

Investigating Teachers' Corrective Feedback and Learners' Uptake in the EFL Classrooms

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Abstract – The aim of this study was to investigate different types of corrective feedback (CF) including learner uptake moves in error treatment sequences occurring in the low intermediate EFL classes. The findings show that recast was the type of feedback which was mostly preferred by the EFL teacher, though it led to the lowest amount of repair. The findings of the current study showed that those CF types that were much more effective in eliciting repair, namely metalinguistic feedback, elicitation, repetition and explicit correction, rarely occurred in the EFL classrooms.

Keywords: EFL, Error, Corrective Feedback, Uptake, Repair, English Language Institute, Saudi Arabia

1. INTRODUCTION

1.1 Background of the Study

Foreign language learners encounter different challenges in their earlier stages of learning the English language. They strive to communicate successfully, but sometimes they fail to do so due to the lack of linguistic items and structural knowledge. This explains why they make errors, especially in the tasks that require negotiation of meaning. In fact, making errors is a prominent feature of the foreign language classroom which consumes a lot of time from language teachers who are expected to treat these errors and guide their students to become successful language users. In this regard, corrective feedback has been taken into consideration as one of the controversial issues in the fields of discourse and second language learning / teaching. One of the earlier definitions of corrective feedback is that of Chaudron (1977), who considers it as “any reaction of the teacher which clearly transforms, disapprovingly refers to, or demands improvement of, the learners’ utterance” (p. 31). To measure the effectiveness of corrective feedback, learners’ reactions to feedback have often been used as indicators, such as: intake, “what learners notice in input becomes intake for learning”, uptake, “learners’ immediate reaction to teacher’s different types of CF” (Faqieh, 2012, p. 53). The present study is based on Lyster and Ranta’s (1997) definition of uptake, which refers to uptake as “a student’s utterance that immediately follows the teacher’s feedback and that constitutes a reaction in some way to the teacher’s intention to draw attention to some aspect of the student’s initial utterance” (Lyster & Ranta, 1997, p. 49).

1.2 Statement of the Problem

Investigating the role of corrective feedback has led to different findings showing that there is no consensus about it (Ancker, 2000). Some classroom studies suggest that recasts are ineffective due to the learners' lower rate of uptake when compared with other types of feedback (Ellis et al., 2001; Lyster, 1998a; Lyster & Ranta, 1997; Panova & Lyster, 2002). On the contrary, some experimental studies concluded that recasts have short-term benefits, particularly for advanced learners. Since the beginning of the behaviorist method in 1960 until the development of the communicative method in the present time, the provision of corrective feedback has endured drastic changes. Still, EFL teachers do not have clear answers about the usage of corrective feedback, the effectiveness of each type, and its contribution to learner' uptake. Thus, some problems with regard to the use of corrective feedback or its absence in the language classroom have been identified, a) the inconsistency, ambiguity, and ineffectiveness of teachers' corrections (Allwright, 1975; Chaudron, 1977; Long, 1977); b) ambiguous, random and unsystematic feedback on errors by teachers (Lyster & Ranta, 1997). These problems can be due to a variety of factors that affect the provision of feedback and the amount of uptake, such as the classroom context, the feedback type, and learner background. Although it's hard to draw consistent answers about the provision of feedback, the existing studies have revealed some general ideas and suggestions about it.

1.3 Significance of the Study

While there is a plethora of research on corrective feedback in the ESL classroom, the studies that investigate the oral corrective feedback in the Saudi context are very limited, and there is an urgent need for studies to tackle this issue as it may affect language learners' acquisition of English. Most of the studies on corrective feedback in the Saudi context tend to focus on the written corrective feedback (e.g., Al Shahrani, 2013; Mustafa, 2012). Thus, this gap in research is a starting point to investigate such a crucial issue that is of importance to English language teachers in Saudi EFL, and around the world.

Most studies on corrective feedback share one major similarity. They investigate feedback and uptake in ESL, or French classrooms at beginner levels. Therefore, there is a need to examine corrective feedback and uptake in the EFL context with English learners at intermediate level to find out if the learning context and the students' background have any significant impact on the findings of the present study.

1.4 Purpose of the Study

The primary aim of this study is to examine the error treatment patterns and the effect of corrective feedback on learners' uptake in low-intermediate EFL classrooms. The study is one of the first few studies that focus on oral feedback in term of teachers' practice and learners' uptake in the EFL classroom in Saudi Arabia. The findings of this research will have significant implications on raising teachers' awareness about the effectiveness of each type of feedback and its impact on learners' uptake. Understanding the role of feedback in the foreign language classroom will help EFL teachers to utilize the feedback types that facilitate language acquisition. By using effective feedback strategies, EFL teachers can help language

learners to notice the gap between their erroneous utterances and the target form. Moreover, they will provide their learners with the necessary input when they fail to communicate in the foreign language. Furthermore, they will push their students to produce more accurate output.

