errors) and Negotia.C is such as to follow MF errors. In F&M Instru., teachers like to use recast to follow phonological errors, Negotia.C to be followed grammatical errors, and both Negotia.C and recast are preferred after lexical errors. When MF errors are handled, Negotia.C is a lot more preferred.

3.4 Relationship Between Feedback Types and Learner's Uptake Types

4.3 presents a general picture of the relationship between feedback types and error types in FF Instru., MF Instru. and F&M Instru. respectively. This part will focus on the relationship between feedback types and uptake types respectively in FF Instru., MF Instru. and F&M Instru.. As the above mentioned, uptake is divided into two types: repair and needs-repair. Tables 4-11 display the results of examining the relationships between feedback types and uptake types.

Table 11
Distribution of Uptake Types Across Feedback Types

	Repair		Needs-repair		Total
	Number	Percentage (%)	Number	Percentage (%)	
Expli.C	31	55	25	45	56
Recast	92	33	183	67	275
Negotia.C	216	82	49	18	265
Total	339	57	257	43	596

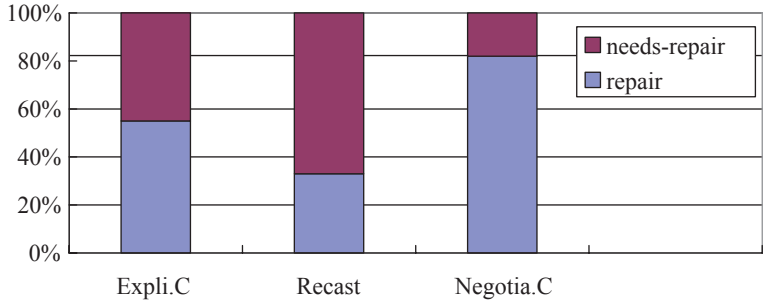

Figure 10
Percentage of Uptake Types Across Feedback Types

Table 11 and Figure 10 demonstrate that recast, the most popular feedback type, brings about the lowest repair rate (33%). The next one is Expli.C, the percentage of repair is 55%. The feedback type with the highest repair rate is Negotia.C, 82% of learner utterances following this type of feedback moves involved in uptake. In general, 57% of all feedback moves elicit repair, while 43% follow with needs-repair.

Tables 12-14 show the distribution of repair and needs-repair across feedback types in each instruction.

Table 12
Distribution of Uptake Types Across Feedback Types in FF Instru.

	Repair		Needs-repair		Total
	Number	Percentage (%)	Number	Percentage (%)	
Expli.C	9	70	4	30	13
Recast	12	52	11	48	23
Negotia.C	29	81	7	19	36
Total	50	69	22	31	72

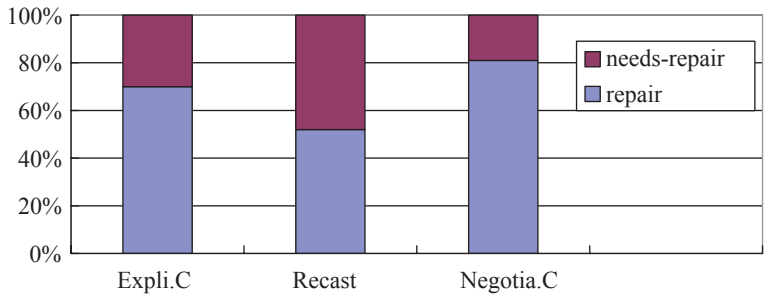

Figure 11
Percentage of Uptake Types Across Feedback Types in FF Instru.

Table 12 and Figure 11 demonstrate that in FF Instru., Negotia.C, which has been used the most frequently, brings about the highest repair rate (81%) as well. The next one is Expli.C, the percentage of repair is 70%. The feedback type with the lowest repair rate is recast, with the repair rate of 52%. In general, 69% of all feedback moves elicit learner repair, while 31% follow with the needs-repair.

Table 13
Distribution of Uptake Types Across Feedback Types in MF Instru.

