

ENG4903 HONOURS PROJECT II

**Research Topic: Teachers and learners' perceptions towards
oral corrective feedback in second language grammar
learning**

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Abstract

The purpose of this study is to investigate students and teachers' perceptions towards seven types of oral corrective feedback (OCF) in second language grammar learning. Questionnaires were distributed to 51 primary school students and interviews were held with 2 English teachers, followed by two classroom observations for verifying the participants' views with the actual performance. Both teachers and students were found to be in agreement with the necessity of OCF and delayed feedback as the ideal timing for providing OCF. A discrepancy is discovered between the perceptions of students and teachers towards the preferred types and effectiveness of different types of OCF. There is also a mismatch between teachers' stated beliefs and their most frequent used OCF in actual performance. The findings draw some implications on second language learning in Hong Kong primary school context. Teachers are recommended to provide more explicit feedback after students have finished speaking. It is also suggested to use more combination of types of OCF to better meet with more students' needs and expectations.

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1. Introduction

Corrective feedback (CF) has been defined as any written or spoken information given to learners' utterances containing errors (Ellis, 2006; Sheen, 2011). Many investigations have been done on the effectiveness of different types of CF on second language grammar acquisition. Lyster and Sato (2013) summarized from several experimental classroom studies that the effectiveness of oral corrective feedback (OCF) on English grammar learning is significantly higher than that of no OCF. It is generally agreed that CF has a positive influence on second language grammar acquisition (Carroll & Swain, 1993; Russell & Spada, 2006). Among the different types of CF, explicit feedback is found to be more effective than implicit feedback for acquisition of past tense (Ellis, Loewen & Erlam, 2006; Enjili & Mahmoudi, 2015). The effectiveness of some other types of CF, however, is still controversial. Lyster and Ranta (1997) and Panova and Lyster (2002) investigated different CF and learners' uptake. They found that recast seldom generated learner uptake and its effectiveness of correcting errors was unsure. Doughty and Varela (1998) and Russell and Spada (2006) reported contrasting results on the effectiveness of recast on language learning. They found that students who receive corrective recast had greater oral accuracy and the effect was durable and substantial on second language acquisition. The results of the effectiveness of CF on language learning vary across different researches. Russell and Spada (2006) suggested some variables which may influence the effectiveness of CF for second language grammar acquisition in the conclusion. One of the variables is learner's perception on teacher's CF.

Perceptions can influence students' behaviour of dealing with teacher feedback and their engagement with the learning process (Borg, 2003; Sheen, 2011). Students may have negative feelings receiving OCF from teachers when they think oral grammatical errors are not necessary to be corrected. As a result, giving OCF might discourage students engaging in learning from the OCF. It is necessary to take students' views into considerations for enhancing students' second language grammar learning (Lasagabaster & Sierra, 2005). Besides students' perception, how teachers perceive errors and OCF should is also important as it affects their actual practice (Tomczyk, 2013). Teachers' perceptions or beliefs are basic ground guiding their teaching decisions on when and how errors should be corrected. It is likely that teachers would use more the type of OCF which they considered effective. Mismatch of teachers and students' perceptions may lead to students' dissatisfaction and unwillingness to participate in lessons, which may diminish the effectiveness of OCF on second language grammar learning (Schulz, 2001; Gabillon, 2012).

As stated earlier, the effectiveness of some types of OCF is a controversial issue and it is suggested that teachers and students' perception on OCF are influential to the effectiveness of OCF. However, there are very few researches done investigating perceptions of both sides. For this reason, the goal of the present study is investigating teachers and students' perceptions towards OCF in second language grammar learning.

2. Literature Review

The majority of previous studies investigated four aspects about participants' perception, which are the necessity for CF, the timing of providing CF, the most favoured type and usefulness of each CF. The review of the previous studies will be provided by summarizing the results found about the four aspects.

2.1 Seven types of OCF

Lyster and Ranta (1997) identified six types of CF, which are recasts, explicit correction, metalinguistic feedback, clarification requests, repetition and elicitation. Sheen (2011) classified seven types of OCF. The additional type is explicit correction with metalinguistic explanation. Detailed description of each type of feedback is presented in Table 1.

Table 1: Description of the Seven Types of Oral Corrective Feedback (Sheen, 2011)

Types of OCF	Descriptions	Examples
Recasts	Recasts involve reformulating students' erroneous utterance. The reformulated utterance may correct part or all of students' utterance.	S: The cats is fat. T: are
Explicit correction	Explicit correction provides the correct form with clear signal to students that they have made an error. The signal is often phases such as 'You should say' and 'no'.	S: I am happy last night. T: You should say 'I was happy', not 'I am happy'.
Explicit correction with metalinguistic explanation	This type of CF provides both the correct form and metalinguistic explanation about the form.	S: I am happy last night. T: I was happy last night. You should use past tense form of 'be' because of the adverbial phrase 'last night' which indicate the event happed in the past.

Metalinguistic clues	Metalinguistic clues are metalinguistic comments without the correct form given to encourage students to correct their own errors.	S: She finish the book yesterday. T: You need to use past tense.
Clarification requests	Clarification requests are signals that telling students there is something wrong with their utterance	S: She like reading very much. T: Pardon?
Repetition	Repetition is mimicked utterance of whole or part of the students' erroneous utterance. It is a way of trying to elicit students to provide the correct form	S: I walk home with my mother three days ago. T: I walk home with my mother three days ago?
Elicitation	Elicitation tries by repeating students' erroneous utterance up to the point where error is made so as to encourage students to give the correct form.	S: Last night, there are many apples on the table. T: Last night, there ...

2.2 The need for OCF

Most of the studies reveal that most teachers perceive students' oral errors are necessary to be corrected (Firwanan, 2010; Hernández Méndez & Reyes Cruz, 2012; Tomczyk, 2013; Kirgoz & Agcam, 2015). The teachers perceived that providing students with information about their errors would prevent repeated commitment of the same error. Many of the teachers have positive attitudes towards impact of OCF on enhancing students' oral fluency and accuracy. Ming-chu & Hung-chun (2009), however, found that teachers chose to correct grammar errors only when they hinder understanding. The teachers also thought students did not want their errors to be corrected.

In the same study by Ming-chu & Hung-chun (2009), students held contrasting perception on error correction. They mostly wanted their errors to be corrected and thought errors should not be corrected only when they hinder understanding. Students agreed that CF is important as it helps improve speaking and avoid committing the same error (Kagimoto & Rodgers, 2008; Firwanan, 2010; Tomczyk, 2013; Amador, 2008).

2.3 The timing to provide OCF

There are three choices of time giving OCF to students, namely immediate feedback, delayed feedback and postponed feedback (Sheen, 2011). A description of

the three types of timing is shown in Table 2.

Table 2: Description of the three types of timing to provide OCF

Timing	Description
Immediate	Provide feedback immediately when errors are found. It may interrupt the speech of the speakers who produce the erroneous utterance
Delayed	Provide feedback after the learner has finished speaking.
Postponed	Provide feedback latter or at the end of lessons.

Teachers were found to prefer different timings in different studies. Kirgoz and Agcam (2015) discovered that most teachers favoured immediate feedback. Hernández Méndez and Reyes Cruz (2012) and Tomczyk (2013) reported that teachers mostly favoured delayed feedback without interruption which may cause negative consequence to students.

Most of the teachers in the study done by Méndez and Reyes Cruz (2012) considered students preferred immediate feedback. Their consideration matches with the perception of students, who largely preferred immediate feedback, in the research done by Amador (2008). However, students were found to have strong preference to delayed feedback in the study conducted by Ö lmezer-Ö ztürk and Ö ztürk (2016). This represents that discrepancies between teachers and students' perceptions on timing of OCF could possibly be found across different classroom contexts.

2.4 Favored types of CF

The most favoured types of CF by teachers are clarification requests, recasts, repetition and explicit correction (Hernández Méndez & Reyes Cruz, 2012; Kirgoz & Agcam, 2015). Most teachers considered students preferred grammatical explanation and recasting (Hernández Méndez & Reyes Cruz, 2012). However, Kagimoto and Rodgers (2008) found that students mostly favoured metalinguistic feedback and explicit feedback. Clarification requests and repetition were their least favoured type of OCF. The students' perception towards favoured OCF does not match with what the teachers, who are from previous research, considered.

2.5 Usefulness of different types of CF

Teachers considered elicitation, repetition and explicit correction to be the most effective OCF for language learning (Kirgoz & Agcam, 2015). In terms of students' perspective, metalinguistic feedback and explicit feedback are the most useful OCF,

while repetition and clarification requests were the least useful OCF (Kagimoto & Rodgers, 2008). Many students considered clarification requests were ambiguous and useless in assisting to comprehend the errors they had made (Ölmezer-Öztürk & Öztürk, 2016). There are discrepancies between the teachers and students' perceptions towards the usefulness of different CF types according to the several previous findings.

2.7 The present study

Many studies have been done about students and teachers' perception towards error correction or OCF. From the review of some of the studies in this section, it is clear that there are many discrepancies between teacher and students' perceptions. What the teachers perceive affects their teaching decision and actual practice. Discrepancies between teachers and students' perception implies that the OCF provided by the teachers may not meet with students' expectation and the effectiveness of OCF will be diminished. Exploring the discrepancy can provide pedagogical implications on language teaching and learning. Four of the studies, however, investigated only on either teacher or students' perception. It might not be valid to compare their results as the research contexts are different. The other three studies investigating both the teachers and students' perceptions did not investigate all the four aspects of perception. Therefore, it is necessary to have a more comprehensive investigation on the four aspects of perception of both teachers and students.

Besides the four aspects of perception, students' perception from teachers' perspectives is needed to be included in present study. There are only two of the eight reviewed studies investigated students' perceptions from teachers' perspective. However, both studies did not investigate all the four aspects of perception (Ming-chu & Hung-chun, 2009; Hernández Méndez & Reyes Cruz, 2012). Teachers' assumption on students' perception affects their actual practice. It is worthwhile to investigate students' perception on the need of OCF from teachers' perspective so as to better understand reason behind their use of OCF.

One of the hypotheses in this study is that teachers' stated perceptions should be reflected in their actual practice because what teachers' employed "reflect(s) something of the interplay between belief and decision-making constantly" (Burns, 1992, p.63). Nevertheless, teachers' perceptions might not correspond to their actual performances (Firwana, 2010; Sheen, 2011), since there might be other factors influence their decision-making (Farrokhi, 2005). Therefore, observing teachers'

actual performance would be rewarding for understanding how much their perceptions are related to their actual practice.

Most of the studies were done in western context in English as foreign language classrooms at high school or university levels. The research findings and implications are not likely applicable to English as second language primary school classrooms in Hong Kong. Most of the reviewed studies investigated the oral feedback given on all kinds of errors. There are very few researches investigating OCF specifically on students' grammatical errors. Regarding the limitations of the previous studies, the present study is going to investigate primary school teachers and students' perceptions on OCF in second language grammar learning. Students' perception on OCF from teachers' perspectives will also be included.

3. Research Questions

1. What is the students' perception towards oral corrective feedback in grammar learning?
2. What is the primary school teachers' perception towards oral corrective feedback in grammar learning?
3. What are the similarities and differences in the perceptions between teachers and students?
4. Which is the most frequent used OCF in actual practice? Are there any discrepancies beliefs and their actual performance?

4. Methodology

4.1 Participant

The participants include 25 primary four students (Class 4D), 26 primary six students (Class 6B) and 2 English teachers of the two groups of students. All participants were from a local primary school in Hong Kong. They were selected by the vice principal of the school after careful consideration.

4.2.1 Interview

Interviews were conducted to collect qualitative data from the teachers about their perception towards OCF. The whole interview consists of three parts (see Appendix A). The first part is composed of eight Likert-scale questions to collect information about teachers' views on the need of OCF (Q1) and the appropriate time for giving CF to students (Q3, 5 & 7). Each of the four questions is followed by a

question asking for their views on the same aspect from students' perspective (Q2, 4, 6& 8). The Likert-scale is made up of five graduation points, namely, strongly agree, agree, neutral, disagree, and strongly disagree. Teachers circled the appropriate graduation points according to their own preference towards the statements.

The second part contains seven Likert-scale questions to collect teachers' affective preference (Q9(1), 10(1), 11(1), 12(1), 13(1), 14(1) &15(1)) and view of the usefulness (Q9(2), 10(2), 11(2), 12(2), 13(2), 14(2) &15(2)) on each of the seven types of OCF. Each question includes a conversation example starting with the same erroneous student utterance 'I watch a movie yesterday' to allow teachers distinguish better between the different types of feedback. The Likert-scale is made up of two sets of five graduation points. The first set of graduation points are strongly like, like, neutral, dislike, and strongly dislike. The second set of graduation points are strongly useful, useful, neutral, useless, and strongly useless. Participants need to respond by circling the points that best describe their views.

The nine extended questions in the third part aim for collecting teachers' reasons behind their views towards the statements listed in the first two parts. The information collected from this part is useful for understanding what is guiding teachers' decisions and perceptions on OCF.

4.2.2 Questionnaire

Questionnaire was employed to collect information about students' perception towards OCF. The design and questions of the questionnaire were identical to that in the interview except that some wordings were changed for students to easy understand the statements (see Appendix B). It was hoped that using the same design and questions would allow one-to-one comparison between teachers and students' perception.

4.2.3 Classroom Observation

Classroom observation was conducted to verify views of teachers and students stated in interviews and questionnaire with the real situation in the classroom.

Two focused categories were observed. The first one was frequency and instance of each of the seven types of OCF. The second one was students' uptake, which was observed from the students' utterance that follows teacher's feedback immediately. Uptake is evidence that the student is trying to do something with the error after receiving the feedback (Lyster & Ranta, 1997). The feedback could be viewed as

useful when uptake occurs. The categories of uptake would be classified according to Lyster and Ranta (1997). The uptakes under the repair category are known as successful uptakes, while the others under the need-repair category are known as unsuccessful uptakes (Lyster & Ranta, 1997; Ellis, Basturkmen & Loewen, 2001).

4.3 Procedures

The questionnaires were given to students during their English lessons and the interviews with teachers were conducted after school. The classroom observations were held after the interview and questionnaire. Teacher from Class 4D (Teacher A) agreed to have her lesson audio-taped with presence of researcher, while another teacher from 6B (Teacher B) agreed to have video-taping without presence of researcher.

Two teachers taught different grammar items in their observed English lessons which lasted for around 20 minutes. The objective of the lesson given by Teacher A was revising the form of comparatives and superlatives adjectives, while that given by Teacher B was introducing the use of ‘shall we’ and ‘either...or’ for making suggestions.

4.5 Data Analysis

The means and frequencies from the questionnaires and first two parts of the interviews were calculated for comparison. The data were also entered into SPSS for investigating any significant difference in means between the two groups of participants by conducting an Independent-Samples T-test. Since there is huge difference in number of participants between the two groups, the results from the T-test are for reference.

The interview data were transcribed from Cantonese to English. The transcription helps identify or explain the reasons behind their decisions and beliefs. The recorded observations were transcribed. The transcription was carefully read to identify every type of OCF employed by the teachers and the response from students after the OCF.

5. Results

5.1.1 Students’ Perception towards the Necessity of OCF

Table 3 shows that over 70% of students either strongly agreed or agreed that oral grammatical errors should be corrected. Approximately 56% of students had

agreement to receive corrections from teachers.

Table 3: The Need for OCF (Frequencies & Means)

Statements	Frequencies (Students' perspective)					Means
	5	4	3	2	1	
(1) Oral grammatical errors should be corrected	37.25%	35.29%	19.61%	5.88%	1.96%	4.00
(2) I want my oral grammatical errors to be corrected by teachers.	25.49%	31.37%	29.41%	5.88%	7.84%	3.61

(The Likert scale: 5=strongly agree, 4=agree, 3=neutral, 2=disagree, 1=strongly disagree)

5.1.2 Students' Perception Towards the Timing of OCF

In Table 4, nearly 70% of students either strongly agreed or agreed that oral grammatical errors should be corrected after speaking and around 60% of students strongly wanted or wanted to received delayed feedback. On the other hand, approximately 70% and 60 % of students had disagreement on the necessity and desire respectively on the postponed feedback.

Table 4: The Timing of Providing OCF (Frequencies & Means)

Statements	Frequencies (Students' perspective)					Means
	5	4	3	2	1	
(3) Oral grammatical errors should be corrected immediately.	21.57%	21.57%	25.49%	17.65%	13.73%	3.20
(4) I want my oral grammatical errors should be corrected immediately.	23.53%	19.61%	21.57%	23.53%	11.76%	3.20
(5) Oral grammatical errors should be corrected after the speaking is finished.	39.22%	27.45%	13.73%	9.80%	9.80%	3.76
(6) I want my oral grammatical errors	29.41%	29.41%	25.49%	9.80%	5.88%	3.76

should be corrected after the speaking is finished.						
(7) Oral grammatical errors should be corrected at the end of lessons.	5.88%	5.88%	19.61%	39.22%	29.41%	2.20
(8) I want my oral grammatical errors to be corrected at the end of lessons.	9.80%	5.88%	21.57%	35.29%	27.45%	2.35

(The Likert scale: 5=strongly agree, 4=agree, 3=neutral, 2=disagree, 1=strongly disagree)

5.1.3 Students' Perception Towards the Favoured Types

Table 5: Students' Preference Towards Different Types of OCF (Frequencies & Means)

Types	Frequencies (Students' perspective)					Means
	5	4	3	2	1	
Recasts	17.65%	11.76%	27.45%	17.65%	25.49%	2.78
Explicit correction	27.45%	27.45%	21.57%	9.80%	13.73%	3.45
Explicit correction with metalinguistic explanation	43.14%	19.61%	21.57%	5.88%	9.80%	3.80
Metalinguistic clues	9.80%	19.61%	31.37%	23.53%	15.69%	2.81
Clarification requests	5.88%	7.84%	19.61%	27.45%	39.22%	2.14
Repetition	7.84%	5.88%	25.49%	15.69%	45.10%	2.16
Elicitation	9.88%	5.88%	21.57%	25.49%	37.25%	2.25

(The Likert scale: 5=strongly agree, 4=agree, 3=neutral, 2=disagree, 1=strongly disagree)

Regarding the favoured types of CF, explicit correction with metalinguistic clues and explicit correction are the first and the second favourable types of CF among students respectively. Approximately 60% of students either strongly liked or liked the

two types of CF. On the other side, clarification requests, repetition and elicitation were either strongly unfavoured or unfavoured by over half of the students.

5.1.4 Students' Perception Towards the Usefulness of OCF

Table 6: Students' Preference Towards the Usefulness of Different Types of OCF (Frequencies & Means)

Types	Frequencies (Students' perspective)					Means
	5	4	3	2	1	
Recasts	23.53%	19.61%	25.49%	13.73%	17.65%	3.18
Explicit correction	25.49%	29.41%	35.29%	3.92%	7.84%	3.63
Explicit correction with metalinguistic explanation	52.94%	29.41%	13.73%	1.96%	1.96%	4.29
Metalinguistic clues	15.69%	27.45%	31.37%	11.76%	13.73%	3.20
Clarification requests	0%	3.92%	27.45%	23.53%	45.10%	1.90
Repetition	9.80%	5.88%	27.45%	5.88%	50.98%	2.18
Elicitation	1.96%	7.84%	31.37%	25.49%	33.33%	2.20

(The Likert scale: 5=strongly agree, 4=agree, 3=neutral, 2=disagree, 1=strongly disagree)

Table 6 shows that explicit correction with metalinguistic clues had the highest percentage of students (around 80%) either strongly agreed or agreed as an effective type of CF, whereas clarification requests had the highest percentage of students (nearly 70%) either strongly disagreed or disagreed as an effective type.

5.2.1 Teachers' Perceptions Towards the Necessity of OCF

Table 7: The Two Teachers' Perceptions to the Necessity of OCF (Points & Means)

Statements	The Likert scale		Means
	Teacher A	Teacher B	
(1) Oral grammatical errors should be corrected	4	3	3.50
(2) Students want their oral grammatical errors to be corrected by teachers.	4	4	4

(The Likert scale: 5=strongly agree, 4=agree, 3=neutral, 2=disagree, 1=strongly disagree)

In general, the teachers agreed that oral grammatical errors should be corrected. Despite the negative impacts caused by correcting students' errors, both teachers commented that it is necessary as it helps acknowledge students their own mistakes. Selected excerpts are given below:

Teacher A: Students' oral grammatical errors should be corrected because they would not be able to know their own mistakes if you do not tell them. [...] I think there is a need of pointing out the mistake despite the possibility of hurting students' feeling. Students could deeply remember the mistake they have made.