Both professional and pre-service teachers in Saudi Arabia and the Arab world can benefit from this paper, as they can reflect on their own teaching practice. The researchers believe that observing teachers' corrective feedback in the EFL classroom can reveal whether they improve language acquisition through promoting learners' repair or not. Studies have shown that feedback which leads to repair is more likely to improve language acquisition.

1.5 Research Questions

This piece of research attempts to answer the following research questions;

1. What kinds of feedbacks are given by EFL teachers?
2. What kinds of corrective feedback yield the most learners' repair in EFL classes?

II. LITERATURE REVIEW

2.1 Corrective Feedback in Classroom and Laboratory Based Research

According to Basiron and Robins (2008), a piece of corrective feedback is a response from a teacher to a learner that intends to correct the incorrect utterance of the learner. The erroneous production refers to inappropriate use of lexical items, grammatical errors or meaning errors.

2.1.1 Types of Corrective Feedback.

The term corrective feedback has been used to refer to both negative and positive feedback, error treatment, error correction, and implicit and explicit feedback, occurring in both natural and instructional settings. Lyster and Ranta (1997) developed a flow chart model which presented "a series of either/or options that together constituted an error treatment sequence" (p.45). Moreover, they created a model which illustrated the possible student responses which can follow teacher's feedback.

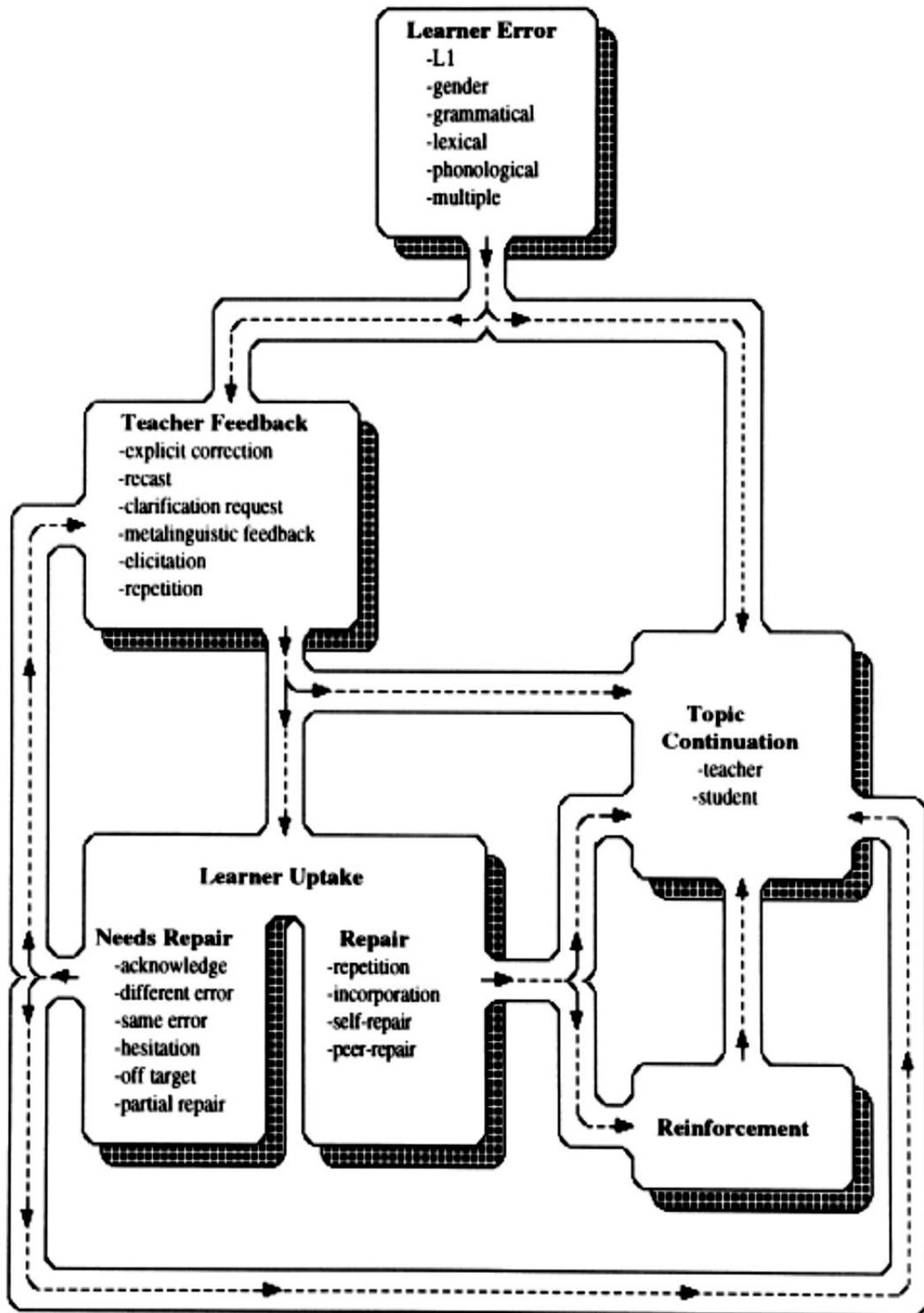


Figure 1. Lyster & Ranta's Error Treatment Sequence (1997, p. 44)

The main goal of their study is to discover what types of error treatments lead to learners' self-repair. In other words, what types of corrective feedback encourage students to

correct their grammatical and lexical errors within a meaningful communicative context in in play?

