The Effects of a Suggested Online Course on Developing ELT Student Teachers' Competences Regarding Oral Corrective Feedback: Evidence from Peer Reflections

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This study involves the design of an online course on oral corrective feedback (ONOCEF) and its implementation through flipped classroom with a view to finding out if it exerts any impact on ELT student teachers' competencies regarding oral corrective feedback (OCF). Having conducted a needs analysis, the ONOCEF was developed and then administered to thirty ELT student teachers by flipping the classroom. In this flipped model, first, the students took the ONOCEF input outside the school. Then they enacted this input in their microteachings alternately in formal classes. Following each performance, reflection papers were gathered from the non-performing student teachers (NPSTs) in order to evaluate their performing peers' (PSTs) OCF practices and thus reveal the ONOCEF components in their microteachings. Content analysis of the reflection papers demonstrated positive effects of the ONOCEF on both the PSTs' and NPSTs' competences concerning OCF. Through the ONOCEF, the PSTs were able to provide OCF effectively and use different OCF strategies while the NPSTs were successful locating their performing peers' non/corrections and identifying the shortcomings in their OCF practices. As a result, the ONOCEF proved to be an effective online tool to help pre-service ELT teachers promote their competences regarding OCF.

Simply defined as any teacher response to L2 learners' erroneous utterances, oral corrective feedback (OCF) has a complex and challenging nature, especially for novice teachers, with regard to the unresolved questions of whether, when, and how to provide it. This complexity experienced by novice L2 teachers might derive from the limited information in the research literature to help them deal with what to do in reaction to learners' oral errors (Lyster & Ranta, 1997). From a more recent perspective, in parallel, there is a need for specific research on what OCF-related information student teachers (STs) are provided with during pre-service foreign language teacher education (Russell, 2009). Therefore, Russell (2009) informs, there are several questions in need of scrutiny, including who decides what information to disseminate to STs and whether this information is based on current research. The teacher educator is assigned several roles, such as instigating and guiding discussions on OCF and helping STs see the link between their notions of OCF and teaching philosophy (Ellis, 2009). However, no doubt, such formal instructive underpinnings are in need of going beyond the theory if they are to guide STs through pedagogically appropriate OCF practices in formal L2 classes. Obviously, a body of declarative knowledge about the nature of L2 teaching and learning and its components often fail to turn a novice into an effective teacher, and the content of academic courses in second language teacher education (SLTE) is often decontextualized (Tarone & Allwright, 2005). Therefore, it is necessary to blend the knowledge base with the inclusion of the social context of learning and teaching, i.e., classrooms, because experiential and received knowledge together take the novice teacher to professional competence (Wallace, 1991). In the context of the current study, i.e., in some of the pre-

service ELT teacher education programs in Turkey, as a part of the difficulties facing ELT STs in applying their campus-based learnings to school-based practical courses (Yeşilbursa, 2011), insufficient amount of procedural OCF input provision leads STs to fail to make informed choices of OCF as they start teaching profession. As a remedy for pre-service ELT teacher education in this regard, therefore, the present study had a motive to design and implement an online course on oral corrective feedback (ONOCEF) for ELT STs in an effort to combine the theory and practice of OCF. With this concern in mind, the ONOCEF includes the theoretical accounts of OCF, relevant research findings, authentic instances of OCF from real EFL classes, and several classroom implications.

The Reflective Approach

Among other models of teacher education, reflective approach is widely promoted in pre-service teacher education, and it is granted a large place in the contemporary understanding of teacher training and teacher research (Özmen, 2010). Simply put, in the context of teacher education, reflective teaching is "the practice of thinking analytically about an experience or an activity" (Bullock & Muschamp, 2004, p. 32) and "a disposition to think about one's teaching practice, instead of passively following routinized procedures that one has established over the years" (Sze, 1999, p. 133). In other words, reflection involves helping STs think about what happened and why, as well as what else could have been done to reach their goals (Cruickshank & Applegate, 1981). Incorporating reflective practice into SLTE programs ensures the following reciprocity: received knowledge provides the theoretical underpinnings for thinking about

experiential knowledge, and experiential knowledge offers opportunities to try out received knowledge (Day, 1993). The ultimate purpose of teaching STs reflectively is therefore to enable them to act in deliberate ways to come up with new ways of teaching rather than becoming strictly dependent on tradition, as well as to interpret new experiences from a fresh perspective (Posner, 1989). In this respect, the proposed ONOCEF, coupled with its input-giving, implementation, and evaluation phases, has the potential to make the relationship between received knowledge and experiential knowledge reciprocal, not one-way (Wallace, 1991), given the opportunities to reflect on the received knowledge in the light of the input received from the ONOCEF.

