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Interactional Corrective Feedback in beginner level classrooms of Greek as a second language: Teachers' Practices

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This study explores interactional corrective feedback in adult beginners' classrooms of Greek as a Second Language. More specifically, the study aims to investigate the frequency with which teachers of Greek as a Second Language implement corrective feedback in their teaching, as well as the factors that teachers take into consideration when making decisions on the implementation of their corrective techniques. The sample consists of five beginners' classes (67 adult learners) and five teachers of the Modern Greek Language Teaching Center of the University of Athens. Three three-hour classes from each teacher were observed. Instances of learners' errors and corrective feedback in oral interaction were transcribed, quantified, and statistically analyzed. The analysis focused on the frequency and distribution of oral corrective feedback types following learners' errors. Results showed that teachers were inclined to correct a significant number of learners' errors, while the communicative value of the error seemed to be a highly significant factor that affected the implementation of their teaching practices. As far as the type of corrective feedback teachers favoured, the findings indicated an overwhelming tendency for teachers to use recasts in response to learners' errors. The paper concludes with a discussion of the centrality of the role of feedback and the importance of teacher education and training in the area.

Key words: Corrective feedback, Greek as a Second Language, teachers' practices, corrective practices

1. Introduction

The role of corrective feedback (CF) in second/foreign language (L2) classrooms has been at the heart of second language research and pedagogy for the past three decades. Chaudron (1988) defines CF as "any teacher behaviour that attempts to inform the learner of the fact of error" (Chaudron, 1988, p. 150). A considerable number of studies have focused on the provision and efficacy of oral CF both in classroom

and laboratory settings (Mackey, 2020). However, most of the studies mainly focused on English as a second or foreign language. The provision of oral CF in the instructional setting of Greek as an L2 is still uncharted territory. This observational study aims at capturing teachers' corrective practices during oral interaction in Greek as a second language in beginners' classrooms.

Interactional feedback is a form of CF "that is generated in response to both linguistically erroneous and communicatively inappropriate utterances that learners produce during conversational interaction" (Nassaji, 2015, p.45). It has been proven that the interactional feedback that takes place during meaningful communication where learners favour form for meaning leads to L2 development and therefore assists L2 acquisition (e.g. Li, 2010; Mackey, 2006; Mackey & Goo, 2007; Nassaji & Kartchava, 2017; Russell & Spada, 2006). While there is strong empirical evidence in favour of the usefulness of CF, research now focuses on the factors that affect the effectiveness of oral CF. These factors are related to error and feedback characteristics, learner-related factors (e.g. proficiency, developmental readiness, individual differences), interlocutor factors (e.g. teacher's background and experience), task characteristics, instructional context, and the organization of interaction in the classroom.

This study investigates the frequency of CF in beginner level classrooms of Greek as a second language. It also examines the factors that seem to affect teacher's decisions to implement corrective techniques (e.g. factors that relate to learners' errors, the context of the interaction and learners' general performance according to their level). The study also investigates the characteristics of the feedback provided to the learners (i.e., teachers' corrective types and the timing of CF).

2. A brief review of empirical studies

A considerable number of descriptive studies attempted to identify if and how CF occurs in oral interaction in different instructional settings, what patterns it takes and how students respond to it.

In their seminal article on oral CF in 1997, Lyster and Ranta identified six types of interactional feedback in French immersion classrooms. These CF types included recasts, metalinguistic feedback, explicit correction, elicitation, repetition, and clarification requests. Among the six CF types, recasts were the most frequent type (55%), followed by elicitation (14%), clarification requests (11%), metalinguistic feedback (8%), explicit correction (7%) and repetition (7%). Recasts, the most frequently used CF type, led to a lesser amount of learners' uptake¹ (31%) and repair (18%), while elicitation (46%), metalinguistic feedback (45%), explicit correction (36%), repetition (31%), and clarification requests (28%) led to more successful uptake. Recasts have been found to be the most frequently used CF type in different instructional settings and have been associated with low rates of successful uptake (Kamyia, 2014; Lyster, 1998; Panova & Lyster, 2002; Roothoft, 2014; Sheen, 2004).

Unlike in the previously mentioned studies, Ellis et al. (2001) found that recasts were the most frequent CF type in an adult ESL context in New Zealand and led to high levels of uptake (71.6%) and repair (76.3%). Differences were attributed to the instructional context. More specifically, the researchers assumed that learners enrolled in ESL programs (unlike learners enrolled in immersion programs) tend to focus on linguistic forms during oral interaction. The instructional setting and language structure typology proved to be important variables that affect both CF provision and efficacy. In a comparative analysis of CF in

¹ The term *uptake* refers to the immediate learner response following CF (Chaudron, 1977). It is employed by researchers as a measure of feedback success.