2.1.2 Studies on Corrective Feedback in Classroom and Laboratory Settings.

Furthermore, Lyster and Ranta, (1997) examined the range and types of feedback used by the teacher, and their impact on learner uptake, in four immersion classrooms at a primary level. The results show a clear preference for implicit types of reformulative feedback, namely, recasts and translation, leaving little chance for other feedback types that promote learner-self repair. Four other feedback types: elicitation, metalinguistic feedback, clarification requests, and repetition lead to student-generated repair more productively and are thus able to instigate what the authors describe as the negotiation of form (1977).

2.2 Learners' Uptake

2.2.1 What is uptake?

According to Leiter (2010), the majority of the studies on corrective feedback which followed Chaudron's (1977) publication did not study the student's reaction. The idea of uptake was reintroduced into the discussions of corrective feedback by Lyster & Ranta's (1997) flow chart model on corrective discourse. In their model they defined uptake as: "A student's utterance that immediately follows the teachers' feedback, and that constitutes a reaction in some way to the teacher's intention to draw attention to some aspect of the student's initial utterance" (p.49).

Uptake, in this sense, refers to the student's response after receiving feedback; it is "what the student attempts to do with the teacher's feedback" (Lyster & Ranta 1997, p. 49). Lyster and Ranta found out that corrective feedback is not always followed by learner' uptake. Sometimes feedback is immediately followed by topic continuation by either a different student or the teacher "in which case the teacher has not provided an opportunity for uptake" (Lyster & Ranta 1997, p. 49).

2.2.2 How often do students react?

Although different studies have investigated the amount of uptake in the ESL classroom, the findings reveal varying numbers. Loewen (2004) compared between different studies on uptake (Lyster & Ranta, 1997; Mackey & Philp, 1998; Ellis, Basturkmen & Loewen, 2001) found that each study revealed different results. Lyster and Ranta's (1997) conducted a study of corrective feedback and learner uptake in four immersion classrooms at the primary level. The findings revealed an uptake rate of 55%. Moreover, teachers showed an overwhelming tendency to use recasts, even though they showed to be ineffective in eliciting student-generated repair. On the other hand, the study conducted by Ellis, Basturkmen and Loewen (2001) have shown contradicting results. The study examined learner uptake in two ESL classes in a private language school in New Zealand. Learner uptake was generally high and successful to a much greater extent than has been reported for

immersion classrooms. 74% of all feedback moves resulted in uptake, and 74% of this uptake was successful. The inconsistent rates of uptake between studies raise the need to investigate the factors that affect the amount of uptake in the ESL.

2.2.3 What influences uptake?

The amount of uptake may be affected by different factors. (Egi, 2010; Lyster & Mori, 2006; Sheen, 2004) have pointed out that the learning context, the instructional focus, class size, and learner background may have significant influence on uptake.

2.2.3.1 The learning context.

Some researchers have assumed that the amount of uptake in ESL classrooms might be more than in immersion classrooms. Sheen (2004) investigated the amount of uptake in four communicative classroom settings: French immersion, Canada ESL, New Zealand ESL, and Korean EFL. The results indicated that recasts were the most frequent feedback type in all four contexts, but were much more frequent in the Korean EFL and New Zealand ESL classrooms (83% and 68%, respectively) than in the Canadian Immersion and ESL classrooms (55% for both). Also, the rates for both uptake and repair following recasts were greater in the New Zealand and Korean settings than in the Canadian contexts. The results indicate that large discrepancies in uptake rates are also found in similar instructional contexts. Thus, it seems to decline reject the claim that different contexts produce different amounts of uptake.

2.2.3.2 Learner background.

Sheen (2004) stated that “the extent to which learners produce uptake and repair may reflect their previous experiences” (p. 291). Also, Philp (2003) had concluded that the amount of uptake might be affected by learners’ proficiency and their ability to perceive teachers’ feedback. Mackey and Philp (1998) had also pointed out that students with low proficiency level may not be able to find the errors that need to be corrected. As Loewen (2004:) stated “younger learners might be less likely to produce uptake” (p.160). Besides the educational factor, Sheen (2004) pointed out that learners' motivation might also affect the amount of uptake.

