



## Developing EFL Teachers' Cognition of Corrective Feedback Using a Task-Based Approach

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### Article Info

### ABSTRACT

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Investigating language teacher cognition and ways of promoting their cognition are the building blocks of teacher education because their practices are highly contingent on their cognition about underlying concepts in language pedagogy. This study explored the development of novice teachers' cognition about corrective feedback (CF) through task-based teacher education. The data were culled from two novice Iranian English as a Foreign Language (EFL) teachers through a questionnaire, observation, and journal. They took part in a course centering on the ways of enhancing knowledge about CF. The course was based on task-based teacher education. The teachers were to learn and practice giving feedback through some task-based teacher education activities such as role-plays and observations. The data before the course indicated that the teachers had restricted knowledge about the functions and types of CF. However, the task-based teacher education course raised the teachers' awareness about the scaffolding potentialities of CF. They also gained insights into implicit and explicit CF types as well as their functions. In addition, CF helped them enhance their awareness about the intrusiveness of error correction in the process of communication flow. Finally, the contribution of the findings of the study for novice teachers and teacher educators and how they should educate novice teachers are discussed.

**Keywords:** Corrective Feedback, Novice Teachers, Task-Based Teacher Education, Teacher Cognition

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## 1. Introduction

Within the last two decades, there has been a growing body of studies focusing on second-language teacher education. These range from cognitive and professional to social and contextual dimensions of second language (L2) teacher development (Borg, 2019; Khatib & Saeedian, 2021a, 2021b; Richards & Farrell, 2005). Promoting and sharpening teachers' proficiency, cognition, skills, and knowledge are necessary for any beneficial teaching (Goodnough & Hung, 2009). There is a commonly shared view on improving teacher quality (Amalia & Wilis, 2021; Barnes et al., 2018). This ongoing interest in second language education is a fairly inchoate trend. Common L2 teacher education, before the 1980s, was a process-product kind, mainly focusing on the ways "teachers' actions led – or did not lead – to student learning" (Freeman, 2002, p. 2). The type of trend, later being known as *technicism*, considered teaching as "equivalent to efficient performance which achieves ends that are prescribed for teachers" (Halliday, 1998, p. 597). Being a teacher was regarded as learning the content and methodology of teaching. In case of learning failure, teachers' competence and teaching process were considered as the main reasons behind such failure (Freeman, 2002).

What teacher educators were ignorant of was teachers' mentality, agency, and mental lives (Mercer, 2018). As Akbari and Dadvand (2011) put it, "teachers were supposed to enter the teaching profession with a *tabula rasa*, and the required teaching skills and habits were to be mastered through a training program" (p. 44). Within this context, teachers' mentality was not appreciated, owing to the dominant view that "teachers' internal mental world was assumed to be minimally sophisticated" (Freeman, 2002, p. 5). However, teacher education has undergone dramatic changes, shifting from behavioristic conceptions of pedagogy to cognitive and social views of pedagogy (Johnson, 2006). This view highlights how teaching can be a tricky task in which "teachers are active, thinking decision-makers who make instructional choices by drawing on complex, practically-oriented, personalized, and context sensitive networks of knowledge, thoughts, and beliefs" (Borg, 2003, p. 81). Teacher cognition, as an unobservable aspect of teaching, refers to ways teachers "think, know, and believe and the relationships of these mental constructs to what teachers do in the language teaching classroom" (Borg, 2006, p. 80). Teachers actively draw on their knowledge, belief, experience, and context-sensitive tapestry of knowledge to make instructional decisions.

Teachers' performance is strongly interconnected with their personal views about teaching and philosophy of teaching as well as training years they have experienced, known as *apprenticeship of observation* (Cancino et al., 2020; Gray, 2020). In addition, the way they have been trained considerably affects their performance. It is growingly recognized that factors

such as personal, received, local, and experiential knowledge types are indispensable and determining rationales behind any teaching way (Mann, 2005; Muhammadiyeva & Ibrohimova, 2020). It is acknowledged that pre-service training and education can influence teachers' performance, thinking, and decision making (Kang & Cheng, 2014; Khatib & Saeedian, 2021a, 2021b). Such pre-service courses seem to afford opportunities to create the relationship between theory and practice through experiential learning and help novice teachers deal with already learned concepts and philosophy of teaching, stemming from their own experiences as learners (Darling-Hammond, 2006).

