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Changing Pre-service Teachers' Beliefs about Oral Corrective Feedback through a Training Course

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Abstract: *This study investigated the effects of a corrective feedback (CF) training course on the beliefs of two groups –experimental and control- of 14 Algerian French as a foreign language (FFL) pre-service teachers. The research instruments included a five Likert-scale questionnaire and a focus group interview. Each of the two instruments was administered for the two groups before the training started and immediately after it ended. Data were analysed descriptively. Findings demonstrated the effectiveness of the CF course. For the experimental group there was an obvious shift toward more positive beliefs about immediate CF and more negative beliefs about recasts.*
Keywords: *Corrective feedback, teacher beliefs, teacher training, recasts, prompts.*
Résumé : *Cette étude examine les effets d'une formation-axée sur la rétroaction corrective (RC) -sur les représentations de deux groupes de 14 enseignants algériens de français langue étrangère - 1 groupe expérimental (n=14) et 1 groupe de contrôle (n=14) -. Les instruments de recherche comprenaient un questionnaire à cinq échelles de Likert et une entrevue sous forme de groupes de discussion. Chacun des deux instruments a été administré pour les deux groupes une fois avant le début de la formation et immédiatement après sa fin. Les données ont été analysées de manière descriptive. Les résultats ont démontré l'efficacité de la formation axée sur la RC. Pour le groupe expérimental, il y avait un changement évident vers des représentations plus positives sur la RC immédiate et des représentations plus négatives sur la technique de reformulation qui est une technique de RC.*
Mots clés : *incitation, formation des enseignants, reformulation-représentations des enseignants, rétroaction corrective.*

1. Introduction

Psycho-cognitive theories and second language (L2) hypotheses have suggested the need to draw learners' attention to the formal properties of the target language (e.g., Schmidt, 1990; VanPatten, 1996). This can include the direct teaching of language (e.g. through grammatical rules) (Belkhoja, 2013) and/or CF (Lyster, Lightbown & Spada,

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1999). Several studies and meta-analysis proved that CF facilitates L2 and FL learning (Lyster & Saito, 2010; Mackey & Goo, 2007). However, it is important to mention that the concept of 'L2 learning' in this research refers to L2 theories and hypotheses. These L2 theories and hypothesis are applicable for both L2 and FL, in that there are studies that investigated the effects of CF and grammar teaching on FL learning such as Ölmezer-Öztürk (2016) and Yang and Lyster (2010). Other descriptive studies have explored the distribution of the different CF techniques (Lyster & Ranta, 1997; Sheen, 2004). These studies have found that L2 teachers mostly use recasts (i.e., providing the correct form), and rarely use prompts (i.e., push students to produce the correct form) in correcting their students' errors. On the other hand, empirical studies have shown that some techniques are more effective than others in promoting L2 learning (e.g., Lyster, 2004a).

These studies demonstrated that pushing learners to self-correct (i.e., prompts) is more effective than providing them the correct form (i.e., recasts). This kind of research always ends by recommending the use of prompts. Given that these recommendations oppose teachers' daily CF practices (i.e., recasts), we wonder if there are L2 or FL teachers who believe in the use of the recommended techniques (i.e., prompts). Particularly, we look to the extent to which it is possible to change these beliefs about CF, in order to make them more conform to research recommendations. This interest in beliefs had immerged from the fact that teachers' beliefs influence and guide their classroom practices (Basturkmen, Loewen & Ellis; 2004; Pajares, 1992). Hence, teachers' beliefs are a central factor to account for while investigating CF and L2 teaching in general. That is to say, a teacher who does not believe in the efficacy of CF would not automatically give it. Furthermore, studies that investigated teachers' beliefs in relation to CF are rare and purely descriptive (Basturkmen et al., 2004; Kartchava, 2006).

These studies had only described and explained beliefs, without trying to evaluate the extent to which these beliefs can be developed through teacher education programs, training courses and practicums using L2 research findings. In addition, studies that investigated the effects of teacher education programs on teachers' beliefs about CF are rare. Hence, the current study sought to identify and understand teachers' beliefs before a training course start, whether those beliefs had changed by the end of the course and, if so, what aspects of the training course- according to participants' perceptions- had contributed to the change.

2. Literature review

2.1. Corrective feedback

According to Carroll and Swain (1993), CF includes all reactions which explicitly or implicitly mention that the production of a learner is erroneous (i.e., non-target like). In relation to Lyster and Ranta (1997), CF can be under the form of either recasts or prompts. Through recasts (i.e., reformulation and explicit correction), the teacher provides the correct form to the learner.

These techniques are considered as input-providing. Through prompts (i.e., output eliciting techniques), the teacher withholds the correct form and pushes the learner to self-correct through using one of these four techniques (i.e., elicitation, repetition, clarification requests, and metalinguistic feedback). That is, six main CF techniques were identified which could be employed by language teachers: explicit correction; recasts; clarification

requests; metalinguistic feedback; elicitation; and repetition. These CF techniques are explained in detail with examples in Appendix I. Empirical research showed that the effects of CF-in general- and these two categories of techniques vary according to the following six variables, namely; (1) importance of providing CF (i.e., CF effectiveness); (2) technique of choice; (3) timing of CF; (4) frequency of CF; (5) error type, and (6) learner's proficiency level. Research in relation to CF efficacy demonstrated that providing CF to learners facilitates L2 learning contrarily to not providing it (e.g., Yang & Lyster, 2010). Furthermore, research showed that prompts are more effective than recasts for L2 learning (e.g., Yang & Lyster, 2010). In the same vein, descriptive research showed that recasts are mostly used with grammatical and phonological errors whereas prompts are mostly used with lexical errors (e.g., Suzuki, 2004). Besides, it was demonstrated that high-proficiency level learners tend to benefit from both recasts and prompts, whereas, low-proficiency learners benefit from prompts only (e.g., Mackey & Philp, 1998). Furthermore, research suggests providing CF immediately when the errors have occurred and not afterward (e.g., Beefun, 2001). This is a behaviorist principle of language learning that considers immediate CF as an indispensable part of teacher talk in the classroom (Goodman, Brady, Duffy, Scott & Pollard, 2008). That is, the visible behavior of students is manipulated by stimuli such as immediate CF. In relation to CF frequency; research suggests targeting only common and recurring errors harmful to the verbal exchange (e.g., Philp, 2003).

2.2. Teachers' beliefs

Teachers' beliefs are defined as "statements teachers made about their ideas, thoughts and knowledge that are expressed as evaluations of what 'should be done', 'should be the case', and 'is preferable'" (Bastukmen et al. 2004, p. 244). The term 'perceptions' is also used in the English and French literature to refer to the concept of beliefs (Kerma & Ouahmiche, 2018; Makhlouf & Mehdaoui, 2016). Teachers' beliefs are important because they influence and guide teachers' classroom practices (Borg, 2003a; Phipps & Borg, 2009). Furthermore, Pajares (1992) argues that it is necessary to know and identify teachers' beliefs in order to improve their training and teaching practice. This improvement in teachers' beliefs can be achieved through teachers training courses and programs, by making teachers adopt new beliefs and practices or by changing their initial beliefs using empirical research results. In relation to how to provoke change in beliefs, research agreed on three strategies (Kagan, 1992b) namely; (1) confrontation of the teachers' initial beliefs; (2) inclusion and demonstration of the results of empirical research; and (3) inclusion of a practical part in the training course. These strategies were integrated in the training course of the present research.