Online Courses in Pre-Service Teacher Education

One corollary of the enhanced learning possibilities afforded by Information Communication Technology (ICT) is that conventional teaching methods become questioned as expectations change (Rienties, Brouwer, & Lygo-Baker, 2013). Also, the rapid pace of technological innovations, reinforced by the global fascination with the Internet, has paved the way for the integration of web technologies into higher education institutions (Caner, Yüksel, & Keçik, 2013; King, 2002). Among a series of technological contributions to the field of teacher education, such as synchronous or asynchronous online courses (Caner et al., 2013; Gakonga, 2012), blogs (Çakır, 2013), e-assessment (Hung, 2012), etc., as one of the most favored instructional tools, online education is the act of giving a course partially or totally through the Internet (Ko & Rossen, 2001). As a medium of online delivery, online courses can take the name and form of "web-facilitated, hybrid [online and face-to-face (f2f)], or totally virtual" (Blake, 2011, p. 19) courses, and can be utilized in language learning and SLTE (Banegas & Busleimán, 2014). Whether synchronous or asynchronous, online courses not only offer the advantage of eluding time and place constraints (Caner et al., 2013), but they also help to construct a collaborative and learner-friendly framework for those across a wide geographical setting (Caywood & Duckett, 2003). Online courses make it possible for pre-service teachers to reflect on different classroom practices and in this way to build further on their available master plan for future teaching. Through online videos, "preservice students can view complex, interactive situations and can begin to acquire pedagogical tools for situations in which there are no easy, clear-cut answers" (Bayram, 2012, p. 1010). STs, by viewing complex interactive situations, gain the opportunity to get a head start on teaching in exceptional cases. An equally important benefit of utilizing online tools in pre-service education would be that if/when STs are made subject to live experiences of online instructional applications during their pre-service education, they will be more likely to utilize those tools for their own students in their future teaching practices.

Significance and Purpose of the Study

In an attempt to fill the gap between declarative and procedural knowledge of OCF in the present pre-service ELT teacher education context, as well as lacking others, and to cater to the need for more training on OCF pedagogy (Adugo, 2014), the present study proposes the ONOCEF as a remedy. In addition to fostering reflection-in-action (through the microteachings in the implementation phase) and reflection-on-action (through peer observation in the evaluation phase), the ONOCEF bridges the gap between theory (with its theoretical content) and practice, and received and experiential knowledge. In addition, the ONOCEF utilizes a flipped classroom environment throughout its implementation, which requires ELT STs to receive the ONOCEF input outside the school online and in return display the evidence of this input (i.e. OCF practices) in their microteachings in formal classes. Having designed a reflective online course (ONOCEF) geared towards promoting ELT STs' competences regarding OCF, this study aimed to investigate its effectiveness in the present research context. To this end, the following research question was addressed:
Does the proposed ONOCEF exert any impact on ELT student teachers' competences concerning OCF?

Methodology

The ADDIE Model for instructional system design was adopted throughout all the phases of the ONOCEF. It is a five-step instructional design model commonly used to develop, implement, and evaluate performance improvement services (Danks, 2011). These steps include the design of the online course, as well as its implementation to the STs and evaluation procedures.

Analysis Phase

The first step of the model, i.e., the analysis phase, involves determining "the needs and the difference between knowledge, skills and behaviors, which the learners presently have, and behaviors which they must have or they are expected to have" (Arkün & Akkoyunlu, 2008, p. 4). To this end, in the very beginning a needs analysis survey was administered to 182 3rd grade STs attending the ELT programs at one private and two public universities in Turkey, including the one which hosted the present study. The needs analysis revealed ELT STs' needs and willingness to
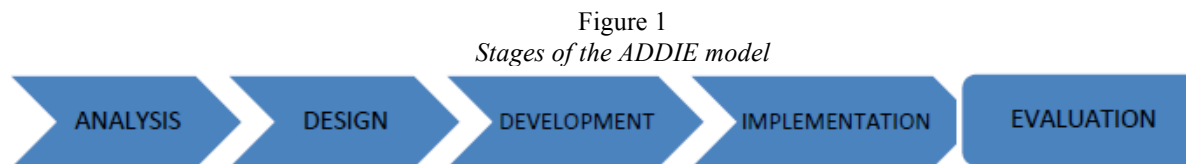
Figure 1
Stages of the ADDIE model

