

Teachers' Practices of Corrective Feedback in Beginner L2 Chinese Classrooms

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Abstract

This study investigates teachers' oral corrective feedback (CF) practices in beginner L2 Chinese classrooms in Taiwan. Data from three L2 Chinese teachers' corrective feedback and the responses of 32 learners from 13 countries were collected, and quantitatively and qualitatively analyzed. Results from 1,456 instances of corrective feedback indicate that recasts were the most frequently exerted CF type and explicit CF occurred least among the interactional feedback in beginner L2 Chinese classrooms; moreover, pronunciation errors more frequently received recasts and prompts. Short-term explicit CF was utilized to enhance the learners' tonal accuracy, but learners might have no chance to modify their output. Findings suggest teachers' CF provision was dynamic and student-centered with learner participation to foster reciprocal communication in beginner L2 Chinese classrooms. The practices of recasts, explicit CF, and prompts vary depending on teachers' perceptions, limited timeframe, and learners' responses. The inclusion of teachers' orientations contributes to understanding the nature of corrective feedback and teaching processes in beginner L2 Chinese classrooms.

Keywords: corrective feedback, L2 Chinese classroom, prompt, recast, teachers' practices

1. Introduction

This study investigated teachers' practices of corrective feedback (CF) in beginner L2 Chinese classrooms in Taiwan. Corrective feedback (CF) refers to a teacher's responses to a learner's non-target-like L2 production. Studies on the amount of CF provision in relation to beginner L2 Chinese learners are relatively restricted, and critical issues in L2 Chinese pedagogy such as teaching processes and the length and treatments of CF remain unaddressed in the context of communicative classrooms. Although the efficacy of CF with regard to L2 English learners' linguistic development has been hitherto extensively studied, little is known about how L2 Chinese teachers utilize CF and the uptakes of CF in beginner L2 Chinese classrooms.

Given that the nature of teaching processes involves feedback input, there have been debates as to whether particular types of CF are more beneficial in L2 learning. Recasts, defined as the reformulation of a learner utterance, have been argued to be the most effective type of CF in facilitating learning (Doughty 2003; Long 2007) and have been found to be the most common feedback type (Lyster and Ranta 1997; Lyster 1998). On the other hand, other researchers claim that CF types that withhold the correct form, such as elicitation or clarification requests that withhold the correct form, are most likely to contribute to the development of L2 learners as they push learners to stretch their interlanguage (Lyster 2004; Ammar and Spada 2006; Goo and Mackey 2013). Elicitations refer to feedback that does not correctly reformulate the learner's error pushes the learner to reformulate it (Lyster 2004; Loewen and Philp 2006; Nassaji 2007); elicitation strategies include self-repair, prompting, and providing learners with opportunities for form negotiation for revising their hypotheses about the target language (Lyster and Ranta 1997; Lyster 2002, 2004). Negotiation for meaning or during classroom interaction, or prompts, provides positive grounds for L2 learning to occur (Ranta and Lyster 2007). This study treated teachers' practices of withholding the correct form until an L2 learner produces it as prompts, including elicitation or self-repair CF. Implicit feedback often takes the form of recasts, in which there is no overt indicator that an error has been made, whereas explicit feedback clearly indicates that the learner's utterance was incorrect. For

instance, when a student made an error in the utterance “*sān ge bǐ*” (‘three pens’ with an incorrect measure word), a provision of recast CF can be “*sān zhī bǐ*” (‘three pens’ with the correct measure word); whereas the exertion of explicit CF is “*bú duì*” (‘incorrect’). Meanwhile, a provision of prompt would be “*qǐng zài shuō yí cì*” (‘please repeat it’). This study examined teachers’ CF and learners’ awareness or uptake of CF, focusing on oral performances in which the learners responded to the teachers’ CF. Oral CF is viewed as a type of form-focused instruction that is undertaken in communicative language classrooms, with relevance to the effectiveness and noticing of the L2 learners. Inquiry into oral CF can be seen as pertinent to teaching processes in beginner L2 Chinese classrooms. The aforementioned inclusion of the focal types of interactional feedback, namely recasts, prompts, and explicit CF, was empirically investigated in this study.

The collected data reflect teacher-student and student-student interaction speech in L2 Chinese classrooms, from the first week of the language course until its conclusion. The study presents a new analysis and affords new insights into the effectiveness of CF on L2 Chinese learners’ oral production in beginner classrooms. Additionally, multilingual contexts in these L2 Chinese classrooms offer a variety of possible patterns that significantly influence the nature of CF provision and teaching processes. CF patterns in L2 Chinese classrooms are provided with potential pedagogical implications toward the overarching goal of better promoting teachers’ practices of CF in L2 Chinese classrooms. CF data collected from L2 Chinese teachers and interlanguage data collected from beginner L2 Chinese classrooms were analyzed according to sociocultural theory (SCT), which considers language to be one of the human mind’s most powerful tools (Vygotsky 1980, 1987). Since SCT offers a framework for studying contexts and language learning, it is inevitable to determine the extent to which L2 Chinese learners interact with teachers’ CF in classrooms. Against this background, the research questions are formulated as follows:

1. What are the patterns and processes of teachers’ practices of CF in beginner L2 Chinese classrooms?

2. What is the efficacy of teachers' CF in beginner L2 Chinese classrooms?

Confronted with such contexts as L2 learners from diverse linguistic backgrounds, the reliance on single L1 linguistic knowledge and resources may not be sufficient for inclusive pedagogies and effective interaction with beginners. This study aims to examine teachers' provision of oral CF in classroom interactions and the effectiveness of CF exertion on the oral production of L2 learners. I will explore learners' uptake in beginner L2 Chinese classrooms concerning interactional feedback, and the CF data will be quantitatively and qualitatively analyzed. The effectiveness of CF in beginner L2 Chinese classrooms will be assessed with respect to oral production and the uptakes of L2 learners, and the extent to which errors have been corrected. Pedagogical implications will be discussed in light of the types of interactional CF and L2 Chinese teaching processes.

2. Literature Review

2.1 Theoretical Framework

Corrective feedback (CF) has been an essential practice in L2 classrooms. It refers to the responses to a learner's errors in second language acquisition (SLA). Corrective feedback has generally been found to be beneficial to acquisition (Gass 1997, 2003; Gass and Selinker 2001; Li 2010). However, debates remain as to which type of CF is more effective than others. Lyster and Saito (2010) investigated CF studies and made attempts to group CF types along a continuum that ranges from implicit to explicit, as shown in Figure 1. They placed recasts toward the implicit end of the continuum in relation to explicit correction, and they also acknowledge recasts range from more implicit to more explicit (Sheen 2004; Loewen and Philp 2006). In their classification, clarification requests and repetition are more implicit than elicitation and metalinguistic clues (Lyster 2002; Ellis, Loewen and Erlam 2006; Lyster and Izquierdo 2009). Based on their classification, prompts along the continuum is relatively open and might be subject to further refinement. The distinguishing feature of prompts in the classification pertains to traits of withholding correct reformulations. Given

recasts toward the implicit end whilst explicit correction and metalinguistic feedback at the explicit end (Lyster 1998; Ellis et al. 2006), clarification requests, and repetition (Carroll and Swain 1993; Li 2010) are classified into implicit feedback. Explicit feedback included metalinguistic feedback, explicit correction, and any feedback type that overtly indicated that the learner's L2 output was incorrect. The present study is based on this classification to investigate major types of CF, including recasts, prompts, and explicit feedback.