Teacher education programs are considered to be as initiating springboards for fostering teachers' knowledge (Shankar, 2014). There appears to be a variety of teaching methods at teacher educators' disposal. However, task-based language teaching and task-based teacher education are highly possible to result in desirable outcomes (Duong et al., 2021; Ellis, 2009). In mainstream language pedagogy, task is a well-researched area in L2 teaching. The studies have evidenced the versatility of tasks in maximizing L2 competence. A cursory look at the prevalent literature would reveal that, to the best of our knowledge, task has received scant attention in progressing novice teachers' pedagogical knowledge. Moreover, corrective feedback (CF) and its stance in teacher education have not been comprehensively investigated (Rahimi & Zhang, 2015). The dearth of studies in this area is more tangible regarding the ways teachers' cognition about CF are formed and transformed (Couper, 2019). Therefore, on the basis of the present yawning gap, the current study is set out to delve into the way task-based teacher education influenced novice language teachers' cognition regarding CF.

## 2. Literature Review

A variety of studies have been conducted on language teachers' cognition and their various practice facets (Goh et al., 2005), embracing reading (Atai & Fatahi-Majd, 2014), and writing (Zhao & Zhang, 2022). However, teachers' cognition about CF has received scant attention (Moradkhani & Goodarzi, 2020; Wei & Cao, 2020).

Junqueira and Kim (2013) examined novice and experienced teachers' cognition about CF. The data being culled through interview, stimulated recall, and observation revealed that the degree of CF and following repair did not differ significantly. However, the experienced teachers balanced the amount and type of CF. While their own learning experiences impacted their beliefs and practices of CF, their experiences in teaching and training courses appeared not to influence and inform their beliefs. Teachers' learning and apprenticeship experiences are acknowledged to impact their cognition

(Farrel, 2014). Though studies on teacher cognition are consistently growing (Rahmani Doqaruni, 2017), very limited studies have investigated teacher cognition about CF (Rahimi & Zhang, 2015).

In a study, Jackson (2012) used tasks in undergraduate teacher education programs. The study, employing 15 novice teachers, was based on mixed-methods spanning survey, retrospection, and classroom comment. The findings revealed that the participants took advantages of the task-based teacher education to obtain and share their knowledge regarding the successful application of classroom practices. The author went on by discussing in favor of tasks being effective in teacher education.

In another study, Shankar (2014) used tasks to promote pre-service teachers' reflection. The researcher provided some incidents and made an endeavor to get the participants involved in the situations through tasks. The tasks encouraged the participants to reflect on the critical classroom incidents. The author reported that the tasks were successful in promoting pre-service teachers' reflectivity. Shankar (2014) argued that tasks are highly possible to prepare novice and pre-service teachers to get through probable challenges in their future pedagogical and occupational induced challenges.

Regarding the impact of teacher education in enhancing novice teachers' cognition development, Svalberg (2015) used *cognition conflict*, with the aim of involving novice teachers, to foster their cognition regarding grammar knowledge. The reported results confirmed the capability of engagement in enhancing teachers' cognition. The assumption was that *cognition conflict* can effectively engage novice teachers with language to develop new language knowledge. The data being collected through journals, classroom-based interactions, and interviews indicated that the implemented approach was successful in facilitating the acquisition and construction of new language related concepts among novice teachers. The paper is concluded by underscoring the versatility of inquiry-based ways of teacher education.

Teachers need to have a high command of the common concepts in L2 pedagogy and language education. One of the most important concepts is CF. However, teachers, specially, novice teachers are not fully aware of it and its various forms and applications (Borg, 2006). Largely, teachers are familiar with the definition of CF. However, when it comes to practice, they flounder. That is, they are not competent enough to give feedback at the right time and the right place. It is highly possible to result from insufficient knowledge concerning numerous forms of CF. In addition, few studies have explored the role of tasks in sharpening L2 teachers' cognition development. To address this gap, the present study seeks to address the following question:

How does task-based teacher education affect novice teachers' cognition about corrective feedback?

### 3. Method

#### 3.1. Participants

The participants in this study were singled out from teachers, attending teacher-training courses, at a private language institute located in Tehran. As shown in Table 1, there were two novice teachers, with the mean age range of 23. The teachers had not been in any English-speaking countries prior to the start of the study. However, they enjoyed a great level of mastery over English language because they had about five to six years of experience in learning English at universities and some private institutes. Furthermore, they scored just over 90 out of 100 in the TOEFL-based placement test utilized by the institute prior to recruiting any job applicants of English teaching. Therefore, they had a high-level command of English language. Concerning their teaching experience, they had only one year of teaching experience. Therefore, based on Farrell's (2012) classification of teachers, the participants of this study can be regarded as novice teachers.