	Repair		Needs-repair		Total
	Number	Percentage (%)	Number	Percentage (%)	
Expli.C	12	46	14	54	26
Recast	44	24	141	76	185
Negotia.C	110	83	23	17	133
Total	166	48	178	52	344

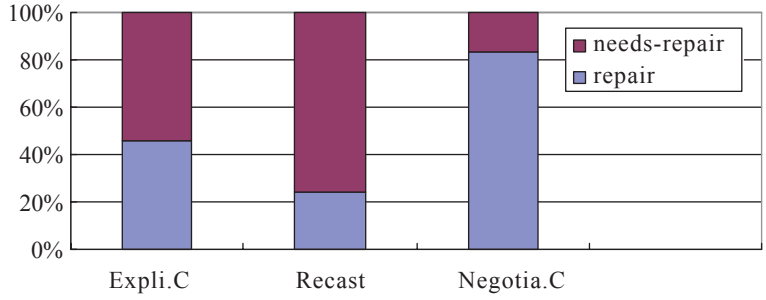

Figure 12
Percentage of Uptake Types across Feedback Types in MF Instru.

Table 13 and Figure 12 show that in MF Instru., the repair rates after recast and Expli.C are much lower than Negotia.C. Recast, though used most frequently, brings about the lowest repair rate (24%). Expli.C, with the repair rate of 46%, comes after Recast. The feedback type with the highest repair rate is Negotia.C, with the repair rate of 83%. In general, 48% of all feedback moves elicit learner repair, while 52% follow with needs-repair.

Table 14
Distribution of Uptake Types across Feedback Types in F&M Instru.

	Repair		Needs-repair		Total
	Number	Percentage (%)	Number	Percentage (%)	
Expli.C	10	59	7	41	17
Recast	36	54	31	46	67
Negotia.C	77	80	19	20	96
Total	123	68	43	32	180

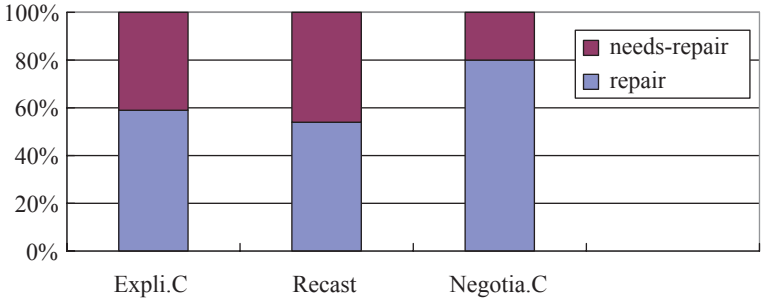

Figure 13
Percentage of Uptake Types Across Feedback Types in F&M Instru.

Table 14 and Figure 13 display that in general, 68% of all feedback moves in F&M Instru. elicit learner repair, while 32% in F&M Instru. follow with needs-repair. To be more specific, the feedback type with the highest repair rate is Negotia.C, 4/5 of the learner utterances following this type of feedback moves involve repair. The feedback type with the second highest repair rate comes to Expli. C, with the repair rate of 59%. Recast, which has been used much more frequently than Expli.C, brings about the lowest repair rate (54%).

The analyses above suggest that in general, recast, which has been most frequently used, brings about the lowest repair rate; the feedback type with the highest repair rate is Negotia.C. The repair rate of the three feedback types in each instruction occur in accordance with the repair rate of the three feedback types in general, that is, in the three instructions, Negotia.C brings about the highest repair rate, followed by Expli.C and recast respectively. The total repair rate in MF Instru. (48%) is lower than that in FF Instru. (69%) and F&M Instru. (68%). Interestingly, the repair rates of Negotia.C in the three instructions are close to one another (81% in FF Instru., 83% in MF Instru., 80% in F&M Instru.), the repair rates of Expli.C (59%) and recast (54%) in F&M Instru. are very close to each other, and the repair rates of Expli.C (46%), recast (24%) and Negotia.C (83%) are strongly different from one another in both MF Instru..

