

GIVING CORRECTIVE ORAL FEEDBACK IN A BILINGUAL CONTEXT

In what ways can oral corrective feedback on language mistakes be made more effective within the lessons of the bilingual education department?

A case study at Lyceum Oudehoven; Gorinchem, The Netherlands.

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Abstract

Looking at the conclusions of the vast amount of research that has been done on giving feedback in class, one can agree that teacher feedback is an essential aspect of effective language learning within bilingual education. However, many subject teachers struggle with finding the best way of assisting learners with their language learning besides teaching their subject content. The aim of this article is to emphasize the importance and complexity of giving effective oral feedback in a bilingual setting as well as providing practical ways in which teachers can improve their corrective oral feedback skills within content and language integrated lessons.

1 Introduction

Theorists within the area of content and language integrated learning agree that oral language feedback is an important aspect of bilingual education. However, oral feedback is often seen by teachers in a bilingual setting as a minor detail to their subject teaching. This research contributes to emphasizing the importance and complexity of giving effective oral feedback in a bilingual setting as well as providing practical ways in which teachers can improve their corrective oral feedback in CLIL-lessons. Observations at Lyceum Oudehoven, a senior bilingual school in Gorinchem, the Netherlands, provide an insight into what the current feedback practice of bilingual teachers is at this case-study school. In context of a Continuous Professional Development Plan, this school is working actively on improving the quality of their bilingual education. As a result of a visitation report by the European Platform which indicated missed opportunities and a lack of variety when it comes to oral feedback, the school has invested in improving the feedback skills of their teachers in the bilingual department via workshops. This research is meant to give the school an update of the status quo concerning the use of oral corrective feedback in content and language integrated lessons and to provide them with some general recommendations to improve the effectiveness of giving oral corrective feedback.

1.1 Theoretical framework

In order to get a good idea of what constitutes effective oral feedback within content and language integrated lessons, it needs to be established what is meant with feedback in a broader sense, and when it is effective. Shute (2008) defines formative (educational) feedback in the following terms: “Formative feedback is information communicated to the learner that is intended to modify his or her thinking and behaviour to improve learning.” (Shute, 2008:153) Feedback is defined, in this way, as communication to the learner with the aim of modifying and ultimately improving his or her behavior and thinking to increase learning. Feedback ultimately then has the intention to lead to better learning and understanding. It can therefore be considered as an essential part of a teacher’s repertoire.

These findings concerning feedback in general are in line with what literature says about language feedback in particular, which is the focus area of this article. Literature formulates several opinions on the role of oral language feedback in second language learning. Westhoff (2004) provides some insights into the process of second language learning (SLA). The fifth

component (use of strategies) of Westhoff's "five components of effective second language learning" is "Teachers should help and support their pupils to develop language learning strategies. Such strategies can be either receptive or productive" (Westhoff, 2004). Westhoff furthermore states that if a language learner is aware of the language learning strategies he/she uses, the language acquisition process will progress much faster and effectively. Feedback plays an important role in this.

It is crucial, however, that the feedback given is effective and as Westhoff states, "strategically" placed. When, however, can language feedback be considered effective or not effective? Erik Kwakernaak in *Didactiek van het Vreemdetalenonderwijs* (2009) distinguishes three elements that negatively influence the effectiveness of (oral) feedback on language learning: too much feedback in a short amount of time, choosing the wrong type of feedback, and giving feedback at the wrong time in the learning process (37). For example, Kwakernaak states that second language learners are more or less vulnerable for certain types of feedback according to which stage of the learning process they are in. It is therefore paramount for a teacher to choose the correct type of feedback at the right time in order for it to be effective feedback. This is in line with what Westhoff calls "strategically assisting learners in second language acquisition". Especially when it comes to oral feedback the deliberations a teacher has to consider are complex. As Kwakernaak states, it is more effective to immediately pinpoint the mistake by giving feedback (as compared to after a conversation or after the moment has passed) yet teachers also do not want to interrupt learners when they are attempting to speak the language (39). These contrasting deliberations make oral feedback such a difficult and challenging element in the educational practice.

Another perspective on the effectiveness of oral feedback is provided by Lightbown and Spada (2006). In contrast with Kwakernaak, Lightbown and Spada focus especially on the role of feedback in the content and language integrated lesson (bilingual classes other than English). What can a non-language teacher do to effectively give feedback on the language output of his learners? Lightbown and Spada suggest that focusing on form and correcting mistakes is effective for frequently made, persistent mistakes, for mistakes made as a result of differences between the learners' first language and the second language, for mistakes made in new language structures which learners are beginning to develop, or for mistakes focused on in other lessons (e.g English lesson). As Dale et al. argue in *CLIL Skills* it can be very difficult for subject teachers to give proper oral feedback on their learners' language in their subject-classes: "They may not be able to explain a grammar rule, or may not know or understand why it is that

a learner is making a mistake or what learners find difficult about a grammatical item. They may not be aware that a learner is making a mistake, or they may be unsure whether it is a mistake or not” (184). Therefore, the amount of (oral) feedback a subject teacher will give depends on his or her own knowledge about and confidence in the second language. All theorists agree that oral feedback is important in the bilingual classroom, but they all stress the complexities and deliberations that go hand in hand with effectively contributing to the language learning of the pupil.

These findings by Kwakernaak and Lightbown and Spada, show that there are some practical implications when it comes to applying the theory of effective feedback in the actual classroom. Donald Schön (1983, 1987) has conducted various researches on the application of theory in teacher practice. He states that a teacher decides on the basis of all kinds of situation-related components. Theoretical knowledge and insight do play a part, but they do not unambiguously determine the behaviour of the teacher. This is also a consideration to be taken into account when addressing the reasons behind teacher’s behaviour observed in class. In order to analyse this, the terms “reflective action” and “routine action” as established by Dewey (1933) can be used. Schön built on Dewey’s theory describing the “reflective practitioner” as someone who is able to consider his practice reflectively, not only before and after, but also *during* the performance of that practice (reflection in action). By means of interviews with members of the bilingual department at Lyceum Oudehoven, an insight is gained into the ability of teachers to reflect in action which is such an important aspect of giving spot-on, effective, and relevant feedback.