**Table 1.**  
*Demographic Information of the Participants*

Pseudonym	Age	Years of Teaching Experience	University Degree
Hossein	24	1	BA in TEFL
Aydin	22	1	BA in Translation

The teacher educator was a PhD holder in Teaching English as a Foreign Language (TEFL). He was an experienced teacher trainer who held teacher education courses in an English language center in Tehran, Iran.

#### 3.2. Materials and Instruments

Several tools were used in this study. In order to expose the novice teachers to the desired knowledge, several instruments were applied: Video prompts and a questionnaire. Also, to involve novice teachers, the researcher-made tasks were used. The tasks were given to three university professors specializing in TEFL/Applied linguistics whose research interests cover conducting research on teacher education and task-based language teaching. After receiving their comments, the researchers applied the proposed amendments and comments. In addition, the novice teachers were assigned to do observations in classes handled with experienced teachers with at least eight years of teaching experience (Farrell, 2012), who had taken teacher training courses and had majored in TEFL. The novice teachers were given some videos and were requested to write their reflections regarding the realization of CF in language classes.

### **3.2.1. Video Prompts**

To expose the novice teachers to real examples of CF in L2 classroom, they were assigned to watch video segments in which L2 learners made mistakes while they were involved in classroom interaction. Videos as an instructional tool are considered to be valuable sources not only to provide novice teachers with common experiences and real teaching examples but also to maximize novice teachers' understanding of teaching granularities (Sonmez & Hakverdi-Can, 2012). Advancement of technology has made videos as a flexible source at instructors' disposal to present instances of teaching (Brophy, 2004). These videos were taken from the classes which were held in a private language center in Tehran, Iran. There were also some videos which were retrieved from the Internet. They contained speeches on CF, given by some leading figures in Applied Linguistics. These videos included valuable information that gave the novice teachers precious insight into both the theoretical and practical understanding of CF.

### **3.2.2. The Questionnaire**

Before the teacher education course, the participants completed a questionnaire that was adapted from Baleghizadeh and Rezaei (2010) and Kartchava et al. (2020). The questionnaire comprised several parts. The first part included items that expressed opinions about timing of CF, type of CF, and necessity of constant CF. The second part contained items that reflected emotional and motivational effects of CF. The third and fourth parts were about the effectiveness of CF on L2 development and its interruptive and intrusive roles in successful communication. Selection of the items was primarily based on the empirical and theoretical findings in the pertinent literature. The main focus of the items was on extent, timing, interruption of communication, necessity and effectiveness of CF, and affective dimension of CF and L2 learners. To ensure the dependability (to use Nassaji's (2020) term) of the questionnaire, the designed items were issued out to a number of four outside researchers who were experts in the area. All their comments regarding the content and linguistic features of the questionnaire were carefully applied and its final version was presented to them again to remove all the possible inconsistencies among the experts. Therefore, the final version enjoyed inter-rater agreement and content validity. The participants demonstrated their opinions about the statements on true-false items as well.

### **3.3. Procedure**

In the first session, the novice teachers were required to write their reflections on the use of CF in language classes, and a questionnaire was run to evaluate their beliefs. During the second and third sessions, the participants were given video prompts showing the underlying theories as well as the importance and types of CF. The fourth session centered on exposing the participants to another short video about CF, which was followed by the

prepared tasks. Before assigning the tasks, several questions concerning CF such as “*should feedback be given or not? (Why or why not) What is the best way of giving feedback?*” were posed. When the questions were discussed, the participants were assigned to the prepared tasks, which can be seen in Table 2.

**Table 2**

*Some of the Tasks Assigned to the Participants*

Task	Task Description
A: The cards below include some errors.	A: play the role of the learner. Take a card and read out the error. B: play the role of the teacher. Correct A's errors. C: play the role of observer. Give feedback on the success of the correction strategy.
B: Look at this video in which a student makes some mistakes and a teacher gives him/her CF.	A: What would you do if you were the teacher? B: Would you give any CF? (Why or why not) C: Which CF type would you give? (Why) D: Which CF type you would not give? (Why)

It should be mentioned that during the task performance, the teacher trainer scaffolded the novice teachers to complete the tasks. The fifth session was devoted to class observation and journal writing. The participants were assigned the role of a head teacher to observe L2 classes and note examples of anything related to CF to make their own journals. The post-observation discussion was the focal point in session six, where the participants were asked for their observations and discussions based on what they observed. This resulted in extensive and stimulating discussions and reflections in relation to CF. The primary focus of the last session was on making the participants write elaborate reflections and answer the questionnaire.