French immersion classrooms in Canada and Japanese immersion classrooms in the USA, Lyster and Mori (2006) found that the differences between English and Japanese predisposed the learners of Japanese and their teachers toward a more form-focused orientation compared to the learners of French. It was also assumed that the teachers' beliefs and behaviour in Japanese immersion classrooms, as shaped by their professional training and cultural background, led the recasts to be more beneficial compared to their effectiveness in the French immersion classroom.

It has been suggested that the effectiveness of recasts in L2 classrooms can be mediated through specific formal characteristics of recasts and the type of error in students' utterances. Loewen and Philp (2006) found that recasts were the most frequent CF in their data (49,03%) and that teachers used them equally to treat morphosyntactic, lexical and phonological errors. They also found that recast characteristics associated with successful uptake and accuracy in a posttest were stress and declarative intonation. Regarding the target of CF, Mackey et al. (2000) found that, although recasts were mostly provided to morphosyntactic errors, learners did not perceive them as CF moves. Carpenter et al. (2006) found that morphosyntactic recasts were less accurately recognized than phonological or lexical recasts. Brown's (2016) meta-analysis on the linguistic foci of CF, reports that grammar errors received the greatest proportion of CF, followed by lexical errors and phonological errors. Moderator analysis of feedback type and linguistic foci revealed that contextual factors, such as proficiency, teacher experience and instructional context, might influence CF across teaching context.

While there has been a vast amount of research on CF in the field of English or French as L2, there is an absence of focus on CF in less commonly spoken (and taught as L2) languages such as Greek. This study aims to contribute to the literature by identifying teacher' practices in one more instructional context.

3. Research questions

To investigate teacher CF practices, three research questions were formed as follows:

1. What is the frequency of oral CF at beginner level classrooms?
2. Which factors affect teachers' decisions regarding their corrective practices?
3. How is CF implemented at beginner level classrooms?

4. Research Methodology

An observational study was designed to answer the above research questions, as, according to Gass and Mackey (2007, p.165), observations "allow researchers to gather detailed data on the events, interactions, and patterns of language use within particular foreign and second language classrooms settings".

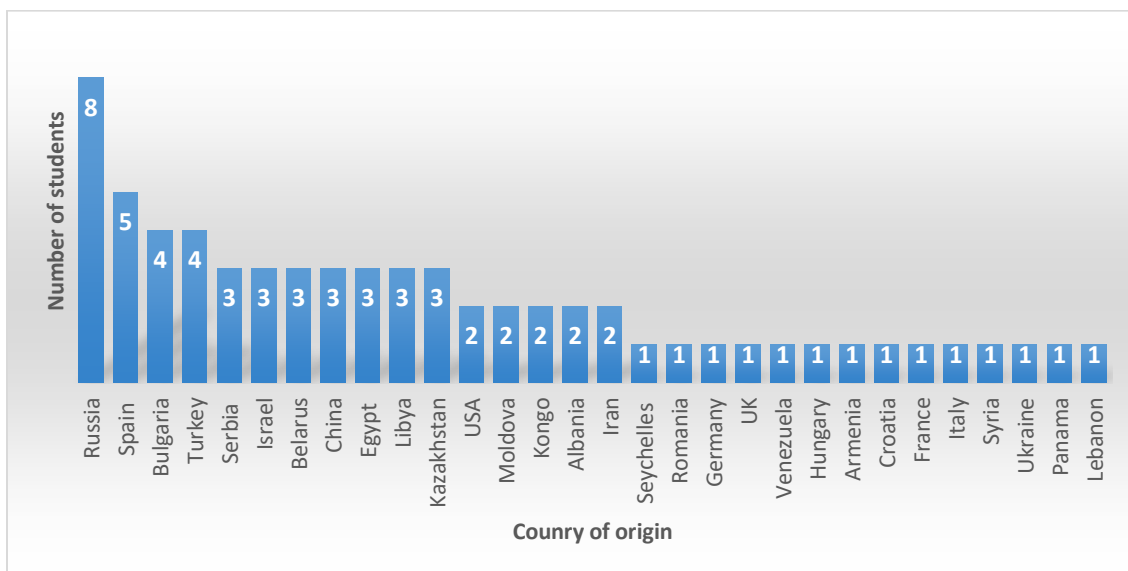
4.1. Participants and Instructional Setting

The study took place at the Modern Greek Language Teaching Centre² of the National and Kapodistrian University of Athens where courses are divided into six levels (A1, A2, B1, B2, C1, C2) following the Common European Framework of Reference for Languages (Council of Europe, 2001). The courses offered are based on a communicative curriculum. The participants of this study attended an intensive beginners' course in Greek that lasted for 8 months where students take Greek classes every day for three hours. Beginners start this course having only limited or no knowledge of Greek and they are expected to achieve

² Modern Greek Language Teaching Center website: <https://en.greekcourses.uoa.gr>, accessed 9/5/2021

an A2 level at the end of the course. The course also welcomes students who have basic communication skills but never participated in conventional Greek language classes.