Finally, as a theoretical background to the observations performed in the classrooms at Lyceum Oudehoven the types of feedback as established by Lyster and Ranta (1997) are used. Lyster and Ranta distinguish seven types of corrective feedback. *Explicit correction*, *Recasts*, *Metalinguistic feedback*, *Elicitation: repeat the students’ answer without mentioning the wrong form*, *Elicitation: ask open questions*, *Elicitation: reformulate the answer*, and *Repetition of error*. Schuijtemaker-King (2012) added one extra type of feedback in her research, namely ‘*ask another pupil to correct feedback*’. Further explication of the types of feedback can be found in the appendix observation form.

On the basis of these seven types of feedback as defined by Lyster and Ranta, Diane Tedick and Barbara de Gortari (1998) formulated four suggestions for improving the quality of feedback in immersion language teaching: consider the context, become aware of your current practices, practice variety of feedback techniques, and focus on the learner (self-correction). These

suggestions relate back to what Kwakernaak, Shute, and Lightbown and Spada described as effective feedback practices. Especially the last suggestion (focus on self-correction) is an important element to improve the learner's second language acquisition as argued by Kwakernaak. These four elements are used to structure and formulate our feedback to Lyceum Oudehoven. Attention is paid to contextual influences by interviewing the staff-members and hearing their point of view concerning their behaviour in relation to giving feedback. A crucial element to improving the quality of feedback is to make the teachers aware of their current practices by having the teachers rank themselves according to the seven feedback-types as established by Lyster & Ranta and compare this to the observations in class. Furthermore, an inventory of the variety of feedback will be made in order to see if a multi-faceted approach to feedback needs to be stimulated. Lastly, judging from the literature, to improve the effectiveness of oral feedback in CLIL lessons we assume a learner-focused approach should be investigated.

1.2 Research question

This case-study at Lyceum Oudehoven is meant to address the main research question *"In what ways can oral corrective feedback on language mistakes be made more effective within the lessons of the bilingual education department?"* The first sub question to be addressed within the context of this main question is *"Which forms of oral corrective feedback are given at the bilingual department of Lyceum Oudehoven, looking at the types of feedback as given by Lyster & Ranta (2007) and Schuijtemaker-King (2012)?"* in order to get an insight into current practices. The second subquestion *"What explanations do teachers give for their behaviour in class regarding the use of corrective oral feedback?"* is to see what practical implications there are to applying theory in practice. And lastly, *"How do teachers score themselves according to the types of feedback as given by Lyster & Ranta (2007) and Schuijtemaker-King (2012), and how do these rankings relate to their observed behavior?"* is to establish whether the teachers' own ideas of current practice are in line with the observed behaviour.

Taking the reviewed literature in consideration we can make the following assumptions concerning our three sub-questions. We assume that we will see a small selection of feedback types from the seven types by Lyster & Ranta. Judging from Schuijtemaker-King we expect to see a majority of "recasts". Judging from the previous visitation report at Lyceum Oudehoven, we assume that there will be a lack in variety of feedback forms present in the classrooms. We assume that teachers will have a variety of practical deliberations which sometimes prohibits them to put their theoretical knowledge on effective feedback into practice (e.g time restrictions, context, learner

vulnerability etc.) (Schön, 1983, Schön, 1987). Judging from the visitation report, and the studied literature on the subject (especially Tedick and Gortari) we assume that teachers are lacking sufficient insight into their feedback practice. It will therefore be helpful to provide them with this insight into their current practice in order for them to improve their feedback skills.

2 Research Design

2.1 Selection of respondents

This research was conducted at CS De Hoven Lyceum Oudehoven in Gorinchem. Because Lyceum Oudehoven wanted to gather more knowledge on the current status of giving corrective oral feedback across the full width of the bilingual department, the research was carried out among grades 1 to 4 of the TTO VWO stream. These grades and their teachers were chosen in order to have an as wide variety of teachers, students' ages, levels and subjects as possible. The pupils in these classes ranged between the ages of 11 and 16. To determine which forms of oral feedback the pupils are provided with during the lessons by their teacher these classes were observed over a period of three weeks. These lessons were observed in classes of history, physics, geography, drama, English, mathematics, theology and economics. Next to that, in-depth semi-structured interviews with 9 TTO teachers of these classes were held to gather more information on what forms of oral feedback are given to the pupils. Of these interviewed teachers, three of them were English teachers (one of them native and one the coordinator of internationalization), one was a Math's teacher (also native speaker), one of them was a teacher of history, one a biology teacher, one teacher of physics, another was a theology teacher and one was an economics teacher. All interviewed teachers were observed during their lessons and agreed to participate in the interviews. The teachers working in the bilingual programme are trained by the Radboud University, Nijmegen (CS De Hoven Lyceum Oudehoven, 2010). They are being trained in teaching their subjects in English. A major part of their training is given by Nijmegen University. Most of the teachers have passed their Cambridge Certificates. In addition, there are native speaker teachers supporting the bilingual programme. The observations and interviews were all conducted in the secondary school above and all under the same environmental circumstances.

2.2 Research methods

The observations were non-participant and structured observations and conducted by 3 observers (the authors) in alternating couples, so that at any given moment a class would be observed by two persons and a class observed by one single person. During 2 weeks, three days a week, lessons were observed. Two researchers observed 9 lessons of 1 hour individually and one researcher observed 10

lessons of 1 hour individually, which added up to 28 observed lessons in total after observing over a period of three weeks. The observations were conducted to provide more insight in the role of the teacher in the process of learning English language skills and helped to formulate questions and design a topic list for the semi-structured interviews with the teachers.