2.2.3.3 Uptake and feedback type

Leiter (2010) noted "many studies have revealed that prompts lead to much higher uptake rates than recasts and explicit correction" (p.39). Sheen (2004) examined four classes and found high uptake rates in each class. While the highest uptake rate (100%) resulted from elicitation, clarification requests, metalinguistic feedback, and repetition came second with uptake rates between 71.4%- 100%. On the other hand, she found contradicting results in the

Korean EFL settings where recasts led to high uptake rates (82.5%). Explicit corrections followed closely with an uptake rate of 70%.

III. METHODOLOGY

3.1 Aim of the Study

Although studies on corrective feedback and uptake have analyzed different aspects, they have been similar in one feature. These studies have analyzed beginner learners' classrooms in ESL contexts. As a result, research data concerning more advanced learners in the EFL context is lacking. Furthermore, most of the studies on corrective feedback in the Saudi context focused on the written feedback, leaving little evidence about the oral corrective feedback and its impact on learners' uptake. Therefore, this study aims to fill this gap by analyzing oral corrective feedback and learners' uptake at low intermediate level in the EFL classes.

3.2 Research Setting and participants

This study was carried out in the English Language Institute (ELI) at King Abdulaziz University (KAU). The population of this study consisted of male EFL learners enrolled in the low-intermediate level (104-B1 Threshold level) on the Common European Framework of Reference for Languages (CEFR). They were all native speakers of Arabic to whom English is a foreign language. Five teachers from different nationalities participated in this study.

3.3 Data Collection Tools

Eight different classes were video-recorded with the permission of both the teachers and the students. The researchers analyzed the data using an adopted model of (Lyster & Ranta, 1997). First, a total of 6 hours of classroom discourse were recorded using a video camera installed at the back of the classes.

3.4 Framework for Data Analysis

The transcriptions were analyzed using a modified version of Lyster and Ranta's (1997). In this model, the sequence begins with a learner's error which is followed by the teacher's corrective feedback or topic continuation. If the teacher provides feedback, it can be either followed by learner's reaction (uptake) or not. If the student does not react, the ongoing topic is continued. If the student reacts, the uptake can be either classified as uptake with repair or uptake that needs repair.