The sample consisted of five beginners' classes and five instructors. There were 12-15 students in each class. Students were 67 adult learners of Greek as an L2, 37 women, and 30 men whose age ranged from 18 to 42 years old, with different origins and first language (L1) backgrounds. Graph 1 presents students' origin.



Graph 1: Countries of students' origin

Most of the students enrolled in the course to improve their communicative competence. Their primary motivation was to communicate successfully in everyday life situations in Greece and speak with members of their Greek family and friends.

The five teachers (T) were all native speakers of Greek, and they had all completed the MA program in teaching Greek as a second or foreign language offered by the University of Athens. T2 and T5 had completed their MA studies in 2015 and 2017, while the rest had graduated from 1995 onwards. At the time of the research, T3 and T4 had a Ph.D. in teaching Greek as a second language, and T2 was a Ph.D. candidate researching aspects of Greek language teaching and learning. Among the five instructors, four were females, and one (T5) was male. Their teaching experience varied from 1 to 23 years. T1 had 15 years of experience, T2, had 4 years, T3 has been teaching Greek for 12 years, T4 had 23 years of experience while T5 had 1 year of experience. Their ages ranged from 27 to 48.

4.2. Data collection

The observations took place from the 5th until the 7th month (i.e., February until April) of the courses attended during the academic years 2016-2017 and 2017-2018. Permission by the institution and the teachers was requested to observe 4-5 classes that included speaking activities. Students were also asked to participate in the current research and signed a consent form. Before the data collection started, one or two pilot lessons per teacher were observed. During the pilot observations, all five teachers introduced their students and students were encouraged to introduce themselves and interact with the researcher (first author). This helped to establish good rapport with the students during data collection and to

increase the ecological validity of the study. During the observations, a non-participatory approach was employed where the researcher sat at the back of the class recording on an observation sheet (See Appendix I) students' mistakes and teachers' reactions, CF types, as well as the timing of feedback while at the same time using a digital voice recorder to record oral interaction. While the audio recorder captured only verbal interaction, detailed notes containing non-verbal interaction descriptions (e.g. facial expressions, gestures), students' names and speech excerpts were kept during the observations to supplement the recordings. The observer recorded three 3-hour lessons from each classroom (15 lessons in total).

4.3. Coding

After the observations were completed, students' errors and CF patterns during the interactional activities were delineated and transcribed using the NVivo10 software. Seven hours and thirty-five minutes (455 minutes) of oral interaction were transcribed, coded, and analyzed. A coding scheme was developed (see Appendix II, table 1) based on the error treatment sequence presented in the seminal article of Lyster and Ranta (1997) combining the coding schemes developed by Ellis and his colleagues (Ellis et al., 2001; Loewen, 2004) in order to examine the characteristics of learners' errors and focus-on-form³ episodes. Based on the pilot classroom observations, the researchers added some characteristics that were assumed to be factors related to the provision of interactional CF.

Error classification

Errors were classified into three categories: morphosyntactic, lexical and phonological. Instances of L1 or sometimes of an intermediate language, usually English, were included, following the coding scheme of Lyster and Ranta (1997). We do not consider that these instances are necessarily errors per se. Since learners of Greek as an L2 often use English when they cannot express themselves in L2, we were interested in investigating teachers' reactions when we thought that an ill-formed utterance indicated a gap in their interlanguage development. These instances usually include the choice of an English word to replace a linguistic item that was taught and, consequently, students were expected to have at least partial knowledge.

Source

This characteristic describes what could potentially cause the implementation of CF. A code-related episode results from the inaccurate use of linguistic forms that do not cause communication problems, while a meaning-related episode causes problems in communication.

Prior knowledge

³ According to Long (2015, p. 317), focus on form is one of the methodological principles of task-based language teaching that involves a reactive (triggered by a communication problem) use of pedagogic procedures to draw learners' attention to linguistic problems in contexts, as they arise during communication. He claims that focus on form can create opportunities for the learners to synchronize the code features with their internal syllabus, developmental stage and processing ability.

This characteristic was included to examine if prior knowledge of a specific linguistic element is a significant factor that affects the implementation of corrective practices. We consider 'previous knowledge' all the linguistic elements that students were taught and thus expected to may have at least partial knowledge of, according to the syllabus and their instructors, as opposed to the elements that students had not been taught explicitly by the time the research was conducted. This category was included to explore teachers' reactions to errors that seemed to appear constantly in students' utterances during the pilot observation. Such errors were the use of wrong cases by the students (e.g. nominative instead of accusative), the inappropriate use of the definite/indefinite article and verb-subject or adjective noun agreement. These phenomena are taught explicitly and are emphasized in the Greek as a second language classroom. Students are repeatedly exposed to them in beginners' course books (see Σιμόπουλος κ.ά, 2010), where explicit teaching takes place through grammar tables and grammar activities, as well as in oral interaction, when they participate in speaking activities that include these structures.