CONCLUSION

The present study has focused on the issue: how teacher's corrective feedback is related to the focus of instruction. According to different focuses, instruction can be grouped to three types: form-focused instruction (FF Instru.),

meaning-focused instruction (MF Instru.) and both-form-and-meaning-focused instruction (F&M Instru.). The following conclusion can be drawn from the results and discussions of the previous chapter.

Firstly, MF Instru. invites the most CFSs, followed by F&M Instru. and FF Instru. respectively. This finding goes against the statement by Jack Richards (1986) that error correction should be avoided in communication unless error hinders communication process. That is, teachers offer feedback without taking instruction focus into consideration.

Secondly, when teachers correct students' errors, they pay much more attention to FF errors than to MF errors. In MF Instru. and F&M Instru., though MF errors occupy a small proportion of all the errors, their number is larger than that of phonological and lexical errors. Grammatical errors attract the most attention whichever the instruction it is.

Thirdly, recast and Negotia.C is much more preferred than Expli.C as a whole. When error types are taken into consideration, the majority of corrective feedback type following phonological and grammatical errors is recast, the most feedback types following lexical errors come to recast and Negotia.C, and the majority of feedback type following MF errors are Negotia.C. As it is related to instruction types, in FF Instru., Negotia.C is more frequently used than Expli.C in general; teachers prefer to use Negotia.C to follow phonological and lexical errors, and recast to follow grammatical errors. In MF Instru., recast is most frequently utilized, followed by Negotia. C and Expli.C respectively; teachers like to use recast to follow FF errors (grammatical, phonological and lexical errors), and Negotia.C is such as to follow MF errors. In F&M Instru., recast and Negotia.C are more frequently used than Expli.C; teachers prefer to use recast to follow phonological errors, Negotia.C to be followed grammatical errors, and both Negotia.C and recast are preferred after lexical errors. When MF errors are handled, Negotia.C is much more preferred than Expli.C and recast.

Fourthly, in general, recast, the most popular feedback type, brings about the lowest repair rate, while the feedback type with the highest repair rate is Negotia.C. The repair rate of Expli.C, recast and Negotia.C in the three instructions ranks in the same order as in the general situation, that is, Negotia.C invites the most repair, followed by Expli.C and recast respectively in FF Instru., MF Ibstru. and F&M Instru..

PEDAGOGICAL IMPLICATION

The findings of the present study seem to suggest the following two pedagogical implications:

First, when offering corrective feedback, teachers should take focus of instruction into consideration. In meaning-focused instruction (MF Instru.), teachers should allow certain linguistic deviation to go uncorrected so long as the error does not impede the flow of communication. When teaching focuses on form accuracy, teacher had better use negotiation of form (Negotia.C) to encourage students' correction in the provision of corrective feedback. It may not be effective for teachers to offer recast after students' errors. Besides, the learners are capable of correcting themselves if they are given sufficient time and their attention is called upon to the form.

Second, teachers should conduct more activities which aim at accuracy as well as fluency and communication, in which the learner may have more opportunities to speak in the target language and also have more chances to commit errors which inform teachers of their learning stage and help them diagnose learning difficulties, because the analysis in 4.4 have indicated that the errors treated in the instruction focusing on both form and meaning get higher rate of uptake than in the one only focusing on meaning. As we know, communication is the goal of language teaching and at the same time it should be part of the learning process. In doing so, the learners can make formally learnt language more automatically available; they can acquire language subconsciously during meaningful communication, and when they are making effort to communicate, they develop strategies of communication which help them to learn.

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PS: MEANING OF THE ABBREVIATION WORDS

CFS=corrective feedback sequence; (2) FF Instru.=form-focused instruction; (3)MF Instru.=meaning-focused instruction; (4) F&M Instru.=both-form-and-meaning-focused instruction; (5) FF error=from-focused error; (6) MF error=meaning-focused error; (7) Expl.C=explicit correction; (8) Negotia.C=negotiation of form.