As mentioned earlier, in addition to the observations, 9 in-depth semi-structured interviews were performed with teachers. These interviews were each time conducted by a single interviewer (one of the authors) and each teacher was interviewed individually. An audio recording of each interview was made. The interviews were all transcribed for analysis. The interviews did not last longer than 15 minutes.

2.3 Instruments

During the observations an observation scheme was used based on the observation-scheme designed by Schuitemaker-King (2012) (which was based upon the theory of Lyster and Ranta, 2007) focusing on what oral feedback the teacher provided his pupils with in relation to subject matter and proper use of the English language. This observation scheme includes the activities and actions of the teacher, but also those of the students in relation to learning through English. A distinction was made between the actual observed action and the interpretation of the observer of that action in the observation scheme.

A topic list and questions were designed for the semi-structured in-depth interviews with the teachers. The questions of these interviews were based on the theory posed by Lyster and Ranta (1997) and the observations during the lessons. The interviews with the teachers included some general information about the background of the teachers (whether or not they have their Cambridge Certificate and how long they have been teaching in a bilingual setting), what their thoughts were on feedback in CLIL and how they thought the current situation is.

2.4 Data analysis

A descriptive analysis was performed. The interviews were analyzed by using a coding scheme. The analysis of the observations and the interviews were done in a qualitative way. Since the amount of data was relatively small, there has only been made use of the software program Excel. By using a coding scheme, it was possible to label the specific parts of the interviews about oral feedback interesting to this research. In this way, it was possible to discover potential patterns and remarkable topics in the interviews.

The themes in the coding scheme were primarily identified by three coders (the authors), with discussion and input from the research supervisor Gerrit Jan Koopman. The coding scheme

described the possible means of oral feedback in steps by separately labeling each step with its own code. The final coding was done by three coders (the authors). The final coding was also checked and evaluated by the three authors, each author evaluating a different coder than herself. Any inconsistencies as a result to this cross-evaluation were discussed and resolved. The use of multiple coders and quotes from the interviews, which illustrate the findings of this research helped to confirm the results. To analyze what forms of oral feedback are given by the teachers at Lyceum Oudehoven the codes were all counted to investigate how often a certain form of oral feedback is used and in what way. Furthermore a main advice or recommendation on improving or extending means of providing oral feedback was extracted from these results.

3 Results

In this part, the results of the sub questions will be provided. Eventually, this will lead to an answer to our main question ‘How to provide corrective oral feedback more effectively at the bilingual department at Lyceum Oudehoven’?

1. Which forms of oral corrective feedback are given at the bilingual department of Lyceum Oudehoven, looking at the types of feedback as given by Lyster & Ranta (2007) and Schuijtemaker-King (2012)?

Figure 1 shows the amount of feedback given by teachers at Lyceum Oudehoven, divided into the nine types of feedback. Also, the feedback is added that has been given which is non-CLIL feedback. Non-CLIL feedback is in this research defined as feedback whereby the teacher gives feedback in Dutch, or when the student answers in Dutch. Often, teachers give the Dutch translation of a word or sentence that students do not understand, e.g. *(Struggling student): ‘Euhm... What is it in English?’ T: ‘You can say it in Dutch’. Student gives the answer in Dutch.* In this way, students do not come up with the right word in English; in the previous example, the student still does not know how to say what he wanted to say in English.

What stands out is that recasts are given most often (34 times) and right after that non-CLIL feedback (22 times). Elicitation whereby teachers ask the pupil to rephrase the question did not occur. Examples of observed recasts are

S: ‘I wish I were on Curacao’. T: ‘You wish you were in Curacao, yes’. Or: S: ‘It is an equal number’. T: ‘Yes, an even number’.

Also, it stands out that non-CLIL occurs among 5 out of 7 teachers that have been observed (note: they did not rate themselves with 'non-CLIL' since we did not ask for that

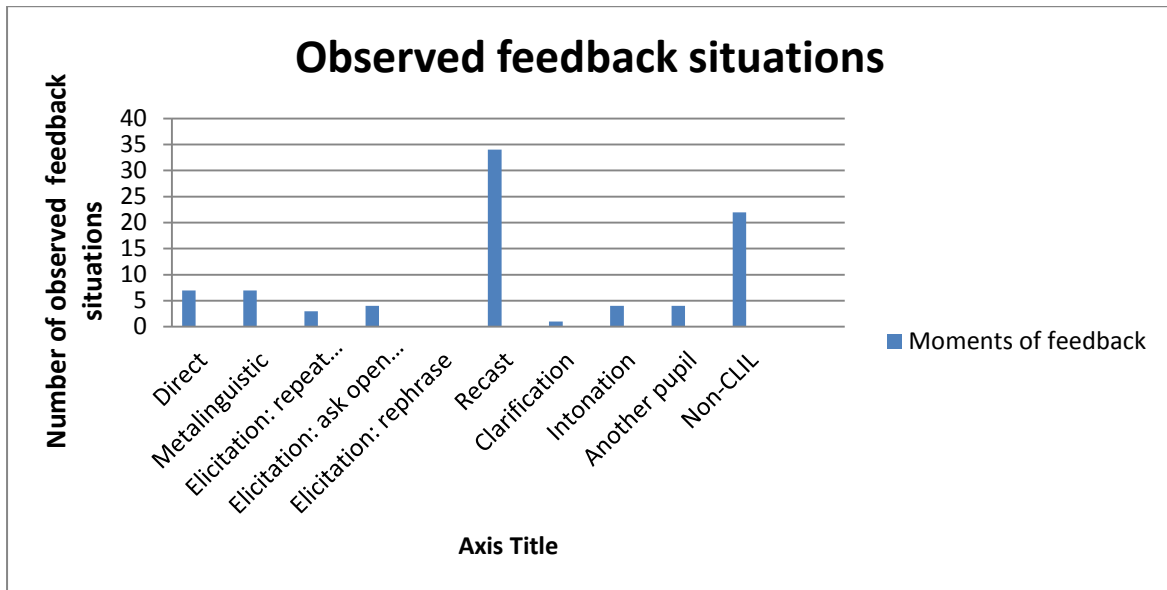


Figure 1: feedback per observed feedback situation

The above mentioned statistics can also be divided into English language classes and English subject classes (which means, other subjects than English). Figure two shows that in English language classes 'recasts' is the main type of feedback that has been given, while in English subject classes both recasts and non-CLIL feedback is given mostly. In the English language classes, the type where the teacher uses a rising intonation to point out a student's mistake did not occur.