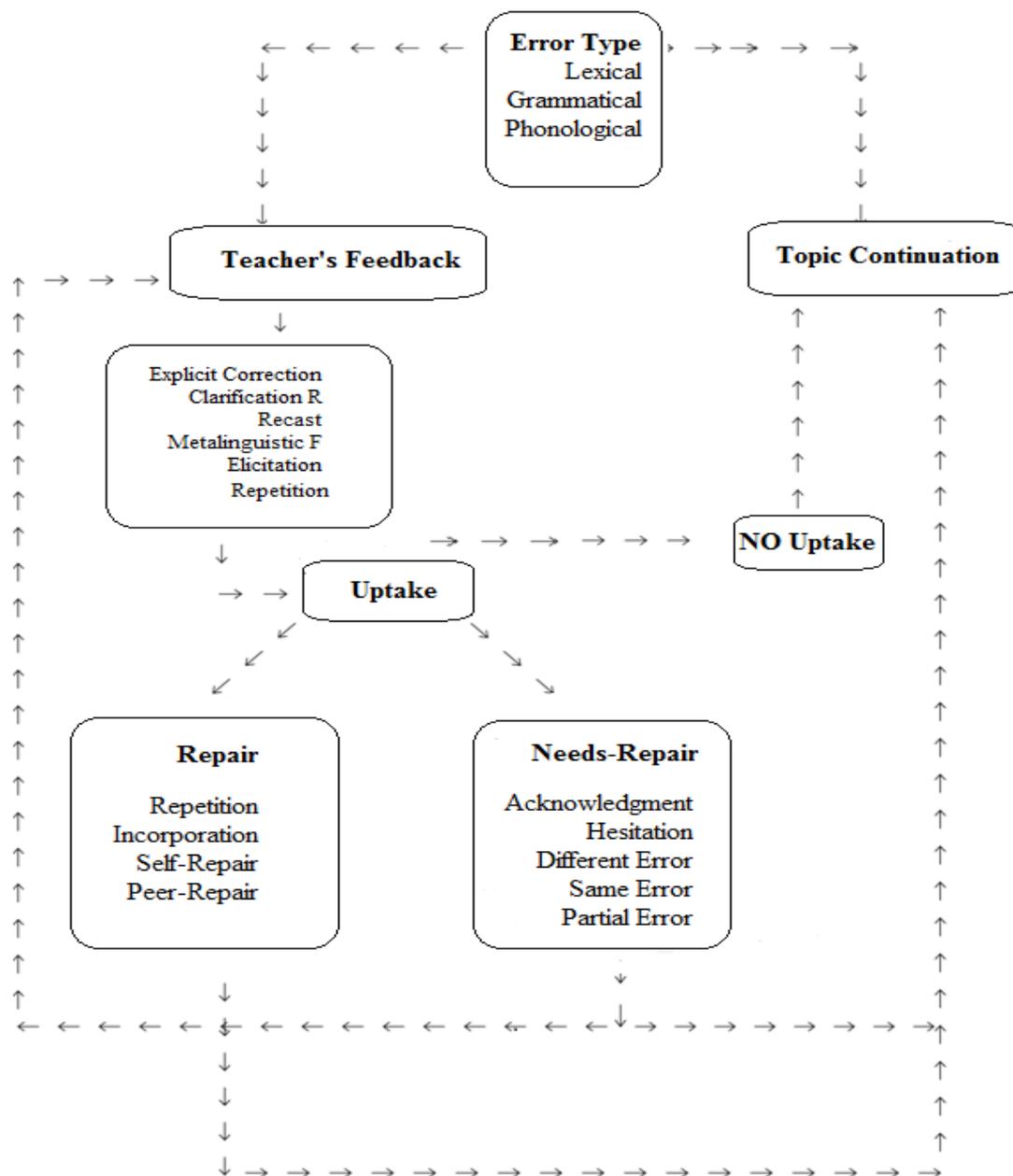


Figure 2. A Modified Model of Lyster and Ranta's (1997). Model of Present Study

3.4.1 Errors

First, the researchers transcribed the video recordings, then all the learners' errors were identified and classified according to their types. If an utterance contained errors of multiple types, each error type was coded according to its type (phonological, grammatical or lexical). Thus, the category "multiple errors" which was used in the original model was omitted because the researchers intended to identify the types of errors that learners made in the EFL classroom rather than to group different types of error under one group. Other categories in the original model were left out because they didn't suit the nature of the present study. The categories of L1 was omitted because in all eight lessons, there wasn't any evidence of L1 interference. Moreover, Lyster and Ranta (1997) observed French classrooms in which the

use of wrong gender occurs frequently and was classified as a category of error type in their model. This category was left out in the present study because it was not applicable to English lessons. Hence, only three categories were used to code the types of errors in the present study.

3.4.2 Feedback

This study is based on Lyster and Ranta's (1997) definition of corrective feedback which takes into consideration the impact of feedback on learners' uptake. In their study, they defined it as "the provision of negative evidence or positive evidence upon erroneous utterances which encourage learners' repair involving accuracy and precision and not merely comprehensibility" (p. 49). The present model includes the same types of corrective feedback which were defined in (Lyster & Ranta, 1997, p. 46-49), and are as follows:

1. *Explicit correction.* It refers to the explicit condition of the correct form. As the teacher provides the correct form, and clearly indicates that what the student said was incorrect (e.g., —Oh, you mean,|| —You should say||).

2. *Recast.* It involves the teacher's reformulation of all or part of a students' utterance, minus the error. Some recasts are more salient than others in that they may focus on one word only, whereas others incorporate the grammatical or lexical modification into a sustained piece of discourse.

3. *Clarification requests.* It indicates to students either that the teacher has misunderstood their utterance, or that the utterance is ill-formed in some way and that a reformulation is necessary (e.g., excuse me, pardon?).

4. *Metalinguistic feedback.* It contains either comments, information, or questions related to the 'well-formedness' of the student's utterance, without explicitly providing the correct form (e.g., you need to have a simple form of the verb after modals).

5. *Elicitation.* It refers to at least three techniques that teachers use to directly elicit the correct form from the student. First, teachers elicit completion of their own utterance by strategically pausing to allow students to "fill in the blank". Second, teachers use questions to elicit correct forms (e.g., "How do we say X in French?"). Such questions exclude the use of yes/no questions: A question such as "Do we say that in French?" is metalinguistic feedback, not elicitation. Third, teachers occasionally ask students to reformulate their utterance.

6. *Repetition.* It refers to the teacher's repetition, in isolation, of the student's erroneous utterance. In most cases, teachers adjust their intonation so as to highlight the error.

3.4.3 Uptake

It refer to "every student's utterance that immediately followed the teacher's feedback and that constitute[d] a reaction in some way to the teacher's intention to draw attention to some aspect of the student's initial utterance" (Lyster & Ranta 1997, p. 49) was marked as uptake. Lyster and Ranta (1997) distinguished between repair, "the correct reformulation of an error as uttered in a single student turn" (p.49), and needs-repair uptake moves. The present model includes the same types of uptake which were presented in the original model except one

category "off target" which didn't take place in any of the eight classes. Consequently, it was left out in the modified model.

In their model, (Lyster & Ranta 1997, p. 50-51) defined the types of repair and needs- repair as follows:

Repair:

1. Repetition. It refers to a student's repetition of the teacher's feedback when the latter includes the correct form.

2. Incorporation. It refers to a student's repetition of the correct form provided by the teacher, which is then incorporated into a longer utterance produced by the student.

3. Self-repair. It refers to a self-correction, produced by the student who made the initial error, in response to the teacher's feedback when the latter does not already provide the correct form.

4. Peer-repair. It refers to peer-correction provided by a student, other than the one who made the initial error, in response to the teacher's feedback.