Table 1
Content of the ONOCEF

Part I: Should learners' errors be corrected?
Issues Covered:
- Certain concepts (error, types of error, OCF and types of OCF, uptake, repair etc.)
- Approaches to error correction
- The role of error correction in L2 development
- Considerations in giving OCF
Duration: 29 minutes
Part II: How should errors be corrected?
Issues Covered:
- Different taxonomies (Reformulation and prompts, explicit and implicit OCF)
- Pros and cons of different OCF types
- Learner perceptions on different OCF types
- Several ways of giving effective OCF
Duration: 32 minutes
Part III: Which errors should be corrected?
Issues Covered:
- Errors revisited (Global and local errors, error vs. mistake etc.)
- Prioritization of errors to be handled
- Effective error type-OCF type matchings
Duration: 27 minutes
Part IV: When should learner errors be corrected?
Who should correct errors?
Issues Covered:
- The analytical process of error treatment (from the emergence of error to teacher's ultimate decision)
- The timing of correction for different course orientations (immediate and delayed OCF)
- Error correction by different agents (OCF by the teacher, self- and peer correction)
Duration: 30 minutes

benefit from an online OCF course since they mostly scored in the survey that they need an online course on OCF and would consider benefiting from it. This process paved the way for the following phases.

Design and Development Phases

In the design phase which requires addressing how instructional goals and objectives shape instructional strategies within the model (Lohr, 1998, p. 441), a set of general objectives was formulated for the ONOCEF. Alongside more general objectives such as promoting knowledge-based reasoning and building knowledge on how to interpret and reflect, the ONOCEF mainly sought to reach more specific course objectives specified below:

- To acquaint ELT STs with error and OCF-related concepts and ideas;
- To boost STs' knowledge and repertoire of different OCF strategies;

- To provide first-hand, creative examples of effective OCF strategies which they can draw from as they start their professional careers;
- To inform STs about the theoretical and hypothetical underpinnings of error correction, focus-on-form and different OCF types; and
- To highlight some essential findings from OCF research literature.

The ultimate goal was to help STs develop their own understanding of providing OCF effectively with regards to Hendrickson's (1978) seminal questions, which also comprise the units of the ONOCEF:

- Should learners' errors be corrected?
- How should learners' errors be corrected?
- Which errors should be corrected?
- When should learners' errors be corrected?
- Who should do the correcting?

The development stage of the ONOCEF required a large amount of preliminary preparation. A thorough review of the relevant literature with the concepts "error [correction], [oral] corrective feedback [and second language teacher education], [and foreign language teaching methodology (pedagogy)]" on a selective basis resulted in a set of close to sixty resources as the corpus of the course, including theses, books, book chapters, articles, conference proceedings, and presentations. Following the comprehensive reading of the relevant sections of these materials, cyclical scanning was performed on them. This process gave way to plenty of memos and underlined hints to be placed into different parts of the course. Then the resources were sorted in accordance with the separate issues to be covered. With the ELT STs' needs for OCF information in mind, the texts for each part of the course content were prepared separately in a logical order. Next, it was the time to appear before the camera. Initially, raw course videos were made by using a professional video camera. Afterwards, these videos were montaged through adding small clips, tables, figures, pictures, and audiovisual files. Microsoft Movie Maker program was utilized for montages. After completing this process in six months' time, the following online ONOCEF contents emerged, each covering different topics and subtopics regarding error correction and OCF provision.

The resulting ONOCEF is intended to serve as a content-rich online course to be utilized by ELT teacher trainers as a part of f2f instruction in SLTE methodology courses, lending itself to blended learning as well as flipped instruction. The ONOCEF includes a number of course elements exemplified below.