Feedback used in English language classes

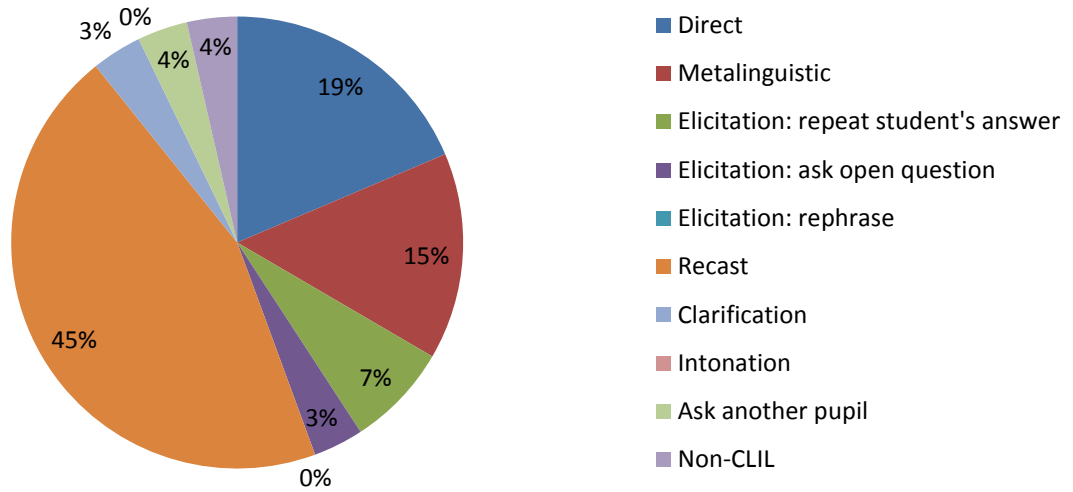


Figure 2: Moments of feedback: feedback used in English language classes

Feedback used in English subject classes

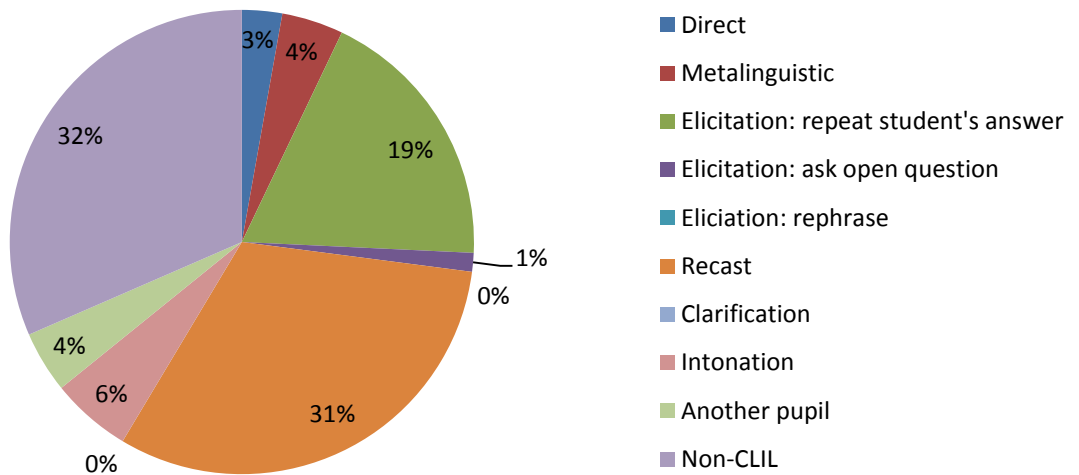


Figure 3: Moments of feedback: feedback used in English subject classes

It might be interesting to take a closer look at the observed behavior. If we look at the variety of feedback, then we see that on average teachers use 2 types of feedback in their lessons (17 types of feedback divided by 7 teachers = 2,4). None of the teachers used all types of feedback in their lesson. Other interesting observations can be found in the circle diagrams below (figure 4 and figure 5). In the above described comparisons, we see that non-CLIL occurs in 3 out of 7 teachers as most observed type of feedback. If we take a closer look at these statistics, we see the result below: it turns out that 91% of the given non-CLIL feedback occurs in English subject classes, and only 9% occurs in English language classes.

