

Exploring Iranian EFL Teachers' Cognitions About Corrective Feedback in Teaching English Oral Communication

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The present study intended to investigate Iranian EFL teachers' cognitions about corrective feedback in teaching English oral communication. Besides, it looked at EFL teachers' classroom behavior with regard to their actual use of corrective feedback in language classes. In so doing, thirty EFL teachers were asked to fill out the cognition questionnaire. Moreover, interview was conducted with some teachers to figure out their beliefs about corrective feedback. Finally, ten classes were observed to find out about the possible associations between teachers' cognitions about corrective feedback and their real use of corrective feedback in their classes. The findings of the analysis disclosed EFL teachers' patterns of thinking for the error correction in language classes. Many EFL teachers claimed that self-correction decreased the stress and anxiety among language learners. They also affirmed that peer correction brought less anxiety in comparison to teacher correction. Besides, they maintained that teachers 'correct reformulation of students' errors was more effective than any other types of corrective feedback. They stated that error correction during communicative activities was disruptive to the flow of learners' speech. Finally, many teachers rated that what they thought about error correction technique was mostly based on their experience as a language teacher. The results of the observation sessions revealed that teachers' cognitions and their actual class behavior were nearly the same. Nevertheless, slight differences and mismatches were reported with regard to the teachers' thinking of self-correction and their focus on self-correction in their real classes. Teachers may benefit a great deal the achieved results. Thus they will know how to develop the teaching techniques in a way that they give more opportunities to the learners and pay more attention to their speaking needs in terms of the errors they normally commit.

Keywords : Corrective Feedback, Cognition Questionnaire, Master Thinking

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