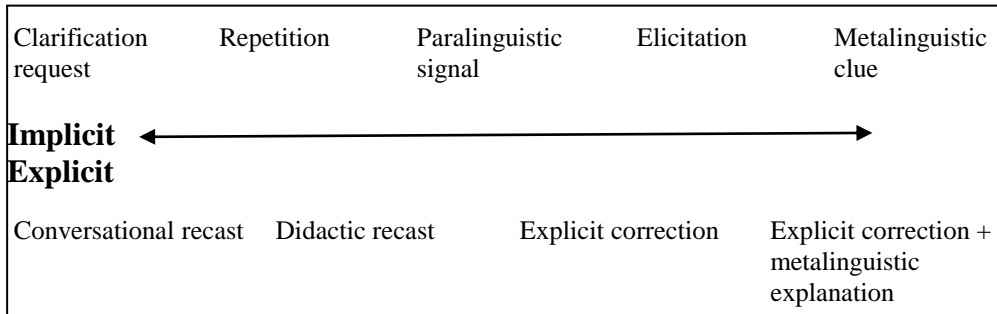
### 3.4. Data Analysis

Data for this study were analyzed through content analysis. The qualitative categories utilized in content analysis emerge inductively from data rather than being predetermined. Content analysis was employed to identify the contextual meanings, consider the emerging patterns, and establish the validated insights (Dörnyei, 2007), as this approach is beneficial for identifying concept-level patterns from texts. To have a better understanding of the participants' knowledge about CF, a top-down and bottom-up coding was also used. The former applies the coding to the preconceived codes, and the latter extracts the emerging codes of the data (Creswell & Plano-Clark, 2007). To make it clearer, Figure 1, which represents a continuum of implicit and explicit types of corrective feedback and also indicates the different distinction between prompts and

reformulations, was used. The categorization of prompts indicates the range of implicit prompts to more explicit ones.

**Figure 1.**

*CF types (adapted from Lyster & Saito, 2010; Sheen & Ellis, 2011)*



The coding for CF types was adapted from Lyster and Saito (2010) and Sheen and Ellis (2011). Table 3 shows the categorization provided by Lyster, Saito, and Sato (2013), which was also used in this study. The categorization is adapted from Ranta and Lyster (2007) and Sheen and Ellis (2011).

**Table 3**

*CF types (adapted from Ranta & Lyster, 2007; Sheen & Ellis, 2011)*

	Implicit	Explicit
Reformulations	Conversational recasts •a reformulation of a student utterance in an attempt to resolve a communication breakdown •often take the form of confirmation checks	Didactic recasts •a reformulation of a student utterance in the absence of a communication problem Explicit correction •a reformulation of a student utterance plus a clear indication of an error Explicit correction with metalinguistic explanation •in addition to signaling an error and providing the correct form, there is also a metalinguistic comment
Prompts	Repetition •a verbatim repetition of a student utterance, often with adjusted intonation to highlight the error Clarification request •a phrase such as ‘Pardon?’ and ‘I don’t understand’ following a student utterance to indirectly signal an error	Metalinguistic clue •a brief metalinguistic statement aimed at eliciting a self-correction from the student



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Elicitation
•directly elicits a self-correction from the student, often in the form of a wh-question
Paralinguistic signal
•an attempt to non-verbally elicit the correct form from the learner

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## 4. Results and Discussion

### 4.1. Results

#### 4.1.1. Reflection on Videos

This section indicates the results related to the novice teachers' reflection on real class videos. The following excerpt is one of the novice teachers' reflections before experiencing the teacher education course. As it can be seen, the participant had a very limited understanding of CF and its realization in language classes.

##### **Excerpt 1 (Hossein)**

*The teacher, in my observation, corrected students by giving correct information about linguistic mistakes. The teacher tried to stop the learner from making a mistake because it can lead to wrong language learning. The teacher interrupted the learner and corrected him. If they are not corrected, they will get accustomed to speaking full of mistakes. The teacher himself tried to correct the errors without letting them have self-correction. He provided some information about the errors. I think he could even give more information about the mistakes. For example, a student made a mistake: **I have do** .... And the teacher corrected her by saying that: **I have done, not I have do**... in this case the teacher could go on by adding more grammatical point to make the student have better understanding of the error.*

This novice teacher expects L2 teachers to correct the majority of mistakes students make. He reported, "*the teacher tried to stop the learner from making a mistake because it can lead to wrong language learning*". This novice teacher overtly revealed his belief about constant error correction in the classes as he explicitly enunciated that lack of constant corrective feedback can culminate in fossilization. However, he was seemingly oblivious to demotivating and obtrusive nature of constant error correction (Ha & Murray, 2020). Moreover, the novice teacher was not aware of the

importance of peer correction because he did not notice that the observed teacher did not make room for peer-correction. This report also shows that the novice teacher probably was not familiar with implicit CF and prompts as he could only identify metalinguistic CF. In addition, the reflection shows the participant's limited understanding of self-correction.