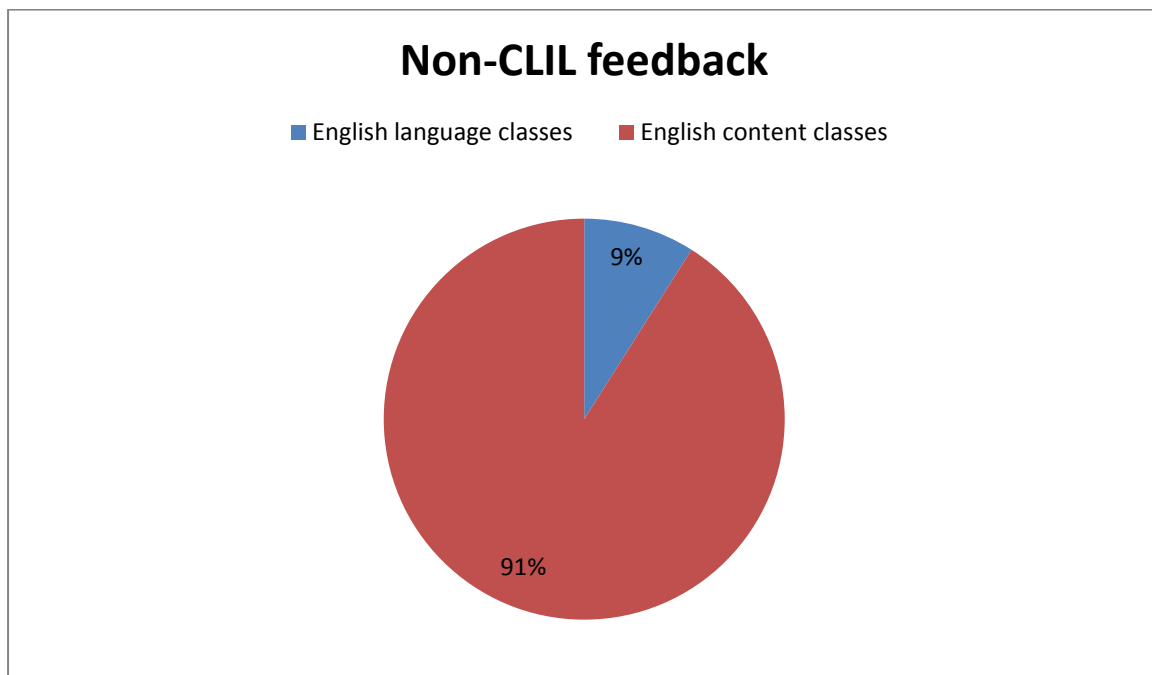


Figure 4: Non-CLIL feedback between English language classes and English content classes

Following the results above, it might be interesting to see whether we get the same outcome if we look at the missed mistakes: moments where teachers should have given feedback, but they did not. Looking at the diagram below, it stands out that there is only a small difference between English (language) classes and English subject-classes (non-English classes) regarding the missed mistakes.

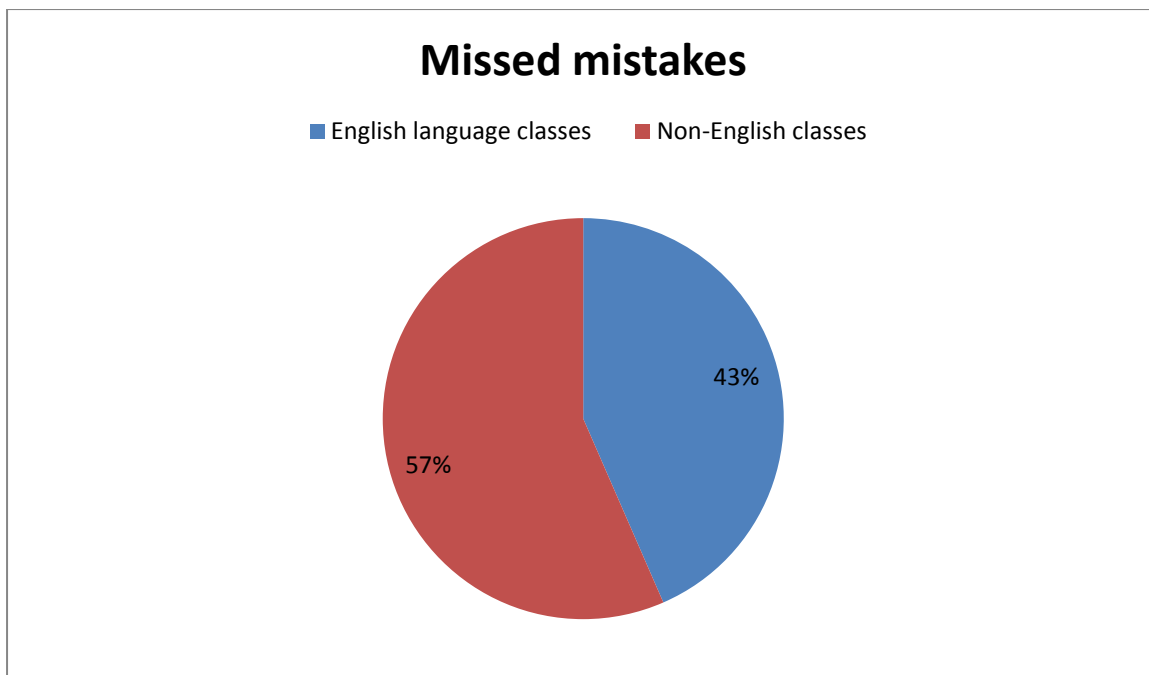


Figure 5: Missed mistakes between English language classes and English content classes

2. How do teachers perceive their own behavior in class regarding the use of corrective oral feedback?

Why do teachers do what they do? For this question, we have used nine qualitative interviews among TTO teachers at Lyceum Oudehoven. Let's first see whether teachers find it useful to use corrective oral feedback in general. Looking at the nine interviews we conducted among TTO-teachers at lyceum Oudehoven, it stands out that *all* teachers find it important to give corrective oral feedback:

'Giving oral feedback.. it makes them aware that the language is a spoken language. Some of them speak to me in English, and that is what I want, that they get used to asking themselves: 'what is this in English, how do I say that?' By talking all the time, it makes it much easier. A lot of the TTO students think in English. So I hope that at the end of the year that they dream in English. That is the important thing of oral feedback. That they know words by heart and that they do not have to think about it'(teacher Lyceum Oudehoven).