Teacher B: I think it is necessary to correct students' oral grammatical errors so that they can know their mistakes. [...] If I correct their errors too often, they will lose the interest to speak English.

Both teachers assumed students wanted to receive CF since they hoped to understand their own errors. Teacher B emphasized the higher necessity of CF in grammar-focused lessons.

Teacher A: I guess that students want to know if their answers are correct.

Teacher B: I think students want to know what mistakes they have made. [...] It also depends on the situation. If students are allowed to express their opinion, they might not want to be interrupted. While learning a target grammar items, students might want their errors corrected. It depends on the purpose of their answers or teacher's question.

5.2.2 Teachers' Perceptions Towards the Timing of OCF

Table 8: The Two Teachers' Perceptions to the Timing of OCF (Points & Means)

Statements	The Likert scale		Means
	Teacher A	Teacher B	
(3) Oral grammatical errors should be corrected immediately.	4	3	3.50
(4) Students want their oral grammatical errors should be corrected immediately.	2	4	3.00
(5) Oral grammatical errors should be corrected after the speaking is finished.	4	5	4.50
(6) Students want their oral grammatical errors should be corrected after the speaking is finished.	2	5	3.50
(7) Oral grammatical errors should be corrected at	2	3	2.50

the end of lessons.			
(8) Students want their oral grammatical errors to be corrected at the end of lessons.	4	3	3.50

(The Likert scale: 5=strongly agree, 4=agree, 3=neutral, 2=disagree, 1=strongly disagree)

According to the teachers, delayed feedback was the most favourable and postponed feedback was the least favourable. Delayed feedback was considered the best time as it avoided interruptions and possibility that students might forget their errors. Their comments illustrate these points:

Teacher A: It is the best to give feedback as soon as possible after the errors have been made, since it is the time when students have fresh memory about what they have been said. If the errors are corrected at the end of the lesson, students may forget the errors they made.

Teacher B: It must be given after students have finished their speaking because students do not want to be interrupted.

By thinking from students' perspective, the teachers assumed that students disliked immediate feedback and preferred delayed feedback.

Teacher A: ...they do not want to have their mistakes to be corrected immediately in class.

Teacher B: They want to be corrected after they have finished their speaking.

Teacher A was concerned about the embarrassment caused by the OCF and hence she preferred using some strategies which minimize embarrassment, as illustrated in the following:

Teacher A: I think students want the feedback to be given privately because it might be more discouraging to correct their errors in class with the presence of other classmates. [...] I will use other methods such as rephrasing students' sentences to correct their errors. For example, if a student says 'She watch TV', then I will say 'Yes, she watches TV'. This method allows students to notice their own error. I may also choose to write down his sentence and ask him to find out the subject of the sentence. After that, I will have him to think about the spelling of the verb.

5.2.3 Teachers' Perceptions Towards the Favoured Types of OCF

Table 9: The Two Teachers' Perceptions to the Favoured Types of OCF (Points & Means)

Statements	The Likert scale		Means
	Teacher A	Teacher B	
Recast	3	4	3.50
Explicit correction	2	3	2.50
Explicit correction with metalinguistic clues	4	4	4.00
Metalinguistic clues	4	3	3.50
Clarification requests	2	3	2.50
Repetition	4	4	4.00
Elicitation	4	4	4.00

(The Likert scale: 5=strongly agree, 4=agree, 3=neutral, 2=disagree, 1=strongly disagree)

By comparing the means in Table 9, explicit correction and clarification requests were the least favourable types, whereas explicit correction with metalinguistic clues, repetition and elicitation were the most favourable types from teachers' perspective.

Both teachers stated that their preference to different types was based on students' ability. They preferred providing implicit clues to higher ability students and more explanation to lower ability students, as illustrated in the following:

Teacher A: If the students are with higher ability or when they get familiar with my type of giving feedback, I will give less explanation. Otherwise, I will underline the time phrases in the sentence and ask the student one more time.

Teacher B: It depends on students' ability. For students with higher ability, I will give some hints to them. I may say 'Are you sure? Is it really correct to use it?' Then the students might be able to correct their own mistakes. While for students with lower ability, I will explain more and repeat the correct answer.

When considering from students' perspective, Teacher A assumed none of the types were favoured by students and Teacher B supposed students preferred explicit correction as they described:

Teacher A: They (Students) do not want teachers to correct their errors as they may feel frustrated.

Teacher B: I guess they (students) want me to repeat the correct answer. They might not want to know the explanation.

5.2.4 Teachers' Perceptions Towards the Usefulness of OCF

Table 10: The Two Teachers' Perceptions to the Usefulness of OCF (Points & Means)

Statements	The Likert scale		Means
	Teacher A	Teacher B	
Recast	4	4	4.00
Explicit correction	3	3	3.00
Explicit correction with metalinguistic clues	4	4	4.00
Metalinguistic clues	4	3	3.50
Clarification requests	3	3	3.00
Repetition	4	4	4.00
Elicitation	4	4	4.00

(The Likert scale: 5=strongly agree, 4=agree, 3=neutral, 2=disagree, 1=strongly disagree)

The means in Table 10 displayed that explicit correction and clarification requests were considered as least effective, while recast, explicit correction with metalinguistic clues, repetition and elicitation were perceived as more effective OCF. Among the latter four types of OCF, explicit correction with metalinguistic clues was believed as the most effective type for helping students learn the target grammar items:

Teacher A: Any types that allow students to understand the reason of using the appropriate tenses in different contexts are the most effective. It is not very effective to just rephrase 'watch' as 'watched'. The feedback in Item 11 (explicit correction with metalinguistic clues) is a little bit long but it provides a clear explanation. It is not good to just giving the correct answer to students.

Teacher B: Item 11 (explicit correction with metalinguistic clues). [...] during lesson, it is necessary for them to know clearly how to use the target grammar appropriately.

When being asked for considering students' perception, the teachers assumed students perceived explicit correction with metalinguistic clues as the most useful type:

Teacher A: I think they (students) have the same thought as me. Longer and clear explanation gives them clearer idea about their errors.

Teacher B: Item 11(explicit correction with metalinguistic clues). I think they (students) want clear explanation.

5.3 Similarities and differences between students and teachers' perceptions on CF

5.3.1 Necessity

There is no huge difference between the means of the two groups of participants in Tables 11 and 12. The results of the Independent-samples t-test shows that there is a significant difference in the means between students ($M=3.62$, $SD=1.17$) and teachers ($M=4.00$, $SD=0.00$) groups, $t(50)=2.40$, $p<0.05$, suggesting that students were in less agreement with the statement that they wanted to receive error corrections from teachers than their teachers were.

Table 11: The Need for OCF (Mean Score, Standard Deviations & Significance)

(1) Oral grammatical errors should be corrected.				
Participants	Agreement Rates (%)	M	SD	t-value
Students	72.48	4.00	1.00	0.489
Teachers	50.00	3.50	0.71	

Note: * $p<0.05$, ** $p<0.01$

Table 12: Desire for OCF (Mean Score, Standard Deviations & Significance)

(2) S: I want my oral grammatical errors to be corrected by teachers. T: Students want their oral grammatical errors to be corrected by teachers.				
Participants	Agreement Rates (%)	M	SD	t-value
Students	56.86	3.61	1.17	0.020*
Teachers	100.00	4.00	0.00	

Note: * $p<0.05$, ** $p<0.01$

5.3.2 Timing

In Table 13 and 14, there are no significant differences between the means of the two groups. The perceptions of students on the timing of providing OCF were likely

in line with that of teachers'. Both students and teachers preferred delayed feedback the most and postponed feedback the least.

Table 13: The Timing of Giving OCF (Mean Score, Standard Deviations & Significance)

(3) Oral grammatical errors should be corrected immediately .				
Participants	Agreement Rates (%)	M	SD	t-value
Students	43.14	3.20	1.34	0.753
Teachers	50.00	3.50	0.71	
(5) Oral grammatical errors should be corrected after the speaking is finished .				
Students	66.67	3.76	1.34	0.445
Teachers	100.00	4.50	0.71	
(7) Oral grammatical errors should be corrected at the end of lessons .				
Students	11.76	2.20	1.11	0.705
Teachers	0.00	2.50	0.71	

Note: * $p < 0.05$, ** $p < 0.01$

Table 14: Desire for the Timing of Giving OCF (Mean Score, Standard Deviations & Significance)

(4) S: I want my oral grammatical errors should be corrected immediately . T: Students want their oral grammatical errors should be corrected immediately .				
Participants	Agreement Rates (%)	M	SD	t-value
Students	43.14	3.20	1.36	0.842
Teachers	50.00	3.00	1.41	
(6) S: I want my oral grammatical errors should be corrected after the speaking is finished . T: Students want their oral grammatical errors should be corrected after the speaking is finished .				
Students	58.82	3.76	1.18	0.848
Teachers	50.00	3.50	2.12	
(8) S: I want my oral grammatical errors to be corrected at the end of lessons . T: Students want their oral grammatical errors to be corrected at the end of lessons .				
Students	15.68	2.35	1.23	0.199
Teachers	50.00	3.50	0.71	

Note: * $p < 0.05$, ** $p < 0.01$

5.3.3 Favoured Type

The Independent-samples t-test reveals that there are significant difference in the means for repetition and elicitation between students and teachers in Table 15. It can be concluded that students were in significantly less preference to repetition and elicitation than their teachers were.

Students and teachers' favoured types and less favoured types are sorted out based on the highest means and lowest means respectively and presented in Table 16. Both teachers and students liked explicit corrections with metalinguistic clues and disliked clarification requests. However, there were contrasting perceptions towards explicit corrections, repetition and elicitation between the two groups. They were liked by teachers but disliked by students.

Table 15: The Favoured Type of OCF (Mean Score, Standard Deviations & Significance)

Types of OCF	Participants	Agreement Rates (%)	M	SD	t-value
Recasts	Students	29.41	2.78	1.42	0.484
	Teachers	50.00	3.50	0.71	
Explicit correction	Students	54.90	3.45	1.36	0.334
	Teachers	0.00	2.50	0.71	
Explicit correction with metalinguistic explanation	Students	62.75	3.80	1.33	0.296
	Teachers	100.00	4.00	0.00	
Metalinguistic clues	Students	29.41	2.81	1.21	0.451
	Teachers	50.00	3.50	0.71	
Clarification requests	Students	13.72	2.14	1.20	0.675
	Teachers	0.00	2.50	0.71	
Repetition	Students	13.72	2.16	1.29	0.000**
	Teachers	100.00	4.00	0.00	
Elicitation	Students	15.76	2.25	1.29	0.000**
	Teachers	100.00	4.00	0.00	

Note: * $p < 0.05$, ** $p < 0.01$

Table 16: The Favoured Types From Students and Teachers' Perspectives

	Students' Preference	Students' Preference (From Teachers' Perspective)	Teachers' Preference
Favoured	1. Explicit correction	1. Explicit correction	1. Explicit correction

types (With highest means)	with metalinguistic clues 2. Explicit correction		with metalinguistic clues 2. Repetition 3. Elicitation
Less favoured types (With lowest means)	1. Clarification requests 2. Repetition 3. Elicitation	1. All	1. Clarification requests 2. Explicit correction

5.3.4 Usefulness

The results of the Independent-samples t-test presents that there are significant difference in the means for recasts, repetition and elicitation between students in Table 17. It can be concluded that students were in significantly less preference to recast, repetition and elicitation than their teachers were.

Table 18 sorts out the types which were thought by teachers and students to be effective and less effective according to the highest means and lowest means respectively. Both teachers and students perceived explicit corrections with metalinguistic clues as effective and clarification requests as less effective. The teachers considered students had the same thought of viewing explicit corrections with metalinguistic clues as the most effective type. On the other hand, explicit corrections, repetition and elicitation were considered useful by teachers but the opposite by students.

Table 17: The Usefulness of OCF (Mean Score, Standard Deviations & Significance)

Types of OCF	Participants	Agreement Rates (%)	M	SD	t-value
Recasts	Students	43.14	3.18	1.41	0.00**
	Teachers	100.00	4.00	0.00	
Explicit correction	Students	54.90	3.63	1.13	0.440
	Teachers	0.00	3.00	0.00	
Explicit correction with metalinguistic explanation	Students	82.35	4.29	0.92	0.657
	Teachers	100.00	4.00	0.00	
Metalinguistic clues	Students	43.14	3.20	1.25	0.735
	Teachers	50.00	3.50	0.71	
Clarification	Students	3.92	1.90	0.94	0.109

requests	Teachers	0.00	3.00	0.00	
Repetition	Students	15.68	2.18	1.38	0.000**
	Teachers	100.00	4.00	0.00	
Elicitation	Students	9.80	2.20	1.06	0.000**
	Teachers	100.00	4.00	0.00	

Note: * $p < 0.05$, ** $p < 0.01$

Table 18: The Usefulness of Different OCF From Students and Teachers' Perspectives

	Students' Preference	Students' Preference (From Teachers' Perspective)	Teachers' Preference
Effective types	1. Explicit correction with metalinguistic clues 2. Explicit correction 3. Recasts 4. Metalinguistic clues	1. Explicit correction with metalinguistic clues	1. Explicit correction with metalinguistic clues 2. Repetition 3. Elicitation
Less effective types	1. Clarification requests 2. Repetition 3. Elicitation		1. Clarification requests 2. Explicit correction

5.4 Classroom Observation: The Most Frequent Used OCF in Actual Practice

Based on the transcriptions of the classroom recordings, there were 11 teacher-initiated OCF provided to students' grammatical errors. The eleven OCF are categorized according to the types of uptake in Table 19. Overall, three types of OCF were employed and five types of uptake were elicited by the provided OCF. All the OCF were provided after the students had finished speaking.

As indicated in Table 19, recast and elicitation were the most frequent used by the two teachers. The responses to the OCF were usually self-repair, which means that students were generally able to correct the errors by themselves after receiving OCF from teachers.

Table 19: Types of learner response after oral corrective feedback (Rates of Occurrence)

Type of Response	Recast	Metalinguistic clues	Elicitation	Total
------------------	--------	----------------------	-------------	-------

Repair	Self-repair	0 (0%)	2 (100%)	3 (60%)	5 45.45%
	Repetition	2 (50%)	0 (0%)	0 (0%)	2 18.18%
	Peer-repair	0 (0%)	0 (0%)	1 (20%)	1 9.09%
Need Repair	Different error	1 (25%)	0 (0%)	0 (0%)	1 9.09%
	Hesitation	1 (25%)	0 (0%)	1 (20%)	2 18.18%
Total		4 (100%)	2 (100%)	5 (100%)	
Rates of Occurrence		36.36%	18.18%	45.45%	

Table 20: Frequency of Feedback and Successful Uptake Per Feedback Type

OCF Types	Frequency of OCF	Successful Uptake	Percentage of Uptake
Recast	4	2	50%
Metalinguistic clues	2	2	100%
Elicitation	5	3	60%
Total	11	7	

Table 20 displays that metalinguistic had the highest chance leading to self-repair, which is a type of successful uptake. Elicitation generated the second-highest number of successful repair and recast led to least amount of repair among the three types of employed OCF.

It should be noticed that mixed types of OCF were used in some occasions. The following extracts of transcription illustrate this point:

TA(1): S: Melody is cutest. [Error]

T: **Melody is ...?** You miss one word before cutest. [OCF-**Elicitation**,
Metalinguistic clues]

S: Melody is ...the cutest. [Repair-Self repair]

T: Yes. Melody is the CUTE~~ST~~.

(T wrote down 'the cutest' in the blank.)

TB(1): T: Good job. How about this one? Let's sing a song for the charity show.

I'm not good at singing beep perform a drama instead?

S: I'm not good at singing or preform a drama... [Error]

T: Shall we. You should use shall we here.

[OCF-Recast, Metalinguistic clues]

S: Shall we. [Repair-Repetition]

For the ease of analysis the employed OCF, the underlined types were not counted in the frequencies of OCF in Table 19 and 20. However, their effect on elicited students' uptake cannot be neglected.

6. Discussion

6.1 The Findings

6.1.1 What is the students' perception on the oral corrective feedback in grammar learning?

The results echoed with findings of previous studies (e.g. Firwanan, 2010; Hernández Méndez & Reyes Cruz, 2012; Tomczyk, 2013; Amador, 2008) that the majority of students showed agreement to the necessity of OCF and desire of receiving OCF from teachers. Delayed feedback was the most favourable timing while postponed feedback was the least favourable one. In other words, the students support the role of error corrections in grammar learning and they want to receive them after they have finished speaking.

Regarding the preferred types and effectiveness of OCF, students had more positive perceptions towards explicit OCF (explicit corrections and explicit correction with metalinguistic clues than on implicit OCF (clarification requests, repetition and elicitation). One explanation for the varied preference to implicit and explicit OCF might derive from their different obviousness of the gap between the erroneous utterance and the target form. Explicit OCF overtly provides the target-like reformulation (Ellis, Loewen, & Erlam, 2006), aiding students' in noticing and understanding the gap between the target language and their interlanguage. Implicit OCF, on the other hand, encourages students processing the difference and modify their erroneous utterance to a target-like form (Razei, Mozaffari & Hatf, 2011). Rassaei (2013) emphasized the potential ambiguity generated by implicit CF may lead to learners' confusion on which part of their erroneous utterance should be corrected.

Therefore, strong preference towards explicit OCF is possibly due to their clear indication and explanation of the errors.

6.1.2 What is the primary school teachers' perception towards oral corrective feedback in grammar learning?

The teachers strongly supported the necessity of OCF despite the possibility of causing students embarrassment and decrease of interest in speaking English. The underlying reason given by the teachers for correcting errors is ensuring students understand their own mistakes. CF has a facilitative role in attracting students' attention to target form and enhancing students' learning by noticing the gap between their utterance and the key form (Schachter, 1991). The need for CF in grammar learning is particular confirmed by Teacher B who reflected that students wanted to be acknowledged their errors when learning grammar items.

In terms of the timing of OCF, delayed feedback was considered the best for its advantages of avoiding interruptions and loss of memory about the erroneous utterances. Interruptions were thought to be discouragement to students in speaking English.

Teachers' strong positive perceptions towards the favourability and effectiveness of explicit corrections with metalinguistic clues, repetition and elicitation were based on considerations of students' abilities. The teachers preferred providing implicit feedback to higher ability students. It is probably that they considered those students would be capable of noticing and processing the gap between the error and the target form. On the other side, they preferred giving explicit feedback to lower ability students for presenting clearly the reasons behind the corrections. Lower ability students are asserted by Lin and Hedgcock (1996) requiring more explicit CF since they have lower sensitivity in recognizing the difference between their errors and the target forms. Regardless of what abilities the students have, the most preferred and effective explicit OCF from teachers' perspective is explicit corrections with metalinguistic clues as it involves clear explanation for the target form and avoids misunderstanding. Teacher A emphasized the importance of metalinguistic clues in enhancing students' understanding on the target form and commented that explicit correction alone was not enough to achieve this aim.

6.1.3 What are the similarities and differences in the perceptions between teachers and students?

Perceptions of teachers towards the necessity for OCF, timing and one type of OCF are congruent with that of students. Both groups were found to agree that OCF are necessary and have preference to delayed feedback and explicit corrections with metalinguistic clues. However, students showed less agreement in receiving OCF than their teachers thought them to be. This discrepancy might be explained by the embarrassment caused by the provision of OCF. As mentioned by Teacher A that students might even want to get errors corrected privately since they feel embarrassed about being corrected with the presence of the other classmates. The embarrassment may reduce students' desire to getting OCF from teachers.

There is a gap between teachers and students' perceptions towards some types of OCF. Repetition and elicitation are implicit feedback which remind students of the existence of errors in their utterance without providing the correct form directly. Students show less preference to the two types because students might fail to identify the erroneous part of their utterance and produce appropriate modified responses. The teachers, however, perceived the two implicit feedback positively. One potential reason is that the teachers perceive implicit OCF are beneficial to high-ability students since most implicit CF provides opportunities for self-corrections and enhances internalization (Ammar & Spada, 2006). The second possible reason is that implicit OCF required less time on giving long explanation during valuable lesson time.

6.1.4 Which is the most frequent used OCF in actual practice? Are there any discrepancies beliefs and their actual performance?

The teachers' stated beliefs were partly reflected in their actual performance. It is observed that occurrence of all OCF took place after students had finished speaking without interruptions. The timing of providing OCF in actual practice matches with what teachers mostly preferred. However, there is a discrepancy between teachers' most preferred type of OCF and the most frequent used OCF in actual practice. Both teachers, who preferred explicit correction with metalinguistic clues the most, frequently used recast and elicitation during the observed lessons. The frequent use of the two implicit OCF could be explained by the possibility that the students, who were provided the OCF, were with high ability. Therefore, teachers chose to use more implicit OCF which they considered effective in helping high-ability students in grammar learning.