2.3. Teachers' beliefs about CF

Investigating teachers' beliefs in relation to CF becomes crucial as CF is proved effective for L2 learning. However, studies in this area of research are scarce and purely descriptive targeting different issues such as the nature of teachers' CF beliefs and the relationship between these beliefs and practices (e.g., Basturkmen et al., 2004; García-Ponce & Mora-Pablo, 2017; Ölmezer-Öztürk, 2016; Kartchava, 2006; Wang, Yu & Teo, 2018). These studies had only described beliefs, without any attempt to develop or change

them through teacher training courses and programs. Changing or developing teachers' beliefs using empirical CF research results is crucial especially that teachers rarely use the recommended techniques (i.e., prompts) and prefer using recasts that are less effective for L2 learning. In addition, experimental studies that tried to develop teachers' CF beliefs through training courses or programs are rare (Baleghizadeh & Rezaei; 2010; Demir & Ozmen, 2018; Kamyia & Loewen, 2014; Vasquez & Harvey, 2010; Shafiee, Nejadghanbar & Parsaiyan, 2018)

These studies provided some evidence of change in student teachers' beliefs. However, it is important to note that, if a change occurs in some student teachers' beliefs, other beliefs could remain unchanged. For example, Shafiee et al., (2018) investigated the effect of reflective inquiry on a language teacher's CF beliefs. Data were collected through semi structured interview, classroom observation, and reflective verbal recollection. Thematic analysis of the data revealed change in the teacher's CF beliefs showing an increased awareness towards his pedagogical knowledge and online decision regarding CF.

Besides, several considerations could be drawn from these studies. These studies used a small sample of participants; that is one participant in Baleghizadeh and Rezaei (2010), Kamyia and Loewen (2014) and Shafiee et al., (2018), nine student teachers in Vasquez and Harvey (2010) and thirty teachers in Demir and Ozmen (2018). Most of these studies reported teachers' stated (declared) beliefs by using either questionnaires or interviews and rarely used a combination of these two instruments. Furthermore, these studies did not adapt a confrontation strategy in their training courses to provoke change in beliefs. Indeed, the majority of these studies reported belief change of the student teachers group as a whole; they seldom treated individual change on each student teacher's beliefs. For these reasons, the current study used a combination of tools (i.e., questionnaire and interview) and adapted a confrontation strategy in the training course to provoke change in beliefs.

3. Research Questions

As stated before, little has been done to report on L2 teachers' beliefs about CF, hence the relevance of the first research question.

R.Q.1: what are the initial beliefs of FFL Algerian student teachers about CF?

As stated before, studies that investigated the effect of teacher education courses on pre-service and in-service teachers' beliefs about CF are very scarce. Hence, the goal of the current study is to help bridge this gap in the existing literature.

R.Q.2: What are the effects of a CF training course on Algerian FFL student teachers' CF beliefs?

In case there is a change in the student teachers' beliefs after the CF course, this study looks for parts or dimensions of the CF training course (i.e., agent of change) responsible for that change.

R.Q.3: What are Algerian FFL student teachers' perceptions of parts and aspects of the CF training course responsible for change in their beliefs about CF?

4. Material and methods

4.1. Context

In Algeria, the first language (L1) for most of the country population is Arabic. French is considered as the first FL and English as the second FL by order of importance. This ranking could be attributed to the fact that France had colonized Algeria for 132 years (1830-1962). These 132 years of colonization made of French a very lively language that is always present in all areas alongside Arabic (Labed, 2015).

4.2. Participants

The participants were 28 Algerian FFL student teachers (8 male and 20 female) of a second year of Master (MA) in Didactics corresponding to their fifth year of FFL university studies (3 years of Licence studies + 2 years of graduate teacher training). Fourteen out of the 28 participants formed the experimental group who followed the training course, and the rest 14 participants formed the control group who did not attend the training course.

4.3. The CF course

The CF training course was designed to raise preservice teachers' awareness about CF. It included three parts- two theoretical and one practical. Through the theoretical parts and the practical part, we tried to identify and explain the student teachers' initial CF beliefs and confront them with theory and empirical research results. To provoke change/development in beliefs, the CF training course employed different strategies mentioned early namely; (1) confrontation of the student teachers' initial beliefs; (2) inclusion of the results of empirical research; and (3) inclusion of a practical part in the training course. This confrontation of beliefs was achieved-in the present study- through pushing the student teachers verbalise their beliefs, in order to make them explicit. Then, these beliefs were compared with the results of theoretical and experimental research about the effects of CF in general and the CF techniques more specifically (recasts and prompts) on language learning.

The first theoretical part of the course constitutes an introduction (i.e., preparation) to the CF course. It targeted the importance and the place of oral interaction in promoting fluency and accuracy for L2 and foreign language (FL) learning. This part targeted also the basic principles of an interaction activity. More essentially, it presented the two CF categories (i.e., recasts and prompts) with their respective techniques in relation to the three error types (i.e., grammatical, lexical and phonological) illustrated by examples.

The second theoretical part of the course constitutes the heart of the course. It presented an overview of empirical CF studies (methodology and results) in relation to different CF studies and their dimensions such as the distribution of the different CF techniques (Lyster & Ranta, 1997; Sheen, 2004); the distribution of the CF techniques in relation to error type (Mackey, Gass & McDonough, 2000); the effects of the CF techniques (i.e., recasts and prompts) (Yang & Lyster, 2010); and the effects of the different CF techniques in relation to learners' proficiency level (Mackey & Philp, 1998). The inclusion of empirical research introduced to the students' new information (new ways of thinking) frequently over time to provoke 'disequilibrium' between their initial beliefs and the new information (Jensen, 1998).

The third part of the course (i.e., the practical component) comprises in its turn two parts: implementing an oral interaction activity that elicits question forms -by five of the experimental group participants- once at the beginning of the intervention with a group of first year Licence students of FFL in the same university and once more at the end with the rest of the experimental group (nine participants) as learners. While the first served to identify students' pre-existing CF beliefs, gauge the student teachers' pre-intervention CF practices and was used as the basis of subsequent discussions, the second aimed to help learners put to practice what was seen in the two preceding theoretical parts through oral interaction activities. This practical part aimed to consolidate the student teachers' beliefs through feedback or discussion. Involving participants in actual oral teaching activities at the end of the intervention is likely to allow them to put into practice the new teaching practices associated with elements responsible of change in their beliefs (i.e., the declarative knowledge they gained from the theoretical parts of the experimental intervention) and to reach a new level of belief change (i.e., a more procedural one).

