

EFL TEACHERS' BELIEF ABOUT SPOKEN CORRECTIVE FEEDBACK AND THEIR CLASSROOM PRACTICE

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ABSTRACT

The purposes of this study are to investigate ELT teachers' beliefs about spoken corrective feedback, the educational factors affecting teachers' beliefs, the link between teachers' stated beliefs about spoken corrective feedback and their classroom practice. The data were collected through interview with the subjects, observation checklist, audio recording, and field notes. The finding of this study shows that the existence of corrective feedback helped the students to gain informations, do the reflection and activate their awareness of what they said and did. The differences of what to correct, when to correct, and how to correct students' errors between lecturers could be understood because the lecturers hold different focus of courses, different decisions, adaptation to the effective corrective feedback strategies.

Key words: *EFL teachers' beliefs, Spoken corrective feedback, Classroom practice.*

INTRODUCTION

Every teacher is unique. The differences between teachers are not a doubt whether they are good or bad, competent or incompetent (Williams & Burden, 1997: 53). They added whatever effective approaches the teachers decide to take, it is supposed to be consistent with their expressed beliefs. Khader (2012: 74) believes that the teachers' beliefs are "a set of ideas rooted in the psychological and mental content of the teacher and play a central role in guiding his/her teaching behavior." Borg (2001: 186) also defines that "a belief is a proposition which may be consciously or unconsciously held, is evaluated in that it is accepted as true by individual, and is therefore imbued with emotive commitment; further, it serves as a guide to thought and behaviour." From this, it can be understood that belief is derived from series of

process to get a set of ideas that an individual holds.

The role and importance of corrective feedback in English Foreign Language pedagogy can vary from teacher to teacher. Research on how teachers' belief systems is built up suggests that they are derived from a number of different sources. Richards and Lockhart (1996) reveal the points that build up the teachers' beliefs: their own experience as language learners, experience of what works best, established practice, personality factors, educationally based or research-based principles, and principles derived from an approach or methods.

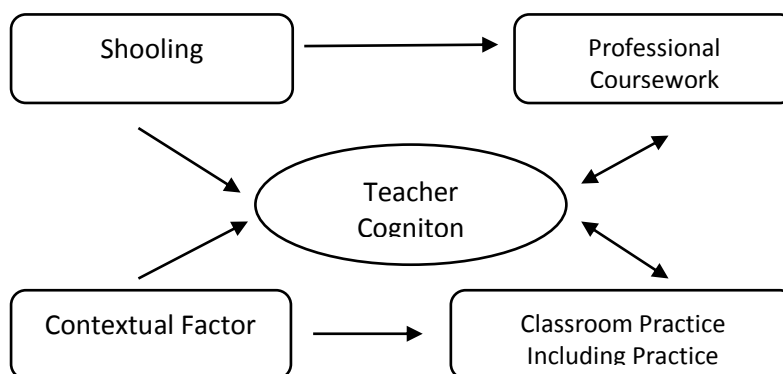


Figure 1. Teacher Cognition (Borg, 2003: 82)

As shown in Figure 1., Borg (2003) represents a schematic conceptualization of teaching within which teacher cognition plays a significant role in teachers' lives. Borg (2003) uses the term *teacher cognition* to refer to what the teacher's beliefs, knowledges, theories, attitudes, images, assumptions, metaphors, conception, and perspectives about all aspect of their work have close relationship with teacher learning (both through schooling and professional education) and classroom practice. The schooling factor is defined as the extensive experience of classroom which defines early cognitions and shapes teachers' perception of initial training. The professional coursework of the teacher such as trainings, seminars and workshops may affect existing cognitions although the impact is limited. The contextual factors for instance students, school, materials, or the curriculum may influence practice by modifying the cognitions which may lead the inconsistency between beliefs and actions. The classroom practice included practice teaching is defined by the interaction of cognitions and contextual factors. In turn, classroom experience influences cognitions unconsciously and/or through conscious reflection.