Interestingly, although implicit OCF were perceived the least effective by students, they generated a over fifty percent chance of successful repairs. The first possible

explanation for the successful uptakes might be that one of the lessons was a revision of previous knowledge, which indicates that students could have high possibility of successful repair since they had basic knowledge of the target form. The second explanation could be the use of a combination of OCF (see TA(1) and TB(1) below). The additional metalinguistic clues provided students more guidance on how to correct the error, leading to higher opportunity of successful repairs.

TA(1): S: Melody is cutest. [Error]

T: **Melody is ...?** You miss one word before cutest.

[OCF-**Elicitation**, Metalinguistic clues]

S: Melody is ...the cutest. [Repair-Self repair]

TB(1): T: Good job. How about this one? Let's sing a song for the charity show.

I'm not good at singing beep perform a drama instead?

S: I'm not good at singing or preform a drama... [Error]

T: **Shall we.** You should use shall we here.

[OCF-**Recast**, Metalinguistic clues]

S: Shall we. [Repair-Repetition]

6.2 Pedagogical Implications

Several implications for second language grammar teaching could be derived from the findings. Oral corrective feedback should be employed since it is considered necessary by both teachers and students. The ideal timing for providing OCF is after students' have finished their speaking in order to prevent interruptions. Thirdly, teachers should use more explicit OCF owing to the evidence of the highest amount of repairs generated by metalinguistic clues and the strong preference to explicit OCF by students. Employing the types of OCF favoured by students may maintain their interest in grammar learning. The final implication is teachers should use more combination of OCF. It has been found that providing more than one type of OCF at the same time generates larger amount of repairs. Moreover, explicit correction with metalinguistic clues, which is considered most favourable and effective by teachers and students, contains a combination of two types of feedback. Providing one type of CF or the most effective type only could never meet all students' expectations and needs (Ammar & Spada, 2006; Ellis, 2012; Lyster, Saito & Sato, 2013).

6.3 Limitation and Implications for Future Studies

There are several limitations and implications for future studies. The conclusion is made based on the small sample size population. More teachers and students could

have involved for generalizing the results. Secondly, only two classroom observations were involved in the data collection. More instances of errors and OCF for analysis could have been yielded by more classroom observations. Thirdly, follow-up interviews with teachers could have been held after the classroom observations in order to better understand the reasons behind for their use of particular OCF in the observed lessons. Fourthly, interviews with students could have helped for exploring deeper the reasons for their perceptions.

7. Conclusion

This study has investigated students and teachers' perceptions on OCF in second language grammar learning in Hong Kong primary school context. It is revealed that students showed agreement with the necessity of OCF and they mostly preferred delayed feedback. The types of OCF which are considered as more favourable and effective are explicit OCF including explicit corrections with metalinguistic clues and explicit corrections. On the other hand, it is found that teachers also favoured delayed feedback and perceived OCF as a necessary tool for students noticing the gap between their interlanguage and the target form. They preferred giving implicit feedback to high-ability students and explicit feedback to lower ability students.

Discrepancy between students and teachers' perceptions towards the favourability and effectiveness of different types of OCF was revealed. Students displayed less preference to implicit OCF than the teachers. There is also incongruence between teacher's beliefs and their actual practice. They did not use the type they believed to be the most effective and instead frequently used recasts and elicitations, which are two implicit OCF unfavoured by students.

The findings suggest that teachers should provide explicit OCF after students have finished speaking. Use of combination of various types is recommended for enhancing the noticing effect of OCF.

Finally, considering the limitations of the present studies, more research is needed to learn more about students and teachers' justifications for their perceptions on OCF.

(Word count: 4997 words, excluding headings, sub-headings, tables and quotes)

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Appendix A: Questions for interviewing teachers

What grade(s) do you teach? _____

Part A: Questionnaire

Please indicate your answers by circling the appropriate numbers. (Q1-Q8)

1. Students' oral grammatical errors should be corrected.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5	4	3	2	1

2. Students want their oral grammatical errors to be corrected.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5	4	3	2	1

3. Students' oral grammatical errors should be corrected immediately.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5	4	3	2	1

4. Students want their oral grammatical errors should be corrected immediately.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5	4	3	2	1

5. Students' oral grammatical errors should be corrected after they have finished speaking.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5	4	3	2	1

6. Students want their oral grammatical errors should be corrected after they have finished speaking.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5	4	3	2	1

7. Students' oral grammatical errors should be corrected at the end of lessons.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5	4	3	2	1

8. Students want their oral grammatical errors should be corrected at the end of lessons.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5	4	3	2	1

Part B:

Please circle the correct number to show (1) the extent to which you like the type of feedback and (2) the extent to which you feel the feedback is useful. (Q9-Q15)

Example:

Student: She drink a glass of apple juice.

Teacher: She drinks a glass of apple juice.

(1)	Strongly like	Like	Neutral	Dislike	Strongly dislike
	5	4	3	2	1
(2)	Strongly useful	useful	Neutral	useless	Strongly useless
	5	4	3	2	1

9. Student: I watch a movie yesterday.

Teacher: watched

(1)	Strongly like	Like	Neutral	Dislike	Strongly dislike
	5	4	3	2	1
(2)	Strongly useful	useful	Neutral	useless	Strongly useless
	5	4	3	2	1

10. Student: I watch a movie yesterday.

Teacher: No, you should say 'I watched a movie', not 'I watch a movie'.

(1)	Strongly like	Like	Neutral	Dislike	Strongly dislike
	5	4	3	2	1
(2)	Strongly useful	useful	Neutral	useless	Strongly useless

5 4 3 2 1

11. Student: I watch a movie yesterday.

Teacher: I watched a movie yesterday. You should use past tense form of ‘watch’ because the event happened in the past.

(1)	Strongly like	Like	Neutral	Dislike	Strongly dislike
	5	4	3	2	1
(2)	Strongly useful	useful	Neutral	useless	Strongly useless
	5	4	3	2	1

12. Student: I watch a movie yesterday.

Teacher: Sorry?

(1)	Strongly like	Like	Neutral	Dislike	Strongly dislike
	5	4	3	2	1
(2)	Strongly useful	useful	Neutral	useless	Strongly useless
	5	4	3	2	1

13. Student: I watch a movie yesterday.

Teacher: I watch a movie yesterday?

(1)	Strongly like	Like	Neutral	Dislike	Strongly dislike
	5	4	3	2	1
(2)	Strongly useful	useful	Neutral	useless	Strongly useless
	5	4	3	2	1

14. Student: I watch a movie yesterday.

Teacher: I wat-...

(1)	Strongly like	Like	Neutral	Dislike	Strongly dislike
	5	4	3	2	1
(2)	Strongly useful	useful	Neutral	useless	Strongly useless
	5	4	3	2	1

15. Student: I watch a movie yesterday.

Teacher: You need to use past tense.

(1)	Strongly like	Like	Neutral	Dislike	Strongly dislike
	5	4	3	2	1
(2)	Strongly useful	useful	Neutral	useless	Strongly useless
	5	4	3	2	1

Part C: Interview Questions

1. Why do you think students' oral grammatical errors should (not) be corrected?

2. Why do you think students (do not) want their oral grammatical errors to be corrected?

3. When is the appropriate time of providing feedback to student's grammatical errors? Why?

4. When is the appropriate time of providing corrective feedback to student's grammatical errors from students' perspective? Why?

5. Which of the seven types of feedback is most favoured by you? Why?

6. Which of the seven types of feedback is most favoured by students? Why?

7. Which of the seven types of feedback is the most effective? Why?

8. Which of the seven types of feedback is the most effective from students' perspective? Why?

Appendix B: Questionnaire for students

Class: _____**Please indicate your answers by circling the appropriate numbers. (Q1-Q8)**

1. Oral grammatical errors should be corrected.

□頭語法錯誤應該被糾正。

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5	4	3	2	1

2. I want my oral grammatical errors to be corrected by teachers.

我想我的□頭語法錯誤被老師糾正。

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5	4	3	2	1

3. Oral grammatical errors should be corrected immediately.

□頭語法錯誤應該被立刻糾正。

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5	4	3	2	1

4. I want my oral grammatical errors to be corrected immediately.

我想我的□頭語法錯誤被立刻糾正。

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5	4	3	2	1

5. Oral grammatical errors should be corrected after the speaking is finished.

□頭語法錯誤應該在完成說話後被糾正。

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5	4	3	2	1

6. I want my oral grammatical errors to be corrected after I have finished speaking.

我想我的□頭語法錯誤在完成說話後被糾正。

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5	4	3	2	1

7. Oral grammatical errors should be corrected at the end of lessons.

口頭語法錯誤應該在課堂完結時被糾正。

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5	4	3	2	1

8. I want my oral grammatical errors to be corrected at the end of lessons.

我想我的口頭語法錯誤在課堂完結時被糾正。

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5	4	3	2	1

Please circle the correct number to show (1) the extent to which you like the type of feedback and (2) the extent to which you feel the feedback is useful. (Q9-Q15)

Example:

Student: She drink a glass of apple juice.

Teacher: She drinks a glass of apple juice.

(1)	Strongly like	Like	Neutral	Dislike	Strongly dislike
	5	4	3	2	1
(2)	Strongly useful	useful	Neutral	useless	Strongly useless
	5	4	3	2	1

9. Student: I watch a movie yesterday.

Teacher: watched

(1)	Strongly like	Like	Neutral	Dislike	Strongly dislike
	5	4	3	2	1
(2)	Strongly useful	useful	Neutral	useless	Strongly useless
	5	4	3	2	1

10. Student: I watch a movie yesterday.

Teacher: No, you should say 'I watched a movie', not 'I watch a movie'.

(1)	Strongly like	Like	Neutral	Dislike	Strongly dislike
	5	4	3	2	1
(2)	Strongly useful	useful	Neutral	useless	Strongly useless
	5	4	3	2	1

11. Student: I watch a movie yesterday.

Teacher: I watched a movie yesterday. You should use past tense form of 'watch' because the event happened in the past.

(1)	Strongly like	Like	Neutral	Dislike	Strongly dislike
	5	4	3	2	1
(2)	Strongly useful	useful	Neutral	useless	Strongly useless
	5	4	3	2	1

12. Student: I watch a movie yesterday.

Teacher: Sorry?

(1)	Strongly like	Like	Neutral	Dislike	Strongly dislike
	5	4	3	2	1
(2)	Strongly useful	useful	Neutral	useless	Strongly useless
	5	4	3	2	1

13. Student: I watch a movie yesterday.

Teacher: I watch a movie yesterday?

(1)	Strongly like	Like	Neutral	Dislike	Strongly dislike
	5	4	3	2	1
(2)	Strongly useful	useful	Neutral	useless	Strongly useless
	5	4	3	2	1

14. Student: I watch a movie yesterday.

Teacher: I wat-...

(1)	Strongly like	Like	Neutral	Dislike	Strongly dislike
	5	4	3	2	1
(2)	Strongly useful	useful	Neutral	useless	Strongly useless
	5	4	3	2	1

15. Student: I watch a movie yesterday.

Teacher: You need to use past tense.

(1)	Strongly like	Like	Neutral	Dislike	Strongly dislike
	5	4	3	2	1
(2)	Strongly useful	useful	Neutral	useless	Strongly useless
	5	4	3	2	1

Appendix C: Interview transcription

Teacher A (Miss Lee) (Class 4D)

Researcher: Why do you think students' oral grammatical errors should be corrected?

Teacher A: Students' oral grammatical errors should be corrected because they would not be able to know their own mistakes if you do not tell them.

Researcher: Why do you think students want their oral grammatical errors to be corrected?

Teacher A: I guess that students want to know if their answers are correct but they do not want to have their mistakes to be corrected immediately in class. But I am worried that students would forget their errors if I had not correct them immediately. Therefore, I will use other methods such as rephrasing students' sentences to correct their errors. For example, if a student says 'She watch TV', then I will say 'Yes, she watches TV'. This method allows students to notice their own error. I may also choose to write down his sentence and ask him to find out the subject of the sentence. After that, I will have him to think about the spelling of the verb. I use the latter method when the lesson is grammar-focused. If it is merely a class activity, I will not correct students' oral errors in order to encourage them to speak more in English. Immediate oral correction discourages students to speak English in class.

Researcher: When is the appropriate time of providing feedback to student's grammatical errors? Why?

Teacher A: It is the best to give feedback as soon as possible after the errors have been made, since it is the time when students have fresh memory about what they have been said. If the errors are corrected at the end of the lesson, students may forget the errors they made. However, providing feedback at the end of the lesson allows teachers to make a summary of students' oral grammatical errors.

Researcher: When is the appropriate time of providing corrective feedback to student's grammatical errors from students' perspective? Why?

Teacher A: I think students want the feedback to be given privately because it might be more discouraging to correct their errors in class with the presence of other classmates. I believe it would be better if I use another way such as using a softer attitude. When I was still a student last year, I misheard the word 'manual' as 'menu', which led to my mispronunciation in my response to teacher's question. My teacher

pointed out my mistake. I felt very embarrassed and was afraid of answering questions during the rest of the lesson. Therefore, I do not think students want their errors to be corrected immediately. However, I think there is a need of pointing out the mistake despite the possibility of hurting students' feeling. Students could deeply remember the mistake they have made

Researcher: Which of the seven types of feedback is most favoured by you? Why?

Teacher A: I prefer to use the type which helps explain the reasons of using a certain tenses because students have to understand which tense should be used in specified context. If the students are with higher ability or when they get familiar with my type of giving feedback, I will give less explanation. Otherwise, I will underline the time phrases in the sentence and ask the student one more time.

Researcher: Which of the seven types of feedback is most favoured by students? Why?

Teacher A: They do not want teachers to correct their errors as they may feel frustrated.

Researcher: Which of the seven types of feedback is the most effective? Why?

Teacher A: Any types that allow students to understand the reason of using the appropriate tenses in different contexts is the most effective. It is not very effective to just rephrase 'watch' as 'watched'. The feedback in Item 11 is a little bit long but it provides a clear explanation. It is not good to just giving the correct answer to students.

Researcher: Which of the seven types of feedback is the most effective from students' perspective? Why?

Teacher A: I think they have the same thought as me. Longer and clear explanation gives them clearer idea about their errors.

Teacher B (Miss Lau) (Class 6D)

Researcher: Why do you think students' oral grammatical errors should (not) be corrected?

Teacher B: I think it is necessary to correct students' oral grammatical errors so that they can know their mistakes. But it is not good to give it immediately. If I correct their errors too often, they will lose the interest to speak English. It is acceptable that students try hard to speak English despite of some mistakes. I will give feedback after they have finished their speaking.

Researcher: Why do you think students want their oral grammatical errors to be corrected?

Teacher B: I think students want to know what mistakes they have made. But they might not want teachers to interrupt their speaking. It also depends on the situation. If students are allowed to express their opinion, they might not want to be interrupted. While learning a target grammar items, students might want their errors corrected. It depends on the purpose of their answers or teacher's question.

Researcher: When is the appropriate time of providing feedback to student's grammatical errors? Why?

Teacher B: It must be given after students have finished their speaking because students do not want to be interrupted.

Researcher: When is the appropriate time of providing corrective feedback to student's grammatical errors from students' perspective? Why?

Teacher B: They want to be corrected after they have finished their speaking. Some types repeat students' sentences, some types remind where the mistake is in the sentence and some of them just pointed out the wrong words used by the students

Researcher: Which of the seven types of feedback is most favoured by you? Why?

Teacher B: It depends on students' ability. For students with higher ability, I will give some hints to them. I may say 'Are you sure? Is it really correct to use it?' Then the students might be able to correct their own mistakes. While for students with lower ability, I will explain more and repeat the correct answer.

Researcher: Which of the seven types of feedback is most favoured by students?

Why?

Teacher B: I guess they want me to repeat the correct answer. They might not want to know the explanation. It also depends on the situation. If I talk to the students one to one, they might not want to receive long explanation.

Researcher: Which of the seven types of feedback is the most effective? Why?

Teacher B: Item 11. It depends on the situation. In a private talk with the students, they might not want to have long explanation. While during lesson, it is necessary for them to know clearly how to use the target grammar appropriately. These are all my thoughts, but I am not sure whether I do the same during lessons.

Researcher: Which of the seven types of feedback is the most effective from students' perspective? Why?

Teacher B: Item 11. I think they want clear explanation.

Appendix D: Key points summarized from interviews from the two teachers

	Teacher A	Teacher B
a. Need	<p>- students do not know mistakes if teachers do not tell them</p> <p>“Students’ oral grammatical errors should be corrected because they would not be able to know their own mistakes if you do not tell them.”</p> <p>“I think there is a need of pointing out the mistake despite the possibility of hurting students’ feeling. Students could deeply remember the mistake they have made”</p>	<p>- Providing OCF is necessary but not too often.</p> <p>“I think it is necessary to correct students’ oral grammatical errors so that they can know their mistakes.”</p> <p>“If I correct their errors too often, they will lose the interest to speak English.”</p>
	<p>- students wanted to know what mistakes they had made</p> <p>“I guess that students want to know if their answers are correct”</p>	<p>- students wanted to know what mistakes they had made</p> <p>“I think students want to know what mistakes they have made”</p>
		<p>- depend on the purpose of teachers’ questions</p> <p>- Grammar focused lesson: students want to have their errors to be corrected.</p> <p>- Not grammar focused lesson: students do not want to be interrupted.</p> <p>“It also depends on the situation. If students are allowed to express their opinion, they might not want to be interrupted. While learning a target grammar items, students might want their errors corrected. It depends on the purpose of their answers or teacher’s question.”</p>

b. Time	<p>- Grammar focused lesson: correct students' errors after their speaking when their memory is still fresh.</p> <p>"It is the best to give feedback as soon as possible after the errors have been made, since it is the time when students have fresh memory about what they have been said. If the errors are corrected at the end of the lesson, students may forget the errors they made."</p> <p>- Prefer to use some strategies which reduce embarrassment.</p> <p>"I will use other methods such as rephrasing students' sentences to correct their errors. For example, if a student says 'She watch TV', then I will say 'Yes, she watches TV'. This method allows students to notice their own error. I may also choose to write down his sentence and ask him to find out the subject of the sentence. After that, I will have him to think about the spelling of the verb."</p>	<p>- Correct after students have finished speaking to avoid interruptions.</p> <p>"It must be given after students have finished their speaking because students do not want to be interrupted."</p>
	<p>- Not grammar focused lesson: Not to interrupt students</p> <p>"If it is merely a class activity, I will not correct students' oral errors in order to encourage them to speak more in English. Immediate oral correction discourages students to speak English in class."</p>	

	<p>- Students do not want to receive OCF immediately or they want to receive privately</p> <p>“...they do not want to have their mistakes to be corrected immediately in class.”</p> <p>“I think students want the feedback to be given privately because it might be more discouraging to correct their errors in class with the presence of other classmates.”</p>	<p>- Students preferred receiving delayed OCF</p> <p>“They want to be corrected after they have finished their speaking.”</p>
c. Favoured type	<p>- preferred giving metalinguistic clues which help explain the underlying reason for using the target grammar</p> <p>“I prefer to use the type which helps explain the reasons of using a certain tenses because students have to understand which tense should be used in specified context.”</p>	
	<p>- Based on students’ ability</p> <p>“If the students are with higher ability or when they get familiar with my type of giving feedback, I will give less explanation. Otherwise, I will underline the time phrases in the sentence and ask the student one more time.”</p>	<p>-Based on students’ ability:</p> <p>- low-ability students preferred clear explanation and high-ability students preferred clarification requests</p> <p>“It depends on students’ ability. For students with higher ability, I will give some hints to them. I may say ‘Are you sure? Is it really correct to use it?’ Then the students might be able to correct their own mistakes. While for students with lower ability, I will explain more and repeat the correct answer.”</p>
	<p>- assumed none of the types is favoured by students as OCF frustrates students</p> <p>“They (Students) do not want</p>	<p>- assumed students want explicit correction without metalinguistic clues.</p> <p>“I guess they want me to repeat the</p>

	teachers to correct their errors as they may feel frustrated.”	correct answer. They might not want to know the explanation.”
d. Usefulness	<p>- explicit correction with metalinguistic clues was the most effective OCF</p> <p>- metalinguistic clues might be some guidance for student to rethink their answers.</p> <p>“Any types that allow students to understand the reason of using the appropriate tenses in different contexts are the most effective. It is not very effective to just rephrase ‘watch’ as ‘watched’. The feedback in Item 11 is a little bit long but it provides a clear explanation. It is not good to just giving the correct answer to students.”</p>	<p>- explicit correction with metalinguistic clues was the most effective OCF</p> <p>“Item 11. [...] during lesson, it is necessary for them to know clearly how to use the target grammar appropriately.”</p>
	<p>- Students want clear explanation</p> <p>“I think they have the same thought as me. Longer and clear explanation gives them clearer idea about their errors.”</p>	<p>- Students want clear explanation</p> <p>“Item 11. I think they want clear explanation.”</p>