Relation to the lesson's target

Errors were also classified according to their relevance to the linguistic target (topic-related vocabulary, grammar) of the lesson. This characteristic was included because we wanted to investigate whether teachers' decisions to implement their corrective techniques were affected by the current focus of the lesson.

Context of oral interaction

The context of interaction was classified based on the observations. Meaningful oral interaction took place in the context of free discussions, role-playing games, and an oral presentation.

Student's performance

Students' general performance was measured through a placement test that consisted of five parts: reading, listening, speaking, use of language, and writing. Students were divided into high-performance and low-performance within the beginners' A1 level.

Teacher's response to the error

This characteristic examines whether the teacher decided to implement CF or not.

CF types

Seven verbal CF types were identified in previous observational studies (Nassaji 2015).

1. *Explicit correction* refers to the teacher's utterances that both rephrase the erroneous utterance into a correct form and clearly indicate to the learner that his/her utterance is incorrect (Nassaji, 2015: 52).
2. *Recasts* consist of the teacher's reformulation of all or part of a learner's utterance minus the error (Lyster & Ranta, 1997: 46)
3. *Metalinguistic feedback* is the feedback that includes metalinguistic information in combination with the correction.

4. *Metalinguistic cue* refers to metalinguistic information provided to the learner in the form of hints, comments about language, rules, or questions about the grammaticality of the learner's utterance without providing the correct form.
5. *Clarification request* refers to the feedback that occurs when the teacher does not/pretends not to fully understand the learner's utterance and asks for clarification (e.g., "Pardon me?", "I am sorry?", "excuse me?" etc.).
6. *Repetition* refers to feedback that repeats all or part of the learner's erroneous utterances with a rising intonation, without providing the correct form.
7. *Elicitation* is the feedback that attempts more overtly to push the learners to provide the correct form. This can happen when teachers elicit completion of their own utterances by pausing and waiting for the learner to fill in the blank, by posing questions (e.g. "how do we say this in Greek?"), or asking the learner to reproduce the utterance.

Type of CF response

CF moves are divided into two categories based on the way that the correction is made: input-providing strategies and output-prompting strategies (Lyster 2002). Input-providing strategies (also known as *reformulations*), refer to the teacher's utterance that repeats what the learner has said correctly. Input-providing strategies include recasts and explicit correction. On the other hand, output-prompting strategies (also known as *prompts*) "push" the students to be more accurate in their output. According to Lyster (2004), prompts include the following CF types: clarification requests, repetitions, metalinguistic feedback, and elicitation.

Timing of feedback

Interactional feedback could be immediate as it happens in reaction to an error, or it can take place in the form of delayed feedback. In the latter case, the teacher may listen carefully to the students while they speak, record their erroneous utterances, and then address the errors interactionally after the activity (Nassaji, 2007).

4.4. Data analysis

After the coding of the data, it was subjected to statistical analysis. In order to examine the factors that affect teachers' decisions to implement their corrective practices, the characteristics of the error (e.g., error classification, source, prior knowledge, relation to the lesson), the context of the interaction, and students' performance were correlated with the teachers' responses. Furthermore, the variables of each category (e.g., teachers' responses to the error, CF type, type of CF response, and the timing of feedback) were compared in order to discover teachers' preferences regarding the CF types.

Statistics were calculated using the Statistical Package for the Social Sciences (SPSS) 21.0. The values of the variables are presented in frequencies (F) and percentages (%). A chi-square test or Fisher's exact test was performed in order to investigate the association between the variables. A chi-square goodness of fit was performed in order to examine the correlation between the categories of each variable. All the tests are two-sided and p-value <0.05 was set to indicate statistical significance.

5. Findings

5.1. The frequency of oral CF in beginners' classrooms

Oral interaction in beginners' classrooms consisted of eight role-plays, free discussions on similar topics such as holidays and a presentation on students' dream houses. The exact content of the lessons is presented in Appendix II (see Table 3).

Table 1 shows the frequency of students' errors (F=990) and the occurrence of teachers' CF in each classroom and in total (74.8%). Results revealed that teachers provided feedback to a statistically significant number of errors ($\chi^2 = 245.0$, $df=1$, $p<0.0001$).

	Errors		CF	
	Frequency (F)	Percentage (%)	Frequency (F)	Percentage (%)
T1	209	21.0	183	87.6
T2	186	18.7	124	66.7
T3	137	13.7	95	69.3
T4	329	33.2	256	77.8
T5	129	13.0	83	64.3
Total	990	100.0	741	74.8

Table 1: Frequency of errors and CF

5.2. The distribution of oral CF practices

This section reports the descriptive statistics of the characteristics of students' errors and feedback episodes as well as the relationship between them and teachers' responses.