When we look at *what* teachers find particularly important about giving corrective oral feedback, we see that they find it especially important to let *the students* come up with the right answer themselves; in that way, students will learn from their mistakes mostly, according to the majority of the interviewed teachers. The types of feedback whereby students come up with the right answer themselves occurs in 'clarification requests' and all forms of 'elicitation'.

'I think it's very valuable because you learn from your mistakes. The way the teacher gives feedback is essential in the way that the students learn how to grow. If you don't receive any feedback, then it's very hard for students to learn from their mistakes. Because I do think that they hear themselves make mistakes. And sometimes they are not aware of that and then we have to help them' (female teacher, Lyceum Oudehoven).

Reasons not to give feedback

Sometimes, teachers choose consciously *not* to give corrective oral feedback, even when a student makes a mistake. Some teachers say that it depends on the context of the lesson; the kind of activities they do and the goal that they want to reach. A few teachers say that giving feedback slows down the lesson; therefore they tend not to give corrective oral feedback when the pace of the lesson is already quite low. However, the reason that is mentioned most often for not giving feedback is when a student is in a vulnerable position, e.g. when a student speaks about personal problems; at that moment, the student needs to feel safe, according to the teachers. Corrective oral feedback is not the main focus at such moments:

If it feels unsafe to the person. Or any situation when they have to give an oral presentation for the first time for me in front of the class. I would be very leery to create an unsafe feeling, because they will have to give presentations again and again. So safety first, that's sort of my motto (female teacher, Lyceum Oudehoven).

Self-perception

It is important to know how teachers who do *not* teach English perceive themselves while working in a bilingual context. To the question 'to what extent do you perceive yourself to be an English teachers, next to your role as a subject teacher' we received different answers. Most teachers said they see themselves as subject teachers in the first place; their main aim is to go through the content of the subject. While doing that, they try to pay attention to mistakes they hear in class:

'Yesterday for example, I showed them on the board the example of 'wives': I showed them on the board: one wife, and then plural. And they said; 'that's with a v, of course' (female teacher, Lyceum Oudehoven).

Time-pressure

Another finding is that all teachers are willing to pay attention to corrective oral feedback, but that they often do not have the time to do that, especially at the end of the year when the pressure of getting the content done is rising.

'With (..) we have to go through so much.. I have to get the content done, CLIL is less important. In the beginning of the year, I do more CLIL, but now..' (male teacher Lyceum Oudehoven).

Also, the fact that the TTO-classes have to go through the same content as the regular Dutch classes can cause some pressure on the time that is spend on corrective oral feedback. TTO classes have to do the same, but they also have to spend time on corrective oral feedback and other forms of content and language integrated learning.

That's difficult. I am a (..) teacher and I want the TTO students to be on the same level as the regular Dutch students in (..), but sometimes this is difficult because of the difficulties with the language. That's what I noticed when I started in the TTO section. But I still consider myself more a (..) teacher than a language teacher. I find language important, but I am mainly here to teach (..). (male teacher, Lyceum Oudehoven).

3. How do teachers rate themselves according to the types of feedback as given by Lyster & Ranta (2007) and Schuijtemaker-King (2012), and how do these ratings relate to their observed behavior?

To measure whether teachers at Lyceum Oudehoven are aware of their *current practices*, we asked them to rate themselves according to the types of feedback as established in this research. We compared these ratings with our own observations of their behavior, to see whether they matched. In these schemes, we can also see whether they used a variety of feedback techniques.

Teacher A: own ranking (subject teacher)	Observed behavior teacher A
1. Elicitation: ask open question	1.Non-CLIL
2. Elicitation: rephrase/metalinguistic comment/clarification	2.Elicitation : ask open question
3. Recast/elicitation: repeat student's answer	

4. Ask another pupil	
5. Direct feedback/Rising intonation	

Teacher B: own ranking (subject teacher)	Observed behavior teacher B
1. Elicitation: ask open question	1.Non-CLIL
2. Elicitation : rephrase	2.Rising intonation
3. Clarification	
4. Ask another pupil	
5. Metalinguistic comment	
6. Direct feedback	
<i>Not ranked: Elicitation (repeat student's answer) and rising intonation</i>	

Teacher C: own ranking (teacher in English)	Observed behavior teacher C
1.Recasts	none
2.Elicitation: repeat student's answer	
3.Elicitation: ask open question/ask another pupil	
4.Elicitation: rephrase/clarification	
5.Metalinguistic comment	
6.Rising intonation	
7.Direct feedback	

Teacher D: own ranking (subject teacher)	Observed behavior teacher D
1. Recasts	1.Recast & metalinguistic comment (equal amount)
2. Rising intonation	
3. Ask another pupil	
4. Metalinguistic comment	
5. Elicitation: repeat student's answer	
6. Elicitation: ask open question	
7. Elicitation: rephrase	
8. Direct feedback	

9. Clarification	
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Teacher E: own ranking (subject teacher)	Observed behavior teacher E
1. Recast	1. Recast
2. Metalinguistic comment	2. Non-CLIL
3. Elicitation: ask open question/Elicitation: rephrase	3. Elicitation: ask open question/rising intonation
4. Ask another pupil	4. Direct feedback/metalinguistic comment
5. Clarification	
6. Rising intonation	
7. Direct feedback	
<i>Not ranked: Elicitation (repeat student's answer)</i>	

Teacher F: own ranking (subject teacher)	Observed behavior teacher
1. Recast	1. Non-CLIL
2. Clarification	2. Recast
3. Elicitation: rephrase	
4. Rising intonation	
5. Metalinguistic comment	
6. Direct feedback	
7. Elicitation: repeat student's answer	
8. Elicitation: ask open question	
<i>Not ranked: ask another learner</i>	

Teacher G: own ranking (teacher in English)	Observed behavior teacher G
1. Metalinguistic comment	1. Recast
2. Elicitation: ask open question	2. Direct feedback
3. Direct feedback	3. Metalinguistic comment
4. Elicitation: rephrase	4. Elicitation: repeat
5. Elicitation: repeat	5. Elicitation: open question/Clarification/Ask another pupil/ Non-CLIL

6. Rising intonation	
7. Clarification	
8. Recast	
9. Ask another pupil	

Looking at the results above, there are two things that stand out. First, the difference between the rated- and the observed behavior. Some teachers are not aware of what they are doing; in two cases, we haven't observed the types of feedback that were rated most (teacher B and teacher C). One teacher did not use any type of corrective oral feedback (teacher C).. In none of the cases did the ratings match the observations completely.