Theoretical and Hypothetical Underpinnings. Relevant theories are highlighted in the course so as to provide a scientific base for the preferred focus-on-form practices. Below is a narrative taken from the course:

> Lyster and H. Mori (2006), in their Counterbalance hypothesis, assert that using the OCF type that is opposite the communicative orientation of the classroom will momentarily shift learners' attention to the error correction. This OCF practice, they state, would allow for noticing OCF and language awareness (Part II).

Suggestions and Classroom Implications. Suggestions and implications provided in the ONOCEF were directly related to OCF classroom practices. Below is an example:

> Make them learn from their own errors. Initially, make audio or video recordings of your classes. For the next lesson, get them to listen to the recordings and ask them at which points they committed errors and get them to correct these errors. If they fail to do so, provide the correct forms as well as alternative forms, if any. Another possible activity might be to ask them to edit the video that includes their linguistic errors.
> Ultimately, students, with edited videos for each, work out each other's errors collaboratively (Part II).

Evidence from the Relevant Research. At the beginning of the Part I of the ONOCEF, ELT STs were advised to integrate the research findings to be introduced in the ONOCEF into their own future language classes, with the caveat that every class has its own variables and it is necessary to screen out the research findings before actually applying them in their classes. A provided example of these research findings is given below:

> Sheen (2008) investigated the effects of language anxiety on the effectiveness of recasts. She found that low-anxiety learners receiving recasts significantly outperformed the high-anxiety group. Therefore, provide a warm and friendly atmosphere in language classes so that students do not feel anxious or discouraged by corrections. They will feel OK in time, thinking that such instructional interventions are expected and pedagogically necessary for their L2 development (Part I).

Authentic OCF Practices. Drawn from the classroom audio recordings collected for the research phase of the current study, several authentic OCF examples were also embedded in the ONOCEF. They were placed into the videos with a simulated picture of a classroom environment and the transcription of what

Figure 2
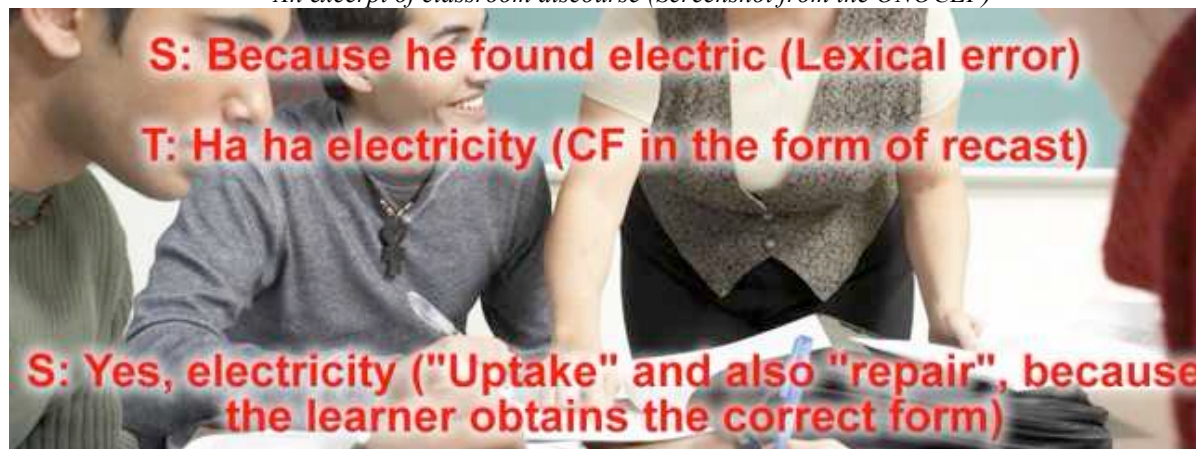*An excerpt of classroom discourse (Screenshot from the ONOCEF)*

Table 2.
Schedule of the Flipped Process

Before the first microteachings:	PART I-II uploaded	→	videos watched
1st week:	1st microteachings completed	→	reflection papers collected
Following the first microteachings:	PART III-IV uploaded	→	PART I-II-III-IV watched
2nd week: 2nd microteachings completed	→ reflection papers collected	→ PART I-II-III-IV watched again	
3rd week:	3rd microteachings completed	→	reflection papers collected

the observed teacher and her/his students were communicating at that time. Above is an example of authentic OCF episode.