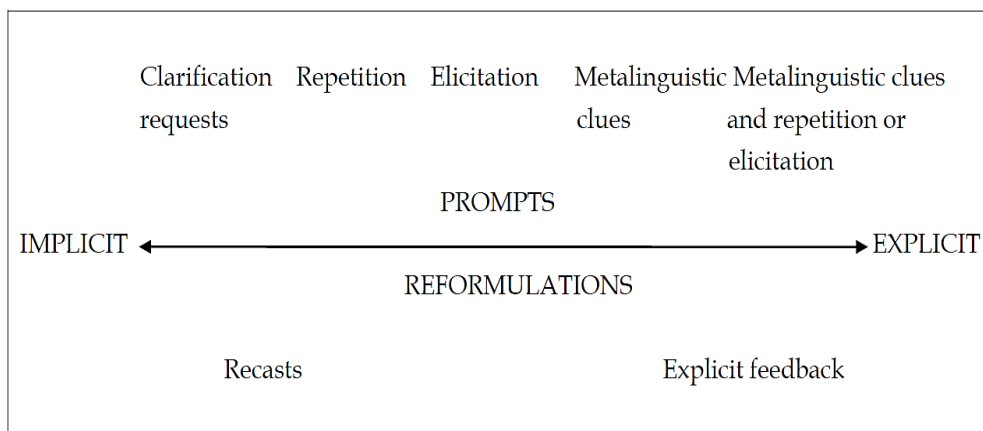


Figure 1: Types of CF (Lyster and Saito 2010)

Uptakes, defined by Lyster and Ranta (1997) as students' utterance that immediately follows the teacher's feedback, are categorized into successful, partial, and unsuccessful uptake in this study. Successful uptake referred to a student's correction after teachers' CF, whilst unsuccessful uptake referred to a student's non-target-like correction following teachers' CF. The conceptualization of uptakes within a sociocultural theoretical framework (Nassaji and Swain 2000) captures the evidence of uptake with the nature of L2 learners' interaction with teachers' CF. As classroom learners noticed recasts to a greater extent in an explicit language lesson than in contexts that involved conversational interaction (Oliver and Mackey 2003), explicit corrective feedback or elicitations are reported to be most likely to contribute to development (Lyster 2004; Ellis et al. 2006). Moreover, explicit feedback might work better than implicit feedback in the short term, but the relative effects of explicit correction remained

indistinguishable from those of recasts and prompts (Li 2010). The long-term effect of implicit feedback was larger than its short-term effect (Mackey and Goo 2007). What remains unaddressed is whether implicit or explicit CF is beneficial to L2 Chinese beginners in multilingual classrooms.

2.2 Previous Studies of CFs

Many researchers believe that recasts help learners make cognitive comparisons when provided in a window of opportunity (Mackey and Philp 1998; Nicholas, Lightbown and Spada 2001; Mackey, Philp, Egi, Fujii and Tatsumi 2002; Trofimovich, Ammar and Gatbonton 2007). Investigations of L2 learners have shown positive associations between corrective feedback and uptake in ESL classrooms (Panova and Lyster 2002; Lee 2013). Most studies follow Lyster and Ranta's (1997) definition of CF and identify corrective feedback moves in categories such as recasts, explicit correction, clarification requests, metalinguistic feedback, elicitation, and repetition. Findings from empirical studies of recasts suggest that interactional feedback can have beneficial effects on learners' performance (Doughty and Varela 1998; Long, Inagaki and Ortega 1998; Mackey and Philp 1998). These studies identify specific discourse structures that promote L2 development and thus provide insights with regard to the benefits of interactional feedback.

Whilst different degrees of the efficacy of implicit CF and explicit CF have been investigated in SLA, Ellis et al. (2006) compared the efficacy of implicit CF and explicit CF to assess the outcomes of CF types on L2 development. In their study, clarification requests, metalinguistic feedback, elicitation, and repetition were included in the category of prompts. More focus has been placed on the effectiveness of recasts, prompts, and metalinguistic feedback on specific grammatical structures (Ellis 2007; Yang and Lyster 2010). Compared to the more explicit CF group, Bryfonski and Ma (2020) found that learners in the more implicit CF group had more significant improvement in Chinese tone production. Nevertheless, L2 proficiency level (Li 2009) has been illustrated to moderate the benefits of CF, and explicit CF has been shown to be more effective for beginners (Li 2014).

Different CF on various linguistic forms, such as correction of phonological or lexical features, also influences learners' noticing and interpretation of the feedback. Sheen's (2007) study showed how different types of CF influence the acquisition of English articles, and individual differences have been taken into consideration in her study. Tasks could affect the oral production of L2 learners as feedback targeting lexical, semantic, and phonological errors was perceived more accurately than feedback targeting morphosyntactic errors (Mackey, Gass and McDonough 2000; Egi 2007). Research on L2 phonetic instruction has revealed such challenges as teaching L2 learners from diverse linguistic backgrounds (Derwing, Thomson, Foote and Munro 2012), maintaining effective communication and L2 learners' interest (Couper 2011), raising L2 learners' attention in classroom tasks (Saito 2012, 2013; Saito and Lyster 2012), and pronunciation during classroom interaction warrants more investigation (Loewen and Sato 2018). Accordingly, more empirical studies on L2 Chinese CF are needed to verify the effectiveness of CF on linguistic forms and communicative competencies of L2 learners in interactional contexts, as the knock-on effect only holds if the learners notice what is being corrected during the interactions.

Overall, how L2 Chinese teachers react to learners' language errors in beginner classrooms remains relatively unexplored. Although implicit corrective feedback on phonological errors has been reported to be significant to L2 learners (Saito and Lyster 2012; Saito 2015), there is little information of such actual practices of CF as how teachers in beginner classroom contexts pay more attention to the forms and oral production of L2 learners. Saito (2013) found benefits for form-focused instruction combined with recasts for L1 Japanese learners of English. Nevertheless, affective variables and individual differences among the multilingual learners also play a role in responding to CF in classrooms. In addition, teachers might perceive learners' responses to their CF as the understanding of correct form whilst learners do not notice the differences of their own (Yoshida 2010). As teachers' CF might be influenced by their perceptions of classroom interactions, CF in language classrooms may be associated with the teachers' perceptions of particular learners (Yoshida 2010). In this regard, this study takes such factors in beginner L2 Chinese classrooms into

consideration as types of CF, uptakes of L2 learners, teachers' perceptions, and practices from sociocultural perspectives.

3. Method

3.1 Participants

Data were collected from three beginner Chinese language classrooms at a university in Taiwan. Language courses are taught by native Mandarin-speaking instructors. Level-1 Chinese classes with a variety of oral CF practices were chosen for this study. Three experienced L2 Chinese instructors, Ta, Tb, and Tc, with at least 10 years of teaching experience, were scheduled to teach in Classrooms A, B, and C, beginning in the 2018 fall term and ending in the 2019 spring term with regard to the Chinese language program. Each class was conducted for 3 hours per day, 5 days per week, and each course level occupied 12 weeks (Weeks 1-12).

There were approximately 9-12 students in each class. The *ab initio* L2 learners in the three classrooms were from diverse linguistic backgrounds, including Japan, Korea, Vietnam, the Philippines, Mongolia, Poland, Brazil, Peru, Germany, France, Spain, Australia, and Columbia, comprising namely multilingual classrooms. Thirty-two L2 Chinese learners aged 18 to 36 participated in classroom tasks, recordings, and observations. The mean age for the L2 learner participants was 25.3 years. None were heritage learners, and they did not begin learning Mandarin until adulthood. All participants reported no history of hearing impairment or speech disorders at the time of the investigation. Their self-reported daily use of Mandarin indicated that their Mandarin-speaking opportunities were generally restricted outside of class.

3.2 Procedures

Classroom CF data were collected as 120 hours of audio recordings from three L2 Chinese classrooms, together with 12 hours of observations and questionnaires. During classroom activities, the teachers provided CF to the students by recasting or pushing them to repair their mispronunciations of the target features, coupled with comparable communicative language instruction in

terms of duration and content, and the teaching topics in each classroom covered tonal drills, grammar instruction, vocabulary and text explanation, and exercises. The study did not interfere with the language program's regular schedule or progress. No prior experimental training was given to the instructors. The researcher sat unobtrusively at the back of each classroom and took detailed notes on the classroom activities, which supported the audio-recorded data to provide information about situations in which interactions occurred. The researcher observed the instruction sessions in the classrooms to ensure consistency with regard to curriculum level and CF usage in classroom interactions. Classroom observations revealed that the teachers had a communicative teaching model, and tonal drills targeting Level-1 L2 Chinese classrooms were given during Weeks 1 to 4.