4 Conclusion and discussion

The results will be discussed in order of the research sub-questions, mentioned in section 1.2.

Which forms of corrective oral feedback are given at the bilingual department of Lyceum Oudehoven, looking at the types of feedback as given by Lyster & Ranta (2007) and Schuijtemaker-King (2012)?

The results show that recasts and non-CLIL feedback clearly stand out. Non-CLIL occurs among 5 out of 7 teachers that have been observed. The use of recasts is in line with the research of Schuijtemaker-King, but we did not expect teachers to give non-CLIL feedback, since they attended the training on how to give effective oral feedback in line with the CLIL philosophy. Furthermore, non-CLIL feedback is the type of feedback that occurs least often in the research of Schuijtemaker-King (where non-CLIL feedback is mentioned as 'metalinguistic comment in L1'). If we specify the results to English language classes and English subject classes, we see that in English language classes recasts are used most often (45%), while in English subject classes non-CLIL feedback is given most often: 91% of the non-CLIL feedback was given in these classes. We assume that the teachers in English subject classes have a lower level of English and therefore have to think longer before they are able to give feedback, which may lead to the use of non-CLIL feedback. Another option that might cause this difference in the use of non-CLIL feedback might be that it is more common to speak English during English language classes. Therefore, teachers will not fall back in non-CLIL feedback so often. If we look at the variety of feedback, then we see that on average teachers use 2 types of feedback in their lessons, which matches our expectations. Striking is that there is only a slight difference between English language classes and English subject classes when looking at the missed mistakes. This might be explained by the time pressure which all

teachers experience. Because of this, teachers sometimes choose not to give feedback because they do not want to slow down the lesson (see sub question two).

How do teachers perceive the use of corrective oral feedback in a TTO-environment? All teachers mention that they find it important to give corrective oral feedback, since they believe this ‘on the spot feedback’ is the best way to let students learn from their mistakes. When we look at *what* teachers find particularly important about giving corrective oral feedback, we see that they find it especially important to let *the students* come up with the right answer themselves, because this will make them think about their mistakes. The main reason that is mentioned most often for not giving feedback is when a student is in a vulnerable position, e.g. when a student speaks about personal problems. Most teachers said they see themselves as subject teachers in the first place; their main aim is to go through the content of the subject. The issue of ‘time’ is another reason why TTO teachers mention why they spend less time on giving corrective oral feedback. All classes have to do the same, but TTO classes also have to spend time on corrective oral feedback and other forms of content and language integrated learning. We assumed that this might be one of the practical deliberations mentioned earlier since it is mentioned by Eraut (1995) that “a teacher is often faced with lack of time to reflect in action, because of the necessity to react immediately” (Oonk, 2009). Because teachers feel that there are more pressing matters (getting their subject-matter across) for text, exams, and assessments, they fail to reflect in action on the importance of immediate feedback on the language-component of their lessons.

How do teachers rank themselves according to the types of feedback as given by Lyster & Ranta (2007) and Schuijtemaker-King (2012), and how do these rankings relate to their observed behavior? What can be said about the variety of the given feedback? The results show that most teachers are not aware of what they are doing; in two cases, we haven’t observed the types of feedback that were ranked most. None of the rankings matched the observations completely, which is in line with the expectations based on the research by Tedick & de Gortari. None of the teachers used all types of feedback in their lesson.

4.1 Conclusion and suggestions for teaching practice

The main question of this research is ‘*In what ways can oral corrective feedback on language mistakes be made more effectively within the lessons of the bilingual educational department?*’ Our research shows that recasts and non-CLIL feedback are used most often. Therefore, our first recommendation is that the teachers at Lyceum Oudehoven should practice more with different types of corrective oral feedback in the bilingual classroom. In the interviews teachers mention they find it important to let students come up with the answer themselves (self-correction). However, our

observations show that teachers do not use these types of feedback; they tend to use 'recasts' most often, whereby the student does *not* come up with right answer himself. Therefore we suggest that teachers practice with other types of feedback where the student has to come up with the right answer himself, e.g. elicitation or metalinguistic feedback. An idea might be that teachers do this is either by using videotapes or by asking another teacher to observe, since this research shows that teachers are only slightly aware of their current practices. In this way, teachers can practice with using a broader variety of feedback as well.

Assuming that the non-CLIL feedback might be caused (partly) by the level of English of most teachers, it is also suggested that the bilingual department speaks more English during school hours; not only in class, but also in the hallway, during meetings and in emails. Teachers who do not have their Cambridge Advanced Certificate might consider obtaining this Certificate in order to improve on their English. In this way, teachers will recognize mistakes earlier and it will get easier for them to vary in the way they give corrective oral feedback. However, considering the fact that teachers in English are also responsible for 43% of all missed mistakes, there might be another cause as well, which is mentioned in the interviews a few times. This factor is 'time pressure': teachers have to go through a lot of content in one year, with the same pace as regular classes. Therefore, teachers tend to use less varied forms of corrective oral feedback, but they also choose not to give feedback because of that time pressure. In solving this problem, it might be a useful suggestion to videotape the teachers at lyceum Oudehoven so they can see what they do at the moment and where they missed feedback. In this way, teachers might become more aware of their current practices.