4.4. Data collection instruments

4.4.1. Questionnaire

Adapted from Hassan (2011) and Kartcheva (2006), the questionnaire comprises two parts, the first part contains 27 closed questions, five Likert scale items which elicit teachers' reported beliefs about CF. The 27 items target four issues about CF: (1) importance of CF; (2) implementation of the CF techniques (i.e., timing and frequency of providing CF); (3) recasts technique; and (4) prompts technique. The four factors and their respective items are presented in Appendix II. In the second part, the student teachers were invited to rank their preferences of different CF techniques as 1st and second choice while correcting each of the three error types (i.e., grammatical, phonological and vocabulary). The questionnaire was written in French, it contained also an interpretation of the items from French to Arabic. It is important to mention that the questionnaire (first questionnaire part) has been piloted.

4.4.2. Focus group interview

On the other hand, the semi-structured focus group interview contains a set of ten questions in relation to the four CF factors with an additional question used in the post-test. This question targeted the participants' beliefs about the course elements responsible for change in their beliefs. The interviews were conducted with groups of four or five participants and were administrated for the experimental and control groups before and after the CF training course. The focus group discussions were audio and video taped.

4.5. Data collection and analysis

As experimentally designed, the present study took place as follows; first, the questionnaire and the interviews were conducted as a pre-test. After that, the training began a week later. It was carried out over a period of one week and consisted of 3 sessions with two hours each. Finally, the questionnaire and the interviews were conducted a second time immediately after the training completed. Focus group interviews with the two groups (i.e., experimental and control) were audio- and video- recorded. Then, audios and videos generated from these sets of interviews were transcribed via a listening-writing

process for further descriptive analysis. Data of the questionnaire were analysed descriptively.

4.5.1. Data analysis for the first research question

The first research question addressed the 28 participants' initial beliefs before the training course. Data obtained from the two research tools were analysed descriptively for this purpose.

Data from the first questionnaire part (the 27 items) were analysed using descriptive statistics (means and standard deviations) for the two groups (experimental and control) in relation to the four CF factors. To interpret means for the 5-point Likert scale, we gave a meaning for each mean score range. Hence, mean scores hold the following meanings: 1 to 1.49 indicates "strongly disagree", 1.5 to 2.49 for "disagree", 2.5 to 3.49 for "undecided", 3.5 to 4.49 for "agree", 4.5 to 5 for "strongly agree." These mean scores meanings were inspired from Clark-Goff (2008). Furthermore, an independent-sample t-test was conducted to compare the pre-test means in relation to each of the four factors between the experimental and control groups.

In the second part of the questionnaire, student teachers were required to rank the use of four different CF techniques, varying from recasts, repetition, explicit feedback, elicitation and metalinguistic feedback in relation to three error types, grammar, pronunciation and vocabulary. However, data reveal that the majority of the student teachers expressed only their first and second CF choices for all of the three error types. Hence, we only reported the results in relation to first and second CF choices for each error type. Data obtained from the second questionnaire part were analyzed by calculating the proportion of the student teachers' preferences for each CF technique in relation to each error type as first and second CF choice.

4.5.2. Data analysis for the second research question

The second research question explored change in CF beliefs after the training course. To reach this goal, first questionnaire part data were analyzed using a descriptive analysis per items that experienced the biggest change within each factor. For this descriptive analysis, items that underwent major and moderate change for each factor for the two groups based on whole group means were identified. After that, the number of participants that underwent each type of change (i.e., major, moderate and no change) for items showing gains that exceed .50 was calculated.

In relation to the second questionnaire part, data were analyzed by calculating the proportion of the student teachers' preferences for each CF technique in relation to each error type as first and second CF choice. Change in the student teachers' CF beliefs was analyzed for each of the three error types separately.

For the focus group data, change in beliefs was analysed through comparing each participant's pre-test and post-test responses to interview questions in relation to each factor dimension such as timing and frequency in the implementation factor. Furthermore, instances of the two groups' post-test responses to the interview questions were given.

4.5.3. Data analysis for the third research question

The third research question sought to answer what part(s) of the training course might impact the CF beliefs of the experimental group participants. For this purpose, only data of the interview were analysed. Data in relation to this question were elicited using a question in the post interview. The experimental group's responses on this question were analyzed descriptively using proportions referring to participants' choice of the first, second or third part of the training course. Furthermore, extracts about the participants' responses specifying and describing the agent of change were provided.

5. Results

5.1. Pre-existing beliefs

The first objective of the present study was to explore pre-service teachers' pre-existing beliefs. Results of the questionnaire and the focus group interviews converged in most cases, so we present only those of the questionnaire in relation to each of the four factors (i.e., recasts, prompts, CF implementation and CF importance). In relation to recasts, the experimental and the control groups were undecided about its use and effectiveness, their means were respectively (M=3.50, M=3.16). However, the two groups agreed about prompts, their means were respectively (M=3.75, M=3.64). Furthermore, the interview results demonstrated that the participants did not have a clear idea about the techniques to be used for each error type and for each learner's proficiency level. Moreover, the two groups were undecided about the factor implementation of CF techniques with means (M=2.82, M = 2.95) respectively. In addition, the interview results showed that for the dimension timing of CF, the majority of the participants in the experimental and control groups preferred delayed CF over immediate CF. In relation to CF frequency, participants did not have a clear idea of what error should be targeted (corrected)? However, results of the two data collection tools on the factor importance of CF diverged. For the questionnaire, the two groups showed undecided position while for focus group, almost of them were in favour of CF.

Results from the second questionnaire part (i.e., CF choices) indicated a clear preference for prompting techniques for correcting grammatical and pronunciation errors by almost of the two groups. Concerning vocabulary CF choices, the experimental group showed a preference for prompting techniques (first and second choice) while the control group preferred prompts as first choice and repetition as second choice.

5.2. Major issues for changes in beliefs

5.2.1. Recasts and prompts factors

For the first questionnaire part, overall findings showed that, following the intervention, the experimental group exhibited changes of beliefs (in all four components) in a greater alignment with the training course in contrary to the control group. For the factor recasts, results of the questionnaire showed that 12 out of the 14 experimental group participants demonstrated change compared to four in the control group.

These results were confirmed through descriptive analysis on the items that witnessed major change (i.e., the two largest gain scores). That is, the experimental group participants held a more negative perception as to the use of recasts with low proficiency

learners (item 9) and they were also reassured in the use of this technique in reaction to pronunciation errors (item 22) as indicated in Table 1.

Items	Pre-test Mean	Post-test Mean	Gain	Number of participants X type of change		
				Major	Moderate	No change
1. Correctly reformulating the learner's erroneous statement is the corrective feedback technique that contributes most to the learning of French as a foreign language.	3.21	2.86	-0.35	7	2	5
5. Correctly reformulating the learner's erroneous statement is the best corrective feedback technique to correct oral vocabulary errors.	3.00	3.07	0.07	4	4	6
9. Correctly reformulating the learner's erroneous statement is beneficial for beginner students.	3.36	2.71	-0.65	5	2	7
15. Correctly reformulating the learner's erroneous statement is the best corrective feedback technique to correct oral grammatical errors.	3.43	3.00	-0.43	5	3	6
22. Correctly reformulating the learner's erroneous statement is the best corrective feedback technique to correct oral pronunciation errors.	3.71	4.36	0.65	4	4	6
27. Correctly reformulating the learner's erroneous statement while providing an explanation of the error is the	4.28	3.71	-0.4	5	3	6

Table 1. Change per Questionnaire Item within the Recast Factor for the Experimental Group

Concerning prompts, both groups either maintained positive position about prompt or considered it more positively after the training. These results were confirmed through descriptive analyses of the items that underwent the largest change. That is, the experimental group changed from indecisiveness to a more positive position as to the use of prompts with beginners (item 11) and held a more negative belief about the use of prompts for pronunciation errors (item 24) as indicated in Table 2.