The method that was used in the study relied on participants' observable orientations through communicative interactions in L2 Chinese classrooms. Teachers' CF and the uptake tokens produced by L2 learners as repairs following their receipt of feedback during classroom practice were compiled and analyzed to evaluate the effectiveness of CF. The student participants spent approximately 10-15 minutes on oral production tasks as part of their course assessments in Week 4 to measure their control over what they had learned. The notion of oral fluency follows the view that L2 learners need to practice familiar tasks in communicative contexts to increase their fluency. During regular classroom interactive practice tasks, the instructors consistently provided CF in the form of recasts, prompts, and explicit CF in response to learners' non-target-like or unclear pronunciation of the target forms. The CF techniques were categorized, eliciting a large number of modified output tokens, followed by a questionnaire for the triangulation investigation. Approximately 50% of the questionnaire items were adopted from the "questionnaire on oral feedback" in Roothoof's (2014) study and were open-ended. Stimulated recall questions about the CF provision aimed at each participating teacher were also inquired. The questionnaire was written in Chinese and sent to the teachers via email at the end of the course term, with responses received within seven days.

3.3 Measures and Coding

To measure the number of CF tokens the L2 Chinese learners received and their responses, the frequency of CF incidences the teachers provided, and to what degree the CF elicited corrections from the L2 learners were examined. The comprehensibility of L2 learners' production tokens was evaluated with controlled elicitation materials, conversation topics, and familiarity with the production tasks. Previous classroom studies found that the frequency of instances in which learners repeated pronunciation-focused instead of grammar-focused recasts tended to be high (Lyster 1998; Mackey et al. 2000). In other words, L2 learners tend to notice pronunciation-focused recasts more often relative to morphosyntax-focused ones (Mackey et al. 2000). Initial observations showed that large amounts of CF tokens were categorized into recasts in the beginner Chinese classrooms. Although instructors might use prompts to alert learners to their errors or provide explicit CF during interactions, reformulation, or requests for imitation or repetition constituted the focus during Weeks 1 to 4. Recasts were typically declarative, and immediately after making an error, L2 learners were asked to repeat or imitate the correct form. Implicit CF, such as elicitation or clarification requests, was also provided by the teachers. Partial repetition of the learner's erroneous utterance followed by requests to elicit the learner's reformulation was attested. Teachers' views and perceptions of the learners' responses after the provision of CF were expressed in the questionnaire survey.

After classroom observations and recordings, the researcher and two research assistants with linguistics training listened to the segments containing CF turns and transcribed them. Among the CF tokens, the turns during which the L2 learners responded to the instructors' CF were examined. Both colloquial and word-by-word translations were used, depending on their significance in showing the meanings and structures of the target sentences. Repetition of the same error from the same learner was not counted as a new instance. When recasts, prompts, and explicit feedback occurred concurrently in one utterance of errors, they were coded separately. Interrater reliability among the three coders was 98%. When the coders disagreed on the coding of a specific CF category, a repair or response, the

CF token was discussed and recoded. The researcher made the final decision on the coding of CF and repairs, according to the categorizations. As CF might have impacts on how learners notice and take corrective action with regard to the feedback, classroom discourse was analyzed to determine the relationship between CF and L2 learners' uptake. Notes on CF turns in the L2 Chinese classrooms were checked against the audio-recorded data, and the segments containing CF turns were marked and transcribed, as will be detailed in the next section.

4. Results

4.1 Teachers' Practices of CF in L2 Chinese Classrooms

This study employed the CF classification proposed in Lyster and Saito (2010) and the coding categories used in Lyster and Ranta (1997) and Ranta and Lyster (2007). CF patterns are schemes of teachers' feedback to learners' inappropriate utterances, hints, or clues to elicit the learners' reformulations. CF was categorized into major types, namely recasts, explicit CF, and prompts, based on transcriptions of classroom recordings and observation notes. Recasts occur immediately after the erroneous or inappropriate utterance (Yoshida 2010). Teachers' utterance that indicates that a learner's utterance is incorrect and provides the correct form is an explicit CF. Prompts include elicitation, repetition, clarification requests, and metalinguistic clues. Patterns and dynamics of CF types in the beginner L2 Chinese classroom are presented in section 4.1.1, and CF provision processes in interactive contexts are exemplified in section 4.1.2.

4.1.1 Patterns and Dynamics of CF Types

Three major types of CF in 1456 instances were quantitatively analyzed across the three Level 1 classrooms to illustrate the dynamic nature of the CF practices. Given the equal hours of recordings on the same units (8 hours during Weeks 1 to 4, 8 hours during Weeks 5 to 8, and 8 hours during Weeks 9 to 12), teachers' CF practices in the classrooms were compared, as illustrated in Figure 2.

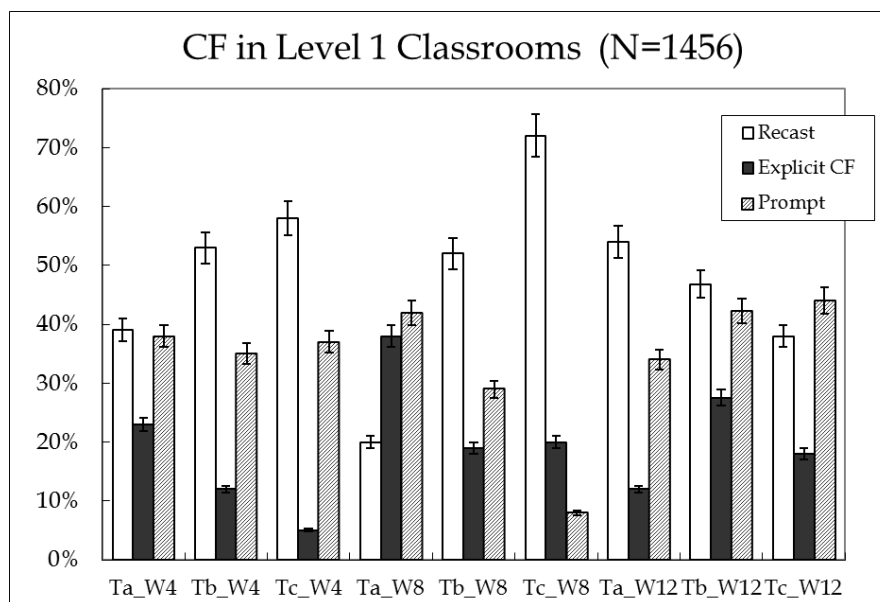


Figure 2: CF Types in Three Beginner L2 Chinese Classrooms

Note: Ta_W4 stands for Instructor Ta's practices of CF during Weeks 1-4; Tb_W8 stands for Instructor Tb's practices of CF during Weeks 5-8, and Tc_12 stands for Instructor Tc's practices of CF during Weeks 9-12 and so on.

In Classroom A, out of 449 CF tokens, 171 (38%) were recasts. The incidence of explicit CF tokens was 108 out of 449 (24%), and the incidence of prompt tokens was 170 out of 449 (38%). The L2 learners reformulated their utterances successfully after 73% of the recasts, and they responded to more than 82% of the recasts. During Weeks 5-8, Instructor Ta used more explicit CFs and prompts, but by the end of the course, she exerted recasts more frequently than explicit CF and prompts when confronting with more vocabulary and grammar structure allocation within time constraints. Although the learners responded to more than 84% of the CF provided during Weeks 1-4, it should be noted that unconscious repetition tokens occurred among the L2 learners, irrespective of their L1 backgrounds. The events that comprised the CF-repair interactions remain uncertain without analyzing the CF turns in interactive contexts.