The time pressure that is mentioned in the interviews is more difficult to solve. It can be questioned whether it is particularly negative when teachers do not use *all* opportunities to give corrective oral feedback; they often explained that it depends on the context whether they find it useful to give feedback or not. During student presentations for example, many teachers mentioned not to give oral corrective feedback since this might give the student an unsafe feeling.

4.2 Limitations of the research

Our research has some limitations. First, the limited time we had was definitely a restraint. We have only observed over a period of three weeks at Lyceum Oudehoven, in which we attempted to observe as many lessons as possible. Also, we were dependent on the schedule of Lyceum Oudehoven; the TTO department is quite small, so most of the time, we were not able to observe all day long, simply because there were no more TTO-lessons. Therefore we only observed one or two lessons of some teachers. In these lessons, it very much depended on the context of the lesson whether teachers gave feedback or not: sometimes, students had to do a writing exercise for themselves. In those cases, only limited output was produced and therefore the chances of giving

feedback were limited. In some lessons, output was produced but students did not make any mistakes, so there was no need to give feedback. Therefore, it must be taken into account that we did a limited amount of observations which are not always representative for the quality or quantity of feedback that is given on a general basis at Lyceum Oudehoven. Nevertheless, we are able, by means of our research, to give the teachers an idea of their current practices with an eye on improving their skills concerning oral feedback in bilingual lessons.

4.3 Suggestions for follow up

Based on this research, we would like to give some suggestions for further research. The first suggestion is that it would be interesting to include learners in research about corrective oral feedback as well. Which types of feedback do they prefer? When do they learn the most? What is their opinion about the skills regarding corrective oral feedback of their teachers? In this way, more actors would be integrated in a study about effective oral feedback. Another suggestion is to look at learner uptake per type of feedback, to see when students learn most effectively. In combination with an elaborate literature study one could really find out the effectiveness of each separate feedback type in order to give very specific recommendations to a school. In addition, one could of course expand our research design and do a substantial amount of observations per teacher to improve the validity of the research outcomes on current practices. Also, an intervention research can be done where this research can serve as a baseline measurement. If another session on corrective oral feedback takes place, new researchers might then be able to determine the effect of such a session by comparing the findings to the outcomes of this research.

Personal reflection

Looking back at the process, we are quite satisfied with the way we conducted our research. The limited time we had and some practical problems (availability of bilingual lessons to observe, willingness of teachers to cooperate and so forth) were sometimes difficult. However, we are satisfied with our product, although we missed some opportunities to improve on the end product, e.g. a further study on practical teacher knowledge in relation to the level of English. A recommendation for future researchers is to make a detailed time schedule with deadlines; when doing this, it will be clear for all team members who is responsible for what and when it has to be finished. Writing a thesis with three people is very different from writing a thesis individually; making clear agreements and appointments will benefit the end product.

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Appendix 1 – Teacher observation form

Teacher's name:	Analysed by:
Date of lesson:	Observed lesson number:
Subject and year:	

Activity	
Class organisation	
Topic	
Skills focus	
Grammar and language focus (if applicable)	

Giving feedback in interactional language

Time	Type of feedback	Feedback noticed

Unnoticed mistakes (no feedback has been given)

Time	Mistake

Feedback has been given, but no CLIL feedback

Time	Feedback noticed

Appendix 2 – Rating form teachers

No		Frequency	Examples
1	Explicitly models the correct answer/example: teacher clearly mentions that a student is wrong.		<i>'No, that is not correct. The right answer is X'.</i>
2	L2 to give explicit metalinguistic comment: teacher gives hints to put students on the right track.		<i>'What is wrong about your sentence?'</i>
3	Elicitation: repeat the students' answer without mentioning the wrong form		<i>S: 'That is the dress of she'. T: 'That is the dress of...?'</i>
4	Elicitation: ask open questions (note: asking closed questions belongs to metalinguistic feedback).		<i>'How do we say X in English?'</i>
5	Elicitation: ask students whether they can reformulate their question.		<i>'Could you rephrase your question?'</i>
6	Recasts with the correct answer with no explicit attention to form: teachers repeat what the student said without mentioning the mistake		<i>S: The boy have many flowers in the basket. T: Yes, the boy has many flowers in the basket.</i>
7	Clarification requests – provides opportunity for pushed output. Teachers ask a question with the aim of students repeating their sentence without the error.		<i>'What do you mean with X?'</i>
8	Repeats answer with rising intonation (indicating an incorrect answer)		
9	Asks (in L2) another pupil to correct error		<i>'Can someone tell me what is</i>

			<i>wrong about that answer?'</i>
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Appendix 3 - Topiclist Interview Teachers

1. Background information

- 1.1 How long have you been teaching at this school?
- 1.2 How long have you had your Cambridge Certificate? Do you have a CAE or CPE certificate?
- 1.3 Why did you choose to become a bilingual teacher?
- 1.4 Do you consider yourself to be an English teacher , next to your role as a subject teacher? If yes, could you give examples of this?

2. Giving feedback in CLIL

- 2.1 Do you incorporate CLIL strategies in your lessons? In what way? (input, output, guiding understanding tasks, scaffolding texts etcetera).
- 2.2 What is your opinion about the value of oral feedback?
- 2.3 Do you give oral feedback on language mistakes in your class? How often?
- 2.4 When do you give feedback? Why?
- 2.4 What are the feedback types which you use the most in class? (show the feedback types from our research) Which ones do you not use? *Let teachers make a ranking of themselves according to how often they think they use certain feedback types*
- 2.5 In what kind of situations do you give corrective oral feedback? (what kind of activity)
- 2.6 Which feedback types are you familiar with?
- 2.7 Are you satisfied with the way you give oral feedback? Why?
- 2.8 What are reasons not to give corrective oral feedback?