	Errors		CF	
	Frequency (F)	Percentage (%)	Frequency (F)	Percentage (%)
Morphosyntax	675	68.2	495	73.3
Vocabulary	145	14.7	114	78.6
Phonology	71	7.1	40	56.3
Use of L1	99	10.0	92	92.9

Table 2: Distribution of CF to students' errors

Table 3 shows the occurrence of CF according to the source of the error. We can see that most students' erroneous utterances were code-related (77.3%), while 22.7% of the errors caused communication problems. Teachers corrected 87.6 % of the errors that caused communication problems and 71.2% of the code-related erroneous utterances. Fisher's exact tests revealed statistically significant differences between the two variables (Fisher's exact test, $p<0.001$).

	Errors		CF	
	Frequency (F)	Percentage (%)	Frequency (F)	Percentage (%)
<i>Code</i>	765	77.3	545	71.2
<i>Communication</i>	225	22.7	196	87.6

Table 3: Source of the error and occurrence of CF

Table 4 illustrates the occurrence of CF according to students' prior knowledge of the erroneous form. It seems that teachers provided feedback more frequently when students' erroneous utterances included a previously taught form (75.7%) compared to new forms (67.1%). Statistical analysis showed marginal significance between the two categories (Fisher's exact test, $p=0.080$).

	Errors		CF	
	Frequency (F)	Percentage (%)	Frequency (F)	Percentage (%)
<i>Previously taught form</i>	896	90.5	678	75.7
<i>New form</i>	94	9.5	63	67.1

Table 4: Prior knowledge of the erroneous form and CF

Table 5 presents the occurrence of CF according to the relevance of the type of the error to the lesson target. Most students' errors were irrelevant to the lesson target (59.2%), while teachers' reaction did not differ. No statistical significance was found between the two variables (Fisher's exact test, $p=0.503$).

	Errors		CF	
	Frequency (F)	Percentage (%)	Frequency (F)	Percentage (%)
<i>Relevant to the lesson target</i>	404	40.8	307	75.4
<i>Irrelevant to the lesson target</i>	586	59.2	434	74.6

Table 5: Lesson target and occurrence of CF

Table 6 shows the distribution of feedback according to the context of interaction. Most of student's mistakes were found during role-plays (59.5%) while teachers' reactions did not seem to differ as they provided CF to 73.9% of the errors that occurred in free discussions, 75.2% to the errors that occurred during role-plays and 75.5% of the errors in the context of presentations ($\chi^2 = 0.299$, $df=2$, $p=0.905$).

	Errors		CF	
	Frequency (F)	Percentage (%)	Frequency (F)	Percentage (%)
<i>Free discussion</i>	307	31	227	73.9
<i>Role-plays</i>	589	59.5	443	75.2
<i>Presentations</i>	94	9.5	71	75.5

Table 6: The context of oral interaction and CF

Table 7 shows the distribution of CF according to students' performance. Most students' mistakes were made by low-performance students. Teachers provided feedback to 74.3% of low- performance students to 75.5% of high-performance students. No statistical significance was found between the two variables (Fisher's exact test, $p= 0.709$).

	<i>Errors</i>		<i>CF</i>	
	<i>Frequency (F)</i>	<i>Percentage (%)</i>	<i>Frequency (F)</i>	<i>Percentage (%)</i>
<i>Low-performance students</i>	589	59.5	438	74.3
<i>High- performance students</i>	401	40.5	303	75.5

Table 7: Students' performance and CF.

5.3. Teachers' corrective practices

This section reports the descriptive statistics of the teachers' corrective practices. Table 8 presents the types of CF responses. 81% of teachers' responses were input-provided, while 19% was output-prompted. Chi-square analysis revealed statistical significance between the two variables ($\chi^2 = 284.32$, $df=1$, $p= <0.0001$).

	<i>CF</i>	
	<i>Frequency (F)</i>	<i>Percentage (%)</i>
<i>Input-provided</i>	600	81
<i>Output-prompted</i>	141	19