#### 4.1.2. The Results of the Questionnaire

The novice teachers also answered a questionnaire assessing teachers' belief on CF. *T* indicates *True of me* and *NT* shows *Not True of me*. In Table 4, the novice teachers' beliefs before and after the teacher education course are indicated by 'Pre' and 'Post' respectively.

The first part of the questionnaire included items that expressed opinions about timing of CF, type of CF, and necessity of constant CF.

**Table 4**

*Items Concerning Novice Teachers' Beliefs*

Items	Hossein		Aydin	
	Pre	Post	Pre	Post
1. Teachers should correct all errors that learners make in class.	T	NT	T	NT
2. Teachers should correct persistent errors in their learners' language production.	NT	T	T	T
3. Teachers should treat learners' errors in separate lessons as homework or as part of homework.	T	T	NT	NT
4. Repeating learners' utterance minus the error draws their attention to the error while maintaining the flow of communication.	NT	T	NT	T
5. Teachers should deal with learners' errors at the end of a lesson.	NT	T	NT	T
6. Teachers should correct learners' errors immediately after the errors have been made.	T	NT	T	NT
7. Rephrasing a learner's statement minus the error is less intrusive than telling the learner that there is an error and providing the correct form.	NT	T	NT	T
8. Teachers should explicitly tell learners when they make an error and give them the correct version of what they said.	T	NT	T	NT

The obtained data through the items in the first part unraveled that before being exposed to the treatment, the participants believed that ill-formed productions of L2 learners needed to be corrected immediately, and they had a very limited understanding of CF types. However, after receiving the treatment, as the items 1 to 8 indicate, they manifested their beliefs that all errors do not need to be corrected, items 1 and 2. Regarding the interruptive and intrusive nature of CF, items 4 and 7, the participants were not aware how repeating the learners' productions minus the error can direct their attention toward the error and make the communication go on. In terms

of timing of CF, after the treatment, the participants picked the statements which show they had an awareness about the immediate and delayed CF, items 5 and 6. Receiving the treatment, the teachers in this study believed that it is not necessary to limit CF to the explicit type.

The items in the questionnaire reflecting emotional and motivational effects of CF as well as the student teachers' answers are shown in Table 5.

**Table 5**

*Items Concerning Emotional and Motivational Effects of CF*

Items	Hossein		Aydin	
	Pre	Post	Pre	Post
9. Learners fear being corrected by their teachers (NT)	NT	T	NT	T
10. Learners' motivation to continue language learning will decrease if they are not corrected.	NT	T	T	T
11. Pointing out learners' errors increases their anxiety level.	NT	T	NT	T
12. Learners feel embarrassed when teachers correct them in front of the whole class.	NT	NT	NT	NT
13. Learners feel frustrated after teachers correct them.	NT	NT	NT	NT
14. Learners would feel much more comfortable if teachers never correct them.	T	NT	T	NT

In Table 5, the items 9, 11, and 14 show that after the treatment, the participants gained an insight into the emotional facets of CF.

Some other items, in Table 6, elicit the novice teachers' belief about the importance of CF in promoting language learning.

**Table 6**

*Items Concerning the Teachers' Beliefs about the Importance of CF*

Items	Hossein		Aydin	
	pre	post	Pre	post
15. Teachers' correction of errors is important in helping learners understand their language progress.	T	T	T	T
16. Errors are positive in that they show learners are making progress in language learning.	NT	T	NT	T
17. Telling learners that there is an error helps them notice the difference between what they know and what they do not know.	NT	T	NT	T
18. Error correction is essential in promoting learners' language learning.	T	T	T	T
19. Error correction is good for language learning.	T	T	T	T
20. If teachers correct learners, they learn	T	T	T	T

more.

21. Error correction helps learners identify their weak areas in language learning.	NT	T	NT	T
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As items 15, 18, 19, and 20 show, Hossein and Aydin stated that CF can promote L2 knowledge. Items 16, 17, and 21 demonstrate that the participants had an understanding of how CF is able to direct L2 learners' attention to their weaknesses.