In Classroom B, out of 545 CF tokens, 270 (50%) were recasts. The incidence of explicit CF tokens was 94 out of 527 (17%). Meanwhile, the incidence of prompt tokens was 181 out of 545 (33%). The learners reformulated

their utterances successfully after 67% of the recasts, and they responded to more than 90% of the recasts in the classroom. Instructor Tb consistently used more recasts throughout the course, and recasts were used in more than 50% of the CF incidences during Weeks 1 to 8. Explicit CF tokens were least exerted by Instructor Tb, and her exertion of such type increased at the final stage of the course.

In Classroom C, out of 462 CF tokens, 283 (61%) were recasts. The incidence of explicit CF tokens was 71 out of 462 (15%). Meanwhile, the incidence of prompt tokens was 108 out of 462 (23%). The learners reformulated their utterances successfully after 79% of the recasts, and they responded to more than 94% of the recasts. Instructor Tc consistently used more recasts from Weeks 5 to 12, with more than 70% of the recast CF incidences taking place during Weeks 5 to 8. On the other hand, the incidence of explicit CFs increased during Weeks 5 to 8. Prompt tokens were more frequently exerted during Weeks 1-4 and Weeks 9-12 than explicit CF, and more prompts were exerted than recasts during Weeks 9 to 12 by Instructor Tc.

In order to compare the provision differences of the CF types, a one-way ANOVA was conducted. The result showed statistically significant differences among the three types in the teachers' practices, $F(2, 24) = 12.96$, $p < .001$, indicating the exertion incidence of recasts, explicit CF, and prompts was different in L2 Chinese beginner classrooms. Bonferroni's post-hoc pair-wise comparison showed significant differences between (a) recasts and explicit CF ($p < .01$, $d = 2.33$), and (b) between explicit CF and prompts ($p < .05$, $d = 1.45$). The different incidence between recasts and prompts, however, was not significant.

Although the three instructors most frequently exerted recasts, some variations have been attested in the dynamics of CF types. Instructor Ta used more explicit CF (23% in Ta_W4 and 38% in Ta_W8) than the other teachers in pronunciation instruction but utilized more recasts (54% in Ta_W12) in later vocabulary and grammar instruction stages. Instructor Tb increased her usage of explicit CF during Weeks 8-12 (from 12% in Tb_W4 and 19% in Tb_W8 to 28% in Tb_12) as she was familiar with her students' preferences from diverse L1 backgrounds, and a rapport has been established through the teaching processes,

as stated in her reflection in the questionnaire. Additionally, Instructor Tc adjusted her exertion of prompts with the progress of the students' tasks and gains (37% in Tc_W4, 8% in Tc_W8, and 44% in Tc_12) as her reduced prompt provision during Weeks 5-8; she used more prompts than the other teachers in the final stages of grammar instruction. In this regard, teachers' CF practices may be influenced by their perceptions, classroom tasks, students' responses and preferences, and dynamic changes in teachers' CF exertion can be detected in such longitudinal studies.

The L2 learners produced various errors at the early stages of their L2 Chinese learning, and the majority of the errors pertained to tonal targets during Weeks 1-4. A large number of L2 learners' tonal errors triggered implicit CF in the classrooms. Recasts were used more frequently than explicit CF and prompts across the three classrooms, and L2 learners' successful uptake occurred more frequently after recasts. Prompts were also exerted more frequently than explicit CF in pronunciation and grammar instruction. Instructor Tc noticed her more comprehensive range of prompts in intermediate-level courses across her teaching career. Nevertheless, she adjusted her CF provision in the beginner classrooms to more recasts based on learners' responses during Weeks 1 to 8. The dynamics of CF types in the three classrooms revealed teachers' perceptions, limited timeframe, and learners' might affect the CF provision in beginner classrooms.

The findings indicated the pattern of extensive provision of recasts in beginner L2 Chinese classrooms. As the L2 learners reformulated more, they had more opportunities to practice the target features or speak in the target language. Essentially, learning may have occurred without conscious awareness, and the uptakes occurred during interaction and conversation turns. L2 learners also utilized recasts as opportunities to reformulate the target features and speak more, usually in a more fluent mode. Hence, recasts were preferred in facilitating L2 learners' modified output.

4.1.2 CF Provision in Interactive Contexts

Recasts were most frequently used in Level 1 classrooms when L2 learners

made erroneous utterances. It should be noted that explicit CF was also used along with recasts in sequences of exercise and classroom interactions. Excerpt 1 illustrates the usage of the two types of CF to the same student. In the following example, the letter "Ta" represents Instructor Ta in Classroom A, whereas "S3" represents one of the students.

(1) Excerpt 1: Explicit CF and Recasts

- 01 S3: *Yì*.
 ‘*Yì*.’ (producing the fourth tone)
- 02 Ta: *Bú duì, Bú duì. Yí.* (explicit CF)
 ‘Not correct. Not correct. *Yí* (the second tone, not the fourth tone).’
- 03 S3: *Yí, Yí.* (successful uptake)
 ‘*Yí. Yí.*’
- 04 Ta: *shén(h) me?* We don’t have to (h)...
 ‘What? You don’t have to...’
- 05 S3: No, I mean the first one = (The student wanted to learn the first tone.)
- 06 Ta: = First one?
- 07 S3: Yes.
- 08 Ta: *Yī* =
 ‘*Yī*.’ (demonstrating the first tone)
- 09 S3: = *Yī*, ok, <uh>, [*Wū*] (The student turned to the next target.)
- 10 Ta: *Wú* = (recast)
 ‘*Wú*.’ (demonstrating the correct form with the second tone)
- 11 S3: = *Wú* (successful uptake)
- 12 Ta: [*Wǔ*]
 ‘*Wǔ*.’ (demonstrating the contrasting third tone)
- 13 S3: [No. (requesting for clarification)]
- 14 Ta: Oh, *Wǔ*, you need to lower...
- 15 S3: OK, and *Yì*, and (My last part is) *Wǔ*. OK.
- 16 Ta: *Hǎo, xièxie.*
 ‘OK. Thank you.’

As can be seen from the excerpt, immediate reformulation, negotiation, and

confirmation between the teacher and the student were attested after the explicit CF (line 02). The student made requests in English after the explicit CF and the recast, which was quite common in the multilingual classroom during Weeks 1 to 4. Instructor Ta confirmed in the questionnaire that she used some English words in her explicit tonal instruction because it was efficient to communicate with students from diverse L1 backgrounds within the limited timeframe. Recasts with explicit instruction were utilized as an effective technique in the interaction, finally ending with ‘OK. Thank you.’ Instructor Ta recalled in her questionnaire that she understood the unconscious repetition of the student and that she felt speaking English in a beginner L2 Chinese classroom was inevitable but should be restricted to the minimum. In her opinion, using clarification requests such as “what did you say?” seemed rude. Instead, she often used recasts and asked the student to repeat what she said in the class. As soon as her students produced the modified output, she gave a positive response in Chinese. Instructor Ta used more explicit CF than the other teachers during the same period of pronunciation instruction; she stated in the questionnaire that none of her students were with tonal backgrounds. She noticed her students’ instantly modified output after receiving direct input so as to her subsequent exertion of explicit CF moves.

Besides, recasts were also exerted in a variety of linguistic forms in classroom interaction, such as segmented recasts, represented by shortened forms of the targets in the CF carrier, illustrated in Excerpt 2.

(2) Excerpt 2: Segmented Recasts

01 S5: *Wǒ shī Rīběn rēn. Wǒ shì xuéshēng. Wǒ xǐhuān lǜchá.*

‘I am Japanese (wrong tones). I am a student. I like green tea.
(wrong pronunciation).’

→ 02 Ta: ↑<*lǜchá*> = (segmented recast)

‘Green tea.’

03 S5: = *lǜchá* (successful uptake)

‘Green tea.’

04 Ta: *Lái*, this sentence again. (Prompt)

‘Please repeat this sentence.’