Items	Pre-test Mean	Post-test Mean	Gain	Number of participants X type of change		
				Major	Moderate	No change
2. Providing clues to help the learner correct his or her own oral error is the corrective feedback technique that contributes most to learning French as a foreign language.	4.07	3.86	-0.21	5	5	4
6. Pushing learners to self correct is the best technique to correct oral grammatical errors.	4.21	4.57	0.36	2	4	8
11. Pushing learners to self correct is beneficial for beginner students.	3.21	3.93	0.72	5	2	7
16. Repeating the learner's error in order that he corrects it by himself is the corrective feedback technique that contributes most to the learning of French as a foreign language.	3.64	3.78	0.14	3	10	1
24. Pushing learners to self correct is the best technique to correct oral pronunciation errors.	3.21	2.78	-0.43	8	2	4
26. Pushing learners to self correct is the best technique to correct oral vocabulary errors.	3.78	3.71	-0.07	3	7	4
28. Pushing learners to self correct is the corrective feedback technique that contributes most to the learning of French as a foreign language.	4.07	4.00	-0.07	5	5	4

Table 2. Change per Questionnaire Item within the Prompts Factor for the Experimental Group

For the experimental group, findings from the second part of the questionnaire confirmed the patterns that emerged from the Likert-scale items. They indicated an increased preference for elicitations and metalinguistic feedback (i.e., prompts). Furthermore, their preference for recasts in correcting grammatical and lexical errors decreased. They also showed a change in the experimental group's beliefs about the effectiveness of prompts with pronunciation errors. In fact, by the time of the post-test, the experimental group participants selected explicit correction as the technique of choice to target pronunciation errors. However, results for the three error types for the control group barely changed at the time of the post-test. In fact, the participants' favourable beliefs regarding the use of prompts that emerged at the pre-test were maintained at the post-test.

Results of the group discussions reinforced the patterns that were obtained from both parts of the questionnaire. They revealed a big change in the experimental group's preference of CF techniques from providing the correct form in the pre-test into pushing learners to self-correct at the post-test. Results of the focus group showed a lot of elaborations in beliefs of the experimental group on recasts and prompts in relation to different dimensions such as technique choice in relation to error type and learner's proficiency level. These two concepts were already seen in the training course.

In relation to technique of choice -as an example- a student whose beliefs underwent a change as to the use of recasts became more oriented towards the use of elicitation as shown in excerpt 1 (pre-test) and excerpt 2 (post-test). All excerpts are translated from French into English.

Excerpt 1
Samia (pre-test): I prefer repeating the student's sentence correctly in order that he/she takes into consideration the error

Excerpt 2
Samia (post-test): ...for me, prompts are more effective than the other techniques, even with this example. I go to the cinema yesterday, I say: yesterday and I let the student continue the sentence correctly.

In relation to what technique to use for each error type and each learner proficiency level, at the pre-test, the 14 participants expressed arbitrary responses. However, at the post-test, they provided more elaborated answers with respect to the use of each technique in relation to the different error types (see excerpt 3) and learner proficiency levels (see excerpt 4). In contrary to the experimental group, the control group did not demonstrate any change in beliefs regarding recasts and prompts factors as seen in excerpts 5 and 6.

Excerpt 3
Mehdi (post-test): Recasts are good for phonological errors; I prefer prompting techniques for grammatical and lexical errors, as we saw in the training.
Excerpts 4
Mehdi (post-test): For beginners, prompting techniques ... they will understand, and the information will stay, they will etch it in their brain. For the advanced, prompting techniques are always better and recasts are effective too. Beginners may not pay attention to recasts and believe that the teacher is repeating the same thing, especially in grammar; they may not notice the correction.

Excerpt 5
Lamia (pre-test): *…for me, each time I repeat the learner's sentence correctly …*
Excerpt 6
Lamia (post-test): *I should repeat the learner's sentence correctly*

5.2.2 Implementation factor

The experimental intervention pertaining to the implementation factor indicated that immediate CF may be more effective than delayed CF and that it may be counterproductive to correct all errors. According to the questionnaire results, the factor implementation of CF is the one that witnessed the highest number of changes per item (four out of the eight factor items). As indicated in Table 3, items 8, 12, 14, and 18 showed the largest gain scores (-1.07, 0.64, 0.71, and 1.35 respectively). However, it is important to mention that three out of the four items (items 8, 12 and 18) -that demonstrated change-concern CF timing. As an example, the experimental group moved from indecision (M=2.86) to agreement (M=4.21) about immediate CF from pre-test to post-test.

Items	Pre-test Mean	Post-test Mean	Gain	Number of participants X type of change		
				Major	Moderate	No change
3. Oral corrective feedback should be limited to errors that interfere with meaning.	2.57	2.14	-0.43	5	2	7
8. Oral corrective feedback must be provided at the end of the oral interaction task.	2.93	1.86	-1.07	10	2	2
10. Oral corrective feedback should be provided at the end of the course.	2.00	1.71	-0.29	3	6	5
12. Oral corrective feedback must be provided as soon as the error is made.	3.50	4.14	0.64	6	1	7
14. The teacher of French as a foreign language should correct all his learners' oral errors.	2.86	3.57	0.71	6	2	6
18. Oral corrective feedback must be provided during oral interaction tasks as soon as the error is committed.	2.86	4.21	1.35	10	2	2
21. The teacher of French as a foreign language must correct all oral errors whatever their nature.	3.07	3.57	0.4	5	3	6
25. The teacher of French as a foreign language should correct only recurring errors.	2.78	2.43	-0.35	6	2	6

Table 3. *Change per Questionnaire Item within the Implementation Factor for the Experimental Group*

Results of the focus group showed that before the training, 13 of the experimental group participants were against immediate CF, however, at the post-test, only one student teacher remained against immediate CF. In other words, they became convinced about the importance of immediate CF. An example of this change is illustrated by excerpt 7.

Excerpt 7

Mehdi (post-test): According to the training, it's immediate, and the idea that the sentence can be interrupted is a misconception. On the contrary, it is necessary to rectify the error as soon as the student has committed it and not to leave it until the end, because the student will not remember what he said or where the problem is. Not to interrupt the student by correcting him and letting him express himself as he wants is a misconception we have been taught.

In addition, focus group results showed that the experimental group's beliefs regarding the dimension frequency of CF for the implementation factor had elaborated considerably. That is, by the post-test time, the experimental group participants provided more sophisticated and more nuanced responses regarding the frequency of CF based on the content of the CF course. For instance, at the pre-test, Amani, expressed her preference for correcting all errors (see excerpt 8). However, by the time of the post-test, her CF approach became more selective (excerpt 9). However, the control group's beliefs remained intact from pre-test to post-test regarding CF implementation (i.e., timing and frequency) as shown in excerpts 10 and 11.