Table 8: Types of CF responses

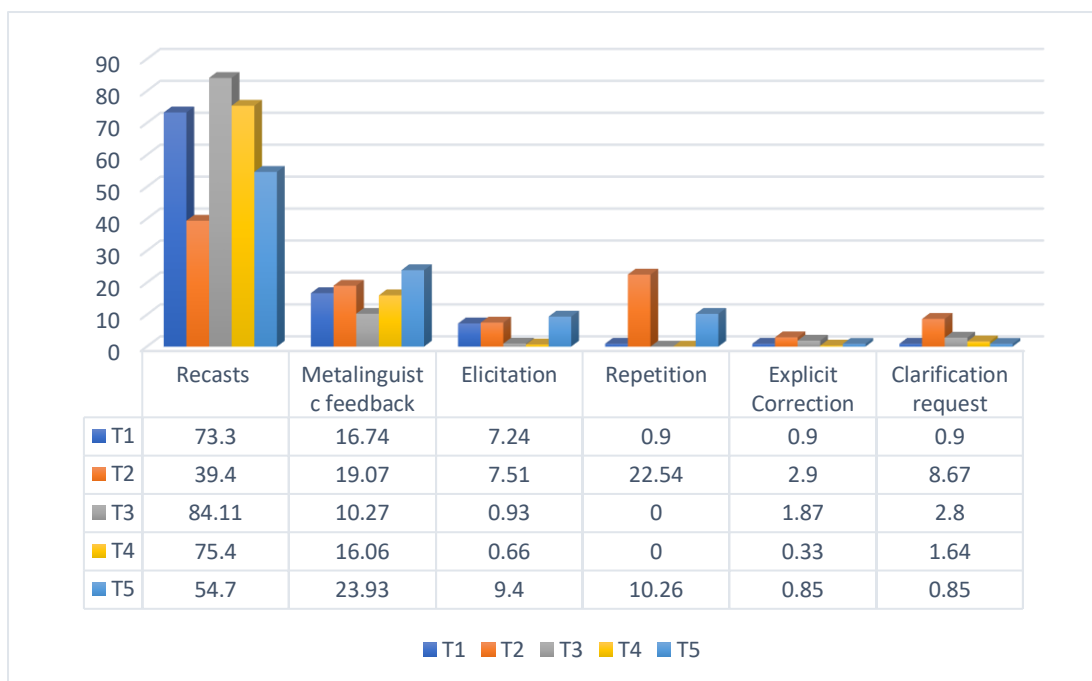
Table 9 shows the oral CF strategies used during oral interaction. In total, there were 923 instances of provision of CF by the teachers. The most frequent type of CF used in beginners' classroom were recasts (66.5%), followed by metalinguistic cues (11.5%) while only small percentages of the rest of the strategies were found.

<i>CF Strategies</i>	<i>Frequency (F)</i>	<i>Percentage (%)</i>
<i>Recasts</i>	614	66.5
<i>Metalinguistic cue</i>	106	11.5
<i>Metalinguistic feedback</i>	52	5.6
<i>Elicitation</i>	61	6.6
<i>Repetition</i>	53	5.8
<i>Explicit feedback</i>	26	2.8
<i>Clarification requests</i>	11	1.2
<i>Total</i>	923	100

Table 9: CF strategies

Table 3 (see in Appendix II) and graph 2 provide a breakdown by teacher. Before we proceeded to the breakdown, the categories of 'metalinguistic cue' and 'metalinguistic feedback' were merged for practical reasons, since both provide feedback with metalinguistic information. We observe teachers'

overwhelming preference for recasts. Especially T1, T3 and T4 used a significant number of recasts (73.3%, 84.11%, 75.4%, respectively). The second commonly used strategy was metalinguistic feedback used by four teachers except T2. T2's second more frequent strategy was repetition. We can see that while T1, T3 and T4 used only recasts and metalinguistic feedback, T2 and T5 used a range of strategies, including repetition and elicitation.



Graph 2: CF strategies implemented by each teacher

Tables 10 and 11 illustrate the timing of CF. It seems that all five teachers preferred immediate feedback (91.8%) while only a small percentage of feedback was delayed (8.2%). The difference between the two variables is statistically significant ($\chi^2 = 517.08$, $df=1$, $p < 0.0001$).

	CF	
	Frequency (F)	Percentage (%)
Immediate	680	91.8
Delayed	61	8.2

Table 10: The timing of CF

Teacher	Immediate CF		Delayed CF	
	Frequency (F)	Percentage (%)	Frequency (F)	Percentage (%)
T1	183	100	-	-
T2	69	57	55	43
T3	95	100	-	-
T4	251	98	5	2
T5	82	98.8	1	1.2

Table 11: The timing of CF by each teacher

6. Discussion

To summarize and discuss the results, we will revisit our research questions. The first research question sought to explore the frequency of oral CF in beginner level classrooms of Greek as an L2. We found that teachers provided feedback to 74.8% of students' erroneous utterances. It seems that the number of CF moves in our study is significantly higher compared to the amount of feedback occurred in descriptive studies in immersion classrooms (Lyster, 1998; Lyster & Mori, 2006), ESL classrooms (Panova & Lyster, 2002) and EFL classrooms (Roothoft, 2014). The range of CF in these studies is 20.43% (Kamiya, 2014) to 61% (Lyster & Mori, 2006). Findings can be attributed to the instructional setting in combination with the typology of Modern Greek, the language teaching methodologies used by the teachers of Greek as an L2, as well as the teachers' background. Unlike the young learners of immersion classrooms who were engaged in content-based instruction, the participants of this study were adult learners, highly motivated to improve their communicative competence in order to interact with Greeks in Greece. Thus, learners in this study were more motivated and more cognitively able to attend to form than the participants in Lyster's studies (Lyster, 1998; Lyster & Ranta, 1997). These findings are in line with the studies of Ellis et al. (2001) and Lyster and Mori (2006).