- 05 S5: *Wǒ shì Rìbēn rén.* (partial uptake)
 'I am Japanese (wrong tones on three syllables).'
- 06 Ta: *Rì* (segmented recast)
 'Rì.' (correction of tone on the first syllable)
- 07 S5: *Rì* (successful uptake)
 'Rì.'
- 08 Ta: *Běn* = (segmented recast)
 'Běn.' (correction of tone on the second syllable)
- 09 S5: = *Běn* (successful uptake)
 'Běn.'
- 10 Ta: *Rén* = (segmented recast)
 'Rén.' (correction of tone on the third syllable)
- 11 S5: = *Rén* (successful uptake)
 'Rén.'
- 12 Ta: *Rìbēn rén. Hǎo.*
 'Japanese. OK.'

As shown in Excerpt 2, by providing one syllable one turn (line 06, 08, and 10), the segmented recasts successfully drew S5's attention to focus on the forms. As segmented recasts were treated as receptive techniques, the student was more likely to notice the structured input when the target structures were highlighted by means of reinforcement or reformulation. Instructor Ta made several turns of segmented recasts for the successful uptake, in contrast to the longer sentence with partial uptake. Evidently, segmented recast was utilized as form-focused instruction in the teaching processes. The interactions also verified such classification in Yoshida (2010) as "acknowledgment" from the responses of L2 learner, when the student corrected his error on the fourth tone on "*shǐ*" (line 05) without the reformulation from the teacher.

In L2 Chinese classroom interactions, L2 learners could notice the erroneous utterance and make corrections without repetition or reformulation. Sociocultural theory (SCT) considers the contexts in which the learning occurs to be crucial (Vygotsky 1980, 1987). Accordingly, prompts provided conversational contexts

in which noticing or uptake might occur in interactions between the teacher and the student. In Excerpt 3, Instructor Tc did not offer the correct form and push the learner to reformulate the target form.

(3) Excerpt 3: Prompt Corrective Feedback

(teacher spoke with flashcards)

01 Tc: *Zhè ge shì shénme*
this MW is what
'What is this?'

02 S2: *guó zhì* (wrong tone)
'Juice.'

→ 03 Tc: (pauses) *zài shuō yí cì, hǎo bù hǎo?* (first turn of CF)
again say one time, all right?
'Say that again, okay?'

04 S2:(silence)
(Silence)

→ 05 Tc: (pointing to the flashcard) *Dìsān shēng, dìyī shēng* (second turn of CF)
Third tone First tone
'The third tone, and the first tone.'

06 S2: *guǒ zhī* (uptake and correct form)
'Juice.'

Instructor Tc in Classroom C confirmed in the questionnaire the gains of prompts in promoting awareness of the learners in classroom communication, and she also mentioned that the responses of the learners, tasks, and timeframe affected her subsequent usage of CF. Some of her students' L1 was tonal, and she stated that prompting was effective in pushing them to produce the target forms and receiving more input in the target language. Indeed, teachers sometimes needed to provide extra hints or metalinguistic clues for the learners to notice the correct form. When teachers faced limited timeframe pressure with more than one student making erroneous tokens, explicit CF was also used. Excerpt 4 illustrates Instructor Tb's usage of explicit CF in her multilingual classroom.

(4) Excerpt 4: Explicit Corrective Feedback

- 01 S6: *xǐhuān yīfū*.
'like clothing.'
- 02 Tb: Oh, *nǐ xǐhuān yīfú*. (recast)
'Oh, you like clothing.'
- 03 S6: *yīfū*, yeah. (partial uptake)
'clothing, yes.'
- 04 (to S2) *Nǐ bù xǐhuān(.) zuò shénme?*
'What don't you like to do?'
- 05 S2: *wǒ xǐhuān...*
'I like...'
- 06 Tb: (interrupted S2) *bù xǐhuān, bù xǐhuān*. (explicit CF)
'(you) don't like...don't like...'
- 07 S2: A, ↑ *bù xǐ...*, *bù xǐhuān kànshū*. (successful uptake)
'A! (raising voice) (I) don't like to read books.'
- 08 Tb: <Oh>, *bù xǐhuān(.) kànshū. Tā de shū*.
'Oh, (you) don't like to read books. His books.'
- 09 Tb: *Wǒ wèn nǐmen(.) Tā(.) shì nǎ guó rén?*
'Let me ask you all. Where is he from?'

Instructor Tb in Classroom B recalled in the questionnaire that she knew the erroneous tones of the student S6 in the classroom activity, but there were many tasks to be completed within the session, and she chose to practice with communicative goals. As can be seen in the excerpt, Instructor Tb made implicit recast CF, followed by the subsequent partial uptake of S6, and S2 produced another non-target-like utterance. An explicit CF was exerted immediately after S2's erroneous utterance, which resulted in the student's successful uptake. The tasks were scheduled to be completed in communicative mode with equal output from the learners. Such expectancy, together with time constraints, made the choice of explicit CF comparatively effective in this context, as successful uptake occurred in the interaction. Instructor Tb stated she was not aware of the tonal or non-tonal backgrounds of the students. So long as the rapport was developed in

the classroom, she was more likely to utilize explicit CF.

When it comes to metalinguistic CF, all the instructors have been observed to use visual cues such as flashcards in tonal drills, lexical and grammar instruction, form-focused tasks, and exercises. In this sense, both implicit and explicit CF could be used in the same CF conversation episode with visual input assets. Excerpt 5 illustrates the usage from implicit CF to explicit CF to the same student. The exertion of ‘pointing to the prosodic part on the flashcard’ (line 05) was a typical example of metalinguistic feedback.

(5) Excerpt 5: Implicit and Explicit CF

- 01 Tc: *zhè shì shénme?* (pointing to a flashcard)
This is what
‘What is this?’
- 02 S8: *shuì jiào* (wrong tones)
‘Sleep.’ (the target form is *shuǐ jiǎo* ‘dumpling’)
- 03 Tc: *zhè shì shénme?* (implicit feedback)
This is what
‘What is this?’
- 04 S8: *shuì jiào* (wrong tones for the second turn)
‘Sleep.’ (the target form is *shuǐ jiǎo* ‘dumpling’)
- 05 Tc: [pointing to the prosodic part on the flashcard]
shuǐ jiǎo (explicit feedback)
‘Dumpling.’
- 06 S8: *shuǐ jiǎo* (successful uptake)
‘Dumpling.’

Metalinguistic feedback and explicit correction triggered learners’ successful reformulation in prosodic production tasks. It has been observed that successful uptake was more likely to occur when L2 learners received explicit corrective feedback plus form-focused instruction, as illustrated in Excerpt 6. In the excerpt, Instructor Ta’s explicit CF was utilized along with explicit form-focused instruction, and S7 noticed the erroneous target form, producing the correct form after the CF.

(6) Excerpt 6: Explicit CF with Form-focused Instruction

- 01 Ta: *Hěnhǎo. Hěnlǎn. Duì bú duì? Zhège...*
 'Very good. Very lazy. Right? This...'
- 02 S7: *Nǐ hǎo. Nǐ hǎo. nǐ máng.*
 'Hello. Hello. You are busy. (the target form is *nǐ máng*)
- 03 Ta: *Bú duì Bú shì nǐ* (explicit CF)
 'Not correct. It's not *nǐ*.'
- 04 *Zhège shì* this one is low tone right? <*Nǐ*> (form-focused instruction)
 (with flashcard, pointing to the prosodic part)
 'This is... (switch to English).'
- 05 S7: *nǐ máng* (successful uptake)
 'You're busy.'
- 06 Ta: *Duì. Zhège ne?*
 'Right. What about this one?'

The aforementioned examples demonstrated that teachers manipulated a wide range of CF to draw students' attention to the target features through form-focused tasks or visual modality, highlighting the saliency in the teaching processes. Beginners with limited L2 Chinese knowledge might rely on emerging metalinguistic representations to notice linguistic contrasts. Visual cues might be aids in processing L2 Chinese tones in multilingual beginner L2 Chinese classrooms. The classroom interaction with CF tokens also illustrated the dynamic nature of speech communication (Kecskés 2008), with variability in meaning construction and comprehension. The teachers' CF practices were based on such a conversation model as prudent assessments of classroom languages, emphasizing what has been uttered and learned in the prior turns.