Excerpt 8

Amani (pre-test): all errors should be corrected especially oral ones ...

Excerpt 9

Amani (post-test): I will correct the errors according to the objective of my course, but not all errors, especially those that are detrimental to meaning.

Excerpt 10

Jalel (post-test): I correct the learners' errors at the end of the course to not hinder communication

Excerpt 11

Nizar (post-test): It is important to correct all learners' errors

5.2.3 Importance factor

Questionnaire items results showed some change regarding this factor. Analyses of gain scores per item and of the number of participants having undergone the different belief change patterns relating to the importance of CF indicate that items 7 and 17 showed the largest gain scores (see Table 4). Results about the number of students having shown change indicates that for item 17, nine participants showed a major change -either from agree to disagree (n=5), from disagree to agree (n=2), from undecided to disagree (n=1), or from undecided to agree (n=1)- in their beliefs regarding the effects of CF on students' motivation. In addition, only two participants from the experimental group moderately changed their beliefs (increase in disagreement) regarding this item. Concerning those who did not show any change in beliefs regarding this item, there were only three participants, in which two remained strongly disagreed and one disagreed about the idea

that CF affects learners' motivation. For item seven (CF interrupts learner's communication), four participants changed their beliefs either from 'undecided' to 'disagree' or from 'agree' to ''disagree'. Furthermore, four other participants witnessed moderate change (increase in disagreement) and the remaining six participants did not change their beliefs and continued to disagree with the idea that CF interrupts learners' communication.

Items	Pre-test Mean	Post-test Mean	Gain	Number of participants X type of change		
				Major	Moderate	No change
7. Oral corrective feedback inhibits learner's communication attempts.	2.36	1.78	-0.58	4	4	6
13. Oral corrective feedback promotes the learning of French as a foreign language.	4.28	4.43	0.15	0	4	10
17. Oral corrective feedback affects learners' motivation.	3.00	2.28	-0.72	9	2	3
20. Oral corrective feedback should be avoided in French as a foreign language classes.	1.28	1.14	-0.14	0	6	8
23. Oral corrective feedback is essential for the learning of French as a foreign language.	4.43	4.57	0.14	2	5	6

Table 4. Change per Questionnaire Item within the Importance Factor for the Experimental Group

Results of the focus group demonstrated that -in the pre-test- the majority (13 students) of the experimental group participants were in favor of CF except one participant who was against CF provision, whereas in the post-test all of them expressed favorable views as to the importance of CF. That is to say, the experimental group's participants' beliefs about the importance of CF become consolidated and more elaborated indicating that their beliefs about the role of CF became more clear-cut and more nuanced. In addition, the participant who was against CF provision in the pre-test changed his beliefs in the post-test and became convinced about the importance of providing CF. Excerpt 12 illustrates this change in the participant's beliefs about the importance and provision of

CF. However, the control group's beliefs remained static as in the pre-test as presented in excerpt 13.

Excerpt 12

Hichem (post-test): It is very important to correct learners' errors for learning to occur. At first, I thought that CF prevents learning, interrupts communication .... etc. but after we saw these CF techniques and their effectiveness, I totally changed my mind!

Excerpt 13

Lina: *yes, it is important to correct learners' errors….*

5.3. Agent of change in the CF training course

The third research objective was to determine the agent (CF course elements) responsible for change in beliefs as reported by the participants during the second focus group interview. Participants' reports on the elements responsible of change in beliefs indicated a strong preference of the empirical part of the course as indicated by all the 14 participants (see excerpt 14).

Excerpt 14

Hichem (post-test): what let me change my mind and showed me that these strategies are effective, are mostly the results of these researches. We found that we must correct errors immediately, and that these strategies are effective for well-conducted oral communication.

6. Discussion

Results indicated that the pre-service teachers' pre-existing beliefs about empirical research on CF and its use were barely defined. This fact would reflect the lack of information about CF, its role and dimensions in their current FFL training program.

In relation to the effect of the CF training course, results indicated the success of the training course in developing, elaborating and changing student teachers' beliefs about CF towards a more positive direction. Varying from major to moderate, this effect or change in beliefs would be attributed to two facts; first, student teachers 'pre-existing beliefs were almost misaligned with CF research. Second, the CF training course included most of the conditions deemed necessary to promote change in beliefs: the confrontation of initial beliefs, the presentation of theoretical and empirical research, and the inclusion of a practical component. Furthermore, change varied from one factor to another. That is, beliefs that underwent the most dramatic change are beliefs related to CF implementation, more precisely the timing of CF and to the effectiveness of recasts. Beliefs related to prompts, importance of CF and frequency of CF had also witnessed development and change. This disparity of change in beliefs could be due to the fact that teachers may be more reluctant to adopt new practices without being sure of their effectiveness or even of their ability to make them work (Lortie, 1975). In fact, during one of the post-test group discussions, one student indicated that she tried out immediate CF to determine for herself how effective it can be (see excerpt 15).

Excerpt 15

Hanene: Yesterday, I tried immediate CF with a small group of university students and it was really effective. A word or phrase that is misplaced or poorly worded, I corrected it and I moved on. And just after a quarter of an hour, I asked the same thing, and I was surprised: the students spoke correctly without the errors produced the 1st time.

Given that not all students had the luxury to try out the practices that corresponded to their own beliefs, some beliefs remained unchanged by the time of the post-test. This does not exclude change after the training especially when participants get the chance to teach. A delayed post-test and a longitudinal study are recommended to follow the process of change.

In relation to the participants' representations about the agent of change in their beliefs, results indicate that the second part of the training course -that was devoted to the presentation and discussion of existing empirical findings- was the biggest initiator of change, corroborating Fenstermacher's (1986) claims about the inclusion of empirical research in teacher training programs. However, this finding should be interpreted with caution for two reasons. First, it is important to remember that all parts of the training course were interconnected in the sense that the first teaching component provided the foundation to identify, confront and provide the ideal platform to upset pre-existing beliefs. This foundation paved the way for the empirical part, allowing it to play its role in consolidating and concretizing the new acquired beliefs. All of this was intertwined with different debates in which the new information was constantly contrasted with early beliefs and practices, as evidenced by the first teaching activity that took place at the onset of the experimental intervention. The empirical part, in its turn, provided the foundation for the second teaching activity in which, once again, the new teaching practices were analysed in terms of all the information, both theoretical and empirical, that was provided during the training. In other words, instead of trying to figure out the single component at the origins of change of beliefs, future research should probably focus on the ideal combinations and sequencing of the different components. Second, as stated during the interviews, students were rarely provided with empirical research findings during their previous five years of training. In other words, the empirical part stood out as the new element of the training, which might have enhanced its saliency and impact.

7. Conclusion and Implications

7.1. Implications of the study

Student teachers' pre-existing beliefs influence what they learn from teacher education courses and programs. That is why it is important to address teachers' pre-existing beliefs in a teacher training course or program, especially that these pre-existing beliefs act as "selective filters which sieve information presented to them" (Karavas & Drossou, 2010). Earlier identification of these beliefs would help improving them and change or reinforce them, therefore, related practices (Pajares, 1992).