Needs-repair:

1. Acknowledgement. It generally refers to a simple "yes" on the part of the student in response to the teacher's feedback. [...] Acknowledgement may also include a "yes" or "no" on the part of the student in response to the teacher's metalinguistic feedback.

2. Same error. It refers to uptake that includes a repetition of the student's initial error.

3. Different error. It refers to a student's uptake that is in response to the teacher's feedback, but that neither corrects nor repeats the initial error; instead, a different error is made. 34

5. Hesitation. It refers to a student's hesitation in response to the teacher's feedback.

6. Partial repair. It refers to uptake that includes a correction of only part of the initial error.

IV. DATA ANALYSIS

Table 1 presents the percentage of errors treated per error type. Overall 88 feedback moves were used to correct 150 errors. The total rate of error correction was (57.33%). Phonological errors received the highest amount of feedback moves (77.14%). Grammatical errors came second, as (52.04 %) of the errors were treated. Lexical errors received less attention as it received the lowest percentage of feedback (47.05%).

Table 1: Rate of Feedback Moves per Error Type

Error Type	Feedback Moves	Percentage of Error Treated
Lexical	8/17	47.05%
Grammatical	51/98	52.04%
Phonological	27/35	77.14%
Total	86/150	57.33%

Table 2 shows the amount of uptake each type of feedback received. Out of the 86 feedback moves, 53 received uptake, which means that (61.62%) of all feedback moves resulted in uptake. As one can see from the table, elicitation and metalinguistic feedback always resulted in uptake. Explicit correction led to a significant amount of uptake (75%). Repetition resulted in uptake (66%) of the times. In contrast, recast and clarification request led to the lowest amount of uptake with (54.54% and 50%) of the time.

Table 2: Amount of Uptake per Feedback Type

Feedback Types	Uptake/FT	Percentage
Explicit Correction	3/4	75%
Clarification Request	1/2	50%
Metalinguistic Feedback	1/1	100%
Elicitation	10/10	100%
Repetition	2/3	66%
Total	53/86	61.62 %

Tables 3 shows the different types of uptake with repair moves that occurred after feedback was provided. Repetition was the highest repair move as it accounted for (62.5%). Self-repair and peer repair accounted for (21.87%) and (12.5 %) respectively. Incorporation occurred only once in the eight classes (3.12 %).

Table 3: Types of Uptake With Repair

Repair	Occurrences	Percentage
Repetition	20	62.5%
Incorporation	1	3.12 %
Self-Repair	7	21.87%
Peer Repair	4	12.5 %
Total	32/53	60.37%

Table 4 shows the different types of uptake with needs-repair which occurred after the provision of feedback. As the table shows, altogether 21 uptake with needs-repair moves took place. Out of these needs-repair moves, the most common types were acknowledgement (71.42%). (14.28%) of the uptakes that needed repairs were the same error. Hesitation, different error, and partial error, shared the same rate. as each type occurred (4.76 %) of the time. In contrast, off target didn't take place in any of the five classes (0%).

Table 4: Types of Uptake with Needs-Repair

Needs-repair	Occurrences	Percentage
Acknowledgement	15	71.42%
Hesitation	1	4.76 %
Different Error	1	4.76 %
Partial Error	1	4.76 %
Same Error	3	14.28%
Total	21/53	39.62%

Table 5 illustrates number and percentage of repairs attributed to each feedback type. From the table, recast resulted in the lowest amount of repair (28.78%). The repair moves that took place after recasts were repetition and self-repair. Metalinguistic feedback led to the highest amount of uptake 100%. Elicitation was the second most effective type of feedback as it led to a significant highest percentage of repair (70%). Explicit correction and clarification request led to successful repair half of the time (50%). Repetition led to amount for repair (66.66%) of the time.

Table 5: Number and Percentage of Repairs Attributed to Each Feedback Type

Feedback Type	Repetition	Incorporation	Self-repair	Peer-repair	Percentage of Repair
Recasts (n=66)	18	0	1	0	28.78%
Explicit Correction (n=4)	2	0	0	0	50%
Elicitation (n=10)	0	0	4	3	70%
Metalinguistic F(n=1)	0	1	0	0	100%
Clarification R (n=2)	0	0	1	0	50%
Repetition (n=3)	0	0	1	1	66.66%

Table 6 illustrates which type of correction received which kind of uptake with needs-repair. Metalinguistic feedback, clarification request and repetition didn't lead to any need repair moves. Elicitations accounted for 30% of the need repair moves. Recast and explicit correction were followed by needs-repair moves (25.75%, 25%) respectively.