Participants: Implementation (Flipped classroom) and Evaluation Phases

The implementation phase of the ONOCEF included a flipped classroom "in which students can watch instructional videos outside the classroom and can do the assignments and other engaging activities inside the classroom" (Başal, 2012, p. 8). The subjects were thirty 3rd grade ELT STs at a public university in Turkey. The application of the flipped model started with the outside step, which required STs to watch the online course content in an informal platform outside the school. Videos were uploaded to Google Drive, a cloud storage platform, which allowed the STs to have access to, and watch, the videos with the authorization.

The inside part of the flipped model was integrated into the Teaching Language Skills course in the ELT program. The class of thirty STs was arranged in pairs, totaling 15 pairs. Occupying three

weeks of the semester in total, five pairs performed microteachings each week. Each performance lasted 20 to 25 minutes. The idea was that the STs were to watch the online course input (ONOCEF) outside the class and then display the evidence (i.e., correction and OCF practices) in their microteaching performances (speaking microteachings) in the formal classroom. These speaking demos were based on a lesson plan which included pre-, while- and post- stages. The demos were drawing on communicative tasks/activities and materials such as role cards, worksheets, and posters. Throughout the microteachings, the performing student teachers (PSTs) took the role of EFL teachers, while the non-performing student teachers (NPSTs) acted as EFL learners at the proficiency level proposed in the lesson plan. Each ST experienced the role of a teacher once (therefore they became PSTs) and the role of a learner many times (therefore they became NPSTs). More or less, several phonological, lexical, and grammatical errors occurred in the NPSTs' speech while engaging in the activities. Naturally, the errors made by the NPSTs represent the language

proficiency they were acting out. In response, the PSTs often corrected the NPSTs' errors, though not necessarily.

Data Collection Tool: Reflection Papers

Following the performance of each pair of PSTs, the NPSTs wrote reflection papers by drawing on a peer evaluation form in order to evaluate the PSTs' focus-on-form techniques in the speaking microteachings based on the content of the ONOCEF. The reflection papers included items to elicit the NPSTs' responses with regards to what their peers (the PSTs) were actually able to do in terms of corrective practice, what they fell short in, and what the NPSTs would do if they were performing instead. The reason for utilizing peer reflection papers in the evaluation of the ONOCEF by the STs is that they would provide observational evidence of what was genuinely practiced by their peers, contrary to a set of questions or items in a questionnaire or interview form which could not yield information beyond the perceptual or affective levels.

Schedule of the Flipped Process

Although the subjects might have been taught previously about error correction in methodology courses in broad terms, it was assumed that any evidence of error correction and OCF practice that appears in their microteachings is a gain from the ONOCEF on the grounds that the STs have not taken any specific OCF-focused course before. The schedule of the implementation of the whole flipped model is shown in Table 2.

The input (watching the ONOCEF), output (microteachings), and data collection (reflection papers) procedures realized a cyclical process. In this process, not all the parts (I-II-III-IV) were administered to the STs in one go, so that overloading of information was avoided and the STs were given time flexibility to assimilate new knowledge. After the flipped process ended, the ONOCEF Quiz was delivered to the STs. The reason for giving out this quiz was to make sure that they watched the whole set of the ONOCEF course. They were told in advance that the quiz scores would comprise 20% of the total grading of the *Teaching Language Skills* course. The mean quiz score was 70.5 out of 100, which led to the satisfaction that the course was mindfully taken by the STs.

Data Analysis

The purpose of analyzing the peer reflections gathered through the reflection papers was to reveal the ONOCEF components in the PSTs' microteachings. It served to find out which OCF strategies the PSTs were able to apply and at which points they showed incompetencies regarding OCF in their performances. Of the three parcels of reflection papers collected successively, the second- and third-party peer reflections were picked for the analysis. Being the last two of the three-party peer reflections as can be seen in the schedule above, they were assumed to include more informed and experienced peer evaluations than the first-party reflections that were projected only through the viewing of PART I-II, not the whole set of the ONOCEF. Therefore, the second and third-party reflection papers were chosen as the optimal documents to be analyzed. Of the 234 reflection papers collected, one third of them, amounting to 78, were randomly selected as the sampling of all the second and third-party reflection papers. They were subject to content analysis which "describes a specific context within which a distinct type of data can be gathered and analyzed" (Suddaby, 2006, p. 636). In order to make an ideal description of this specific context which includes evaluating the PSTs' OCF practices in the eyes of the NPSTs based on the content of the ONOCEF, direct quotations were put to use as a way of reporting data in qualitative analysis. The subjects' own words were selected to augment the vivid description of the qualitative set of data (Croker, 2009). It was thought that the NPSTs' observational evaluation of the PSTs' performances could best be portrayed this way in order to lead to crystal clear descriptions rather than make an interpretive summary of their observations.