All the 14 student teachers attributed change in their beliefs to the second part of the course that presented empirical studies on the efficacy of different CF techniques. This would join Fenstermacher's (1986) emphasis on using empirical research in teacher training programs to affect and change student teachers' beliefs. Furthermore, according

to Hunzicker (2004), presenting new information (new ways of thinking) frequently over time ends up by provoking 'disequilibrium' between the teachers' pre-existing beliefs and the new information (Jensen, 1998).

In relation to course design, several attributes of the course may have contributed to the development of the student teachers' beliefs, most importantly, the confrontation of the student teachers' pre-existing beliefs, which is "early awareness rising of pre-existing beliefs" (Cabaroglu & Roberts, 2000, p. 399). This confrontation of the student teachers' beliefs works under three conditions. First, the CF course has to include a direct experiential activity; second, it should make the student teachers' beliefs explicit; and third, the student teachers' beliefs should be confronted by other persons, who have alternative beliefs of the same teaching learning situations.

7.2. Suggestions for future studies

It would be beneficial for future research to explore the impact of CF training courses or programs on in-service teachers' beliefs using data triangulation, by including three data collection measures such as questionnaires, interviews and observations. Furthermore, other research questions need to be addressed. For instance, comparing pre-existing beliefs between pre-service and in-service teachers and their resistance or flexibility to change.

Furthermore, future research would make use of teacher training courses or programs that contain a real classroom experience, giving the chance to pre-service teachers to put in practice their beliefs and/or explore change. The practicum helps teachers in training gain experience (e.g., Book, Byers & Freeman, 1983). As an example, Kerekes (2001) found that the teachers who followed a course on SLA theories wanted practical applications of the theories they had learned. In relation to the durability of change, future research should follow change in teachers' beliefs over a longer period of time by administering delayed post-tests to see if a change is maintained over time or even longitudinally by administering multiple interviews at different time intervals.

By understanding pre-service teachers' beliefs about CF and agents implicated in changing those beliefs, teacher education will better fit teachers' needs. This study contributes to the field of teacher education by giving teacher trainers an idea about pre-service teachers' CF beliefs. Furthermore, this study contributes to the body of research on teachers' beliefs about CF in general and particularly to research on the impact of training on teachers' CF beliefs. The obtained results will be useful for L2 and FL teachers and allow to complete their training. Hence, this study provides not only a better understanding of L2 or FL teachers' beliefs about CF, but also helps to identify avenues for teacher intervention and training that can improve L2 teachers' CF practices and L2 learning indirectly. Finally, further research-such as the current study-is certainly needed to report more about development in pre-service teachers' beliefs about CF and to contribute to L2 and FL learning.

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Appendices

Appendix I

Explicit feedback. As shown in example 1, the teacher clearly indicates that the student's utterance (production) is incorrect by providing the correct form.

Example 1
St: * Yesterday, my teacher gives me a book.
T: No, you should say gave. Yesterday my teacher gave me a book.

Recasts. The teacher reformulates the learner's utterance, replacing his/her error by the corresponding correct form (see example 2).

Example 2
St: * Yesterday, my teacher gives me a book.
T: He gave you a book.

Clarification requests. The teacher indicates to the learner that his rendition contains some kind of error and that a repetition or a reformulation is recommended. In this CF type a teacher may use phrases like "I don't understand" and "excuse me?" (see example 3)

Example 3
St: * Yesterday, my teacher gives me a book.
T: I don't understand?

Metalinguistic feedback. As illustrated in example 4, the teacher indicates the presence of an error by providing verbal and linguistic clues inviting the learner to self-correct (e.g., "Do we say it like that?", or "It is masculine").

Example 4
St: * Yesterday, my teacher gives me a book.
T: Do we say give?
T: Do we say give when it is in the past?
Elicitation. The teacher elicits the correct form from learners by using questions like "How do we say that in English?"; by pausing to elicit completion of learners' utterances as for example 5; or by asking learners to reformulate their utterances like "can you repeat?".

Example 5
St: * Yesterday, my teacher gives me a book.
T: Yesterday your teacher……

Repetition. The teacher repeats the learners' erroneous forms and adjusts intonation on the error to draw attention to the incorrect form as for example 6.

Example 6

St: * Yesterday, my teacher gives me a book.

T: Yesterday, my teacher gives? (Rising intonation on the erroneous past)

Appendix II : Student/ Teacher Questionnaire

Questionnaire à l'intention des étudiants

Présentation

Les questions posées dans ce questionnaire se rapportent à vos perceptions (croyances) relatives à l'enseignement et à l'apprentissage du français langue étrangère.

Veuillez, s'il vous plaît, répondre à chaque question le plus honnêtement possible. Il n'y a pas de bonnes ou de mauvaises réponses à ces questions, mais les réponses doivent correspondre le plus possible à ce que vous pensez.

Toutes les données recueillies à l'aide de ce questionnaire sont anonymes. Les données demeureront strictement confidentielles et ne seront utilisées qu'aux fins de cette recherche.

Il est impératif de répondre à toutes les questions, car des réponses incomplètes causeraient l'élimination de votre participation.

A)- <u>Première section :</u> Renseignements personnels

Veuillez S.V.P. répondre à toutes les questions.

1. **Nom**: _____
2. **Université**: _____
3. **Département:** _____
4. **Niveau d'étude:**_____
5. **Spécialité:** _____
6. **Sexe: Féminin** ____ **Masculin**____

B)- <u>Deuxième section :</u> (Il est important de répondre à toutes les questions)

Veuillez indiquer votre degré d'accord ou de désaccord avec chacun des énoncés suivant en encerclant le chiffre qui correspond le mieux à votre choix.

(1 = FORTEMENT EN DÉSACCORD, 2 = EN DÉSACCORD, 3 = INDÉCIS, 4 = EN ACCORD

et 5 = FORTEMENT EN ACCORD).

تفضل بتوضيح مدى موافقتك أو عدم موافقتك علي العبارات الآتية وذلك
بوضع دائرة حول الرقم الذي يتوافق مع أفضل اختيار
(موافق بشدة = 5، موافق = 4، غير محدد = 3، لا أوافق = 2 ، لا أوافق بشدة =1)

<u>Exemple:</u>

Le recours à la langue maternelle en classe de français langue étrangère. استخدام اللغة الام في دروس اللغة الفرنسية (لغة اجنبية)	1 2 3 4 5

Votre choix indique que vous êtes en désaccord avec l'énoncé.