Based on the significant amount of CF provided by the teachers, we can infer that CF has a central role in Greek language instruction. The centrality of the role of CF could be attributed to Greek language typology⁴ in combination with the language teaching methodologies used by the teachers. Although teachers did not draw on a structural syllabus in any apparent way during the observations, it was found that during the instruction, teachers combined form-focused instruction with more analytic teaching strategies (e.g. drills, use of metalanguage)⁵. CF seems to constitute an interface that brings together the communicative syllabus with analytical teaching strategies. Hence, we can assume that interactional CF is congruent with teachers' approaches to language teaching. Another factor that is possibly related to CF frequency is teachers' educational and cultural background. The teachers were all native speakers of Greek and had graduated from various instructional environments in Greece where they had received traditional, explicit grammar instruction with a major emphasis on accuracy. We can infer that the teachers' background predisposes them towards a more form-focused orientation (Lyster and Mori, 2006)

⁴ Greek is an inflectional language and consequently demanding for learners coming from L1 backgrounds with a different typology.

⁵ For more information about Grammar Instruction in Greek as an L2 see Ιακώβου & Μαγγανά (2014).

rather than a meaning-focused orientation that allows errors if they do not cause communication problems (Richards, 2006).

The second research question investigated the factors that affect teachers' decisions to implement their corrective strategies. Results revealed that one of the main factors that influenced teachers' provision of CF characteristics set by the researchers was the source of the problem in students' erroneous utterance. It seemed that teachers prioritized mistakes that caused communication problems. This factor was expected to be significant given the communicative focus of the lessons. In addition, it appears that teachers provided feedback to an essential number of accuracy errors. When looking at students' errors, one can observe that the real number of students' morphosyntactic errors ($F=745$) is significantly higher compared to lexical ($F=145$) and phonological errors ($F=71$). Moreover, teachers provided CF 495 times on morphosyntactic errors and 114 times on vocabulary errors. The frequency of teachers' CF on morphosyntactic errors can be associated with the fact that Greek grammatical structures include both grammatical and semantic information. For example, since the subject in Greek is denoted in the ending of verbs, the erroneous use of a verb ending can cause problems in communication. Thus, although grammatical errors are seemingly associated with problems in learners' accuracy, morphosyntactic errors can also cause communication breakdowns that lead to teachers' use of CF.

Regarding the type of the students' error, the use of intermediate language triggered significantly more CF moves presumably for the teachers to sustain interaction in Greek and to provide their students with the equivalent vocabulary in Greek. The fact that teachers provided equal percentages of feedback to morphosyntactic and lexical errors possibly shows teachers' intention to focus both on students' fluency and accuracy. As for the phonological errors, based on teachers' CF frequency, we can assume that teachers did not consider them to be important, especially when they do not impede communication. This fact raises questions regarding students' pronunciation development, as constant errors without any teacher feedback may lead to fossilization while CF scholars claim that pronunciation-focused CF can be a crucial component of pronunciation development (Saito, 2021).

The third research question investigated how CF was implemented in beginner level classrooms. Results demonstrated teachers' preference for recasts. It seems that teachers prefer recasts, as they serve to provide CF in an unobtrusive way and without interrupting the flow of communication. The results are in line with the findings of most descriptive studies mentioned in Section 2. Furthermore, research on teachers' beliefs (Kamiya, 2014) has shown that teachers tend to use recasts, as they are afraid that if they use more direct strategies (e.g., elicitation) their students would feel bad and they may be discouraged to participate in oral interaction. On the other hand, researchers (Ellis et al., 2001) suggest that teachers use a variety of CF strategies, as their effectiveness can differ according to other variables (e.g., proficiency level, instructional settings). Moreover, experimental studies showed that output-prompting strategies lead to better learning outcomes. More specifically, output-prompting strategies were found to be particularly more effective for beginners or low-performance students as well as when correcting morphosyntactic errors (Nassaji, 2015). Thus, the results of the current study reveal a gap between teachers' practices and the findings as well as suggestions made on the basis of previous research focusing on oral CF.

Results also revealed that some teachers (e.g., T2 and T5) used a range of CF strategies while other teachers used mostly recasts. This probably stems from teachers' professional training. It seems that teachers' professional education and training is a factor that might have an important influence on how teachers implement (or not) CF in the language classroom. Specifically, T2 and T5 graduated from the same MA program relatively recently, as opposed to the rest of the

teachers, who graduated more than ten or twenty years ago. T2 and T5 participated in the course “Practice in classroom – teaching technics”. During this course, teachers were explicitly introduced to CF techniques, observed Greek language lessons as non-participant observers, and they had to fill out an observation sheet (Ιακώβου, 2015) that included CF strategies. After the lessons, students reviewed, reflected on the observations, and discussed aspects of oral interaction with their tutor. For the rest of the teachers, we can assume that they might have been unaware of the range of techniques they had at their disposal or underestimated the effectiveness of the rest of CF strategies.