One thing that the teachers will face in the classroom is students' error. Hendrickson (1978) defines an error as "an utterance, form, or structure that a particular language teacher deems unacceptable because of its inappropriate use or its absence in real-life discourse". According to Mendez and Cruz (2012), errors in most cultures are seen as something people should avoid or prevent, as errors can be the cause even of unfortunate events. A number of error types were proposed by some experts to help the teachers in applying appropriate steps to treat the learners difficulties. Burt and Kiparsky (1974 as cited in Tomczyk, 2013: 925), based on source scale, distinguished between local and global errors. Local errors are errors that affect single elements in a sentence and do not hinder communication and understanding the meaning of utterance. Global errors, on the other hand, are errors that affect overall sentence organization and have effect on comprehension. Dulay, Burt and Krashen (1982: 154-163) state that surface element of a language are altered into omission errors, addition errors, misformation errors and misordering error. Corder (1982), according to their systematicity, distinguished error into performance errors and competence errors. Performance errors are those

error made by the learners as the result of circumstances chance and competence errors are those which reveal the learners underlying knowledge of the language. Recently, Touchie (1984) proposed the following types of error based on language components: phonological error, morphological error, lexical error and syntactic error.

To deal with an error, then, is not easy. An error is usually followed by the teacher's reaction resulting in some types of corrective feedback. The term of "corrective feedback" has been defined at different times in a very similar way. Richards and Lockhart (1996: 188) define corrective feedback as "a response either to the content of what a student has produced or to the form of an utterance." Ur (1996: 242) defines feedback as "the information that is given to the learners about his or her performance." Similarly Dulay, Burt and Krashen (1982: 34), in language acquisition research context, reveal that feedback generally refers to "the reader's and listener's response to the learner's speech and writing." Based on these definitions, it can be concluded that corrective feedback is a teacher's response to the content or the utterance of the students' performance.

Many studies have examined different strategies of corrective feedback. They came with the conclusions of what the teachers' preference of corrective feedback strategies that they frequently use. Recently, Jabbari and Fazilatfar (2012) conducted a study investigating the error types, corrective feedback moves and learner uptake in Iranian context. At the end of their study, they found that the most frequently used feedback strategies was recast, followed by elicitation, metalinguistic feedback, clarification request, repetition, and explicit correction. Ellis (2009) concluded and describes that six basic strategies for providing written corrective feedback can be identified; they are direct corrective feedback, indirect corrective feedback, metalinguistic corrective feedback, focused and unfocused corrective feedback, electronic feedback and reformulation. Lyster and Ranta (1997) conducted an observational study of corrective feedback and learner uptake in four French immersion classrooms at the primary level. In their analysis of different feedback types, they found that all the teachers in the immersion classrooms used recast more frequent followed by elicitation, clarification request, metalinguistic feedback, explicit correction, and repetition was the least frequent

feedback type provided. They also classified the errors into 5 types: Unsolicited use of L1, grammatical error, lexical error, phonological error, and multiple error.

No matter what kind of class the teacher teaches, generally, he or she will face these kinds of task: deciding the activities, preparing what will be taught, explaining the materials, confirming students' understanding, giving feedback, reviewing the materials if it is necessary. These kind of activities, based on some research evidences (Chen, 2008; Caner & Subasi, 2010; Shinde & Karekatti, 2012; Khader, 2012; Uztosun, 2013), will be influenced by the teachers' beliefs and some others are shown that the teachers' beliefs and their classroom practice are inconsistent.

Researchers have shown the evidence that teachers' beliefs affect their classroom practice. Shinde and Karekatti (2012) conducted a study on pre-service teachers' beliefs about teaching English to primary school children. The result of this study shows that primary school pre-service Marathi and English medium teachers in Indian context share a similar and consistency between teachers' beliefs and their classroom practice. Caner and Subasi (2010) investigated teachers' beliefs about foreign language teaching practices in Turkey. The study focused on the early phases of primary education. The school did not seem a regular type of a Turkish primary school because it offered English classes at the first three years, which was not the case in the Turkish educational exam. This study involved two English language teachers and the data was collected through questionnaire and observation. The results showed that the teachers provided relevant teaching procedures to their reported beliefs. From these previous findings, it can be concluded that teachers' classroom practice derived from what the teachers believe about the activities.

Although some studies above have shown that the teachers' classroom practice were consistent with their beliefs, some researchers found that teachers' beliefs did not play an important role in classroom practice. Khader (2012) carried out a relational survey study focusing on teachers' pedagogical beliefs and actual classroom practices in social studies instruction found inconsistency and no significant relationship. Chen (2008), during data analysis, easily identified inconsistencies between teachers' expressed beliefs in survey data and practices

manifested in other sources data in Taiwanese context. Similarly, Uztosun's (2013) study that focused on the effective ways of teaching English and their self-reported practices found that teachers' practices were not congruent with their beliefs because all participants remarked that their opinions about ideal teaching did not match their teaching practices. In this study, time constraints, over loaded syllabus, preparing for the exam, lack of resources, large classes, course book and the status of English were reported to be the reasons for the disconnection between teachers' beliefs and practice.