How error correction can be interruptive and intrusive in successful communication is the main focus of the following items.

**Table 7**

*Items Concerning the Importance of Error Correction in Successful Communication*

Items	Hossein		Aydin	
	Pre	Post	Pre	Post
22. Error correction during communicative activities is disruptive to the flow of learners' speech.	NT	T	NT	T
23. Rephrasing learners' statement minus the error is less intrusive than telling the learner that there is an error and providing the correct form.	NT	T	NT	T

Based on Table 7, in terms of disruptive and intrusive nature of CF, the participants gained an insight into implicit CF and the importance of communication flow.

**4.1.2. The Participants' Reflections on the Course**

The novice teachers' reflection on the course is indicated in the journals written by the participants. They have written about the teacher education course and how their belief about CF has been influenced by the course.

**Excerpt 2 (Hossein)**

*Today I got insights into numerous feedback types and the importance of corrective feedback. Previously, I thought that feedback was limited to giving information about errors. In the second day, through some role-plays and activities I got fully acquainted with practical aspects of corrective feedback. They also deepened my understanding of corrective feedback.*

*Well, the experience was truly a rewarding one. In retrospect, I believe I had very restricted knowledge about corrective feedback before the workshop. But now, although still far from being a true teacher, I assume I'm far more cognizant at the role of the indispensable part of teaching, particularly corrective feedback. It really helped me to have better practical insight regarding providing corrective feedback to my students. Prior to attending the course, all my knowledge at feedback types was restricted to some*

*almost run of the mill ones which any novice teacher would have at their disposal. Furthermore, learning about the pros and cons of the various explicit and implicit feedback type in the true sense of the word broadened my horizons. The several points of utmost importance I learned from the workshop were that errors are only a normal part at a teacher's class and not all errors require correction; that it is politic to move from implicit feedback to explicit; that in correction heed must be taken, by teachers not to interrupt the flow of speech; and finally, that adhering to a single type of feedback would not pay off for the various error types.*

Experiencing the treatment, Hossein, one of the participants, clearly stated that before the teacher education course he had a very limited understanding of CF types, *"I thought that feedback was limited to giving information about errors"*. The task-based teacher education activities and role plays in the teacher education course were successful in maximizing Hossein's awareness about the importance and implementation of CF. He found the teacher education course an invaluable chance not only to recognize that CF is an indispensable part of language education but also to have an insight into the practical side of CF, *"I'm far more cognizant at CF, It really helped me to have better practical insight"*. Before the course, Hossein had implied that all errors should be corrected as explicitly as possible; however, after undergoing the treatment, he learned that it is unnecessary to correct all errors and teachers can use both implicit and explicit CF types at their disposal when they encounter mistakes made by L2 learners.

### **Excerpt 3 (Aydin)**

*Honestly, the workshop afforded me a multitude of useful teaching points. Previously I did not know of different feedback types and the amount of their being implicit or explicit but through this workshop I got familiarized with such significant issues which can be used in my instruction in the future. Another important point that this workshop provided me as a novice teacher was the fact that feedback types have their shortcomings and I can use some strategies to minimize such pitfalls in my classes. Moreover, I realized that peer corrective peer and self-correction are two less intrusive feedback types.*

*I also learned that all errors need not to be corrected on the spot and my correction is better to move from implicit to explicit so that learners learn better and deeper*

*through discovery learning. It is worthy to mention that the help I received while doing my role-plays and tasks, I understood how to give hints to my students correct themselves and then regulate my feedback according their performance. Furthermore, I learned that there are other recast types that can come in handy in my classes.*

Like Hossein, Aydin also mentioned that the teacher education course and the activities played a considerable role in increasing his understandings of various types of CF and how each of these CFs can have their drawbacks as well as advantages. Another consequential feature of the teacher education course, according to Aydin, was that peer correction and self-correction can be less obtrusive, *I realized that peer corrective peer and self-correction are two less intrusive feedback types.* Regarding timing of CF, Aydin overtly pointed out that it was not necessary to correct L2 learners' mistakes on the spot. This seems to evidence Aydin's awareness about local and global errors. A further compelling gain by Aydin is his ability to realize the importance of scaffolded feedback, *"my correction is better to move from implicit to explicit so that learners learn better and deeper through discovery learning"*, stemming from the concept of external assistance that is regulated according to L2 learners' ZPD. Giving scaffolded feedback, L2 teachers commence to provide CF by using implicit hints to make L2 learners draw on their interlanguage system to come up with the correct form of the previously deviant forms. If that endeavor is not successful, the teacher moves to more explicit prompts and feedbacks, *"It is worthy to mention that the help I received while doing my role plays and tasks, I understood how to give hints to my students correct themselves and then regulate my feedback according their performance"*.