As for the timing of CF, it seems that four teachers provided immediate feedback while only one provided both immediate and delayed feedback. The instructor's choice probably stems from her attempt to distinguish the goal of the oral interaction (accuracy vs. fluency). Some teachers' guides (e.g. Scrivener, 2011) suggest this practical technique for the teachers to balance students' accuracy and fluency during the instruction. Whilst there is not enough evidence to prove which form of CF is more appropriate or when, researchers so far ensure that immediate feedback is associated with learning (Nassaji & Kartchava, 2017).

7. Conclusion

To the best knowledge of the researchers, this study constitutes the first attempt to capture interactional CF in adult classrooms of Greek as a second language. The frequency of oral CF in Greek language classrooms indicates its prominent role in second language teaching in one more instructional setting. In this instructional context, the provision of CF is linked to the approaches to teaching grammar, teachers' educational background and professional training, and the course's orientation. Findings underline the importance of teacher trainings and the need to link the gap between second language research and pedagogy. Teacher development and education programmes offered on an undergraduate, postgraduate and in-service level for student and experienced language teachers need to prioritise the role of feedback and guide and train teachers to offer constructive and facilitative types of feedback that lead to successful language learning. Hopefully, the current study design and findings can be used as an impetus for follow-up studies in the use of CF and other types of feedback in the teaching of more languages used as L2 and other contexts.

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Appendix I Observation scheme:

Time ⁶	Students' erroneous utterances	Type of error	Corrective feedback	Uptake	Comments (e.g. paralinguistic and extralinguistic cues)

⁶ On the digital voice recorder.

Appendix II

Characteristics	Definition	Categories
General error classification	Error classification according to the language aspect	<ol style="list-style-type: none"> 1. Morphosyntax 2. Vocabulary 3. Pronunciation 4. L1 or intermediate language
Source	What causes the feedback episode	<ol style="list-style-type: none"> 1. Code: inaccurate use of language forms without apparent communication problems 2. Message: problem in understanding the meaning
Prior knowledge	If this form was previously taught	<ol style="list-style-type: none"> 1. Previously taught form 2. New form
Relation to the lesson's target	If the error is related to the lesson's target structure(s)	<ol style="list-style-type: none"> 1. Relevant to the lesson's target 2. Irrelevant to the lesson's target
Context of oral interaction	What was the context in which the error was made	<ol style="list-style-type: none"> 1. Free conversation 2. Role-plays 3. Presentations
Student's performance	Student's performance based on a proficiency test	<ol style="list-style-type: none"> 1. High- performance students 2. Low-performance students
Teacher's response to the error	Teacher's choice to intervene and provide feedback	<ol style="list-style-type: none"> 1. Provision of oral CF 2. Topic continuation
CF strategies	What oral CF strategies were implemented	<ol style="list-style-type: none"> 1. Explicit correction 2. Recasts 3. Metalinguistic feedback 4. Metalinguistic cue 5. Clarification request 6. Repetition 7. Elicitation
Type of CF response	How CF is provided	<ol style="list-style-type: none"> 1. Input-provided 2. Output-prompted
Timing of feedback	When teacher's response occurs	<ol style="list-style-type: none"> 1. Immediate feedback 2. Delayed feedback

Table 1: Characteristics of students' errors and focus-on-form episodes

Instructor	Content of oral interaction	Duration
T1	<ul style="list-style-type: none"> • Discussion “Christmas Holidays” • Role-play “Arrange to go out” • Discussion “Summer holidays” • Role-play “At the police station: I had my bag stolen!” 	95 minutes
T2	<ul style="list-style-type: none"> • Presentation “My dream house” • Discussion “The story of my life” • Role-play “The story of my life. Interviews from imaginary characters” 	120 minutes
T3	<ul style="list-style-type: none"> • Discussion “Holidays” • Discussion “Family” 	80 minutes
T4	<ul style="list-style-type: none"> • Role-play “Going to the shrink” • Role-play “Going to the fortune-teller” • Role-play “Interviews of imaginary characters” 	110 minutes
T5	<ul style="list-style-type: none"> • Discussion “Holidays” • Role-play “Arranging holidays” • Role-play “Going to the pharmacy” 	50 minutes

Table 2: The content of oral interaction

Table 3: Distribution of feedback types

Teacher	CF	Recasts	Metalinguistic feedback	Elicitation	Repetition	Explicit feedback	Clarification request
T1	221	162 (73.30%)	37 (16.74%)	16 (7.24%)	2 (0.90%)	2 (0.90%)	2 (0.90%)
T2	173	68 (39.30%)	33 (19.07%)	13 (7.51%)	39 (22.54%)	5 (2.90%)	15 (8.67%)
T3	107	90 (84.11%)	11 (10.27%)	1 (0.93%)	-	2 (1.87%)	3 (2.80%)
T4	305	230 (75.40%)	49 (16.06%)	20 (6.66%)	-	1 (0.33%)	5 (1.64%)
T5	117	64 (54.7%)	28 (23.93%)	11 (9.4%)	12 (10.26%)	1 (0.85%)	1 (0.85%)

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