Considering the previous studies above, the finding showed significant different results of what the teachers believe and their classroom practice. Based on the result of previous studies, the study comes up with an assumption that it still needs a deep investigation regarding the teachers' beliefs about spoken corrective feedback and their classroom practice. In this regard, the aim of this study was to find answers for the following questions.

1. What are EFL teachers' beliefs about spoken corrective feedback?
2. What are educational factors affect EFL teachers' beliefs about spoken corrective feedback?
3. How does their classroom practice reflect their beliefs about spoken corrective feedback?

METHOD

1.1 Research Design

A case study was adopted in this study to achieve the purpose of the study due to the fact that this present study is aimed to analyze beliefs of the lecturers about spoken corrective feedback and their classroom practice. A case study is one of the qualitative research methods used to study in-depth a unit (Latief, 2013: 86). Ary, Jacobs, and Sorensen (2010: 454) add that the unit can be an individual, a group, a site, a class, a policy, a program, a process, an institution, or a community. In this case study, the unit that will be investigated is a group of lecturers.

1.2 Participants

Based on the preliminary study and the suggestion from the secretary of English Department of IAIN Antasari, there were 5

lecturers teaching in English Department who reach all the criteria for the subject of the study and high potentially gave more needed data but only 4 lecturers could be the subjects based on the teaching schedule. Two lecturers of Pronunciation Practice course and two lecturers of Seaking II course were participated in the study.

1.3 Data Collection

The data collection was conducted to gather the information describing EFL teachers' beliefs about spoken corrective feedback and their classroom practice by using the instruments that are described previously. The data form were taken from the interview, observation checklist, field notes and audio recording. The first step, in collecting data, the interview was performed to know the lecturers' beliefs about spoken corrective feedback (which error to correct, when to correct, and how to correct) and the factors affect their beliefs about spoken corrective feedback. This interview involved an interview guide with some open ended question, but the interviewer and interviewee had opportunity to discuss some topics in more detail. The interview section carried out to all the subjects of the study before the classroom observation separately, not at the same time, and it was administrated in the lecturers' offices. After getting the information from the interview section, each of the lecturer's actual classroom practice were observed. The purpose of this step is to investigate the lecturers' classroom practice reflecting their beliefs about spoken corrective feedback. The observation carried out in five sessions for each lecturers. As a non participant observer, the observer was involved passively observing the interaction in the class. The observer participated passively in the classroom observing all the activities, especially the activities when the lecturer gave their feedback to the students. During the classroom observation, the observation checklist was completed with field notes to identify what the lecturer did in the class regarding to what the lecturers correct, when the lecturers correct, and how the lecturers correct.

1.4 Data Analysis

The analysis of data were not only carried out after the data completely collected, but also during the observation without waiting for all data were obtained. The technique of analyzing the data in this study applied Ary, Jacobs, and Sorensen's concept (2010: 481). They believe that the analysis of qualitative data consists of three stages:

organizing and familiarizing, coding and reducing, and interpreting and representing.

1.4.1 Organizing and Familiarizing

The data through interviews were organized by deviding interview recording into some folders for each lecturer and transcribed. The data through interview session were transcribed into a written text. It was started from trancribing the data from audio recorder to written form, in order to make it easier to analyze.

The data of observation checklist in the form of row were combined with the field notes in the form of series of lecturers' classroom activities especially in giving spoken corrective feedback were analyzed to elaborate the subjects' performance in the actual classroom practice.

1.4.2 Coding and Reducing

The transcribed data were sorted into categories of the lecturers' beliefs about spoken corrective feedback (which error to correct, when to correct, and how to correct) and the factors affect their beliefs about spoken corrective feedback (schooling background, professional coursework, contextual factor, and classroom practice). The subjects' identities were turned into codes; lecturer 1, lecturer 2, lecturer 3, and lecturer 4.

The data from observation checklist and field notes were narated in detail.