Appendix E: The Results tables of Independent-Samples T-test

Participants		N	Mean	Std. Deviation	Std. Error Mean
1. Oral grammatical errors should be corrected.	Student	51	4.00	1.000	.140
	Teacher	2	3.50	.707	.500
2. I want my oral grammatical errors to be corrected by teachers.	Student	51	3.61	1.168	.163
	Teacher	2	4.00	.000	.000

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
1. Oral grammatical errors should be corrected.	Equal variances assumed	.272	.604	.697	51	.489	.500	.717	-.940	1.940
	Equal variances not assumed			.963	1.163	.493	.500	.519	-4.269	5.269
2. I want my oral grammatical errors to be corrected by teachers.	Equal variances assumed	4.157	.047	-.471	51	.640	-.392	.833	-2.065	1.281
	Equal variances not assumed			-2.399	50.000	.020	-.392	.163	-.721	-.064



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Group Statistics

	Participants	N	Mean	Std. Deviation	Std. Error Mean
3. Oral grammatical errors should be corrected immediately.	Student	51	3.20	1.342	.188
	Teacher	2	3.50	.707	.500
4. I want my oral grammatical errors to be corrected immediately.	Student	51	3.20	1.357	.190
	Teacher	2	3.00	1.414	1.000
5. Oral grammatical errors should be corrected after the speaking is finished.	Student	51	3.76	1.335	.187
	Teacher	2	4.50	.707	.500
6. I want my oral grammatical errors to be corrected after I have finished speaking.	Student	51	3.67	1.178	.165
	Teacher	2	3.50	2.121	1.500
7. Oral grammatical errors should be corrected at the end of lessons.	Student	51	2.20	1.114	.156
	Teacher	2	2.50	.707	.500
8. I want my oral grammatical errors to be corrected at the end of lessons.	Student	51	2.35	1.230	.172
	Teacher	2	3.50	.707	.500

Independent Samples Test

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		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
3. Oral grammatical errors should be corrected immediately.	Equal variances assumed	1.503	.226	-.316	51	.753	-.304	.960	-2.232	1.624
	Equal variances not assumed			-.569	1.302	.652	-.304	.534	-4.300	3.693
4. I want my oral grammatical errors to be corrected immediately.	Equal variances assumed	.115	.735	.200	51	.842	.196	.979	-1.769	2.161
	Equal variances not assumed			.193	1.073	.877	.196	1.018	-10.822	11.215
5. Oral grammatical errors should be corrected after the speaking is finished.	Equal variances assumed	1.268	.265	-.769	51	.445	-.735	.956	-2.654	1.184
	Equal variances not assumed			-1.377	1.299	.359	-.735	.534	-4.745	3.275
6. I want my oral grammatical errors to be corrected after I have finished speaking.	Equal variances assumed	1.305	.259	.192	51	.848	.167	.867	-1.575	1.908
	Equal variances not assumed			.110	1.024	.930	.167	1.509	-17.965	18.298
7. Oral grammatical errors should be corrected at the end of lessons.	Equal variances assumed	.511	.478	-.381	51	.705	-.304	.798	-1.906	1.299
	Equal variances not assumed			-.580	1.204	.651	-.304	.524	-4.807	4.199
8. I want my oral grammatical errors to be corrected at the end of lessons.	Equal variances assumed	.933	.339	-1.302	51	.199	-1.147	.881	-2.915	.621
	Equal variances not assumed			-2.169	1.251	.233	-1.147	.529	-5.386	3.092



Group Statistics

	Participants	N	Mean	Std. Deviation	Std. Error Mean
Recast (Preference)	Student	51	2.78	1.419	.199
	Teacher	2	3.50	.707	.500
Explicit Correction (Preference)	Student	51	3.45	1.361	.191
	Teacher	2	2.50	.707	.500
Explicit Correction & Metalinguistic Clues (Preference)	Student	51	3.80	1.327	.186
	Teacher	2	4.00	.000	.000
Clarification Requests (Preference)	Student	51	2.14	1.200	.168
	Teacher	2	2.50	.707	.500
Repetition (Preference)	Student	51	2.16	1.286	.180
	Teacher	2	4.00	.000	.000
Elicitation (Preference)	Student	51	2.25	1.294	.181
	Teacher	2	4.00	.000	.000
Metalinguistic Clues (Preference)	Student	51	2.84	1.206	.169
	Teacher	2	3.50	.707	.500

Independent Samples Test

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		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Recast (Preference)	Equal variances assumed	1.604	.211	-.705	51	.484	-.716	1.015	-2.753	1.322
	Equal variances not assumed			-1.330	1.340	.366	-.716	.538	-4.554	3.122
Explicit Correction (Preference)	Equal variances assumed	1.671	.202	.976	51	.334	.951	.974	-1.005	2.907
	Equal variances not assumed			1.777	1.311	.279	.951	.535	-3.005	4.907
Explicit Correction & Metalinguistic Clues (Preference)	Equal variances assumed	4.763	.034	-.207	51	.837	-.196	.947	-2.097	1.705
	Equal variances not assumed			-1.055	50.000	.296	-.196	.186	-.569	.177
Clarification Requests (Preference)	Equal variances assumed	.881	.352	-.422	51	.675	-.363	.860	-2.089	1.363
	Equal variances not assumed			-.688	1.238	.598	-.363	.527	-4.668	3.943
Repetition (Preference)	Equal variances assumed	5.361	.025	-2.007	51	.050	-1.843	.918	-3.686	.000
	Equal variances not assumed			-10.232	50.000	.000	-1.843	.180	-2.205	-1.481
Elicitation (Preference)	Equal variances assumed	4.307	.043	-1.890	51	.064	-1.745	.923	-3.599	.109
	Equal variances not assumed			-9.633	50.000	.000	-1.745	.181	-2.109	-1.381
Metalinguistic	Equal variances assumed	.913	.344	-.760	51	.451	-.657	.864	-2.391	1.077



Clues (Preference)	Equal variances not assumed			-1.245	1.241	.399	-.657	.528	-4.949	3.635
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Group Statistics

	Participants	N	Mean	Std. Deviation	Std. Error Mean
Recast (Usefulness)	Student	51	3.18	1.410	.197
	Teacher	2	4.00	.000	.000
Explicit Correction (Usefulness)	Student	51	3.63	1.131	.158
	Teacher	2	3.00	.000	.000
Explicit Correction & Metalinguistic Clues (Usefulness)	Student	51	4.29	.923	.129
	Teacher	2	4.00	.000	.000
Clarification Requests (Usefulness)	Student	51	1.90	.944	.132
	Teacher	2	3.00	.000	.000
Repetition (Usefulness)	Student	51	2.18	1.381	.193
	Teacher	2	4.00	.000	.000
Elicitation (Usefulness)	Student	51	2.20	1.059	.148
	Teacher	2	4.00	.000	.000
Metalinguistic Clues (Usefulness)	Student	51	3.20	1.249	.175
	Teacher	2	3.50	.707	.500

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Recast (Usefulness)	Equal variances assumed	4.843	.032	-.818	51	.417	-.824	1.006	-2.844	1.197
	Equal variances not assumed			-4.171	50.000	.000	-.824	.197	-1.220	-.427
Explicit Correction (Usefulness)	Equal variances assumed	3.973	.052	.778	51	.440	.627	.807	-.993	2.248
	Equal variances not assumed			3.963	50.000	.000	.627	.158	.309	.945
Explicit Correction & Metalinguistic Clues (Usefulness)	Equal variances assumed	3.889	.054	.447	51	.657	.294	.659	-1.028	1.617
	Equal variances not assumed			2.276	50.000	.027	.294	.129	.035	.554
Clarification Requests (Usefulness)	Equal variances assumed	6.039	.052	-1.631	51	.109	-1.098	.673	-2.450	.254
	Equal variances not assumed			-8.311	50.000	.000	-1.098	.132	-1.363	-.833
Repetition (Usefulness)	Equal variances assumed	7.508	.008	-1.850	51	.070	-1.824	.986	-3.803	.156
	Equal variances not assumed			-9.427	50.000	.000	-1.824	.193	-2.212	-1.435
Elicitation (Usefulness)	Equal variances assumed	5.279	.026	-2.387	51	.021	-1.804	.756	-3.321	-.287

	Equal variances not assumed			-12.169	50.000	.000	-1.804	.148	-2.102	-1.506
Metalinguistic Clues	Equal variances assumed	.961	.332	-.340	51	.735	-.304	.895	-2.100	1.492
(Usefulness)	Equal variances not assumed			-.574	1.259	.652	-.304	.530	-4.500	3.892

Appendix F: Classroom Observation transcription and record table

Transcription devices	
Symbol	Meaning
S	One Student
Ss	More than one students
T	Teacher
CAPITALS	Emphasis
-	Micro pause
...	The sentence trails into silence / hesitation
=	Interrupted speech

Teacher A (Miss Lee) (Class 4B) : 22 minutes

	Raw data
	<p>T: Eric Cheung, come up! (Eric went to the front of the classroom.)</p> <p>T: Kay, come up! (Kay went to the front of the classroom and stood next to Eric.)</p> <p>T: Face each other.</p> <p>T: Ivan, come up! (Ivan went to the front of the classroom)</p> <p>T: Okay, the last one, Melody. (T wrote 'Melody is _____ (cute)' on the whiteboard.)</p> <p>T: Melody is...? Victoria.</p>
TA (1)	<p>S: Melody is cutest. [Error]</p> <p>T: Melody is ...? You miss one word before cutest. [OCF-Elicitation]</p> <p>S: Melody is ...the cutest. [Repair-Self repair]</p> <p>T: Yes. Melody is the CUTEEST. (T wrote down 'the cutest' in the blank.)</p>
	<p>T: How do you spell cutest? Louis?</p> <p>S: C-U-T-E-S-T</p> <p>T: Good! Cutest. You just need to add st. Good. What about now? (T pointed to another sentence 'Ivan is _____ (tall).')</p> <p>(S mumbled about the answer)</p> <p>(T paused for 13 seconds)</p> <p>T: Jenny.</p> <p>S: Ivan is the tallest.</p>

TA (2)	<p>T: Yes. Ivan is the tallest. What about now?</p> <p>(T pointed to another sentence 'Ivan is _____ Eric (tall)')</p> <p>T: Ivan is ... (paused for 10 seconds) Lora.</p> <p>S: Taller. [Error]</p> <p>T: Taller...? [OCF- Elicitation]</p> <p>S: Taller than. [Repair-Self repair]</p> <p>T: Good! It's taller than Eric.</p> <p>(T wrote down 'taller than' in the blank)</p>
TA (3)	<p>T: And Eric is ... (paused for 4 seconds) Vincy.</p> <p>S: Eric is thinner than Ivan. How to spell thinner? Jassica.</p> <p>S: F-a= [Error]</p> <p>T: THinner. [OCF-Recast]</p> <p>S:T-h-i-n-n-e-r [Repair-Self repair]</p> <p>T: Yes, very good. Remember double n for thin.</p>
	<p>T: I have a question. How many syllables are there? CUTE. (T Clapped once) Charlie.S: one.</p> <p>T: Very good. TALL (T clapped once). How many? How many? Maple.</p> <p>S: one.</p> <p>T: Very good. THIN (T clapped once). How many syllables are there?</p>
TA (4)	<p>T: One only. What about now? Beau-ti-ful (T clapped once for each syllable). How many syllables are there? Lora?</p> <p>S: one [Error]</p> <p>T: One? [OCF-Repetition]</p> <p>S: Two= [Need Repair – Different Error]</p> <p>T: Listen. Beau-ti-ful (T clapped once for each syllable). How many syllables are there?</p> <p>S: Three</p> <p>T: Three. What about this one? Fa-bu-lous (T clapped once for each syllable). How many syllables are there? Eric Chan?</p>
	<p>S: three</p> <p>T: Well-done. Three syllables are there. But if I want to say Eva is beep than Miss Lee. How do you say this? Is is beautifulER than? Or beauty than Miss Lee? No, we use another word. First of all, we would say Eva is beautiful and Miss Lee is beautiful TOO. But Eva is 靚過 (meaning: more beautiful than) Miss Lee. When it is three or more syllables, we use ...</p> <p>S: Eva is more beautiful than Miss Lee.</p> <p>T: Yes. We use more beautiful. But for pretty, how many syllables are there?</p>

	<p>Pre-tty.</p> <p>S: two.</p> <p>T: Two. Well-done. Two syllables. Okay, handsome. So for two syllables, which one do you use? Do you use more than or just add er? Is it handsomer than? Handsome is a very special word. We use more handsome than. What about ex-pen-sive? How many syllables are there? Ex-pen-sive. Kelly.</p> <p>Ss: Three.</p> <p>T: Three. Ex-pen-sive (T clapped once for each syllable). Three syllables. For three syllables, do we add er?</p> <p>S: No. More than.</p> <p>T: Yes, we use more than.</p> <p>(T show a page of workbook on whiteboard)</p> <p>T: Polite. How many syllables? Cora.</p> <p>S: Two</p> <p>T: Yes. What about large? How many syllables? Mandy.</p> <p>S: Two.</p> <p>T: Two. Good. Which one do you use? Er or more than?</p> <p>S: Er...</p> <p>S: more than...</p> <p>S: er er er</p> <p>T: er. For more than. Look here. Comfortable. How many syllables?</p> <p>Ss: Three.</p> <p>T: Popular. How many syllables?</p> <p>Ss: Three.</p> <p>Ss: Handsome.</p> <p>T: Handsome is a special word. Expensive. How many syllables?</p> <p>Ss: Three</p>
TA (5)	<p>T: Three. So when do you use more than?</p> <p>S: Three and handsome</p> <p>T: Victoria. When what?</p> <p>S: When there are two... [Error]</p> <p>T: When there are... [OCF- Elicitation]</p> <p>S: When there are four... [Repair – Self repair]</p> <p>T: We use...</p> <p>S: more...</p> <p>T: Yes, when there are four syllables, we use more than.</p>
	<p>S: Miss Lee, why does 'bigger' has 'ger'?</p> <p>T: This is big. Big and ger.</p>

	<p>S: What is ger?</p> <p>T: For example, big, when we add er, we add ger. Bigger</p> <p>Other S: You have to add one more g.</p> <p>(T distributed workbooks to students.)</p> <p>(S started working on the page.)</p> <p>(T walked around to help students with their work.)</p>
TA (6)	<p>T: Okay, what is the answer for this one? (T pointed to question one.) Gordon.</p> <p>S: Most...most... [Error]</p> <p>T: Is it most popular? We use comparatives here. [OCF–Metalinguistic clues]</p> <p>S: More ... [Repair – Self repair]</p> <p>T: Yes. More popular. I want you to add ‘than’.</p> <p>T: Do you change the adjectives? Do you add ‘er’?</p> <p>Ss: No.</p>
TA (7)	<p>T: No. We don’t change the adjectives for important. Remember to add ‘than’. Okay? What about next one? Delicious. De-li-cious (T Clapped once for each syllable). Maple, What do you put here?</p> <p>S: More... [Error]</p> <p>T: More...? [OCF-Elicitation]</p> <p>S: delicious (copy the student next to her) [Repair- Peer repair]</p> <p>T: Yes, more delicious than.</p>
	<p>T: What about po-lite (T Clapped once for each syllable). Will you use most or use more? We are talking about comparatives. We compare. A is more polite. We use more here because polite is very special. We use more polite.</p>
TA (8)	<p>T: What about number 5. What is the answer? Wilson.</p> <p>S: large. [Error]</p> <p>T: LarGER than. [OCF-Recast]</p> <p>S: Larger than. [Repair-Repetition]</p> <p>T: Yes.</p>
	<p>T: What about this one. Number 6. Hard-working. John?</p> <p>S: More hard-working.</p> <p>T: Well-done. More hardworking (Write down the answers on whiteboard)</p>
TA (9)	<p>T: Finally, young. YOUNG (T clapped once) Hugo.</p> <p>S: Young... [Error]</p> <p>T: Younger. [OCF-Recast]</p> <p>S: ... (Asked his neighbor for help) [Need Repair-Hesitation]</p> <p>T: Younger. (Pointed to the blank in table) What is the answer?</p> <p>Ss: Younger than.</p>

	<p>T: Very good. Younger than. Read part three together. (S followed T to read all the words in the table)</p>
	<p>T: What can you see in this part? Can you see more? (Pointed to the word 'more') Let's circle all the more. T: Can you see more? Ss: No. T: You can see 'er'. When you see more, can you see 'er'? Ss: no. T: When you see 'er', can you see 'more'? Ss: no. T: So can you use them together? Ss: no. T: So remember, they are enemies. When there is more, there is no 'er'. When there is 'er', there is no more. What do you call these adjectives? (Pointed to the comparatives) S: ... T: Superlatives or comparatives here? Leo. S: ... T: What do call these adjectives? S: comparatives. T: Well-done. Comparatives. Write that down on your workbook here. (T wrote down the word on the whiteboard) T: What is comparatives in Chinese? Ss: ...</p>
TA (10)	<p>T: Okay, 比較級(level of comparing between two things) adjectives. Comparatives. So what is the Chinese meaning for 'more popular'? John. S: 高過一個級 (higher level) [Error] T: Chinese name for more popular. [OCF-Metalinguistic clues] S: ... [Need Repair- Hesitation] T: Ken. S: 比較受歡迎呀? (More popular?) T: 比較受歡迎(more popular). Good. Sit down. Happier. What is the Chinese meaning for happier? Kelly.</p>

S: 比較...比較開心 (more...happier).
T: Yes, 比較開心 (happier). What about more delicious? Hugo. What is the meaning of more delicious?
S: ...
T: What is the meaning of more delicious?
Another S: 比較好味 (more delicious)
T: Yes. Polite. What is the meaning of more polite? Winnie?
S: 比較 (more)
T: Good. 比較禮貌 (more polite). What is the meaning of larger?
S: 比較大 (bigger)
T: Good. What about more hardworking?
S: 比較勤力 (more hardworking)
T: 比較勤力 (more hardworking). What about younger? Isabella.
S: 比較細
T: 比較細, 或者比較年輕. Good.