4.2 Assessing the Effectiveness of CFs

L2 learners' oral assessment tasks were conducted in Week 4. Since all the beginners had no experience with Chinese before they enrolled in the Level 1 class, the oral production assessments in Week 4 reflected the gains in their development. Each task was composed of 5 elicitation sentences and 5 questions corresponding to the level of the lessons. The L2 learners were asked to read

sentences in pinyin and verbally respond to the questions. Their individual responses were audio-recorded using a voice recorder. The oral production tests were part of the course assessments, and agreements were obtained at the beginning of each course term, prior to using and analyzing the voice tokens from the L2 Chinese classrooms.

Scores were obtained by calculating the ratio of the correct use of target features in the context since the total number of tokens produced was not controlled. Five experienced teachers as raters (excluding Instructor Ta, Tb, and Tc) were presented with oral production tokens in a randomized order and asked to rate them. The 10-point scoring rubric was based on the occurrence of accurate linguistic forms, some changes of forms, changes in forms that affected meaning, comparison with the target forms, comprehensibility portions, intelligible production, unintelligible production, pauses, and silence. The scores from the raters were used in the reliability calculations of the ratings. The inter-class correlation was calculated for tonal accuracy ($r = .96$) and fluency ($r = .92$). The r -values were statistically significant at $p < .001$, indicating adequate reliability among the raters. The purpose of the rating task was to investigate the effects of CF on the tonal accuracy and fluency of the oral production tokens after the CF practices in the teaching processes. The oral performance of L2 learners in Week 4 is illustrated in Figure 3¹.

Results indicated that gains in tonal accuracy scores in the three classrooms taught by Instructor Ta, Tb, and Tc were significantly different, $F(2, 29) = 11.04$, $p < .001$, indicating various incidences of CF treatments in the three classrooms affected learners' tonal accuracy. Bonferroni's post-hoc pair-wise comparison showed significant differences between Classroom A and B ($p < .01$, $d = 1.93$) and between Classroom A and C ($p < .05$, $d = 1.19$), indicating students in Classroom A significantly outperformed students in Classroom B and C in terms of tonal accuracy. On the other hand, gains in fluency scores in the three classrooms were significantly different, $F(2, 29) = 6.7$, $p < .01$, indicating various

¹ The instructors used relatively different materials and tasks for assessing the oral performance of L2 learners in subsequent weeks. This study selected the results from oral production assessments in Week 4 only.

incidences of CF treatments in the three classrooms affected learners' fluency. Bonferroni's post-hoc pair-wise comparison showed a significant difference between Classroom B and C ($p < .01$, $d = 1.54$), indicating students in Classroom C significantly outperformed students in Classroom B in terms of oral fluency. The fluency difference between Classroom A and C was not significant.

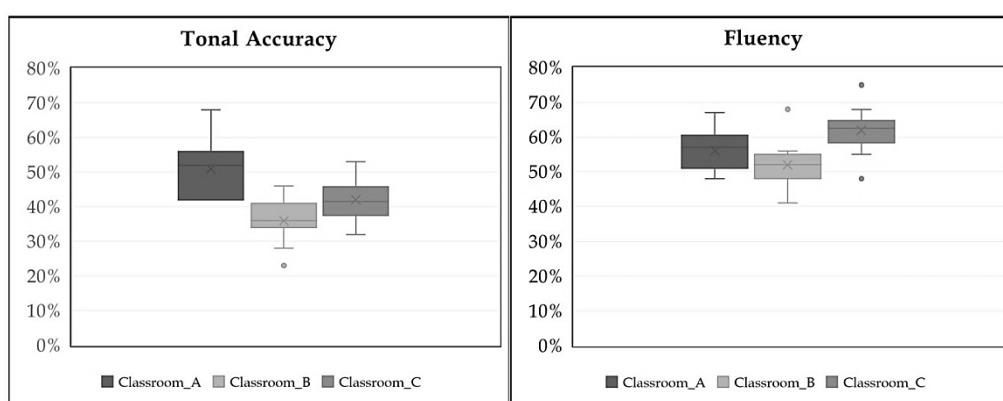


Figure 3: Oral Production of the L2 Learners in Week 4

Instructor Ta in Classroom A used form-focused instruction in her explicit CF more frequently, and the students in Classroom A outperformed the students who received more other implicit CF treatments in terms of tonal accuracy, as shown in Figure 3. Meanwhile, the students in Classroom C received more recasts and outperformed the students who received more explicit CF treatments in terms of oral production fluency, confirming the efficacy of recasts. The results indicated that short-term explicit CF might impact L2 learners' Mandarin prosodic accuracy, but learners might have no chance to modify their output upon receiving explicit CF. Recast CF facilitated learners' oral fluency across all the classrooms, and prompts enhanced the possibilities of developing L2 learners' self-repairs. Most of the learners' errors were corrected, and the high incidences of uptakes reflected the effectiveness of the CF practices. Teachers' practices of CF and learners' uptake in the beginner classrooms were summarized in Table 1.

Table 1: Summary of Teachers' Practices of CF and Learners' Uptake

Teacher	No. of CF	No. of Errors Corrected (%)	Uptakes (Successful and Partial)	Recasts	Explicit CF	Prompts
Ta	449	319 (71%)	348 (77.5%)	171 (38%)	108 (24%)	170 (38%)
Tb	545	314 (57.6%)	422 (77.4%)	270 (50%)	94 (17%)	181 (33%)
Tc	462	346 (74.9%)	402 (87%)	283 (61%)	71 (15%)	108 (23%)
Total	1456	979 (67.2%)	1172 (80.5%)	724 (49.7%)	273 (18.8%)	459 (31.5%)

With respect to the relevance of CF and L2 pronunciation, tonal errors triggered instructors' provision of CF the most. The L2 learners, in their interactive classrooms, demonstrated progressive prosodic accuracy in their oral production. Interactions in beginner classrooms provide robust prosodic input for authentic language use, thus enhancing the learners' prosodic familiarity. Teachers' practices of CF on L2 learners' pronunciation errors and the learners' responses during Weeks 1 to 4 were summarized in Table 2.

As shown in Table 2, pronunciation errors more frequently received recasts and prompts, contributing to 57% and 33%, respectively, of successful uptakes. Explicit CF did not offer enough opportunities for the learners to reformulate their erroneous forms, as shown by the higher frequency of no-chance situations. It is worth mentioning that the effectiveness of explicit CF also depended on learners' responses and language proficiency. Teachers valorized the CF input of tonal contrasts in communicative mode, and the existence of tonal representations together improved learners' ability to grasp the tonal system. Overall, recasts were most frequently utilized, whereas explicit CF was least exerted with the least successful uptake instances and more instances of 'no chance' from the learners.

Table 2: Corrective Feedback on L2 Learners' Pronunciation Errors (N = 24 hours)

Learner	Recasts	Explicit CF	Prompts	Total
Successful Uptake	180 (57%)	30 (10%)	104 (33%)	314 (100%)
Partial Uptake	45 (42%)	23 (21%)	40 (37%)	108 (100%)
Unsuccessful Uptake	16 (62%)	2 (8%)	8 (30%)	26 (100%)
Acknowledgement	2 (50%)	0 (0%)	2 (50%)	4 (100%)
Inquiry	8 (44%)	8 (44%)	2 (12%)	18 (100%)
No Response	5 (56%)	3 (33%)	1 (11%)	9 (100%)
No Chance	14 (33%)	28 (65%)	1 (2%)	43 (100%)
Total	270 (52%)	94 (18%)	158 (30%)	522 (100%)

Tonal training is one of the form-focused tasks in beginner L2 Chinese classrooms. The effectiveness of recasts on L2 Chinese learners' uptakes was extensively confirmed. All the teachers agreed that if the learners successfully acquired the phonological knowledge and produced target-like forms in the early stages of their L2 learning, they would be more likely to produce accurate target forms thereafter. Along with recasts and other implicit prompts, L2 learners in the classrooms also chose how they expressed themselves to accomplish the communicative tasks. Teachers' practices of CF reflected those beginner classroom activities required communicative strategies for pedagogies to be used in different ways, confirming the view that instructed learners are encouraged to engage in a wide range of communicative activities in the classroom (Tracy-Ventura and Myles 2015). In this sense, this study contributes to bridging the gap between forms and meanings in L2 Chinese pedagogy based on empirical instruction data.