1.4.3 Interpreting and Representing

From this shorted transcriptions and observation checklists, the data were interpetated and represented. The trancriptions data and the data from observation checklists were narated in detail and synthesized in form of table. The table consisted of activities in giving spoken corrective feedback (which error to correct, when to correct, and how to correct). The table also completed with 2 rows indicating the stated beliefs of lecturers in the interview and their classroom practice related to 5 meetings had been observed. Based on the data, the belief rows in the table were marked with (√) and (X). (√) indicated that the activity was done by the lecturers and (X) indicated that the lecturers did not carry out the activity. Meanwhile, the practice rows were marked with (√), (Θ) and (X) indicating the frequency of the activity was carried out. These rows, belief and practice, facilitate the analysis to link between what the lecturers stated in the interview and what the lecturers did in the classroom practice.

FINDINGS

This section represents analysis results of this study which are organized under four main sub headings: teachers' beliefs about spoken corrective feedback, educational factors affecting teachers' beliefs about spoken corrective feedback, the link between teachers' beliefs and their classroom practice about spoken corrective feedback.

1.5 Teachers' Beliefs about Spoken Corrective Feedback

Since errors form the undeniable part of language, there might be various views concerning error types to be corrected. Even the more focused was students' grammar and pronunciation, the purpose of course lecturer 1 taught was considered to decide which error type she preferred to correct. Lecturer 2 also did not mention any types of error she concerned to correct. She corrected the errors commonly appeared in the students' performance. While for lecturer 3, since most of the students made grammatical error, she preferred to correct students grammar. In line with lecturer 1 and lecturer 2, lecturer 3 did not point to exact types of error. He would correct the most identified error, at least the errors related to materials he taught.

Timing of error correction is kind of dilemma for the lecturers. They have to face the consequences whether giving the correction immediately or to delay. Lecturer 1 stated that she corrected the students both directly and indirectly. Lecturer 1 actually worried about the students self confident but she had a reason to ignore the worries about making direct correction. According to lecturer 2, she tend to make the correction at the end of the class. She would collect the common error and make a conclusion of the correction. It seems like she did not want to interrupt the students performance. In line with lecturer 2, giving the chance for the students to perform without interruption and improving the students confident were lecturer 3's consideration of why she preferred to correct the students indirectly. Different condition was experienced by lecturer 4 in giving corrective feedback. He preferred to give the students immediate correction. Lecturer 4 believed that giving immediate correction would save the time.

Concerning how students' error should be corrected, the lecturers had different ideas. In the interview, lecturer 1 stated that she preferred to do

elicitation to correct the students' errors by asking them to repeat what she said, like "Say it again" or clarification request to clarify the students indicating that students made a mistake by saying "What do you say?". For lecturer 2, recast was her strategy to correct the students errors. She would take some notes for common mistake students made and crucial for them, then corrected them at the end of the class. In line with lecturer 2, lecturer 3 preferred to use recast to correct her students. She did the correction at the end of class or after the students finished their performance. In contrast, lecturer 4 directly corrected the students error by elicitation. Sometimes, lecturer 4 also played video and asked the students to imitate it.

1.6 Educational Factors Affecting Teachers' Beliefs about Spoken Corrective Feedback

There are some factors affecting beliefs of the lecturers about spoken corrective feedback, namely: schooling background, professional coursework, contextual factors and previous classroom practice experience.

1.6.1 Schooling Background

For lecturer 1, resulted from her negative experiences of limited input, her previous teachers inspired her to give more correction for her students. So was lecturer 2, she also experienced with different strategies of corrective feedback from her former teachers when she was a learner. In another chance, lecturer 3 stated that her former teacher who corrected the students after the performance contributed in shaping her current beliefs about corrective feedback. While for lecturer 4, his lecturers when he was in undergraduate and graduate program inspired him in giving corrective feedback in different condition.

1.6.2 Professional Coursework

Lecturer 1 illustrated that she never join teacher training. She only joined conference. As lecturer 1 noted, the conference she attended focused on how teaching strategies in general. She only inspired about how to give the appreciation for the students. Lecturer 2 claimed that the program did give her updated information in teaching. She got a lot of information from the program because the speakers had different ideas of teaching strategies and corrective feedback as well. Lecturer 3 participated in some teachers' trainings. In the trainings, teachers shared their experiences in teaching and got motivation from speakers. Lecturer 4 indicated that seminars he joined gave him contribution on teaching methods and teaching

media in general, not corrective feedback in particular.