#### **4.1.3. The Participants Observation Journals**

The participants were also assigned to report their observation regarding the realization of CF in classes:

*(1) Most of the feedbacks were given in the form of explicit correction. The teacher had a tendency to explicitly correct every error that students committed. This most of the time interrupted the flow of conversation a bit. I assume the use of more implicit feedback types, such as recasts, would have worked better. Moreover, different types of recast, e.g., context embedded, would have come in handy.*

*(2) As mentioned above, there were a few cases of recast.*

*(3) There were just some cases of clarification requests. To the best of my knowledge, the use of clarification requests, as was done by the observed teacher, was just the right thing to do.*

(4) *There were some cases of metalinguistic feedback. As explained earlier, the teacher had a tendency to make use of explicit instruction. I assume the teacher could have used more implicit feedback types as well.*

(5) *There were rare cases of elicitation. Elicitation type of feedback may have also been used regarding the error type and context.*

(6) *There were some cases of repetition. The repetitions seemed to be useful and they did not interrupt the flow of the conversation that much.*

Hossein and Aydin's classroom observations of CF realization are indicators of their improved understanding of different types of CF, including recast, context-embedded recast, elicitation, repetition, clarification request, metalinguistic CF, implicit, and explicit CF. They were also cognizant of the possible upside and downside of employing CF in L2 classroom.

## **4.2. Discussion**

The present study endeavored to investigate the development of novice teachers' cognition about CF through task-based teacher education. The researcher-made tasks were applied to inform novice language teachers' beliefs about CF. The tasks contributed to developing the participants' cognition regarding CF and its variety of forms. Knowledge is an unobservable element in teacher cognition (Borg, 2003), but the findings revealed that the novice teachers' knowledge about CF was limited. The reflection and observation report shed light on the restricted knowledge of the novice teachers before the teacher education course. They restrictively referred to the interruption and correction by the teacher. They implicitly considered this act suitable for learning and stopping wrong language knowledge formation. The reported points seem to show insufficiency of the participants' knowledge about CF.

Furthermore, concepts like emotional and motivational factors were initially ignored by the novice teachers because they did not consider how correcting consistently might emotionally make an influence on language learners and decrease their motivation as well. However, after experiencing the teacher education course, they had awareness regarding the possible emotional and motivational consequences of error correction. Novice teachers also considered error correction influential in promoting language learning. CF and its capability in promoting language learning has also been reported by language teachers in the study conducted by Rahimi and Zhang (2015). Being intrusive and interruptive were not recognized as features of error correction; however, after the course, the novice teachers gained insights into how communication flow can be interrupted through CF. This was in line with some previously conducted studies (Darling-Hammond, 2006; Rahimi & Zhang, 2015). This finding also gives evidence to the belief that language

teachers teach whatever they have been taught (Darling-Hammond, 2006; Mann, 2005; Muhammadiyeva & Ibrohimova, 2020).

However, it contradicts Borg's (2003) finding that teachers' decisions in the classroom are influenced more specifically by their knowledge and beliefs not the way they have been instructed as learners. Being uncertain and ambivalent concerning the importance of CF in language learning was noticeable in the questionnaire. These findings were in line with previous studies which reported that novice teachers are highly influenced by their previous learning experiences (Khatib & Saeedian, 2021a). Also, they apply their personal experience and rigid error correction in various situations (Rahimi & Zhang, 2015). This might ensue from lack of practical knowledge of the novice teachers. Therefore, further practical-oriented teacher training teacher education courses seem to be required in sharpening this type of practical skill.

Reflection on the teacher education course demonstrated that the participants got insights into various forms of CF. They explicitly stated that they had a limited understanding of CF; however, through some practical tasks and role-plays they were acquainted with practical aspects of CF to a great extent. This made a major contribution in recognizing numerous feedback types. Furthermore, they reported how the teacher education course contributed to gaining insights into implicit and explicit CF types with particular features. They went on by stating that the teacher education course had a considerable role in accepting errors as only a common part of a teacher's class and not all errors require correction. Positive influences of using teacher education course have been underscored by a number of studies (e.g., Khatib & Saeedian, 2021a, 2021b; Li, 2020; Shankar, 2014).