Teacher B (Miss Lau) (Class 4B) : 19 minutes

Raw data
<p>T: Today, we are going to talk about shall we and either ... or. (T erased the whiteboard.)</p> <p>T: First, let me introduce when to use shall we. Usually we use shall we to make suggestion. It has the same meaning of 'let's'. Okay? So, when we try to make suggestion: shall we go to restaurant? Shall we have some fun after school? SHALL WE. (T turned a page of the PowerPoint). It's a school holiday tomorrow. Let's do something together. Okay? Making some suggestion. Let's do something together. We can change this one (T pointed to the word 'Let's'.) to shall we. (T turned a page of the PowerPoint) Okay, shall we go to the country park? Making a suggestion like we are going to a country park, shall we? (T turned a page of the PowerPoint) Great idea. (T turned a page of the PowerPoint) Okay, I want to introduce another phrase to you. Either...or. We can use either ... or to talk about alternatives. So, when you use shall we (T wrote down 'Shall we...' on the whiteboard) to talk about a suggestion, when you make a suggestion like 'shall we go to Disneyland' (T wrote down 'go to Disneyland' on the whiteboard), you may say 'Oh, yes'. Then, what can you do at Disneyland?</p> <p>S: roller coaster.</p> <p>T: Roller coaster. Yes. Ride on roller coaster. (T wrote down 'Ride on roller coaster on the whiteboard.) What else can you do?</p>

	<p>S: Visit Mickey Mouse.</p> <p>T: (T wrote down 'visit Mickey Mouse' on the whiteboard.) Visit Mickey Mouse. Or take some pictures with Mickey Mouse. What else? What else can you do?</p> <p>S: em... eat something.</p> <p>T: Okay, eat something. What is something?</p> <p>S: Food.</p> <p>T: Food. Can you add some adjectives?</p> <p>S: Eat some yummy food.</p> <p>T: (T wrote down eat some yummy food on the whiteboard.) Eat some yummy food. Then, you can use either... or to talk about you choices like this. (T turned a page of the PowerPoint) What can we do in a country park? You can either fly a kite or go hiking. So for this (T pointing to the written words on the whiteboard.) case, what can you do at Disneyland? You can either visit Mickey Mouse or eat yummy food. Okay. This is how you use either ... or. Okay? Some more examples. (T turned a page of the PowerPoint) Shall we go to a country park? This is a suggestion. You really want to go to country park and ask your friend 'Shall we go together?' And then 'Shall we play football?' You want to play football together and then you invite your friend. Okay? SHELL WE. We can either fly a kite or go hiking. We can either have sandwiches or hot dogs. Okay? So, tell somebody your choices or options. You can do both. Alright? Oh, not both. You can only get one. (T turned a page of the PowerPoint) So, here are some practice. So the children can have beep... chicken wings beep... French fries.</p> <p>S: either...or</p> <p>T: Can you tell me in complete sentence?</p> <p>S: The Children can have either chicken wings or French fries.</p> <p>T: Yes, either chicken wings or French fries. (T turned a page of the PowerPoint) How about this one? To go to the library, we can beep the bus beep go on foot.</p> <p>S: To go to the library, we can either take a bus or go on foot.</p>
TB (1)	<p>T: Good job. How about this one? Let's sing a song for the charity show. I'm not good at singing beep perform a drama instead?</p> <p>S: I'm not good at singing or preform a drama... [Error]</p> <p>T: Shall we. You should use shall we here. [OCF-Recast]</p> <p>S: Shall we. [Repair-Repetition]</p>
	<p>T: Shall we perform a drama show instead. Why do you use shall we here? Because this is our suggestions. And then I want people to listen to my</p>

	<p>suggestion. So we start with shall we. Okay? How about this one? beep play table tennis.</p> <p>S: Shall we play table tennis.</p> <p>T: Good job. Now, I will give you a Longman worksheet about shall we and either...or. Okay? So please open your book to page 32.</p> <p>By the way, I want to tell you one thing.</p> <p>Ss: What?</p> <p>T: (T wrote 'You can either fly a kite or go hiking' on the whiteboard) You can see that you use either before a verb, right? You use the either...or before a verb, right? If the verb is the same, you can use either after the verb like this. You can have either hotdogs or sandwiches. When you have the same verb for both options, you can use the either after the verb. Okay? Understand? If you have the same verb like have hotdogs or have sandwiches, then you can put the verb before either. Okay? Understand? Only if the verb is the same. Understand? (T pointed to the first sentence.) These are different verbs like fly and hike. So we can only put the either before the verb.</p>
TB (2)	<p>T: So look at here, can we say this: (T wrote down 'You can have eggs or drink some water.' on the whiteboard) Where should we put the either? Kate?</p> <p>S: We can put... [Error]</p> <p>T: You can...[OCF-Recast]</p> <p>S: You can have either eggs or ... [Need Repair-Different Error]</p> <p>T: You can have either (T wrote down either in the sentence.) have eggs or drink water. Remember, when we have the same verb (T pointed to the sentence with one verb on the whiteboard.). Do they have the same verb? [OCF-Metalinguistic clues]</p> <p>Ss: No.</p> <p>T: So, when they have different verbs, we should put the either before the verb. Right? So Kate, tell me again the answer. [OCF-Metalinguistic clues]</p> <p>S: We can either have eggs or drink water. [Repair-Self repair]</p> <p>T: Yes, we can either have eggs or drink water. Because they are different verbs. Okay?</p>
	<p>T: When we have the same verb, we can use it after the verb. But when we have the different verbs, we can only use before the verb. Okay? Understand? So now look at your textbook page 32. And then I will give you this worksheet. You can do it together. It's about shall we, either... or. (T opened the textbook e-book)</p> <p>T: Tell me the text type of this article. Tell me the text type of this article. Will.</p>

	<p>S: Notice.</p> <p>T: Notice? Yes, notice. Form which organization? From whom? From...It's from...</p> <p>S: S...</p> <p>T: Sally Lam. Who is Sally Lam?</p> <p>S: Teacher in charge of the community...</p>
	<p>T: Teacher in charge of the community Youth Club. Right? What does it mean? Teacher in charge? What does it mean?</p> <p>S: Charity team.</p> <p>T: No. In charge of something means you are handling something. Okay? For example, Mr. Choi is the teacher in charge of Sports Days. Understand?</p> <p>S: 負責 (responsible for)</p> <p>T: Yes, 負責(responsible for).</p>
	<p>T: Alright, so look at the article, the notice. Can you read me the first sentence?</p> <p>Ss: The community youth club is organizing some charity events on next month. Your support will be well ...</p> <p>T: appreciated. What does it mean? Appreciated.</p> <p>S: Thank you.</p> <p>T: Yes, it means you will be very grateful. Thank you so much for your support. And then if you...</p> <p>S: If you are interested. Please fill in the form and send it to school office.</p> <p>T: Okay, can you tell me the meaning? If you are interested. Does it mean really interesting?</p> <p>S: No.</p> <p>T: What does it mean?</p> <p>S: 如果你感興趣</p> <p>T: 如果你感興趣. If you are interested. So how many events do we have? How many events can we have? We can have four days for four events. Okay? But for each day, we have some options. We have two options for each day. For example, the first one, we can sell flags or visit a children's home. The second one, go on a charity walk or visit an old people's home. By the way, can we go for both?</p> <p>S: No.</p> <p>T: No. Because it has OR. Okay? How about number three. Sell raffle tickets or clean a beach. And the last one, we can ...</p> <p>Ss: Plant trees.</p> <p>T: Plant trees or...run a stall, right? So, now look at the conversation. Look at</p>

	<p>the dialogue. Let's take part in one of the event on the tenth of April. Sure! We can either sell flags or visit a children's home. So we can see that use either...or to talk about your options or choices. Okay? So, Shall we take cookies to the children's home? I'm good at cooking. So he use shall we. So what do you think? Which event should he go for? Which event? (T paused for 2 seconds)</p> <p>T: He said shall we make cookies means he suggest to make cookies. So what do you think? So which options? Sell Flags or make cookies?</p> <p>Ss: Make cookies.</p> <p>T: Make cookies. Okay. So now let's look at here. Let's take part in one of the events on the eighteenth of April. By the way, tell me what is your options for the events on the eighteenth of April? What are your options?</p> <p>Ss: Go on a charity walk.</p>
TB (3)	<p>T: What can you choose? You should have your worksheet. Look at C and D. Let's take part in one of the events on the eighteenth of April. Sure, we can either...Tell me the answer.</p> <p>Ss: Go on a charity walk ...</p> <p>T: Bosco, can you tell me your answer? We can...</p> <p>S: We can go on a charity walk or visit old people's home. [Error]</p> <p>T: We can...? (T pointed to the word 'either' on the whiteboard)</p> <p>[OCF-Elicitation]</p> <p>S: ... [Need repair-Hesitation]</p> <p>(Another student put up his hand.)</p> <p>T: Tony.</p> <p>S: We can either go on a charity walk or visit old people's home.</p> <p>T: Okay. So we can either go on a charity walk or visit an old people's home. So write down your answer.</p>
	<p>T: And then beep beep go on a charity walk. What is the answer right here?</p> <p>Ss: Shall we.</p> <p>T: Shall we. Because he refer going on a charity walk. It should be easy, right? I want to do one more activity. And then C says...</p> <p>S: Shall we.</p> <p>T: What do you think?</p> <p>S: Shall we.</p> <p>T: Shall we visit an old people's home instead. I like talking to old people. And then he said No. So do you know how to use either ... or and shall we? You may now try to do ABABCD CD on your own. Okay?</p>

Appendix G: Incidences of OCF and learners' uptake

*The incidences of CF provided to non-grammatical errors are crossed out.

TA (1)	<p>S: Melody is cutest. [Error]</p> <p>T: Melody is ...? You miss one word before cutest. [OCF-Elicitation]</p> <p>S: Melody is ...the cutest. [Repair-Self repair]</p> <p>T: Yes. Melody is the CUTEEST.</p> <p>(T wrote down 'the cutest' in the blank.)</p>
TA (2)	<p>T: Yes. Ivan is the tallest. What about now?</p> <p>(T pointed to another sentence 'Ivan is _____ Eric (tall)')</p> <p>T: Ivan is ... (paused for 10 seconds) Lora.</p> <p>S: Taller. [Error]</p> <p>T: Taller...? [OCF- Elicitation]</p> <p>S: Taller than. [Repair-Self repair]</p> <p>T: Good! It's taller than Eric.</p> <p>(T wrote down 'taller than' in the blank)</p>
TA (3)	<p>T: And Eric is ... (paused for 4 seconds) Viney.</p> <p>S: Eric is thinner than Ivan. How to spell thinner? Jassica.</p> <p>S: F a= [Error]</p> <p>T: THinner. [OCF Recast]</p> <p>S: T h i n n e r [Repair Self repair]</p> <p>T: Yes, very good. Remember double n for thin.</p>
TA (4)	<p>T: One only. What about now? Beau-ti-ful (T clapped once for each syllable). How many syllables are there? Lora?</p> <p>S: one [Error]</p> <p>T: One? [OCF Repetition]</p> <p>S: Two= [Need Repair Different Error]</p> <p>T: Listen. Beau-ti-ful (T clapped once for each syllable). How many syllables are there?</p> <p>S: Three</p> <p>T: Three. What about this one? Fa-bu-lous (T clapped once for each syllable). How many syllables are there? Eric Chan?</p>
TA (5)	<p>T: Three. So when do you use more than?</p> <p>S: Three and handsome</p> <p>T: Victoria. When what?</p> <p>S: When there are two... [Error]</p> <p>T: When there are... [OCF- Elicitation]</p> <p>S: When there are four... [Repair – Self repair]</p> <p>T: We use...</p>

	<p>S: more...</p> <p>T: Yes, when there are four syllables, we use more than.</p>
TA (6)	<p>T: Okay, what is the answer for this one? (T pointed to question one.) Gordon.</p> <p>S: Most...most... [Error]</p> <p>T: Is it most popular? We use comparatives here. [OCF–Metalinguistic clues]</p> <p>S: More ... [Repair – Self repair]</p> <p>T: Yes. More popular. I want you to add ‘than’.</p> <p>T: Do you change the adjectives? Do you add ‘er’?</p> <p>Ss: No.</p>
TA (7)	<p>T: No. We don’t change the adjectives for important. Remember to add ‘than’. Okay? What about next one? Delicious. De-li-cious (T Clapped once for each syllable). Maple, What do you put here?</p> <p>S: More... [Error]</p> <p>T: More...? [OCF-Elicitation]</p> <p>S: delicious (copy the student next to her) [Repair- Peer repair]</p> <p>T: Yes, more delicious than.</p>
TA (8)	<p>T: What about number 5. What is the answer? Wilson.</p> <p>S: large. [Error]</p> <p>T: LarGER than. [OCF-Recast]</p> <p>S: Larger than. [Repair-Repetition]</p> <p>T: Yes.</p>
TA (9)	<p>T: Finally, young. YOUNG (T clapped once) Hugo.</p> <p>S: Young... [Error]</p> <p>T: Younger. [OCF-Recast]</p> <p>S: ... (Asked his neighbor for help) [Need Repair-Hesitation]</p> <p>T: Younger. (Pointed to the blank in table) What is the answer?</p> <p>Ss: Younger than.</p> <p>T: Very good. Younger than. Read part three together. (S followed T to read all the words in the table)</p>

TA (10)	<p>T: Okay, 比較級(level of comparing between two things) adjectives. Comparatives. So what is the Chinese meaning for ‘more popular’? John.</p> <p>S: 高過一個級 (higher level) [Error]</p> <p>T: Chinese name for more popular. [OCF-Metalinguistic clues]</p> <p>S: ... [Need Repair-Hesitation]</p> <p>T: Ken.</p> <p>S: 比較受歡迎呀? (More popular?)</p> <p>T: 比較受歡迎(more popular). Good. Sit down. Happier. What is the Chinese meaning for happier? Kelly.</p>
TB (1)	<p>T: Good job. How about this one? Let’s sing a song for the charity show. I’m not good at singing beep perform a drama instead?</p> <p>S: I’m not good at singing or preform a drama... [Error]</p> <p>T: Shall we. You should use shall we here. [OCF-Recast]</p> <p>S: Shall we. [Repair-Repetition]</p>
TB (2)	<p>T: So look at here, can we say this: (T wrote down ‘You can have eggs or drink some water.’ on the whiteboard) Where should we put the either? Kate?</p> <p>S: We can put... [Error]</p> <p>T: You can...[OCF-Recast]</p> <p>S: You can have either eggs or ... [Need Repair-Different Error]</p> <p>T: You can have either (T wrote down either in the sentence.) have eggs or drink water. Remember, when we have the same verb (T pointed to the sentence with one verb on the whiteboard.). Do they have the same verb? [OCF-Metalinguistic clues]</p> <p>Ss: No.</p> <p>T: So, when they have different verbs, we should put the either before the verb. Right? So Kate, tell me again the answer. [OCF-Metalinguistic clues]</p> <p>S: We can either have eggs or drink water. [Repair-Self repair]</p> <p>T: Yes, we can either have eggs or drink water. Because they are different verbs. Okay?</p>
TB (3)	<p>T: What can you choose? You should have your worksheet. Look at C and D. Let’s take part in one of the events on the eighteenth of April. Sure, we can either...Tell me the answer.</p> <p>Ss: Go on a charity walk ...</p> <p>T: Bosco, can you tell me your answer? We can...</p> <p>S: We can go on a charity walk or visit old people’s home. [Error]</p> <p>T: We can...? (T pointed to the word ‘either’ on the whiteboard) [OCF-Elicitation]</p> <p>S: ... [Need repair-Hesitation]</p>

	<p>(Another student put up his hand.)</p> <p>T: Tony.</p> <p>S: We can either go on a charity walk or visit old people's home.</p> <p>T: Okay. So we can either go on a charity walk or visit an old people's home.</p> <p>So write down your answer.</p>
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Appendix H: Signed Consent Forms (School)

Appendix I: Completed Interview Questionnaire (Teacher A)

What grade(s) do you teach? P. 4

Part A: Questionnaire

Please indicate your answers by circling the appropriate numbers. (Q1-Q8)

1. Students' oral grammatical errors should be corrected.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5	4	3	2	1

2. Students want their oral grammatical errors to be corrected.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5	4	3	2	1

3. Students' oral grammatical errors should be corrected immediately.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5	4	3	2	1

4. Students want their oral grammatical errors should be corrected immediately.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5	4	3	2	1

5. Students' oral grammatical errors should be corrected after they have finished speaking.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5	4	3	2	1

6. Students want their oral grammatical errors should be corrected after they have finished speaking.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5	4	3	2	1

7. Students' oral grammatical errors should be corrected at the end of lessons.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5	4	3	2	1

8. Students want their oral grammatical errors ~~should-be~~ corrected at the end of lessons.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5	4	3	2	1

Part B:

Please circle the correct number to show (1) the extent to which you like the type of feedback and (2) the extent to which you feel the feedback is useful. (Q9-Q15)

Example:

Student: She drink a glass of apple juice.

Teacher: She drinks a glass of apple juice.

(1) Strongly like	Like	Neutral	Dislike	Strongly dislike
5	4	3	2	1
(2) Strongly useful	useful	Neutral	useless	Strongly useless
5	4	3	2	1

9. Student: I watch a movie yesterday.

Teacher: watched

(1) Strongly like	Like	Neutral	Dislike	Strongly dislike
5	4	3	2	1
(2) Strongly useful	useful	Neutral	useless	Strongly useless
5	4	3	2	1

10. Student: I watch a movie yesterday.

Teacher: No, you should say 'I watched a movie', not 'I watch a movie'.

(1) Strongly like	Like	Neutral	Dislike	Strongly dislike
5	4	3	2	1
(2) Strongly useful	useful	Neutral	useless	Strongly useless
5	4	3	2	1

11. Student: I watch a movie yesterday.

Teacher: I watched a movie yesterday. You should use past tense form of 'watch' because the event happened in the past.

(1)	Strongly like	Like	Neutral	Dislike	Strongly dislike
	5	4	3	2	1
(2)	Strongly useful	useful	Neutral	useless	Strongly useless
	5	4	3	2	1

12. Student: I watch a movie yesterday.

Teacher: Sorry?

(1)	Strongly like	Like	Neutral	Dislike	Strongly dislike
	5	4	3	2	1
(2)	Strongly useful	useful	Neutral	useless	Strongly useless
	5	4	3	2	1

13. Student: I watch a movie yesterday.

Teacher: I watch a movie yesterday?

(1)	Strongly like	Like	Neutral	Dislike	Strongly dislike
	5	4	3	2	1
(2)	Strongly useful	useful	Neutral	useless	Strongly useless
	5	4	3	2	1

14. Student: I watch a movie yesterday.

Teacher: I wat-...

(1)	Strongly like	Like	Neutral	Dislike	Strongly dislike
	5	4	3	2	1
(2)	Strongly useful	useful	Neutral	useless	Strongly useless
	5	4	3	2	1

15. Student: I watch a movie yesterday.

Teacher: You need to use past tense.

(1)	Strongly like	Like	Neutral	Dislike	Strongly dislike
	5	4	3	2	1
(2)	Strongly useful	useful	Neutral	useless	Strongly useless
	5	4	3	2	1

Part C: Interview Questions

- ✓ 1. Why do you think students' oral grammatical errors should (not) be corrected?
- ✓ 2. Why do you think students (do not) want their oral grammatical errors to be corrected?
- ✓ 3. When is the appropriate time of providing feedback to student's grammatical errors? Why?
- ✓ 4. When is the appropriate time of providing corrective feedback to student's grammatical errors from students' perspective? Why?
- ✓ 5. Which of the seven types of feedback you use the most?
6. Which of the seven types of feedback is most favoured by you? Why?
7. Which of the seven types of feedback is most favoured by students? Why?
8. Which of the seven types of feedback is the most effective? Why?
9. Which of the seven types of feedback is the most effective from students' perspective? Why?

(Teacher B)

What grade(s) do you teach? Six

Part A: Questionnaire

Please indicate your answers by circling the appropriate numbers. (Q1-Q8)

1. Students' oral grammatical errors should be corrected.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5	4	3	2	1

2. Students want their oral grammatical errors to be corrected.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5	4	3	2	1

3. Students' oral grammatical errors should be corrected immediately.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5	4	3	2	1

4. Students want their oral grammatical errors ~~should be~~ corrected immediately.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5	4	3	2	1

5. Students' oral grammatical errors should be corrected after they have finished speaking.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5	4	3	2	1

6. Students want their oral grammatical errors should be corrected after they have finished speaking.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5	4	3	2	1

7. Students' oral grammatical errors should be corrected at the end of lessons.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5	4	3	2	1

8. Students want their oral grammatical errors should be corrected at the end of lessons.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5	4	3	2	1

Part B:

Please circle the correct number to show (1) the extent to which you like the type of feedback and (2) the extent to which you feel the feedback is useful. (Q9-Q15)

Example:

Student: She drink a glass of apple juice.

Teacher: She drinks a glass of apple juice.

(1)	Strongly like	Like	Neutral	Dislike	Strongly dislike
	5	4	3	2	1
(2)	Strongly useful	useful	Neutral	useless	Strongly useless
	5	4	3	2	1

9. Student: I watch a movie yesterday.

Teacher: watched

(1)	Strongly like	Like	Neutral	Dislike	Strongly dislike
	5	4	3	2	1
(2)	Strongly useful	useful	Neutral	useless	Strongly useless
	5	4	3	2	1

10. Student: I watch a movie yesterday.

Teacher: No, you should say 'I watched a movie', not 'I watch a movie'.

(1)	Strongly like	Like	Neutral	Dislike	Strongly dislike
	5	4	3	2	1
(2)	Strongly useful	useful	Neutral	useless	Strongly useless
	5	4	3	2	1

11. Student: I watch a movie yesterday.

Teacher: I watched a movie yesterday. You should use past tense form of 'watch' because the event happened in the past.

(1)	Strongly like	Like	Neutral	Dislike	Strongly dislike
	5	4	3	2	1
(2)	Strongly useful	useful	Neutral	useless	Strongly useless
	5	4	3	2	1

12. Student: I watch a movie yesterday.

Teacher: Sorry?

(1)	Strongly like	Like	Neutral	Dislike	Strongly dislike
	5	4	3	2	1
(2)	Strongly useful	useful	Neutral	useless	Strongly useless
	5	4	3	2	1

13. Student: I watch a movie yesterday.

Teacher: I watch a movie yesterday?

(1)	Strongly like	Like	Neutral	Dislike	Strongly dislike
	5	4	3	2	1
(2)	Strongly useful	useful	Neutral	useless	Strongly useless
	5	4	3	2	1

14. Student: I watch a movie yesterday.

Teacher: I wat-...