Table 6: Number and Percentage of Needs Repairs Attributed to Each Feedback Type

Feedback Type	Acknowledgement	Hesitation	Different Error	Partial Error	Same Error	Percentage of needs-repair
Recast (n=66)	15	1	0	0	1	25.75%
Explicit Correction (n=4)	0	0	1	0	0	25%
Elicitation (n=10)	0	0	0	1	2	30%
Metalinguistic F (n=1)	0	0	0	0	0	0%
Clarification R (n=2)	0	0	0	0	0	0%
Repetition (n=3)	0	0	0	0	0	0%

V. DISCUSSION AND CONCLUSION

5.2 Discussion

5.2.3 What kinds of feedback are given by EFL teachers?

Across the five teachers, the single largest category is the recast, which accounts for (76.74%) of the total number of teacher turn containing feedback. The second most common feedback moves were elicitation: these accounted for (11.62%) of all feedback moves. Explicit Correction and repetition only accounted for (4.65 %) and (3.48%) of all feedback moves respectively. Clarification requests and metalinguistic feedback occurred least frequently, (2.32%, 1.16%) each. The data reveals that feedback types other than recast rarely occur in the EFL classroom. (Lee, 2007) supports this finding in his study which investigates corrective feedback and learner uptake in English immersion classrooms at the primary level in Korea. In his study, he found the distribution of corrective feedbacks as follow: 53% recast, 16% clarification requests, 16% metalinguistic feedback, 8% explicit correction, 5% elicitation and 2% repetition of error.

From these findings, it appears that EFL teachers tend to use recast to treat the learner's ill-formed utterance. These results come in accordance with the results of previous research, as various studies have shown recasts are typically the most frequent type of feedback in different classroom settings. Studies in immersion classrooms in Canada (Lyster & Ranta 1997), and adult ESL classrooms in Canada (Lyster & Panova 2002) as well as high school EFL classrooms in Hong Kong (Tsang, 2004), the United States (Mori, 2002) and Korea (Lee, 2007), and New Zealand (Ellis, Basturkmen & Loewen 2001) university settings (Jimenez, 2006), EFL instructional settings in Austria (Havranek, 2002), all revealed recasts to be the most popular type of feedback.

The reason why EFL teachers prefer to use recast could be due to many reasons. Researchers (Lyster & Panova 2002; Ellis, 2009) have stated that recasts are a quick and safe way to treat learners' errors, especially when the teachers are not sure if the students have the linguistic competence that enables them to provide the correct form. According to (Lyster, Saito & Sato 2013), recasts go with the communicative activities because they tend not to break the flow of communication, do not distract the students' attention from meaning, offer scaffolding when the interaction requires higher linguistic abilities from the students. Seedhouse (1997, 2004) reviewed data from many descriptive studies, and found that

teachers were reluctant to utilize explicit types of correction, and preferred indirect ones such as recasts. He suggested that this reflected the pedagogical advice that teachers receive, which induce teachers to use indirect strategies to avoid embarrassing the students.

Moreover, the reason of the high rate of recast in the eight classes can be explained by looking at the learner' level of proficiency (low-intermediate). Teachers clearly assumed that the students wouldn't be able to find the correct form and, therefore, used recast to treat errors. This form of correction, then, can be seen as a characteristic of lower and low intermediate learner classrooms. The relationship between recast and learner's proficiency level was pointed by Lyster and Ranta (1997) who noticed that teachers use recasts considerably less when students have a higher degree of proficiency.

5.2.4 What kinds of corrective Feedback yield the most learners' repair in EFL classes?

Overall 53 instances of uptake followed 86 feedback moves, which means that (61.62%) of all feedback moves resulted in uptake. This is higher than the amount of uptake in Lyster and Ranta's study (1997), which was conducted in beginner classrooms (55%). According to (Sheen, 2004; Loewen 2006), the amount of uptake is higher where the students are older and have better educational background. (Nikoopour & Zoghi 2014) examined corrective feedback and learners' uptake in the intermediate EFL classroom and found higher amounts of uptake (85%)

In regard to the individual classes, uptake followed 65.38%, 67.85%, 37.5%, 63.63% and 0% of all feedback moves in teachers' A , B, C, D, and E classes. The reason why teacher D's class had no uptake is due to the teacher in that class, as he only provided 2 feedback moves which were followed by topic continuation. In regard to the amount of uptake per feedback type, elicitation, metalinguistic feedback and explicit correction resulted in high amounts of uptake (100%, 100%, and 75% of the time). The high amount of uptake after elicitation is very expected since they tend to elicit responses from the learners. These findings correspond with (Sheen 2004; Lyster & Panova 2002) who noticed high amounts of uptake after elicitation. Explicit correction led to high amount of uptake since it draws the learners' attention to the error more than the implicit types of correction. Likewise, metalinguistic feedback was followed by a significant amount of uptake because it provides learners with metalinguistic information that help them to notice the gap between their erroneous utterance and the target form. In contrast, recast and clarification requests led to the least amount of uptake (50% each). Although clarification requests normally lead to high amount of uptake because they tend to elicit learners' responses, this study showed the opposite for logical reasons. There were only two instances of clarification requests in the eight classes, and out of these, two were feedback moves; one led to the learner's uptake, and the other was followed by topic continuation. That is, the limited number of this type of feedback was an obstacle in investigating its actual impact on learners' uptake. When it comes to recast, the findings come in accordance with (Nikoopour & Zoghi 2014 and Lee, 2007) who investigated teachers' feedbacks and students' uptakes in the EFL classrooms and found that recast led to the lowest amount of uptake. The ineffectiveness of recast could be due to its ambiguity (Lyster, 1998b). To illustrate, the purpose behind recasting the learners' utterance could be not clear to the learners. Learners might fail to distinguish whether the instructor was rephrasing their correct form, repeating the utterance, or correcting the error in