Findings

The reporting of the peer observational data included three basic categories based on the four items provided in the reflection papers, as the outline below indicates:

I. What was done (by the PSTs regarding error correction and OCF provision based on the ONOCEF as viewed and expressed by the NPSTs) was revealed through the first two items:
>A: My friend showed evidence of the input provided in the ONOCEF, some of which are:
>B: My friend applied the following OCF strategies in her/his performance:

II. What was not done (by the PSTs regarding error correction and OCF provision based on the ONOCEF as viewed and expressed by the NPSTs) was revealed through the third item:
>C: My friend fell short in applying the following OCF strategies in her/his performance:

III. What I would do (regarding error correction and OCF provision based on the ONOCEF, if I were performing in place of the PSTs) was revealed through the fourth item:

D: If I were, I would correct the specific errors in this demo, as follows.

What was Done

Serving the same purpose of revealing what was done by the PSTs with reference to error correction based on the ONOCEF, findings of the Item I and II are reported jointly. Pseudonyms were used throughout the direct quotations to ensure the STs' anonymity. It was seen that the NPSTs did not have difficulty locating and labelling the PSTs' OCF moves whenever they occurred. More importantly, these labellings show that the PSTs had significantly used the large repertoire of OCF strategies introduced in the ONOCEF and that they were successful noticing and correcting the errors. Some examples are:

- "She corrected the pronunciation of 'auctioneer' during the fluency activity."
- "Gülsüm and Seda used recast and implicit correction."
- "Oğuz corrected some errors, for example: 'busy, psychologist, goals'."
- "Arzu used recast. She didn't stop the conversation, corrected the errors after students finished the conversation."
- "The student mispronounced 'regularly', Merve corrected it."
- "In Canan's part, there is no error because students didn't speak. Canan explained the vocabularies. Özgür corrected one word, 'scrawny'."
- "Ayla corrected the pronunciation of 'birthday' explicitly."
- "Merve and Demet used repetition."
- "Duygu corrected the pronunciation of 'penalty', she did recast. Gizem didn't hear the mistake so she didn't correct."
- "They used implicit and explicit corrective feedback strategies."
- "Özgür stopped the student and repeated the student's error. Then the student corrected his error."

In addition, the NPSTs also made subjective evaluations of their peers' error correction and OCF giving patterns. Some examples are given below:

- "Merve and Demet were good at using oral corrective feedback methods. They used some of them well."
- "Sevgi and Tülay didn't have trouble in correcting errors."

- "They used oral corrective feedback methods effectively."
- "My friends did some right corrections. They corrected errors rightly" *[sic]*.
- "They told the correct forms of the errors gently and in a natural way."
- "Arzu and Selçuk were good at oral corrective feedback methods. They used some methods of feedback."
- "Ayla and Meltem used corrective feedback strategies perfectly."
- "They corrected the pronunciation of 'news' very well."

Taken together, the NPSTs provided a high response rate to the Items I and II which elicited what the PSTs did in relation to error correction and OCF provision. Item I was filled in 72, and Item II in 71 of a total of 78 reflection papers, which amounts to a response rate of 92% and 91% respectively. The missing percentages were determined to be a result of there being no error and OCF episode in a small number of microteachings, thus leading to no reflections. In conclusion, it can be commented that the PSTs were able to provide correction through several OCF methods introduced in the ONOCEF when the errors occurred, and the NPSTs noted them down. Whether the PSTs were at full strength in their efforts to correct errors or they showed some incompetencies is projected below.