(1)	Strongly like	Like	Neutral	Dislike	Strongly dislike
	5	4	3	2	1
(2)	Strongly useful	useful	Neutral	useless	Strongly useless
	5	4	3	2	1

15. Student: I watch a movie yesterday.

Teacher: You need to use past tense.

(1)	Strongly like	Like	Neutral	Dislike	Strongly dislike
	5	4	3	2	1
(2)	Strongly useful	useful	Neutral	useless	Strongly useless
	5	4	3	2	1

Part C: Interview Questions

1. Why do you think students' oral grammatical errors should (not) be corrected?

2. Why do you think students (do not) want their oral grammatical errors to be corrected?

3. When is the appropriate time of providing feedback to student's grammatical errors? Why?

4. When is the appropriate time of providing corrective feedback to student's grammatical errors from students' perspective? Why?

~~5. Which of the seven types of feedback you use the most?~~

6. Which of the seven types of feedback is most favoured by you? Why?

7. Which of the seven types of feedback is most favoured by students? Why?

8. Which of the seven types of feedback is the most effective? Why?

9. Which of the seven types of feedback is the most effective from students' perspective? Why?

Appendix J: Eleven Copies of Completed Students Questionnaires

Class: 4D Class number: (1)

(A) Please indicate your answers by circling the appropriate numbers. (Q1-Q8)

1. Oral grammatical errors should be corrected.

□頭語法錯誤應該被糾正。

Strongly agree 非常同意 ⑤	Agree 同意 4	Neutral 中立 3	Disagree 不同意 2	Strongly disagree 非常不同意 1
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2. I want my oral grammatical errors to be corrected by teachers.

我想我的口頭語法錯誤被老師糾正。

Strongly agree 非常同意 5	Agree 同意 ④	Neutral 中立 3	Disagree 不同意 2	Strongly disagree 非常不同意 1
-----------------------------	------------------	--------------------	----------------------	---------------------------------

3. Oral grammatical errors should be corrected immediately.

□頭語法錯誤應該被立刻糾正。

Strongly agree 非常同意 5	Agree 同意 4	Neutral 中立 ③	Disagree 不同意 2	Strongly disagree 非常不同意 1
-----------------------------	------------------	--------------------	----------------------	---------------------------------

4. I want my oral grammatical errors to be corrected immediately.

我想我的口頭語法錯誤被立刻糾正。

Strongly agree 非常同意 5	Agree 同意 4	Neutral 中立 3	Disagree 不同意 ②	Strongly disagree 非常不同意 1
-----------------------------	------------------	--------------------	----------------------	---------------------------------

5. Oral grammatical errors should be corrected after the speaking is finished.

□頭語法錯誤應該在完成說話後被糾正。

Strongly agree 非常同意 5	Agree 同意 4	Neutral 中立 3	Disagree 不同意 ②	Strongly disagree 非常不同意 1
-----------------------------	------------------	--------------------	----------------------	---------------------------------

6. I want my oral grammatical errors to be corrected after I have finished speaking.
我想我的口頭語法錯誤在完成說話後被糾正。

Strongly agree 非常同意	Agree 同意	Neutral 中立	Disagree 不同意	Strongly disagree 非常不同意
5	④	3	2	1

7. Oral grammatical errors should be corrected at the end of lessons.
口頭語法錯誤應該在課堂完結時被糾正。

Strongly agree 非常同意	Agree 同意	Neutral 中立	Disagree 不同意	Strongly disagree 非常不同意
5	4	③	2	1

8. I want my oral grammatical errors to be corrected at the end of lessons.
我想我的口頭語法錯誤在課堂完結時被糾正。

Strongly agree 非常同意	Agree 同意	Neutral 中立	Disagree 不同意	Strongly disagree 非常不同意
5	4	③	2	1

- (B) Please circle the correct number to show (1) the extent to which you like the type of feedback and (2) the extent to which you feel the feedback is useful. (Q9-Q15)

Example:

Student: She drink a glass of apple juice.

Teacher: She drinks a glass of apple juice.

(1)	Strongly like 非常喜歡	Like 喜歡	Neutral 中立	Dislike 不喜歡	Strongly dislike 非常不喜歡
	5	4	3	2	1
(2)	Strongly useful 非常有幫助	Useful 有幫助	Neutral 中立	Useless 沒有幫助	Strongly useless 完全沒有幫助
	5	4	3	2	1

9. Student: I watch a movie yesterday.
Teacher: watched

(1)	Strongly like 非常喜歡	Like 喜歡	Neutral 中立	Dislike 不喜歡	Strongly dislike 非常不喜歡
	⑤	4	3	2	1
(2)	Strongly useful 非常有幫助	Useful 有幫助	Neutral 中立	Useless 沒有幫助	Strongly useless 完全沒有幫助
	⑤	4	3	2	1

10. Student: I watch a movie yesterday.

Teacher: No, you should say 'I watched a movie', not 'I watch a movie'.

(1)	Strongly like 非常喜歡 5	Like 喜歡 ④	Neutral 中立 3	Dislike 不喜歡 2	Strongly dislike 非常不喜歡 1
(2)	Strongly useful 非常有幫助 5	Useful 有幫助 ④	Neutral 中立 3	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 1

11. Student: I watch a movie yesterday.

Teacher: I watched a movie yesterday. You should use past tense form of 'watch' because the event happened in the past.

(1)	Strongly like 非常喜歡 ⑤	Like 喜歡 4	Neutral 中立 3	Dislike 不喜歡 2	Strongly dislike 非常不喜歡 1
(2)	Strongly useful 非常有幫助 ⑤	Useful 有幫助 4	Neutral 中立 3	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 1

12. Student: I watch a movie yesterday.

Teacher: Sorry?

(1)	Strongly like 非常喜歡 5	Like 喜歡 4	Neutral 中立 3	Dislike 不喜歡 2	Strongly dislike 非常不喜歡 ①
(2)	Strongly useful 非常有幫助 5	Useful 有幫助 4	Neutral 中立 3	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 ①

13. Student: I watch a movie yesterday.

Teacher: I watch a movie yesterday?

(1)	Strongly like 非常喜歡 5	Like 喜歡 4	Neutral 中立 3	Dislike 不喜歡 2	Strongly dislike 非常不喜歡 ①
(2)	Strongly useful 非常有幫助 5	Useful 有幫助 4	Neutral 中立 3	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 ①

14. Student: I watch a movie yesterday.

Teacher: I wat-...

(1)	Strongly like 非常喜歡 5	Like 喜歡 4	Neutral 中立 3	Dislike 不喜歡 2	Strongly dislike 非常不喜歡 ①
(2)	Strongly useful 非常有幫助 5	Useful 有幫助 4	Neutral 中立 3	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 ①

15. Student: I watch a movie yesterday.

Teacher: You need to use past tense.

(1)	Strongly like 非常喜歡 ⑤	Like 喜歡 4	Neutral 中立 3	Dislike 不喜歡 2	Strongly dislike 非常不喜歡 1
(2)	Strongly useful 非常有幫助 ⑤	Useful 有幫助 4	Neutral 中立 3	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 1

-The end-

Thank you very much!

Class: 4D Class number: (2)

(A) Please indicate your answers by circling the appropriate numbers. (Q1-Q8)

1. Oral grammatical errors should be corrected.

口頭語法錯誤應該被糾正。

Strongly agree 非常同意 5	Agree 同意 4	Neutral 中立 3	Disagree 不同意 2	Strongly disagree 非常不同意 1
-----------------------------	------------------	--------------------	----------------------	---------------------------------

2. I want my oral grammatical errors to be corrected by teachers.

我想我的口頭語法錯誤被老師糾正。

Strongly agree 非常同意 5	Agree 同意 4	Neutral 中立 3	Disagree 不同意 2	Strongly disagree 非常不同意 1
-----------------------------	------------------	--------------------	----------------------	---------------------------------

3. Oral grammatical errors should be corrected immediately.

口頭語法錯誤應該被立刻糾正。

Strongly agree 非常同意 5	Agree 同意 4	Neutral 中立 3	Disagree 不同意 2	Strongly disagree 非常不同意 1
-----------------------------	------------------	--------------------	----------------------	---------------------------------

4. I want my oral grammatical errors to be corrected immediately.

我想我的口頭語法錯誤被立刻糾正。

Strongly agree 非常同意 5	Agree 同意 4	Neutral 中立 3	Disagree 不同意 2	Strongly disagree 非常不同意 1
-----------------------------	------------------	--------------------	----------------------	---------------------------------

5. Oral grammatical errors should be corrected after the speaking is finished.

口頭語法錯誤應該在完成說話後被糾正。

Strongly agree 非常同意 5	Agree 同意 4	Neutral 中立 3	Disagree 不同意 2	Strongly disagree 非常不同意 1
-----------------------------	------------------	--------------------	----------------------	---------------------------------

6. I want my oral grammatical errors to be corrected after I have finished speaking.

我想我的口頭語法錯誤在完成說話後被糾正。

Strongly agree 非常同意 5	Agree 同意 4	Neutral 中立 (3)	Disagree 不同意 2	Strongly disagree 非常不同意 1
-----------------------------	------------------	----------------------	----------------------	---------------------------------

7. Oral grammatical errors should be corrected at the end of lessons.

口頭語法錯誤應該在課堂完結時被糾正。

Strongly agree 非常同意 5	Agree 同意 4	Neutral 中立 3	Disagree 不同意 (2)	Strongly disagree 非常不同意 1
-----------------------------	------------------	--------------------	------------------------	---------------------------------

8. I want my oral grammatical errors to be corrected at the end of lessons.

我想我的口頭語法錯誤在課堂完結時被糾正。

Strongly agree 非常同意 5	Agree 同意 4	Neutral 中立 3	Disagree 不同意 (2)	Strongly disagree 非常不同意 1
-----------------------------	------------------	--------------------	------------------------	---------------------------------

(B) Please circle the correct number to show (1) the extent to which you like the type of feedback and (2) the extent to which you feel the feedback is useful. (Q9-Q15)

Example:

Student: She drink a glass of apple juice.

Teacher: She drinks a glass of apple juice.

(1)	Strongly like 非常喜歡 5	Like 喜歡 4	Neutral 中立 3	Dislike 不喜歡 2	Strongly dislike 非常不喜歡 1
(2)	Strongly useful 非常有幫助 5	Useful 有幫助 4	Neutral 中立 3	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 1

9. Student: I watch a movie yesterday.

Teacher: watched

(1)	Strongly like 非常喜歡 5	Like 喜歡 (4)	Neutral 中立 3	Dislike 不喜歡 2	Strongly dislike 非常不喜歡 1
(2)	Strongly useful 非常有幫助 5	Useful 有幫助 (4)	Neutral 中立 3	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 1

10. Student: I watch a movie yesterday.

Teacher: No, you should say 'I watched a movie', not 'I watch a movie'.

(1)	Strongly like 非常喜歡 5	Like 喜歡 4	Neutral 中立 3	Dislike 不喜歡 2	Strongly dislike 非常不喜歡 1
(2)	Strongly useful 非常有幫助 5	Useful 有幫助 4	Neutral 中立 3	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 1

11. Student: I watch a movie yesterday.

Teacher: I watched a movie yesterday. You should use past tense form of 'watch' because the event happened in the past.

(1)	Strongly like 非常喜歡 5	Like 喜歡 4	Neutral 中立 3	Dislike 不喜歡 2	Strongly dislike 非常不喜歡 1
(2)	Strongly useful 非常有幫助 5	Useful 有幫助 4	Neutral 中立 3	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 1

12. Student: I watch a movie yesterday.

Teacher: Sorry?

(1)	Strongly like 非常喜歡 5	Like 喜歡 4	Neutral 中立 3	Dislike 不喜歡 2	Strongly dislike 非常不喜歡 1
(2)	Strongly useful 非常有幫助 5	Useful 有幫助 4	Neutral 中立 3	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 1

13. Student: I watch a movie yesterday.

Teacher: I watch a movie yesterday?

(1)	Strongly like 非常喜歡 5	Like 喜歡 4	Neutral 中立 3	Dislike 不喜歡 2	Strongly dislike 非常不喜歡 1
(2)	Strongly useful 非常有幫助 5	Useful 有幫助 4	Neutral 中立 3	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 1

14. Student: I watch a movie yesterday.

Teacher: I wat-...

(1)	Strongly like 非常喜歡 5	Like 喜歡 4	Neutral 中立 3	Dislike 不喜歡 2	Strongly dislike 非常不喜歡 1
(2)	Strongly useful 非常有幫助 5	Useful 有幫助 4	Neutral 中立 3	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 1

15. Student: I watch a movie yesterday.

Teacher: You need to use past tense.

(1)	Strongly like 非常喜歡 5	Like 喜歡 4	Neutral 中立 3	Dislike 不喜歡 2	Strongly dislike 非常不喜歡 1
(2)	Strongly useful 非常有幫助 5	Useful 有幫助 4	Neutral 中立 3	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 1

-The end-

Thank you very much!

Class: 4D Class number: (22)

(A) Please indicate your answers by circling the appropriate numbers. (Q1-Q8)

1. Oral grammatical errors **should be corrected**.

□頭語法錯誤應該被糾正。

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
非常同意	同意	中立	不同意	非常不同意
5	4	3	2	1

2. I **want** my oral grammatical errors to be corrected by teachers.

我想我的□頭語法錯誤被老師糾正。

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
非常同意	同意	中立	不同意	非常不同意
5	4	3	2	1

3. Oral grammatical errors **should be corrected immediately**.

□頭語法錯誤應該被立刻糾正。

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
非常同意	同意	中立	不同意	非常不同意
5	4	3	2	1

4. I **want** my oral grammatical errors to be corrected immediately.

我想我的□頭語法錯誤被立刻糾正。

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
非常同意	同意	中立	不同意	非常不同意
5	4	3	2	1

5. Oral grammatical errors **should be corrected after the speaking is finished**.

□頭語法錯誤應該在完成說話後被糾正。

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
非常同意	同意	中立	不同意	非常不同意
5	4	3	2	1

6. I want my oral grammatical errors to be corrected after I have finished speaking.
我想我的口頭語法錯誤在完成說話後被糾正。

Strongly agree 非常同意	Agree 同意	Neutral 中立	Disagree 不同意	Strongly disagree 非常不同意
5	4	3	2	1

7. Oral grammatical errors should be corrected at the end of lessons.
口頭語法錯誤應該在課堂完結時被糾正。

Strongly agree 非常同意	Agree 同意	Neutral 中立	Disagree 不同意	Strongly disagree 非常不同意
5	4	3	2	1

8. I want my oral grammatical errors to be corrected at the end of lessons.
我想我的口頭語法錯誤在課堂完結時被糾正。

Strongly agree 非常同意	Agree 同意	Neutral 中立	Disagree 不同意	Strongly disagree 非常不同意
5	4	3	2	1

- (B) Please circle the correct number to show (1) the extent to which you like the type of feedback and (2) the extent to which you feel the feedback is useful. (Q9-Q15)

Example:

Student: She drink a glass of apple juice.

Teacher: She drinks a glass of apple juice.

(1)	Strongly like 非常喜歡	Like 喜歡	Neutral 中立	Dislike 不喜歡	Strongly dislike 非常不喜歡
	5	4	3	2	1
(2)	Strongly useful 非常有幫助	Useful 有幫助	Neutral 中立	Useless 沒有幫助	Strongly useless 完全沒有幫助
	5	4	3	2	1

9. Student: I watch a movie yesterday.

Teacher: watched

(1)	Strongly like 非常喜歡	Like 喜歡	Neutral 中立	Dislike 不喜歡	Strongly dislike 非常不喜歡
	5	4	3	2	1
(2)	Strongly useful 非常有幫助	Useful 有幫助	Neutral 中立	Useless 沒有幫助	Strongly useless 完全沒有幫助
	5	4	3	2	1

10. Student: I watch a movie yesterday.

Teacher: No, you should say 'I watched a movie', not 'I watch a movie'.

(1)	Strongly like 非常喜歡 5	Like 喜歡 4	Neutral 中立 3	Dislike 不喜歡 2	Strongly dislike 非常不喜歡 1
(2)	Strongly useful 非常有幫助 5	Useful 有幫助 4	Neutral 中立 3	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 1

11. Student: I watch a movie yesterday.

Teacher: I watched a movie yesterday. You should use past tense form of 'watch' because the event happened in the past.

(1)	Strongly like 非常喜歡 5	Like 喜歡 4	Neutral 中立 3	Dislike 不喜歡 2	Strongly dislike 非常不喜歡 1
(2)	Strongly useful 非常有幫助 5	Useful 有幫助 4	Neutral 中立 3	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 1

12. Student: I watch a movie yesterday.

Teacher: Sorry?

(1)	Strongly like 非常喜歡 5	Like 喜歡 4	Neutral 中立 3	Dislike 不喜歡 2	Strongly dislike 非常不喜歡 1
(2)	Strongly useful 非常有幫助 5	Useful 有幫助 4	Neutral 中立 3	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 1

13. Student: I watch a movie yesterday.

Teacher: I watch a movie yesterday?

(1)	Strongly like 非常喜歡 5	Like 喜歡 4	Neutral 中立 3	Dislike 不喜歡 2	Strongly dislike 非常不喜歡 1
(2)	Strongly useful 非常有幫助 5	Useful 有幫助 4	Neutral 中立 3	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 1

14. Student: I watch a movie yesterday.

Teacher: I wat-...

(1)	Strongly like 非常喜歡 5	Like 喜歡 4	Neutral 中立 3	Dislike 不喜歡 2	Strongly dislike 非常不喜歡 1
(2)	Strongly useful 非常有幫助 5	Useful 有幫助 4	Neutral 中立 3	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 1

15. Student: I watch a movie yesterday.

Teacher: You need to use past tense.

(1)	Strongly like 非常喜歡 5	Like 喜歡 4	Neutral 中立 3	Dislike 不喜歡 2	Strongly dislike 非常不喜歡 1
(2)	Strongly useful 非常有幫助 5	Useful 有幫助 4	Neutral 中立 3	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 1

-The end-

Thank you very much!

Class: 4D Class number: (23)

(A) Please indicate your answers by circling the appropriate numbers. (Q1-Q8)

1. Oral grammatical errors **should be corrected**.

口頭語法錯誤應該被糾正。

Strongly agree 非常同意 (5)	Agree 同意 4	Neutral 中立 3	Disagree 不同意 2	Strongly disagree 非常不同意 1
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2. I **want** my oral grammatical errors to be corrected by teachers.

我想我的口頭語法錯誤被老師糾正。

Strongly agree 非常同意 5	Agree 同意 4	Neutral 中立 3	Disagree 不同意 (2)	Strongly disagree 非常不同意 1
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3. Oral grammatical errors **should be corrected immediately**.

口頭語法錯誤應該被立刻糾正。

Strongly agree 非常同意 5	Agree 同意 4	Neutral 中立 (3)	Disagree 不同意 2	Strongly disagree 非常不同意 1
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4. I **want** my oral grammatical errors to be corrected immediately.

我想我的口頭語法錯誤被立刻糾正。

Strongly agree 非常同意 5	Agree 同意 4	Neutral 中立 (3)	Disagree 不同意 2	Strongly disagree 非常不同意 1
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5. Oral grammatical errors **should be corrected after the speaking is finished**.

口頭語法錯誤應該在完成說話後被糾正。

Strongly agree 非常同意 5	Agree 同意 (4)	Neutral 中立 3	Disagree 不同意 2	Strongly disagree 非常不同意 1
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6. I want my oral grammatical errors to be corrected after I have finished speaking.
我想我的口頭語法錯誤在完成說話後被糾正。

Strongly agree 非常同意	Agree 同意	Neutral 中立	Disagree 不同意	Strongly disagree 非常不同意
5	4	3	2	1

7. Oral grammatical errors should be corrected at the end of lessons.
口頭語法錯誤應該在課堂完結時被糾正。

Strongly agree 非常同意	Agree 同意	Neutral 中立	Disagree 不同意	Strongly disagree 非常不同意
5	4	3	2	1

8. I want my oral grammatical errors to be corrected at the end of lessons.
我想我的口頭語法錯誤在課堂完結時被糾正。

Strongly agree 非常同意	Agree 同意	Neutral 中立	Disagree 不同意	Strongly disagree 非常不同意
5	4	3	2	1

- (B) Please circle the correct number to show (1) the extent to which you like the type of feedback and (2) the extent to which you feel the feedback is useful. (Q9-Q15)

Example:

Student: She drink a glass of apple juice.

Teacher: She drinks a glass of apple juice.