5. Discussion

This study investigated teachers' practices of CF in communicative interaction. The dynamics of CF patterns and assessments of the L2 learners' oral production suggested that exposure to inputs with interactive CF, such as recasts,

facilitated L2 learners' oral production. Findings have confirmed the effectiveness of recasts, as established in previous research (Long et al. 1998; Mackey and Philp 1998), and this study further provides empirical evidence of the beneficial effects of recasts in beginner L2 Chinese classrooms, in line with the relatively high communicative value of exposure to recasts. The interactive data reflected form-focused tasks and activities in communicative contexts that require a variety of language uses and different types of CF. Specifically, practices of recasts within time constraints can have beneficial outcomes in classroom interaction.

The first research question in the present study addressed L2 teachers' exertion and teaching processes of CF in beginner L2 Chinese classrooms. The results indicated that recasts were the most frequently exerted CF type and explicit CF occurred least among the interactional feedback in beginner L2 Chinese classrooms, verifying the teachers' general preferences as expressed in the questionnaire. The effectiveness of recasts and prompts in L2 learners' gains was also verified from the oral assessments. The findings align with previous research (Mackey and Philp 1998; Nicholas et al. 2001; Mackey et al. 2002; Trofimovich et al. 2007) that recasts help learners make cognitive comparisons when provided at opportune times. Recasts in tonal drills worked more like mimicry tasks in beginner L2 Chinese classrooms, requiring participants to perceive and produce tones. The findings have shown that the participating teachers utilized more recasts in beginner L2 Chinese classrooms. Given that the course schedule was preplanned and the tasks needed to be completed within a limited timeframe, recasts were chosen as the priority in classroom interaction activities. Also deserving of note is the combination of recasts with other forms of explicit CF in form-focused instruction during classroom conversation, which illustrates the nature and dynamics of CF in the L2 Chinese instruction contexts. This study confirmed the positive effect of recasts on L2 learning (Mackey and Philp 1998; Nassaji 2009) and implicit CF on phonological errors (Saito and Lyster 2012; Saito 2015), with empirical evidence from beginner L2 Chinese classrooms. Although tonal errors matter in beginners' communication, it should be noted that prompts occurred more frequently than explicit CF in beginner L2

Chinese classrooms. Teachers' practices of eliciting learners' self-correction through prompts confirmed that negotiation for revising (Lyster 2002, 2004) in classroom interaction provides positive grounds for L2 learning to occur (Ranta and Lyster 2007). These findings suggest teachers' CF provision in this study was dynamic and student-centered with learner participation to foster reciprocal communication in beginner L2 Chinese classrooms irrespective of learners' diverse L1 backgrounds.

Additionally, teachers' CF provision was dynamic and was influenced by their perceptions, classroom tasks, and students' responses. The teachers did consider learners' factors in their CF provision; meanwhile, some teachers were concerned with learners' L1 backgrounds, whereas the rapport or learners' affective emotions might be the primary concerns in other teachers' exerting CF. Moreover, contextual problems such as tasks within a timeframe and the estimated progress also affected teachers' CF provision. These represent the teachers' practices of various CF moves across the three beginner L2 Chinese classrooms.

The second research question probed into the efficacy of teachers' CF in beginner L2 Chinese classrooms. In terms of the tonal accuracy, L2 learners who received more explicit CF, coupled with form-focused instruction, outperformed those who received more implicit CF. The higher accuracy rating seemed to indicate the effectiveness of explicit CF with respect to beginner L2 Chinese learners' prosodic accuracy. Oral assessments of L2 learners indicated that short-term explicit CF might have positive effects on the accuracy of the L2 students' tonal production but not fluency. The results partially confirmed the findings in previous studies (Li 2009, 2014) that explicit CF was more effective for beginners, but limited to tonal accuracy only in this study. The findings align with Bryfonski and Ma's (2020) study that learners receiving more implicit CF had better performance in Chinese production in terms of fluency. The L2 learners in these interactive beginner classrooms demonstrated progressive prosodic improvement in their oral production.

On the other hand, recasts and prompts facilitate oral production fluency and communication in L2 Chinese classrooms. As can be seen from other empirical

studies (Lyster and Ranta 1997; Lyster 2002, 2004), prompts provided learners with opportunities to test and revise their hypotheses about the target language. Investigations of the L2 Chinese classrooms found that recasts, explicit CF, and prompts received positive responses from L2 learners, though with varied uptakes. The present study's findings align with Li's (2010) study, which found that the long-term effect of recasts was larger than the short-term effect. In other words, the long-term effect of implicit feedback might be larger than its short-term effect (Mackey and Goo 2007) in communicative classroom contexts. Both implicit and explicit CF might be effective in enhancing L2 learners' oral production in different dimensions of linguistic features. It was worthwhile to mention that explicit CF tokens were gradually reduced from Level 2 to Level 3 classrooms, as stated in the questionnaire. The teachers also confirmed that the L2 Chinese learners repeated a large number of utterances that were addressed to them during teacher-student interactions and repeated their utterances after the instructors' CF turns. When L2 Chinese learners had better language proficiency, the exertion and efficacy of recasts or prompts could vary. These findings reflected variations in CF provision in the longitudinal observation of L2 Chinese classrooms. The concurrence of the CF patterns among the classrooms might be due to unconscious repetition. Explicit treatments might have resulted in short-term awareness, which did not persist in long-term acquisition. Such issues remained unaddressed in this longitudinal study as to the effects of different types of CF on specific linguistic forms of L2 Chinese.

Specifically, quantitative and qualitative analyses of CF instances have revealed that more than half of the errors have been corrected by the teachers. More explicit CF instances have been attested than implicit CF in form-focused tasks such as tonal drills, but recasts and prompts were more frequently practiced in comprehensive courses. Instructor Tc mentioned in her questionnaire that she noticed specific L2 learners' preference for recasts and responded by providing more metalinguistic CF with recasts in the following weeks. As many L2 Chinese learners repeated the target forms given by the instructors as a response during Weeks 1 to 4, L2 learners with higher language proficiency would rather make more negotiations when they made errors. Subsequently, teachers exerted more

implicit CF in interactive classroom activities other than form-focused instruction in later weeks.

As for the uptakes of the L2 Chinese learners who received classroom CF, they made salient progress in their oral production with CF input. Although the instructors preferred exerting recasts, not every learner in the beginner classrooms preferred implicit CF when errors had been made. Recasts in communicative tasks could improve L2 learners' oral production fluency, whereas CF in interactions, along with form-focused instruction, could improve L2 learners' production accuracy. For instance, recast CF in Classroom A was operationalized as form-focused recasts directed at tonal target errors during Weeks 1 to 4. The practices of recasts, prompts, and explicit CF vary depending on teachers' perceptions, limited timeframe, and learners' responses. The exertion of explicit CF from language instructors' orientations supports developing rapport in beginner classroom interactions, and teachers have to be aware of individual differences and adjust their CF strategies.

From a pedagogical perspective, the practices of CF and the uptake in the L2 Chinese classrooms suggest that only after L2 learners develop linguistic competencies through communicative interaction should they be encouraged to speak out and practice it as real oral production. Along with developmental theories and instructed SLA research (Ellis 1997), the findings indicate that beginner L2 Chinese learners should be encouraged to notice and practice the target linguistic features through form-focused instruction in interactive contexts, preferably without being placed under pressure. When CF was provided during oral interactions to elicit target forms as part of the classroom discourse, L2 learners were participating in the linguistic repertoire as social actors that uptakes and noticing occurred naturally. This suggests the impact of teachers' CF in the communicative mode and the effectiveness of CF in L2 Chinese classrooms could be robust and durable.