هذا الاختيار يبين انك غير موافق علي هذه العبارة

Reformuler correctement l'énoncé erroné de l'apprenant est la technique de rétroaction corrective qui contribue le plus à l'apprentissage du français langue étrangère. إعادة أستاذ المادة للجملة بعد تصحيح ما بها من أخطاء دون الإشارة إلي أن التلميذ قد أخطا هي الطريقة الاكثر فاعلية لاكتساب اللغة الفرنسية (لغة اجنبية)	1 2 3 4 5 موافق بشدة=5، موافق=4، غير محدد=3، لا أوافق=2، لا أوافق بشدة=1
Fournir des indices pour aider l'apprenant à corriger sa propre erreur à l'oral est la technique de rétroaction corrective qui contribue le plus à l'apprentissage du français langue étrangère. اعطاء دلالات (اشارات) لمساعدة التلميذ على تصحيح خطأه الشفوي بنفسه هي طريقة (تقنية) تصحيح الاخطاء الاكثر فاعلية لاكتساب اللغة الفرنسية (لغة اجنبية)	1 2 3 4 5 موافق بشدة=5، موافق=4، غير محدد=3، لا أوافق=2، لا أوافق بشدة=1

La rétroaction corrective orale doit se limiter aux erreurs qui nuisent au sens. تصحيح الاخطاء الشفوية يجب ان يقتصر على الاخطاء التي تفسد معنى الجملة	1 2 3 4 5 موافق بشدة=5، موافق=4، غير محدد=3، لا أوافق=2، لا أوافق بشدة=1
Les capsules grammaticales qui ont lieu à la fin du cours sont le meilleur moment pour corriger les erreurs des apprenants. الكبسولات النحوية التي تكون في آخر الدرس هي أفضل وقت لتصحيح أخطاء التلاميذ	1 2 3 4 5 موافق بشدة=5، موافق=4، غير محدد=3، لا أوافق=2، لا أوافق بشدة=1
Reformuler correctement l'énoncé erroné de l'apprenant est la meilleure technique pour corriger les erreurs de vocabulaire à l'oral. إعادة صياغة جملة التلميذ مع تصحيح ما بها من أخطاء دون الإشارة إلي أن التلميذ قد أخطا هي الطريقة الأكثر فاعلية لتصحيح أخطاء المفردات شفويا	1 2 3 4 5 موافق بشدة=5، موافق=4، غير محدد=3، لا أوافق=2، لا أوافق بشدة=1
Inciter les apprenants à se corriger par eux-mêmes est la meilleure technique pour corriger les erreurs de grammaire à l'oral. حث التلاميذ لتصحيح أخطاءهم بأنفسهم هو أفضل طريقة لتصحيح الاخطاء النحوية شفويا.	1 2 3 4 5 موافق بشدة=5، موافق=4، غير محدد=3، لا أوافق=2، لا أوافق بشدة=1
La rétroaction corrective orale entrave les tentatives de communication de l'apprenant. تصحيح الاخطاء شفويا يعيق محاولات المتعلم في التواصل اللغوي	1 2 3 4 5 موافق بشدة=5، موافق=4، غير محدد=3، لا أوافق=2، لا أوافق بشدة=1
La rétroaction corrective orale doit être fournie à la fin de la tâche d'interaction orale. تصحيح الاخطاء الشفوية يجب ان يعطى في آخر النشاط التفاعلي الشفوي	1 2 3 4 5 موافق بشدة=5، موافق=4، غير محدد=3، لا أوافق=2، لا أوافق بشدة=1
Reformuler correctement l'énoncé erroné de l'apprenant est bénéfique pour les élèves débutants. إعادة أستاذ المادة للجملة بعد تصحيح ما بها من أخطاء دون الإشارة إلي أن التلميذ قد أخطا هي طريقة مفيدة للتلاميذ المبتدئين	1 2 3 4 5 موافق بشدة=5، موافق=4، غير محدد=3، لا أوافق=2، لا أوافق بشدة=1
La rétroaction corrective orale doit avoir lieu à la fin du cours. تصحيح الاخطاء الشفوية يجب ان يكون في آخر الدرس	1 2 3 4 5 موافق بشدة=5، موافق=4، غير محدد=3، لا أوافق=2، لا أوافق بشدة=1
Inciter les apprenants à se corriger par eux-mêmes est bénéfique pour les élèves débutants. حث التلاميذ لتصحيح أخطاءهم بأنفسهم مفيد للتلاميذ المبتدئين	1 2 3 4 5 موافق بشدة=5، موافق=4، غير محدد=3، لا أوافق=2، لا أوافق بشدة=1

La rétroaction corrective orale doit être fournie dès que l'erreur est commise. تصحيح الاخطاء الشفوية يجب ان يعطى بمجرد حدوث الخطأ الشفوي	1 2 3 4 5 موافق بشدة=5، موافق=4، غير محدد=3، لا أوافق=2، لا أوافق بشدة=1
La rétroaction corrective orale favorise l'apprentissage du français langue étrangère. تصحيح الاخطاء الشفوية يعزز (يسهل) تعلم اللغة الفرنسية (لغة اجنبية)	1 2 3 4 5 موافق بشدة=5، موافق=4، غير محدد=3، لا أوافق=2، لا أوافق بشدة=1
L'enseignant du français langue étrangère doit corriger toutes les erreurs orales de ses apprenants. يجب على استاذ اللغة الفرنسية (لغة اجنبية) ان يصحح جميع الاخطاء الشفوية لتلاميذه	1 2 3 4 5 موافق بشدة=5، موافق=4، غير محدد=3، لا أوافق=2، لا أوافق بشدة=1
Reformuler correctement l'énoncé erroné de l'apprenant est la meilleure technique pour corriger les erreurs de grammaire à l'oral. إعادة أستاذ المادة للجملة بعد تصحيح ما بها من أخطاء دون الإشارة إلي أن التلميذ قد أخطا هي الطريقة الأكثر فاعلية لتصحيح الأخطاء النحوية شفويا	1 2 3 4 5 موافق بشدة=5، موافق=4، غير محدد=3، لا أوافق=2، لا أوافق بشدة=1
Répéter l'erreur de l'apprenant pour qu'il la corrige lui-même est la technique de rétroaction corrective qui contribue le plus à l'apprentissage du français langue étrangère. تكرار الاستاذ لخطأ التلميذ الشفوي لجعله يصححه بنفسه هو طريقة تصحيح الاخطاء الشفوية التي تساهم اكثر في تعلم اللغة الفرنسية (لغة اجنبية)	1 2 3 4 5 موافق بشدة=5، موافق=4، غير محدد=3، لا أوافق=2، لا أوافق بشدة=1
La rétroaction corrective orale affecte la motivation des apprenants. تصحيح الاخطاء شفويا يؤثر على حافز (دافع) التعلم لدى التلاميذ	1 2 3 4 5 موافق بشدة=5، موافق=4، غير محدد=3، لا أوافق=2، لا أوافق بشدة=1
La rétroaction corrective orale doit être fournie durant les tâches d'interaction orale, dès que l'erreur est commise. تصحيح الاخطاء الشفوية يجب ان يعطى خلال الانشطة التفاعلية الشفوية، بمجرد ارتكاب التلميذ للخطأ الشفوي	1 2 3 4 5 موافق بشدة=5، موافق=4، غير محدد=3، لا أوافق=2، لا أوافق بشدة=1
Inciter les apprenants à se corriger par eux-mêmes est bénéfique pour les élèves de niveau avancé. حث التلاميذ لتصحيح أخطاءهم بأنفسهم مفيد للتلاميذ ذوي المستوى المتقدم	1 2 3 4 5 موافق بشدة=5، موافق=4، غير محدد=3، لا أوافق=2، لا أوافق بشدة=1