Another compelling point was the movement from implicit error correction to explicit correction. This way of CF movement has been highlighted by some scholars in language pedagogy (Ellis, 2017). Furthermore, the written reflection journals indicated that the novice teachers had, to some extent, a better understanding of how errors in language classes need not to be corrected intensively because it can impede flow of communication. An interesting point reported by one of the teachers, namely, "*adhering to a single type of feedback would not pay off for the various error types*", showed that teachers by gaining experience learn how one feedback type cannot be beneficial and applicable for any sort of error (Kang & Cheng, 2014). This modification in their cognition might give evidence for the importance of practical and task-based teacher education, as highlighted by Jackson (2012) asserting that tasks afford opportunities for novice teachers to develop their skills in running communicative language teaching courses to broaden novice teachers' horizons in recognizing contextual and individual variations in providing compatible CF types and teaching approaches (Rahimi & Zhang, 2015). In line with the findings of Cancino et al. (2020)



and Gray (2020), working with other teachers and having observations can help in-service teachers seek for appropriate ways of teaching and giving appropriate CF.

Timing of CF is an important factor that language teachers should be familiarized with. The second participant of the study reported how the teacher education course helped him to recognize timing matter in giving CF. He, after the course, believed that all errors need to be corrected on the spot and error correction is better to move from implicit to explicit so that learners learn better and deeper through discovery learning. This way of error correction has been recommended by some leading figures (Couper, 2019). This is in contrast to the findings by Rahimi & Zhang (2015). They reported that both novice and experienced teachers preferred to give on-the-spot CF. This controversy is possible to stem from the training and education courses they had experienced. The novice teachers of the present study learned through tasks that error correction could lead to beneficial effects if it is adjusted to language learners' needs. That is, it is recommended to move from the most implicit to the most explicit CF. By doing this, language learners have chances to discern their errors and reach self-regulation through scaffolding (Khatib & Saeedian, 2021a).

Teachers' beliefs, which are among the three unobservable building blocks of teacher cognition, are hard to penetrate, but changing them is wearisome yet possible (Borg, 2003). In concordance with the findings of Couper (2019), the class observation gave us insights into how the novice teachers tended to change their beliefs about CF. In some cases, the teachers reported that language teachers in classrooms used explicit CF while they could use the implicit form and then move toward explicit correction. They also were aware of the scarcity of elicitation of CF and recasts and its different types like embedded recast and isolated recast. This can be indicative of their cognition development about CF because they could rightfully identify different CF types. Most importantly, the teacher educator scaffolded the novice teachers in terms of how to give CF in different situations. Task-based teacher education is versatile to help teachers reshape their experiences and adjust themselves with teaching ways and classroom practices being affected by personal learning experiences, education courses, and contextual factors (Jackson, 2012).

## **5. Conclusion and Implications**

This study aimed to check how the course directed by task-based teacher education could influence novice teachers' cognition about CF. The findings of our study indicate that generally error correction can be influential in learning a second language. Teachers' cognition and beliefs about CF, according to pertinent studies (e.g., Junqueira & Kim, 2013), are highly possible to be impacted by a variety of factors, mostly their learning

experiences. However, the current study helped us have a richer understanding of teacher cognition development through task-based teacher education. The findings revealed that when language teachers are involved in practically oriented teacher education courses, they can develop their teaching experiences. Providing input and having novice teachers get familiar with theories in second language acquisition does not guarantee developing sensitivity to contextually informed factors.

Novice language teachers can take more advantages in growing and maximizing their practical skills through task-based teacher education in a practical way. In this study, the teachers were assigned to do role-plays, have observations, write their reflections and receive assistance from the teacher educator while doing the role-play. This made them show development in their cognition. Thus, it is recommended that teacher educators incorporate practical and task-based ways in their teacher education courses. This task-based teacher education is able to direct novice teachers' attention to context-bound variables. Also, they are possible to increase their reflection, which is considered to be one of the crucial factors in teacher development (Borg, 2006).

Caution should be exercised in generalizing the findings of this study as it had some limitations. Future studies might include more participants as we merely focused on two novice English language teachers. In addition, it can be more insightful if different ways of teacher education, namely reflective, prescriptive, and constructivist teacher education, are examined and compared. Another limitation of this study is that the novice teachers were not observed in their future classes to see if their practices were in line with their beliefs. Avid researchers of this area are suggested to take this point into account to ensure whether the teachers' development extends beyond their current level or not.

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