(1)	Strongly like 非常喜歡	Like 喜歡	Neutral 中立	Dislike 不喜歡	Strongly dislike 非常不喜歡
	5	4	3	2	1
(2)	Strongly useful 非常有幫助	Useful 有幫助	Neutral 中立	Useless 沒有幫助	Strongly useless 完全沒有幫助
	5	4	3	2	1

9. Student: I watch a movie yesterday.
Teacher: watched

(1)	Strongly like 非常喜歡	Like 喜歡	Neutral 中立	Dislike 不喜歡	Strongly dislike 非常不喜歡
	5	4	3	2	1
(2)	Strongly useful 非常有幫助	Useful 有幫助	Neutral 中立	Useless 沒有幫助	Strongly useless 完全沒有幫助
	5	4	3	2	1

10. Student: I watch a movie yesterday.

Teacher: No, you should say 'I watched a movie', not 'I watch a movie'.

(1)	Strongly like 非常喜歡 5	Like 喜歡 4	Neutral 中立 3	Dislike 不喜歡 2	Strongly dislike 非常不喜歡 1
(2)	Strongly useful 非常有幫助 5	Useful 有幫助 4	Neutral 中立 3	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 1

11. Student: I watch a movie yesterday.

Teacher: I watched a movie yesterday. You should use past tense form of 'watch' because the event happened in the past.

(1)	Strongly like 非常喜歡 5	Like 喜歡 4	Neutral 中立 3	Dislike 不喜歡 2	Strongly dislike 非常不喜歡 1
(2)	Strongly useful 非常有幫助 5	Useful 有幫助 4	Neutral 中立 3	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 1

12. Student: I watch a movie yesterday.

Teacher: Sorry?

(1)	Strongly like 非常喜歡 5	Like 喜歡 4	Neutral 中立 3	Dislike 不喜歡 2	Strongly dislike 非常不喜歡 1
(2)	Strongly useful 非常有幫助 5	Useful 有幫助 4	Neutral 中立 3	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 1

13. Student: I watch a movie yesterday.

Teacher: I watch a movie yesterday?

(1)	Strongly like 非常喜歡 5	Like 喜歡 4	Neutral 中立 3	Dislike 不喜歡 2	Strongly dislike 非常不喜歡 1
(2)	Strongly useful 非常有幫助 5	Useful 有幫助 4	Neutral 中立 3	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 1

14. Student: I watch a movie yesterday.

Teacher: I wat-...

(1)	Strongly like 非常喜歡 5	Like 喜歡 4	Neutral 中立 3	Dislike 不喜歡 2	Strongly dislike 非常不喜歡 1
(2)	Strongly useful 非常有幫助 5	Useful 有幫助 4	Neutral 中立 3	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 1

15. Student: I watch a movie yesterday.

Teacher: You need to use past tense.

(1)	Strongly like 非常喜歡 5	Like 喜歡 4	Neutral 中立 3	Dislike 不喜歡 2	Strongly dislike 非常不喜歡 1
(2)	Strongly useful 非常有幫助 5	Useful 有幫助 4	Neutral 中立 3	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 1

-The end-

Thank you very much!

Class: 4D Class number: (24)

(A) Please indicate your answers by circling the appropriate numbers. (Q1-Q8)

1. Oral grammatical errors should be corrected.

□ 頭語法錯誤應該被糾正。

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
非常同意	同意	中立	不同意	非常不同意
(5)	4	3	2	1

2. I want my oral grammatical errors to be corrected by teachers.

我想我的口頭語法錯誤被老師糾正。

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
非常同意	同意	中立	不同意	非常不同意
(5)	4	3	2	1

3. Oral grammatical errors should be corrected immediately.

□ 頭語法錯誤應該被立刻糾正。

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
非常同意	同意	中立	不同意	非常不同意
5	4	3	2	(1)

4. I want my oral grammatical errors to be corrected immediately.

我想我的口頭語法錯誤被立刻糾正。

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
非常同意	同意	中立	不同意	非常不同意
5	4	3	2	(1)

5. Oral grammatical errors should be corrected after the speaking is finished.

□ 頭語法錯誤應該在完成說話後被糾正。

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
非常同意	同意	中立	不同意	非常不同意
5	(4)	3	2	1

6. I want my oral grammatical errors to be corrected after I have finished speaking.

我想我的口頭語法錯誤在完成說話後被糾正。

Strongly agree 非常同意 5	Agree 同意 4	Neutral 中立 3	Disagree 不同意 2	Strongly disagree 非常不同意 1
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7. Oral grammatical errors should be corrected at the end of lessons.

口頭語法錯誤應該在課堂完結時被糾正。

Strongly agree 非常同意 5	Agree 同意 4	Neutral 中立 3	Disagree 不同意 2	Strongly disagree 非常不同意 1
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8. I want my oral grammatical errors to be corrected at the end of lessons.

我想我的口頭語法錯誤在課堂完結時被糾正。

Strongly agree 非常同意 5	Agree 同意 4	Neutral 中立 3	Disagree 不同意 2	Strongly disagree 非常不同意 1
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(B) Please circle the correct number to show (1) the extent to which you like the type of feedback and (2) the extent to which you feel the feedback is useful. (Q9-Q15)

Example:

Student: She drink a glass of apple juice.

Teacher: She drinks a glass of apple juice.

(1) Strongly like 非常喜歡 5	Like 喜歡 4	Neutral 中立 3	Dislike 不喜歡 2	Strongly dislike 非常不喜歡 1
(2) Strongly useful 非常有幫助 5	Useful 有幫助 4	Neutral 中立 3	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 1

9. Student: I watch a movie yesterday.

Teacher: watched

(1) Strongly like 非常喜歡 5	Like 喜歡 4	Neutral 中立 3	Dislike 不喜歡 2	Strongly dislike 非常不喜歡 1
(2) Strongly useful 非常有幫助 5	Useful 有幫助 4	Neutral 中立 3	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 1

10. Student: I watch a movie yesterday.

Teacher: No, you should say 'I watched a movie', not 'I watch a movie'.

(1)	Strongly like 非常喜歡 5	Like 喜歡 4	Neutral 中立 3	Dislike 不喜歡 2	Strongly dislike 非常不喜歡 1
(2)	Strongly useful 非常有幫助 5	Useful 有幫助 4	Neutral 中立 3	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 1

11. Student: I watch a movie yesterday.

Teacher: I watched a movie yesterday. You should use past tense form of 'watch' because the event happened in the past.

(1)	Strongly like 非常喜歡 5	Like 喜歡 4	Neutral 中立 3	Dislike 不喜歡 2	Strongly dislike 非常不喜歡 1
(2)	Strongly useful 非常有幫助 5	Useful 有幫助 4	Neutral 中立 3	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 1

12. Student: I watch a movie yesterday.

Teacher: Sorry?

(1)	Strongly like 非常喜歡 5	Like 喜歡 4	Neutral 中立 3	Dislike 不喜歡 2	Strongly dislike 非常不喜歡 1
(2)	Strongly useful 非常有幫助 5	Useful 有幫助 4	Neutral 中立 3	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 1

13. Student: I watch a movie yesterday.

Teacher: I watch a movie yesterday?

(1)	Strongly like 非常喜歡 5	Like 喜歡 4	Neutral 中立 3	Dislike 不喜歡 2	Strongly dislike 非常不喜歡 1
(2)	Strongly useful 非常有幫助 5	Useful 有幫助 4	Neutral 中立 3	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 1

14. Student: I watch a movie yesterday.

Teacher: I wat-...

(1)	Strongly like 非常喜歡 5	Like 喜歡 4	Neutral 中立 3	Dislike 不喜歡 2	Strongly dislike 非常不喜歡 1
(2)	Strongly useful 非常有幫助 5	Useful 有幫助 4	Neutral 中立 3	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 1

15. Student: I watch a movie yesterday.

Teacher: You need to use past tense.

(1)	Strongly like 非常喜歡 5	Like 喜歡 4	Neutral 中立 3	Dislike 不喜歡 2	Strongly dislike 非常不喜歡 1
(2)	Strongly useful 非常有幫助 5	Useful 有幫助 4	Neutral 中立 3	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 1

-The end-

Thank you very much!

Class: 6B Class number: (10)

(A) Please indicate your answers by circling the appropriate numbers. (Q1-Q8)

1. Oral grammatical errors should be corrected.

□ 頭語法錯誤應該被糾正。

Strongly agree 非常同意	Agree 同意	Neutral 中立	Disagree 不同意	Strongly disagree 非常不同意
5	(4)	3	2	1

2. I want my oral grammatical errors to be corrected by teachers.

我想我的口頭語法錯誤被老師糾正。

Strongly agree 非常同意	Agree 同意	Neutral 中立	Disagree 不同意	Strongly disagree 非常不同意
5	(4)	3	2	1

3. Oral grammatical errors should be corrected immediately.

□ 頭語法錯誤應該被立刻糾正。

Strongly agree 非常同意	Agree 同意	Neutral 中立	Disagree 不同意	Strongly disagree 非常不同意
5	(4)	3	2	1

4. I want my oral grammatical errors to be corrected immediately.

我想我的口頭語法錯誤被立刻糾正。

Strongly agree 非常同意	Agree 同意	Neutral 中立	Disagree 不同意	Strongly disagree 非常不同意
5	(4)	3	2	1

5. Oral grammatical errors should be corrected after the speaking is finished.

□ 頭語法錯誤應該在完成說話後被糾正。

Strongly agree 非常同意	Agree 同意	Neutral 中立	Disagree 不同意	Strongly disagree 非常不同意
(5)	4	3	2	1

6. I want my oral grammatical errors to be corrected after I have finished speaking.

我想我的口頭語法錯誤在完成說話後被糾正。

Strongly agree 非常同意 (5)	Agree 同意 4	Neutral 中立 3	Disagree 不同意 2	Strongly disagree 非常不同意 1
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7. Oral grammatical errors should be corrected at the end of lessons.

口頭語法錯誤應該在課堂完結時被糾正。

Strongly agree 非常同意 5	Agree 同意 4	Neutral 中立 3	Disagree 不同意 2	Strongly disagree 非常不同意 (1)
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8. I want my oral grammatical errors to be corrected at the end of lessons.

我想我的口頭語法錯誤在課堂完結時被糾正。

Strongly agree 非常同意 5	Agree 同意 4	Neutral 中立 3	Disagree 不同意 (2)	Strongly disagree 非常不同意 1
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(B) Please circle the correct number to show (1) the extent to which you like the type of feedback and (2) the extent to which you feel the feedback is useful. (Q9-Q15)

Example:

Student: She drink a glass of apple juice.

Teacher: She drinks a glass of apple juice.

(1)	Strongly like 非常喜歡 5	Like 喜歡 (4)	Neutral 中立 3	Dislike 不喜歡 2	Strongly dislike 非常不喜歡 1
(2)	Strongly useful 非常有幫助 5	Useful 有幫助 (4)	Neutral 中立 3	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 1

9. Student: I watch a movie yesterday.

Teacher: watched

(1)	Strongly like 非常喜歡 5	Like 喜歡 4	Neutral 中立 3	Dislike 不喜歡 (2)	Strongly dislike 非常不喜歡 1
(2)	Strongly useful 非常有幫助 5	Useful 有幫助 4	Neutral 中立 3	Useless 沒有幫助 (2)	Strongly useless 完全沒有幫助 1

10. Student: I watch a movie yesterday.

Teacher: No, you should say 'I watched a movie', not 'I watch a movie'.

(1)	Strongly like 非常喜歡 5	Like 喜歡 ④	Neutral 中立 3	Dislike 不喜歡 2	Strongly dislike 非常不喜歡 1
(2)	Strongly useful 非常有幫助 5	Useful 有幫助 4	Neutral 中立 ③	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 1

11. Student: I watch a movie yesterday.

Teacher: I watched a movie yesterday. You should use past tense form of 'watch' because the event happened in the past.

(1)	Strongly like 非常喜歡 ⑤	Like 喜歡 4	Neutral 中立 3	Dislike 不喜歡 2	Strongly dislike 非常不喜歡 1
(2)	Strongly useful 非常有幫助 ⑤	Useful 有幫助 4	Neutral 中立 3	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 1

12. Student: I watch a movie yesterday.

Teacher: Sorry?

(1)	Strongly like 非常喜歡 5	Like 喜歡 4	Neutral 中立 3	Dislike 不喜歡 ②	Strongly dislike 非常不喜歡 1
(2)	Strongly useful 非常有幫助 5	Useful 有幫助 4	Neutral 中立 3	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 ①

13. Student: I watch a movie yesterday.

Teacher: I watch a movie yesterday?

(1)	Strongly like 非常喜歡 5	Like 喜歡 4	Neutral 中立 3	Dislike 不喜歡 2	Strongly dislike 非常不喜歡 ①
(2)	Strongly useful 非常有幫助 5	Useful 有幫助 4	Neutral 中立 3	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 ①

14. Student: I watch a movie yesterday.

Teacher: I wat-...

(1)	Strongly like 非常喜歡 5	Like 喜歡 4	Neutral 中立 3	Dislike 不喜歡 2	Strongly dislike 非常不喜歡 ①
(2)	Strongly useful 非常有幫助 5	Useful 有幫助 4	Neutral 中立 3	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 ①

15. Student: I watch a movie yesterday.

Teacher: You need to use past tense.

(1)	Strongly like 非常喜歡 5	Like 喜歡 4	Neutral 中立 3	Dislike 不喜歡 ②	Strongly dislike 非常不喜歡 1
(2)	Strongly useful 非常有幫助 5	Useful 有幫助 4	Neutral 中立 ③	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 1

-The end-

Thank you very much!

Class: LB Class number: (|)

(A) Please indicate your answers by circling the appropriate numbers. (Q1-Q8)

1. Oral grammatical errors **should be corrected**.

□ 頭語法錯誤應該被糾正。

Strongly agree 非常同意 5	Agree 同意 (4)	Neutral 中立 3	Disagree 不同意 2	Strongly disagree 非常不同意 1
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2. I **want** my oral grammatical errors to be corrected by teachers.

我想我的□ 頭語法錯誤被老師糾正。

Strongly agree 非常同意 5	Agree 同意 (4)	Neutral 中立 3	Disagree 不同意 2	Strongly disagree 非常不同意 1
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3. Oral grammatical errors **should be corrected immediately**.

□ 頭語法錯誤應該被立刻糾正。

Strongly agree 非常同意 5	Agree 同意 4	Neutral 中立 3	Disagree 不同意 (2)	Strongly disagree 非常不同意 1
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4. I **want** my oral grammatical errors to be corrected immediately.

我想我的□ 頭語法錯誤被立刻糾正。

Strongly agree 非常同意 5	Agree 同意 4	Neutral 中立 (3)	Disagree 不同意 2	Strongly disagree 非常不同意 1
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5. Oral grammatical errors **should be corrected after the speaking is finished**.

□ 頭語法錯誤應該在完成說話後被糾正。

Strongly agree 非常同意 5	Agree 同意 (4)	Neutral 中立 3	Disagree 不同意 2	Strongly disagree 非常不同意 1
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6. I want my oral grammatical errors to be corrected after I have finished speaking.

我想我的口頭語法錯誤在完成說話後被糾正。

Strongly agree 非常同意	Agree 同意	Neutral 中立	Disagree 不同意	Strongly disagree 非常不同意
5	4	(3)	2	1

7. Oral grammatical errors should be corrected at the end of lessons.

口頭語法錯誤應該在課堂完結時被糾正。

Strongly agree 非常同意	Agree 同意	Neutral 中立	Disagree 不同意	Strongly disagree 非常不同意
5	4	3	(2)	1

8. I want my oral grammatical errors to be corrected at the end of lessons.

我想我的口頭語法錯誤在課堂完結時被糾正。

Strongly agree 非常同意	Agree 同意	Neutral 中立	Disagree 不同意	Strongly disagree 非常不同意
5	4	3	(2)	1

(B) Please circle the correct number to show (1) the extent to which you like the type of feedback and (2) the extent to which you feel the feedback is useful. (Q9-Q15)

Example:

Student: She drink a glass of apple juice.

Teacher: She drinks a glass of apple juice.

(1)	Strongly like 非常喜歡	Like 喜歡	Neutral 中立	Dislike 不喜歡	Strongly dislike 非常不喜歡
	5	(4)	3	2	1
(2)	Strongly useful 非常有幫助	Useful 有幫助	Neutral 中立	Useless 沒有幫助	Strongly useless 完全沒有幫助
	5	(4)	3	2	1

9. Student: I watch a movie yesterday.

Teacher: watched

(1)	Strongly like 非常喜歡	Like 喜歡	Neutral 中立	Dislike 不喜歡	Strongly dislike 非常不喜歡
	5	(4)	3	2	1
(2)	Strongly useful 非常有幫助	Useful 有幫助	Neutral 中立	Useless 沒有幫助	Strongly useless 完全沒有幫助
	5	4	(3)	2	1

10. Student: I watch a movie yesterday.

Teacher: No, you should say 'I watched a movie', not 'I watch a movie'.

(1)	Strongly like 非常喜歡 5	Like 喜歡 (4)	Neutral 中立 3	Dislike 不喜歡 2	Strongly dislike 非常不喜歡 1
(2)	Strongly useful 非常有幫助 5	Useful 有幫助 (4)	Neutral 中立 3	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 1

11. Student: I watch a movie yesterday.

Teacher: I watched a movie yesterday. You should use past tense form of 'watch' because the event happened in the past.

(1)	Strongly like 非常喜歡 5	Like 喜歡 (4)	Neutral 中立 3	Dislike 不喜歡 2	Strongly dislike 非常不喜歡 1
(2)	Strongly useful 非常有幫助 5	Useful 有幫助 (4)	Neutral 中立 3	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 1

12. Student: I watch a movie yesterday.

Teacher: Sorry?

(1)	Strongly like 非常喜歡 5	Like 喜歡 4	Neutral 中立 3	Dislike 不喜歡 (2)	Strongly dislike 非常不喜歡 1
(2)	Strongly useful 非常有幫助 5	Useful 有幫助 4	Neutral 中立 3	Useless 沒有幫助 (2)	Strongly useless 完全沒有幫助 1

13. Student: I watch a movie yesterday.

Teacher: I watch a movie yesterday?

(1)	Strongly like 非常喜歡 5	Like 喜歡 (4)	Neutral 中立 3	Dislike 不喜歡 2	Strongly dislike 非常不喜歡 1
(2)	Strongly useful 非常有幫助 5	Useful 有幫助 (4)	Neutral 中立 3	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 1

14. Student: I watch a movie yesterday.

Teacher: I wat-...

(1)	Strongly like 非常喜歡 5	Like 喜歡 4	Neutral 中立 3	Dislike 不喜歡 (2)	Strongly dislike 非常不喜歡 1
(2)	Strongly useful 非常有幫助 5	Useful 有幫助 4	Neutral 中立 3	Useless 沒有幫助 (2)	Strongly useless 完全沒有幫助 1

15. Student: I watch a movie yesterday.

Teacher: You need to use past tense.

(1)	Strongly like 非常喜歡 5	Like 喜歡 (4)	Neutral 中立 3	Dislike 不喜歡 2	Strongly dislike 非常不喜歡 1
(2)	Strongly useful 非常有幫助 5	Useful 有幫助 (4)	Neutral 中立 3	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 1

-The end-

Thank you very much!

Class: B3 Class number: (12)

(A) Please indicate your answers by circling the appropriate numbers. (Q1-Q8)

1. Oral grammatical errors **should be corrected**.

□ 頭語法錯誤應該被糾正。

Strongly agree 非常同意 5	Agree 同意 4	Neutral 中立 <u>3</u>	Disagree 不同意 2	Strongly disagree 非常不同意 1
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2. I want my oral grammatical errors to be corrected by teachers.

我想我的口頭語法錯誤被老師糾正。

Strongly agree 非常同意 5	Agree 同意 <u>4</u>	Neutral 中立 3	Disagree 不同意 2	Strongly disagree 非常不同意 1
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3. Oral grammatical errors **should be corrected immediately**.

□ 頭語法錯誤應該被立刻糾正。

Strongly agree 非常同意 5	Agree 同意 4	Neutral 中立 <u>3</u>	Disagree 不同意 2	Strongly disagree 非常不同意 1
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4. I want my oral grammatical errors to be corrected immediately.

我想我的口頭語法錯誤被立刻糾正。

Strongly agree 非常同意 5	Agree 同意 4	Neutral 中立 <u>3</u>	Disagree 不同意 2	Strongly disagree 非常不同意 1
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5. Oral grammatical errors **should be corrected after the speaking is finished**.

□ 頭語法錯誤應該在完成說話後被糾正。

Strongly agree 非常同意 <u>5</u>	Agree 同意 4	Neutral 中立 3	Disagree 不同意 2	Strongly disagree 非常不同意 1
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6. I want my oral grammatical errors to be corrected after I have finished speaking.