What Was Not Done

In some of the peer reflections, the PSTs were reported as not reacting to some errors due to some reasons. In addition, some of their OCF preferences were reported to be improper. Yet, in general, the NPSTs did not observe too many flaws in the PSTs' OCF practices. Only in 19 out of 78 reflection papers was Item III filled in with the purpose of specifying imperfections (24% response rate). Several of these reflections were nothing but the recurrences by different NPSTs that targeted the shortcomings of the same correction moves. Overall, the number and percentage of the negative peer reflections on the PSTs' OCF practices point to an insignificant amount of shortcomings. Some examples of these reflections are provided below:

- "Gülsüm could have recast while one of the students made a phonological error."
- "In fluency activity, I think they shouldn't correct the errors directly."
- "Generally, they didn't use them because they were excited."

- "In the beginning of the presentation, Meltem didn't care about the students' errors so much."
- "They corrected only one word 'penalty', but students made more than one error."
- "They stopped the student in fluency activity. They should use delayed feedback because it is a fluency activity. It is not necessary to interrupt the speech."
- "Duygu and Gizem didn't focus on which student made an error and which error they made."
- "They should have used delayed feedback in fluency activity."

"What I Would Do"

As a response to Item IV, it was observed that the NPSTs did not only express how they would react to some of the errors as different from the PSTs' actual OCF applications. They further explained some pedagogical attitudes they would exhibit in the class, as well as voicing their approvals of the PSTs' OCF moves in the microteachings.

In 31 out of 78 reflection papers, the NPSTs considered the PSTs' OCF moves congruent with their own pedagogical beliefs about error correction. In this sense, Item IV was simply filled in as a means of approving the PSTs' correction moves with sentences such as, "I would do the same thing," "I would correct like my friends," and "They used methods effectively; I would also do like them." In 12 of the reflection papers, this item was left blank, probably because there was no error and correction episode in the related performance(s) and thus nothing to reflect on.

On the other hand, in 35 of the reflection papers, Item IV was returned with the operational statements of what I would do (unlike their friends), if they were in their performing peers' situation. Seventeen of these responses touched, not upon the issues of error correction, but upon different shortcomings including the activity types, the use of materials etc. in the course of targeting the sub/skills handled in the microteachings. For example:

- "If I were, I'd make an info-gap activity for accuracy."
- "Şenol and Zeki can prepare role card or flash card in accuracy activity."
- "They didn't observe the class carefully. If I were, I would observe more carefully."
- "If I were, I would use a higher tone of voice."
- "Arzu and Selçuk should manage the class for activity."
- "I wouldn't make them watch so much video (about the sub/skill practised in the

microteaching) because they can lose their attention after a while."
- "If I were, I would debate for fluency activity."
- "I would let the students use the expressions or stick them on the board."

Only 18 of the "what I would do" responses (23% of all the responses to Item IV) had specific focus on the PSTs' error correction and OCF practices. As can be understood from the examples below, the NPSTs reported what else, how, and when to correct as different from the PSTs' actual OCF practices:

- "I would correct the pronunciation of some words, but after the activity finished."
- "I would correct with recast and elicitation."
- "In accuracy activity, I would correct the errors directly. In fluency activity, I would correct them indirectly. I would take notes about them, later I would correct them."
- "I wouldn't stop the student while she was speaking to correct the error. I would wait till her speaking finished, then I would make an error correction."
- "'Crime' and 'penalty', I would correct them."
- "I wouldn't use explicit correction in fluency activity."
- "I would correct with repetition or elicitation."

The number of "What I would do" responses that centered exclusively on the PSTs' error correction moves ($n=18$, 23% of all the responses to Item 4) did not occupy a significant rate in the total responses. And what is more, this percentage was almost the same as the number and rate of response to Item III ($n=19$, 24%), which pointed only to a small number of imperfections specified in the PSTs' OCF moves. Eventually the results of the responses to Item IV showed an overlap with those of Item III. Taken together with the responses to the items I and II, these results suggest that the corrections and OCF moves by the PSTs have, to a large extent, been approved by the NPSTs. To conclude, findings obtained from the reflection papers showed that, through the ONOCEF, the PSTs were able to (a) correct oral errors effectively and (b) employ different OCF strategies as perceived by the NPSTs, while the NPSTs were able to (a) identify the PSTs' non/corrections successfully, (b) label the types of OCF, (c) reveal the shortcomings in the PSTs' OCF practices, and (d) build ideationally on the PSTs' OCF practices.