La rétroaction corrective orale doit être évitée dans les classes de français langue étrangère. يجب تجنب تصحيح الاخطاء الشفوية في حصص اللغة الفرنسية (لغة اجنبية)	1 2 3 4 5 موافق بشدة=5، موافق=4، غير محدد=3، لا أوافق=2، لا أوافق بشدة=1
L'enseignant de français langue étrangère doit corriger toutes les erreurs orales quelle que soit leur nature. يجب على استاذ اللغة الفرنسية (لغة اجنبية) ان يصحح جميع الاخطاء الشفوية لتلاميذه مهما كانت طبيعتها	1 2 3 4 5 موافق بشدة=5، موافق=4، غير محدد=3، لا أوافق=2، لا أوافق بشدة=1
Reformuler correctement l'énoncé erroné de l'apprenant est la meilleure technique pour corriger les erreurs de prononciation. إعادة أستاذ المادة للجملة بعد تصحيح ما بها من أخطاء دون الإشارة إلي أن التلميذ قد أخطا هي الطريقة الأكثر فاعلية لتصحيح أخطاء النطق (اخطاء لفظية)	1 2 3 4 5 موافق بشدة=5، موافق=4، غير محدد=3، لا أوافق=2، لا أوافق بشدة=1
La rétroaction corrective orale est indispensable en français langue étrangère. تصحيح الاخطاء الشفوية ضروري و لا غنى عنه في اللغة الفرنسية (لغة اجنبية)	1 2 3 4 5 موافق بشدة=5، موافق=4، غير محدد=3، لا أوافق=2، لا أوافق بشدة=1
Inciter les apprenants à se corriger par eux-mêmes est la meilleure technique pour corriger les erreurs de prononciation. حث التلاميذ لتصحيح أخطاءهم بانفسهم هو الطريقة الأكثر فاعلية لتصحيح أخطاء النطق (اخطاء لفظية)	1 2 3 4 5 موافق بشدة=5، موافق=4، غير محدد=3، لا أوافق=2، لا أوافق بشدة=1
L'enseignant de français langue étrangère doit limiter sa rétroaction orale aux erreurs récurrentes. يجب على استاذ اللغة الفرنسية (لغة اجنبية) الاكتفاء بتصحيح الاخطاء المتكررة شفويا	1 2 3 4 5 موافق بشدة=5، موافق=4، غير محدد=3، لا أوافق=2، لا أوافق بشدة=1
Inciter les apprenants à se corriger par eux-mêmes est la meilleure technique pour corriger les erreurs de vocabulaire à l'oral. حث التلاميذ لتصحيح أخطاءهم بانفسهم هو الطريقة الأكثر فاعلية لتصحيح أخطاء المفردات شفويا	1 2 3 4 5 موافق بشدة=5، موافق=4، غير محدد=3، لا أوافق=2، لا أوافق بشدة=1
Reformuler correctement l'énoncé erroné de l'apprenant tout en fournissant une explication de l'erreur est la technique de rétroaction corrective qui contribue le plus à l'apprentissage du français langue étrangère. إعادة أستاذ المادة للجملة بعد تصحيح ما بها من أخطاء دون الإشارة إلي أن التلميذ قد أخطا مع اعطاء التلميذ شرح للخطأ هي الطريقة الأكثر فاعلية لتعلم اللغة الفرنسية (لغة اجنبية)	1 2 3 4 5 موافق بشدة=5، موافق=4، غير محدد=3، لا أوافق=2، لا أوافق بشدة=1

Inciter les apprenants à se corriger par eux-mêmes est la technique de rétroaction corrective qui contribue le plus à l'apprentissage du français langue étrangère. حث التلاميذ لتصحيح أخطاءهم بأنفسهم هي طريقة تصحيح الاخطاء التي تساهم اكثر في تعلم اللغة الفرنسية (لغة اجنبية)	1 2 3 4 5 موافق بشدة=5، موافق=4، غير محدد=3، لا أوافق=2، لا أوافق بشدة=1
Reformuler correctement l'énoncé erroné de l'apprenant est bénéfique pour les élèves de niveau avancé. إعادة أستاذ المادة للجملة بعد تصحيح ما بها من أخطاء دون الإشارة إلي أن التلميذ قد أخطا طريقة مفيدة للتلاميذ ذوي المستوى المتقدم	1 2 3 4 5 موافق بشدة=5، موافق=4، غير محدد=3، لا أوافق=2، لا أوافق بشدة=1
La rétroaction corrective orale augmente le niveau d'anxiété des apprenants de français langue étrangère. تصحيح الاخطاء الشفوية يزيد من مستوى القلق لدى تلاميذ اللغة الفرنسية (لغة اجنبية)	1 2 3 4 5 موافق بشدة=5، موافق=4، غير محدد=3، لا أوافق=2، لا أوافق بشدة=1

Recasts: 1, 5, 9, 15, 22, 27, 29. Prompts: 2, 6, 11, 16, 24, 26, 28. Implementation of CF techniques: 3, 8, 10, 12, 14, 18, 21, 25. Importance of CF: 7, 13, 17, 20, 23.

C)- Troisième section :

Face à chaque erreur mentionnée ci-dessous, indiquez votre préférence EN ORDONNANT les différentes façons avec lesquelles l'enseignant peut corriger l'erreur de l'étudiant:

1 pour votre premier choix, **2** pour le deuxième … etc.

بجانب كل خطأ مذكور ادناه، رتب الطرق المختلفة التي يمكن للأستاذ ان يصحح بها خطأ التلميذ :
1: لخيارك الأول، 2 :لخيارك الثاني ... الخ

L'étudiant : **Je mange** trois pommes hier.

L'enseignant :

	choix
a) **J'ai mangé** trois pommes hier. (L'enseignant reprend la phrase de l'étudiant tout en corrigeant l'erreur)	
b) **Tu manges?** Trois pommes hier ? (L'enseignant répète l'erreur de l'étudiant tout en utilisant une intonation interrogative)	
c) Hier, tu**……..!** (L'enseignant s'arrête pour que l'étudiant complète la phrase).	
d) Hier c'est le passé. Corrige ton verbe. (L'enseignant fournit un indice pour que l'étudiant se corrige par lui-même)	

L'étudiant : il a dit que **ti** es vraiment gentil.

L'enseignant :

	choix
a) on dit **tu** et non pas **ti**. (L'enseignant corrige l'erreur de l'étudiant)	
b) Qui est gentil? Comment on prononce ce mot ? (L'enseignant aide l'étudiant à identifier l'erreur et le pousse à la corriger)	
c) **Ti?** (L'enseignant répète l'erreur de l'étudiant tout en utilisant une intonation interrogative)	
d) Il a dit quoi?……. (L'enseignant s'arrête pour que l'étudiant se corrige par lui-même)	

L'étudiant : Je suis **OK**.

L'enseignant :

	choix
a) **OK**, c'est un mot anglais, qu'est ce qu'on dit en français ? (L'enseignant fournit un indice pour que l'étudiant se corrige par lui-même)	
b) Je suis **d'accord**. (L'enseignant reprend la phrase de l'étudiant en corrigeant l'erreur)	
c) Je suis **OK?** (L'enseignant répète l'erreur de l'étudiant tout en utilisant une intonation interrogative)	
d) Je suis**……** (L'enseignant s'arrête pour que l'étudiant complète la phrase)	