6. Conclusion

In this study, teachers' practices of CF and the processes have been extensively investigated in the beginner L2 Chinese classrooms, fleshing out the

details of the nature of CF in interactive classroom contexts. Findings suggest that recasts were most frequently and effectively used in beginner L2 Chinese classrooms. L2 learners' oral fluency in oral production assessments were enhanced by recasts. Short-term explicit CF might have impacts on the accuracy of L2 students' learning of Mandarin tones. L2 learners who received more explicit CF, coupled with form-focused instruction, outperformed those who received more implicit CF in terms of tonal accuracy. However, the effectiveness of explicit CF has been restricted to tonal accuracy and prompts facilitated L2 learners' self-repairs in classroom communication. This study contributes to the understanding of CF in beginner L2 Chinese classroom contexts and L2 learners' uptake in communicative tasks.

Significant types of interactional feedback, including prompts, recasts, and explicit CF, were investigated. CF data and the subsequent uptakes and repairs were collected from the L2 Chinese instructors and participating students. CF patterns in L2 Chinese classrooms are also provided along with pedagogical implications for better promoting L2 Mandarin instructors' use of CF and teaching processes. Interactive classroom data showed that both explicit and implicit CFs might be effective in beginner L2 Chinese classrooms. Effective CF should be practiced in such a communicative context as teachers assess and confirm their students' L2 knowledge and preferences to process interactive tasks.

Assessments of the L2 learner's oral production revealed that explicit feedback could work better over the short term and that the efficacy of recasts is sustained over the long term. As immediate CF treatment was inevitable in beginner L2 Chinese classrooms, recasts embedded in communicative tasks could improve L2 learners' speech fluency, whereas tonal drills as part of form-focused instruction improved learners' tonal accuracy. In this study, teachers' CF practices have demonstrated that recasts and prompts could be exerted extensively in beginner classroom communication. Recasts and prompts may facilitate L2 learners' speech fluency in tasks requiring more turns during interactions. Explicit CF can be utilized in form-focused instruction, whereas recasts were intensively and extensively utilized in beginner classrooms. L2

Chinese teachers have to be aware of students' differences such as (tonal or non-tonal) L1 backgrounds and adjust their CF strategies accordingly within a limited timeframe. Moreover, observations from the L2 Chinese classrooms have indicated that English as an additional CF exertion language in a multilingual beginner classroom was subject to teachers' choice to draw on meaning-making resources and most likely for teachers to activate linguistic resources. Teachers' practices of CF have pipelined substantive contents and models for noticing specific procedural skills required for processing the target language structures in attention-direction devices. The findings reported here have implications for teaching prosodic features and learning Chinese tones in beginner classrooms.

Several of this study's findings are noteworthy. Recasts were the most frequently exerted CF type, and explicit CF occurred least among the interactional feedback in beginner L2 Chinese classrooms; moreover, pronunciation errors more frequently received recasts and prompts. Teachers' CF provision was dynamic and student-centered with learner participation to foster reciprocal communication in beginner L2 Chinese classrooms. Teachers' practices of CF, teacher-learner interactions, and L2 learners' uptake of CF were strongly linked with beginners' communication competencies. Effective L2 Chinese pronunciation pedagogy utilizes a variety of CF to encourage or elicit L2 Chinese learners' oral production or responses. Since the L2 learner participants were from different linguistic backgrounds, abundant oral production opportunities were provided along with oral CF to meet the communicative goals. The teachers' practices of CF had positive impacts on L2 learners' speaking abilities. Considering that the L2 learners wanted to know what their non-target-like utterances or errors were, they can be said to have been enthusiastic about improving their oral Chinese skills. An encouraging finding pertains to the L2 learners' uptake and responses to their teachers' CF in classrooms. When L2 teachers facilitated the participation of their students in the tasks, the number of oral production increased. In the CF practices, teachers asked students to repeat or correct their utterances; the students then had opportunities to practice their oral skills with potential uptake, testifying the

efficacy of the interactional inputs. The inclusion of teachers' orientations in this study contributes to understanding the nature of corrective feedback and teaching processes in beginner classrooms.

This study provides empirical evidence concerning teachers' practices of CF and the effectiveness of CF in beginner L2 Chinese classrooms, but some limitations need to be addressed. The small size of the three participating teachers was limited, and the comparison across the three classrooms was not infused with the entire recording dataset. Moreover, the thirty-two L2 learners were from 13 countries with diverse L1 backgrounds, which results in challenges for presenting CF provision differences aimed at particular L1s in multilingual contexts. Another critical shortcoming is the selection of excerpts aimed at pronunciation errors, in which the generalization of the processes of CF provision is formulated. Although tone errors were one of the communication barriers under minimal word choice and restricted vocabulary base, lexical or grammar errors matter most in different tasks of the beginner course. Classroom interaction data should include CF provision aimed at grammar, vocabulary, and pragmatics errors and instances of students' modified output for a comprehensive understanding of the processes of CF provision and L2 Chinese development. Therefore, while the assessments verified the effectiveness of CF, the instances of CF provision in classroom interaction may relate to the focal selection of the study.

Despite these limitations, the findings in this paper are suggestive regarding the role of CF and attention in SLA, given that the L2 learners who were exposed to CF input demonstrated gains in uptakes and the oral production assessments. The results are consistent with previous SLA research that participating in interaction can help learners make more efficient use of their classroom resources (Long 1996; Gass 1997). Recasts with interactional features in beginner classrooms can lead to more significant development by highlighting specific input forms. Teachers in this study used recasts as CF most frequently, and they also chose prompts in cases where they thought that learners who had made erroneous utterances would be able to self-repair. From a sociocultural

perspective, teachers in these beginner L2 Chinese classrooms tended to provide recasts because they were found to be effective in that they showed the L2 learners the correct forms without affecting the flow of interaction. On the other hand, recasts also forced L2 learners to focus on the linguistic forms they produced. Due to the time constraints in classrooms, it was not practical for teachers to provide all the learners with correction opportunities. Through subsequent modifications, successful uptake occurred. Evidently, CF in response to students' erroneous production in beginner classrooms is essential because it contributes to target language development.

In conclusion, the findings have led to constructive suggestions for L2 Chinese pedagogy in beginner classrooms. More research is necessary to learn instructed L2 Chinese classrooms and to what degree any techniques can promote the efficacy of CF during classroom activities or task-based language teaching. Practices of CF and the effectiveness of CF may vary with different target forms and linguistic features. Future research may not be consistent with this study's findings in respect of CF patterns in classroom interactions, and I suggest the inclusion of teachers' orientations in multilingual contexts for a better understanding of practices of CF.

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初級華語課室教師糾正回饋的實踐研究

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摘要

本論文調查臺灣初級華語課室教師口頭糾正回饋的實踐，探究主要的互動回饋類別，包含重鑄、提示、明確提示等在教學過程中的實踐及其效用。實證的語料來自於三位華語教師的糾正回饋，以及來自 13 個國家 32 位二語學習者的回應，經由歸類量化及質性分析，從 1,456 個糾正回饋的實例中發現，華語教師最常在初級華語課室使用重鑄進行回饋，明確糾錯回饋則最少使用；發音錯誤最常以重鑄及提示回饋處理。短期的明確糾錯回饋雖然可提高學習者聲調方面的準確度，卻可能造成學習者沒有機會進行自我修正。研究結果顯示，華語教師的糾正回饋呈現動態且以學習者為中心，促進學習者在初級華語課室進行互惠溝通。華語教師糾正回饋的實踐，受到教師個人的洞察力與看法、有限的課堂時間框架、以及學習者的回應而有所差異或進行調整。本文建議納入華語教師端的情況，有助於具體了解糾正回饋的本質與類別，以及初級華語課室的教學過程。

關鍵詞：糾正回饋 重鑄 教師實踐 提示 華語課室