我想我的口頭語法錯誤在完成說話後被糾正。

Strongly agree 非常同意 ⑤	Agree 同意 4	Neutral 中立 3	Disagree 不同意 2	Strongly disagree 非常不同意 1
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7. Oral grammatical errors should be corrected at the end of lessons.

口頭語法錯誤應該在課堂完結時被糾正。

Strongly agree 非常同意 5	Agree 同意 4	Neutral 中立 3	Disagree 不同意 ②	Strongly disagree 非常不同意 1
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8. I want my oral grammatical errors to be corrected at the end of lessons.

我想我的口頭語法錯誤在課堂完結時被糾正。

Strongly agree 非常同意 5	Agree 同意 4	Neutral 中立 3	Disagree 不同意 ②	Strongly disagree 非常不同意 1
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(B) Please circle the correct number to show (1) the extent to which you like the type of feedback and (2) the extent to which you feel the feedback is useful. (Q9-Q15)

Example:

Student: She drink a glass of apple juice.

Teacher: She drinks a glass of apple juice.

(1)	Strongly like 非常喜歡 5	Like 喜歡 4	Neutral 中立 ③	Dislike 不喜歡 2	Strongly dislike 非常不喜歡 1
(2)	Strongly useful 非常有幫助 5	Useful 有幫助 ④	Neutral 中立 3	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 1

9. Student: I watch a movie yesterday.

Teacher: watched

(1)	Strongly like 非常喜歡 5	Like 喜歡 4	Neutral 中立 3	Dislike 不喜歡 2	Strongly dislike 非常不喜歡 ①
(2)	Strongly useful 非常有幫助 5	Useful 有幫助 4	Neutral 中立 3	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 ①



10. Student: I watch a movie yesterday.

Teacher: No, you should say 'I watched a movie', not 'I watch a movie'.

(1)	Strongly like 非常喜歡 5	Like 喜歡 ④	Neutral 中立 3	Dislike 不喜歡 2	Strongly dislike 非常不喜歡 1
(2)	Strongly useful 非常有幫助 5	Useful 有幫助 ④	Neutral 中立 3	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 1

11. Student: I watch a movie yesterday.

Teacher: I watched a movie yesterday. You should use past tense form of 'watch' because the event happened in the past.

(1)	Strongly like 非常喜歡 5	Like 喜歡 ④	Neutral 中立 3	Dislike 不喜歡 2	Strongly dislike 非常不喜歡 1
(2)	Strongly useful 非常有幫助 5	Useful 有幫助 ④	Neutral 中立 3	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 1

12. Student: I watch a movie yesterday.

Teacher: Sorry?

(1)	Strongly like 非常喜歡 5	Like 喜歡 4	Neutral 中立 3	Dislike 不喜歡 ②	Strongly dislike 非常不喜歡 1
(2)	Strongly useful 非常有幫助 5	Useful 有幫助 4	Neutral 中立 3	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 ①

13. Student: I watch a movie yesterday.

Teacher: I watch a movie yesterday?

(1)	Strongly like 非常喜歡 5	Like 喜歡 4	Neutral 中立 3	Dislike 不喜歡 2	Strongly dislike 非常不喜歡 ①
(2)	Strongly useful 非常有幫助 5	Useful 有幫助 4	Neutral 中立 3	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 ①

14. Student: I watch a movie yesterday.

Teacher: I wat-...

(1)	Strongly like 非常喜歡 5	Like 喜歡 4	Neutral 中立 3	Dislike 不喜歡 2	Strongly dislike 非常不喜歡 ①
(2)	Strongly useful 非常有幫助 5	Useful 有幫助 4	Neutral 中立 3	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 ①

15. Student: I watch a movie yesterday.

Teacher: You need to use past tense.

(1)	Strongly like 非常喜歡 5	Like 喜歡 4	Neutral 中立 ③	Dislike 不喜歡 2	Strongly dislike 非常不喜歡 1
(2)	Strongly useful 非常有幫助 5	Useful 有幫助 4	Neutral 中立 ③	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 1

-The end-

Thank you very much!

Class: 6B Class number: (13)

(A) Please indicate your answers by circling the appropriate numbers. (Q1-Q8)

1. Oral grammatical errors should be corrected.

□ 口頭語法錯誤應該被糾正。

Strongly agree 非常同意 (5)	Agree 同意 4	Neutral 中立 3	Disagree 不同意 2	Strongly disagree 非常不同意 1
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2. I want my oral grammatical errors to be corrected by teachers.

我想我的口頭語法錯誤被老師糾正。

Strongly agree 非常同意 (5)	Agree 同意 4	Neutral 中立 3	Disagree 不同意 2	Strongly disagree 非常不同意 1
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3. Oral grammatical errors should be corrected immediately.

□ 口頭語法錯誤應該被立刻糾正。

Strongly agree 非常同意 (5)	Agree 同意 4	Neutral 中立 3	Disagree 不同意 2	Strongly disagree 非常不同意 1
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4. I want my oral grammatical errors to be corrected immediately.

我想我的口頭語法錯誤被立刻糾正。

Strongly agree 非常同意 (5)	Agree 同意 4	Neutral 中立 3	Disagree 不同意 2	Strongly disagree 非常不同意 1
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5. Oral grammatical errors should be corrected after the speaking is finished.

□ 口頭語法錯誤應該在完成說話後被糾正。

Strongly agree 非常同意 (5)	Agree 同意 4	Neutral 中立 3	Disagree 不同意 2	Strongly disagree 非常不同意 1
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6. I want my oral grammatical errors to be corrected after I have finished speaking.

我想我的口頭語法錯誤在完成說話後被糾正。

Strongly agree 非常同意 5	Agree 同意 (4)	Neutral 中立 3	Disagree 不同意 2	Strongly disagree 非常不同意 1
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7. Oral grammatical errors should be corrected at the end of lessons.

口頭語法錯誤應該在課堂完結時被糾正。

Strongly agree 非常同意 (5)	Agree 同意 4	Neutral 中立 3	Disagree 不同意 2	Strongly disagree 非常不同意 1
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8. I want my oral grammatical errors to be corrected at the end of lessons.

我想我的口頭語法錯誤在課堂完結時被糾正。

Strongly agree 非常同意 5	Agree 同意 4	Neutral 中立 (3)	Disagree 不同意 2	Strongly disagree 非常不同意 1
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(B) Please circle the correct number to show (1) the extent to which you like the type of feedback and (2) the extent to which you feel the feedback is useful. (Q9-Q15)

Example:

Student: She drink a glass of apple juice.

Teacher: She drinks a glass of apple juice.

(1)	Strongly like 非常喜歡 5	Like 喜歡 (4)	Neutral 中立 3	Dislike 不喜歡 2	Strongly dislike 非常不喜歡 1
(2)	Strongly useful 非常有幫助 5	Useful 有幫助 (4)	Neutral 中立 3	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 1

9. Student: I watch a movie yesterday.

Teacher: watched

(1)	Strongly like 非常喜歡 5	Like 喜歡 4	Neutral 中立 (3)	Dislike 不喜歡 2	Strongly dislike 非常不喜歡 1
(2)	Strongly useful 非常有幫助 5	Useful 有幫助 (4)	Neutral 中立 3	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 1

10. Student: I watch a movie yesterday.

Teacher: No, you should say 'I watched a movie', not 'I watch a movie'.

(1)	Strongly like 非常喜歡 ⑤	Like 喜歡 4	Neutral 中立 3	Dislike 不喜歡 2	Strongly dislike 非常不喜歡 1
(2)	Strongly useful 非常有幫助 ⑤	Useful 有幫助 4	Neutral 中立 3	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 1

11. Student: I watch a movie yesterday.

Teacher: I watched a movie yesterday. You should use past tense form of 'watch' because the event happened in the past.

(1)	Strongly like 非常喜歡 ⑤	Like 喜歡 4	Neutral 中立 3	Dislike 不喜歡 2	Strongly dislike 非常不喜歡 1
(2)	Strongly useful 非常有幫助 ⑤	Useful 有幫助 4	Neutral 中立 3	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 1

12. Student: I watch a movie yesterday.

Teacher: Sorry?

(1)	Strongly like 非常喜歡 5	Like 喜歡 4	Neutral 中立 3	Dislike 不喜歡 ②	Strongly dislike 非常不喜歡 1
(2)	Strongly useful 非常有幫助 5	Useful 有幫助 4	Neutral 中立 3	Useless 沒有幫助 ②	Strongly useless 完全沒有幫助 1

13. Student: I watch a movie yesterday.

Teacher: I watch a movie yesterday?

(1)	Strongly like 非常喜歡 5	Like 喜歡 4	Neutral 中立 3	Dislike 不喜歡 ②	Strongly dislike 非常不喜歡 1
(2)	Strongly useful 非常有幫助 5	Useful 有幫助 4	Neutral 中立 ③	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 1

14. Student: I watch a movie yesterday.

Teacher: I wat-...

(1)	Strongly like 非常喜歡 5	Like 喜歡 4	Neutral 中立 3	Dislike 不喜歡 ②	Strongly dislike 非常不喜歡 1
(2)	Strongly useful 非常有幫助 5	Useful 有幫助 4	Neutral 中立 3	Useless 沒有幫助 ②	Strongly useless 完全沒有幫助 1

15. Student: I watch a movie yesterday.

Teacher: You need to use past tense.

(1)	Strongly like 非常喜歡 5	Like 喜歡 4	Neutral 中立 ③	Dislike 不喜歡 2	Strongly dislike 非常不喜歡 1
(2)	Strongly useful 非常有幫助 5	Useful 有幫助 ④	Neutral 中立 3	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 1

-The end-

Thank you very much!

Class: 6B Class number: (14)

(A) Please indicate your answers by circling the appropriate numbers. (Q1-Q8)

1. Oral grammatical errors **should be corrected**.

□頭語法錯誤應該被糾正。

Strongly agree 非常同意 5	Agree 同意 4	Neutral 中立 <u>3</u>	Disagree 不同意 2	Strongly disagree 非常不同意 1
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2. I want my oral grammatical errors to be **corrected by teachers**.

我想我的□頭語法錯誤被老師糾正。

Strongly agree 非常同意 5	Agree 同意 4	Neutral 中立 3	Disagree 不同意 <u>2</u>	Strongly disagree 非常不同意 1
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3. Oral grammatical errors **should be corrected immediately**.

□頭語法錯誤應該被立刻糾正。

Strongly agree 非常同意 5	Agree 同意 4	Neutral 中立 3	Disagree 不同意 <u>2</u>	Strongly disagree 非常不同意 1
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4. I want my oral grammatical errors to be **corrected immediately**.

我想我的□頭語法錯誤被立刻糾正。

Strongly agree 非常同意 5	Agree 同意 4	Neutral 中立 3	Disagree 不同意 <u>2</u>	Strongly disagree 非常不同意 1
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5. Oral grammatical errors **should be corrected after the speaking is finished**.

□頭語法錯誤應該在完成說話後被糾正。

Strongly agree 非常同意 5	Agree 同意 <u>4</u>	Neutral 中立 3	Disagree 不同意 2	Strongly disagree 非常不同意 1
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6. I want my oral grammatical errors to be corrected after I have finished speaking.

我想我的口頭語法錯誤在完成說話後被糾正。

Strongly agree 非常同意 5	Agree 同意 4	Neutral 中立 3	Disagree 不同意 2	Strongly disagree 非常不同意 1
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7. Oral grammatical errors should be corrected at the end of lessons.

口頭語法錯誤應該在課堂完結時被糾正。

Strongly agree 非常同意 5	Agree 同意 4	Neutral 中立 3	Disagree 不同意 2	Strongly disagree 非常不同意 1
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8. I want my oral grammatical errors to be corrected at the end of lessons.

我想我的口頭語法錯誤在課堂完結時被糾正。

Strongly agree 非常同意 5	Agree 同意 4	Neutral 中立 3	Disagree 不同意 2	Strongly disagree 非常不同意 1
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(B) Please circle the correct number to show (1) the extent to which you like the type of feedback and (2) the extent to which you feel the feedback is useful. (Q9-Q15)

Example:

Student: She drink a glass of apple juice.

Teacher: She drinks a glass of apple juice.

(1)	Strongly like 非常喜歡 5	Like 喜歡 4	Neutral 中立 3	Dislike 不喜歡 2	Strongly dislike 非常不喜歡 1
(2)	Strongly useful 非常有幫助 5	Useful 有幫助 4	Neutral 中立 3	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 1

9. Student: I watch a movie yesterday.

Teacher: watched

(1)	Strongly like 非常喜歡 5	Like 喜歡 4	Neutral 中立 3	Dislike 不喜歡 2	Strongly dislike 非常不喜歡 1
(2)	Strongly useful 非常有幫助 5	Useful 有幫助 4	Neutral 中立 3	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 1

10. Student: I watch a movie yesterday.

Teacher: No, you should say 'I watched a movie', not 'I watch a movie'.

(1)	Strongly like 非常喜歡 5	Like 喜歡 4	Neutral 中立 ③	Dislike 不喜歡 2	Strongly dislike 非常不喜歡 1
(2)	Strongly useful 非常有幫助 5	Useful 有幫助 ④	Neutral 中立 3	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 1

11. Student: I watch a movie yesterday.

Teacher: I watched a movie yesterday. You should use past tense form of 'watch' because the event happened in the past.

(1)	Strongly like 非常喜歡 5	Like 喜歡 4	Neutral 中立 ③	Dislike 不喜歡 2	Strongly dislike 非常不喜歡 1
(2)	Strongly useful 非常有幫助 ⑤	Useful 有幫助 4	Neutral 中立 3	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 1

12. Student: I watch a movie yesterday.

Teacher: Sorry?

(1)	Strongly like 非常喜歡 5	Like 喜歡 4	Neutral 中立 ③	Dislike 不喜歡 2	Strongly dislike 非常不喜歡 1
(2)	Strongly useful 非常有幫助 5	Useful 有幫助 4	Neutral 中立 3	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 ①

13. Student: I watch a movie yesterday.

Teacher: I watch a movie yesterday?

(1)	Strongly like 非常喜歡 5	Like 喜歡 4	Neutral 中立 ③	Dislike 不喜歡 2	Strongly dislike 非常不喜歡 1
(2)	Strongly useful 非常有幫助 5	Useful 有幫助 4	Neutral 中立 3	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 ①

14. Student: I watch a movie yesterday.

Teacher: I wat-...

(1)	Strongly like 非常喜歡 5	Like 喜歡 4	Neutral 中立 ③	Dislike 不喜歡 2	Strongly dislike 非常不喜歡 1
(2)	Strongly useful 非常有幫助 5	Useful 有幫助 4	Neutral 中立 ③	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 1

15. Student: I watch a movie yesterday.

Teacher: You need to use past tense.

(1)	Strongly like 非常喜歡 5	Like 喜歡 4	Neutral 中立 ③	Dislike 不喜歡 2	Strongly dislike 非常不喜歡 1
(2)	Strongly useful 非常有幫助 5	Useful 有幫助 4	Neutral 中立 ③	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 1

-The end-

Thank you very much!

Class: 6B Class number: (15)

(A) Please indicate your answers by circling the appropriate numbers. (Q1-Q8)

1. Oral grammatical errors should be corrected.

□ 口頭語法錯誤應該被糾正。

Strongly agree 非常同意	Agree 同意	Neutral 中立	Disagree 不同意	Strongly disagree 非常不同意
5	4	3	(2)	1

2. I want my oral grammatical errors to be corrected by teachers.

我想我的口頭語法錯誤被老師糾正。

Strongly agree 非常同意	Agree 同意	Neutral 中立	Disagree 不同意	Strongly disagree 非常不同意
5	4	3	2	(1)

3. Oral grammatical errors should be corrected immediately.

□ 口頭語法錯誤應該被立刻糾正。

Strongly agree 非常同意	Agree 同意	Neutral 中立	Disagree 不同意	Strongly disagree 非常不同意
5	(4)	3	2	1

4. I want my oral grammatical errors to be corrected immediately.

我想我的口頭語法錯誤被立刻糾正。

Strongly agree 非常同意	Agree 同意	Neutral 中立	Disagree 不同意	Strongly disagree 非常不同意
(5)	4	3	2	1

5. Oral grammatical errors should be corrected after the speaking is finished.

□ 口頭語法錯誤應該在完成說話後被糾正。

Strongly agree 非常同意	Agree 同意	Neutral 中立	Disagree 不同意	Strongly disagree 非常不同意
(5)	4	3	2	1

6. I want my oral grammatical errors to be corrected after I have finished speaking.

我想我的口頭語法錯誤在完成說話後被糾正。

Strongly agree 非常同意 5	Agree 同意 ④	Neutral 中立 3	Disagree 不同意 2	Strongly disagree 非常不同意 1
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7. Oral grammatical errors should be corrected at the end of lessons.

口頭語法錯誤應該在課堂完結時被糾正。

Strongly agree 非常同意 5	Agree 同意 4	Neutral 中立 3	Disagree 不同意 ②	Strongly disagree 非常不同意 1
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8. I want my oral grammatical errors to be corrected at the end of lessons.

我想我的口頭語法錯誤在課堂完結時被糾正。

Strongly agree 非常同意 5	Agree 同意 4	Neutral 中立 ③	Disagree 不同意 2	Strongly disagree 非常不同意 1
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(B) Please circle the correct number to show (1) the extent to which you like the type of feedback and (2) the extent to which you feel the feedback is useful. (Q9-Q15)

Example:

Student: She drink a glass of apple juice.

Teacher: She drinks a glass of apple juice.

(1)	Strongly like 非常喜歡 5	Like 喜歡 4	Neutral 中立 ③	Dislike 不喜歡 2	Strongly dislike 非常不喜歡 1
(2)	Strongly useful 非常有幫助 5	Useful 有幫助 ④	Neutral 中立 3	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 1

9. Student: I watch a movie yesterday.

Teacher: watched

(1)	Strongly like 非常喜歡 5	Like 喜歡 ④	Neutral 中立 3	Dislike 不喜歡 2	Strongly dislike 非常不喜歡 1
(2)	Strongly useful 非常有幫助 ⑤	Useful 有幫助 4	Neutral 中立 3	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 1

10. Student: I watch a movie yesterday.

Teacher: No, you should say 'I watched a movie', not 'I watch a movie'.

(1)	Strongly like 非常喜歡 5	Like 喜歡 4	Neutral 中立 3	Dislike 不喜歡 ② 2	Strongly dislike 非常不喜歡 1
(2)	Strongly useful 非常有幫助 5	Useful 有幫助 4	Neutral 中立 ③ 3	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 1

11. Student: I watch a movie yesterday.

Teacher: I watched a movie yesterday. You should use past tense form of 'watch' because the event happened in the past.

(1)	Strongly like 非常喜歡 5	Like 喜歡 4	Neutral 中立 3	Dislike 不喜歡 2	Strongly dislike 非常不喜歡 ① 1
(2)	Strongly useful 非常有幫助 5	Useful 有幫助 ④ 4	Neutral 中立 3	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 1

12. Student: I watch a movie yesterday.

Teacher: Sorry?

(1)	Strongly like 非常喜歡 5	Like 喜歡 ④ 4	Neutral 中立 3	Dislike 不喜歡 2	Strongly dislike 非常不喜歡 1
(2)	Strongly useful 非常有幫助 5	Useful 有幫助 4	Neutral 中立 3	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 ① 1

13. Student: I watch a movie yesterday.

Teacher: I watch a movie yesterday?

(1)	Strongly like 非常喜歡 5	Like 喜歡 4	Neutral 中立 ③ 3	Dislike 不喜歡 2	Strongly dislike 非常不喜歡 1
(2)	Strongly useful 非常有幫助 ⑤ 5	Useful 有幫助 4	Neutral 中立 3	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 1

14. Student: I watch a movie yesterday.

Teacher: I wat-...

(1)	Strongly like 非常喜歡 (5)	Like 喜歡 4	Neutral 中立 3	Dislike 不喜歡 2	Strongly dislike 非常不喜歡 1
(2)	Strongly useful 非常有幫助 5	Useful 有幫助 4	Neutral 中立 3	Useless 沒有幫助 (2)	Strongly useless 完全沒有幫助 1

15. Student: I watch a movie yesterday.

Teacher: You need to use past tense.

(1)	Strongly like 非常喜歡 5	Like 喜歡 4	Neutral 中立 3	Dislike 不喜歡 (2)	Strongly dislike 非常不喜歡 1
(2)	Strongly useful 非常有幫助 (5)	Useful 有幫助 4	Neutral 中立 3	Useless 沒有幫助 2	Strongly useless 完全沒有幫助 1

-The end-

Thank you very much!