their utterance. It is worth mentioning that recasts are referred to as “e’chos” in French, even though they are different from the original utterance of the learner; “they are called echoes because the learners may perceive them as such—that is, learners do not necessarily notice the modification” (Lyster & Ranta 1997, p. 57). Furthermore, the low amount of uptake could be attributed to the learners' proficiency level since Panova and Lyster (2002) argued that low level students have difficulties understanding recast as corrective moves. Other researchers argued that recast would be more effective at advance levels (Doughty & Varela 1998; Lyster & Ranta 1997).

It is worth mentioning that the (61.62%) instances of uptake were not always successful. In their model, (Lyster & Ranta, 1997) distinguished between two types of uptake: repair and needs repair. The findings of the present study showed that only (60.37%) of the uptake moves were successful, as they led to repair, while (39.62%) resulted in needs-repair. The amount of uptake with repair in the current study is lower than the one in Loewen (2004), who examined the amount of successful repair in the intermediate ESL classes, and found that it occurred 66% of the time. Repetition was the highest repair move as it accounted for 62.5%. Self-repair and peer repair accounted for 21.87%, and 12.5% respectively. In contrast, incorporation occurred only one time in all the eight classes. Out of the needs-repair moves, the most common types were acknowledgement (71.42%). (28.57%) of the uptakes that needed repairs were same error. Hesitation, different error and partial error shared the same rate as each type occurred only one time (4.76%).

It is clear that the choice of feedback technique has an effect on the type of repair that follows. In answering the final question (what kinds of corrective feedback yield the most learners' repair?). Recasts proved to be ineffective in generating repair as it accounted for the lowest amount of repair (28.78%). Although the rest of feedback types, namely, metalinguistic feedback, elicitation, repetition and explicit correction and clarification request, are rarely used in the EFL classroom, they led to higher amounts of repair. Metalinguistic feedback accounts for the highest percentage (100%), closely followed by elicitation (70%), repetition is responsible for the next highest percentage of repair (66.66%) while explicit correction and clarification request led to repair half of the time (50%). According to (Lyster, 1998a), elicitation, clarification request, metalinguistic feedback, and teacher repetition of errors are “distinguished from recasts and explicit correction in that they provide learners with signals that facilitate peer-and self-repair, rather than with mere rephrasing of their utterances” (p. 71). However, Lyster and Ranta (1997) indicated that uptake with repairs are not equally effective in indicating the learners' noticing of the feedback moves. In the case of repetitions which nearly followed all the recasts moves, the student might repeat what the teacher has said, without, not necessarily, understanding the feedback. When we focus on self and peer repairs alone, elicitation accounted for the highest repair as it led to the highest number of self and peer repairs moves. This is not surprising, because elicitations are not ambiguous to the students and offer opportunities for self and peer generated repair. Lyster and Ranta (1997) highlighted the importance of student-generated repairs in second language learning for at least two reasons. First, they encourage learners “to automatize the retrieval of target language knowledge that already exists in some form” (p. 21). Second, self-generated repair help learners to “draw on their own resources and thus actively confront errors in ways that may lead to revisions of their hypotheses about the target language” (p. 21). On the other hand, the ambiguity of recast made learners less

actively engaged as it led to low uptake. There was little evidence that the learners can actually notice the gap between their incorrect utterance and the teacher's correction.

5.5 Recommendations for Further Research

1. This study was conducted exclusively on male teachers and learners in Saudi EFL classrooms. Hence, further research could be beneficially undertaken by exploring and investigating the types of feedback used by female teachers and their impact on female learners' uptake. This would provide a more comprehensive degree of understanding of EFL classroom interaction.
2. This study is limited to level (104_CEFR B1). Therefore, the same study could be conducted with 101, 102, 103 proficiency levels at ELI to see if the same amount of feedback and uptake are found in these levels.
3. In sum, teachers should not rely on one type of feedback, especially when it is ineffective in leading to a satisfactory rate of uptake, and should consider their learners' level of language proficiency as it has a significant impact on the amount of uptake following feedback.
4. Although recast is the most frequent type of feedback in the present research, the observed data showed that it led to the lowest amount of uptake. So, instructors are recommended to use it less than the other types, or to combine it with the other feedbacks types that prove to be more effective.
5. The instructors are recommended to give the students opportunities for self and peer repair, even after the individual student and class have failed to provide self-correction. This could be achieved by extending wait time and using elicitation which resulted in higher amount of self and peer repair.

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