Discussion and Conclusion

This study investigated whether the proposed online course on oral corrective feedback (ONOCEF)

exerted any impact on ELT STs' competences regarding OCF. Two main bilateral findings of this study emerged as a result of the NPSTs' observational evaluations of the PSTs' OCF practices in delivering microteachings based on the content of the ONOCEF. First, the PSTs were able to correct oral errors effectively and employ different OCF strategies as perceived by the NPSTs. Second, in consideration of the reflection papers delivered, the NPSTs were successful identifying the PSTs' non/corrections successfully, labelling the types of OCF, and revealing the shortcomings in their peers' OCF practices, as well as offering in some cases how they would provide OCF if they were in the PSTs' situation. Considering these findings, as an online instructional tool the ONOCEF has contributed to the pre-service ELT teachers' competences regarding OCF in the present context. However, in order to claim its effectiveness further, it is necessary to diagnose the long-term effects of the ONOCEF by observing the pre-service teachers' classroom OCF practices as they start in the teaching profession.

Two more recent online-driven studies investigated the effectiveness of online course components in SLTE. Neither of these studies focused on improving pre-service teachers' focus-on-form practices as in the present study, but rather, they centered on the utilization or creation of online course contents. One of them evaluated the effectiveness of the web component of a methodology course through the lens of Turkish ELT students. For this purpose, Caner et al. (2013) redesigned face-to-face methodology course to provide an interactive web-enhanced course alongside face-to-face instruction. As a result, the STs showed positive attitudes toward the integration of a web-enhanced component into the methodology course. Furthermore, they considered the web component effective, motivating, and useful for their professional development. In the other study, Masats and Dooly (2011) implemented a four-pronged holistic approach to STs in the TEFL course, consisting of video-viewing, video-modelling, video-coaching and video-making, with an aim to guide STs toward professional development by placing them "in the role of both teacher and student for the co-construction of teaching knowledge and the acquisition of digital competences and media literacy" (p. 1151). Analysis of the STs' reactions to the video activities made clear that they became critically aware of their own teaching strategies, promoted their understanding of the complexity of teaching in different situations, figured how to design and plan project-based learning sequences and felt sure that they would integrate different uses of video into their teaching. The results of these studies are important in terms of reflecting pre-service teachers' positive attitudes and increased awareness of the pedagogical value of videos and online courses, lending support to the present study which considered these online benefits to be a prerequisite for the creation of an online course for pre-service teachers. In conclusion, in SLTE programs, pre-service teachers need to be provided with opportunities for grasping theoretical understanding about OCF and translating it into classroom practice (Rahimi & Zhang, 2015). To bridge this theory-practice gap, as suggested by Abell and Cennamo (2004), videos serve as important and pedagogically useful tools. Therefore, it is essential to equip pre-service teacher education programs with contextualized video proposals integrated into curricula (Masats & Dooly, 2011). At this juncture, it is argued by the researchers that the ONOCEF offers a contextualized online content by providing (1) the theoretical and hypothetical underpinnings of OCF, (2) suggestions and classroom implications, (3) evidence from the relevant research, and (4) authentic OCF instances, all of which can contribute together to pre-service ELT teachers' competences regarding OCF on their way to professional development.

As a recent trend, short-term seminars and trainings (online or face-to-face) are becoming increasingly popular to acquaint pre- and in-service ELT teachers with recent theories and advances in language teaching. One benefit of such trainings may be that they can help teachers generate new ideas to implement more informed focus-on-form practices. Both in pre- and in-service ELT teacher training, teacher trainers can make use of the ONOCEF as a viable online instructional tool. This is also because the resulting ONOCEF has emerged from the ELT STs' stated needs, and it has lent itself to the adaptation of flipped learning. From this point forth, it may further be suggested that the effectiveness of face-to-face teaching can be enhanced by the integration of online courses into the SLTE program in the form of flipped or blended learning. The findings of the present study, coupled with the insights gained from the preparatory process, have also generated a handful of important possibilities for further research. First, the resulting online product of this study, i.e. the ONOCEF, can be an instrument of experimental studies in similar and different contexts with pre- and post-test designs as distinct from the methodology it was tested through in the present study. In this way, its effectiveness can be validated with statistical measures and can thus be complementary to the qualitative findings of the current study. In addition, the results of the ONOCEF content being offered face-to-face is also worthy of investigation.

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