1.6.3 Contextual Factors

Since the students were grouped into some classes based on their level, the different of students' academic competence became the main factor that might modify teachers' beliefs in their environment. Beside the different of students' academic competence, teacher 1 added that the students condition with varied English background and motivation were give more variation on the students's difference. The classes with big amount of the students influenced her in deciding appropriate feedback strategy for students. In addition, the existence of media supporting classroom activities also affected lecturer 1 to think how to make the class alive. In line with lecturer 1, lecturer 2 the problem with big amount of students in the class affected her in conducting teaching learning so as corrective feedback. Students' self confident challenged lecturer 3 in conducting teaching learning, beside students academic competence. For lecturer 4, since he taught Pronunciation Practice course, the domination of Banjari accent influenced his beliefs. Like the other lecturers, lecturer 4 was influenced by the big amount of students in the class. The existence of media like projector, related to how lecturer 4 corrected the students, affected his beliefs about spoken corrective feedback.

1.6.4 Previous Classroom Practice Experience

In their actual classroom practice, not all lecturer's strategies of giving spoken corrective feedback worked well to the students. Some of the students still repeated the errors and it needed lecturers' reaction to this problem. There were some reactions from the lecturers if their corrective feedback did not work well. For lecturer 1, she could still tolerate the students as long as they realized that they made error. While lecturer 2 would find out the problem why the students still repeated the error, then she gave them the solution. In line with lecturer 2, lecturer 3 would approach the students to make sure that they made mistake, then she motivated the students. In contrast, lecturer 4 consistently forced the students with the same type of feedback if the students still repeated the errors.

1.7 The Link Between Teachers' Beliefs and Their Classroom Practice about Spoken Corrective Feedback

The data from interview session and classroom observation showed that there were some differences between teachers' beliefs about spoken corrective feedback and their classroom practice. In this section, the analysis result of link between lecturers' stated belief and actual classroom practice are turned into tables by forming themes and code.

Table 3. The Link Between Teachers' Beliefs and Their Classroom Practices about Spoken Corrective Feedback

Activities	Categories	Lecturer 1		Lecturer 2		Lecturer 3		Lecturer 4	
		Belief	Practice	Belief	Practice	Belief	Practice	Belief	Practice
The types of error	First language	√	X	√	Θ (1)	X	X	√	X
	Grammatical error	√	X	√	Θ (3)	√	Θ (4)	√	X
	Lexical error	√	X	√	Θ (4)	X	X	√	X
	Phonological error	√	√	√	Θ (3)	X	Θ (2)	√	Θ (4)
	Multiple error	√	X	√	X	X	X	√	X
Times to correct	Direct	√	√	X	Θ (2)	X	X	√	Θ (4)
	Indirect	√	X	√	Θ (3)	√	Θ (4)	X	X
How to correct	Explicit correction	X	Θ (1)	X	X	X	X	√	Θ (4)
	Recast	X	X	√	Θ (3)	√	Θ (4)	X	X
	Clarification request	√	X	X	X	X	X	X	X
	Metalinguistic feedback	X	X	X	Θ (1)	X	X	X	X
	Elicitation	√	√	X	Θ (2)	X	X	X	X

Repititation	X	X	X	X	X	X	X
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Note. √= always used in 5 meetings; Ø= not used in every meetings; X= not used at all

Discussing about types of error to be corrected, in classroom observation, lecturer 1 corrected the students' phonological error in all meetings. She only concerned to phonological error. This practice was consistant with the belief of lecturer 1. Eventough lecturer 1 stated that she gives more concern on grammar and pronunciation, she believed that the students' errors to be corrected depend on the porpuse of the course. In her actual practice, lecturer 2 corrected various error types the students made in their performance in every meeting. This is consistent with lecturer 2's belief. As the lecturer mentioned in the interview, she would not concern to any types of error. She corrected the students based on the need of students. In her Speaking II class, lecturer 3 corrected students grammatical error and pronunciation. In contrast, lecturer 3 only mentioned in the interview that she mostly corrected students' grammatical error, because most of the students made errors in grammar. In the interview, lecturer 4 stated that he would cover the most identified errors, atleast the errors covering materials in the syllabus. This belief is congruent with what lecturer 4 did in the class. Eventhough lecturer 4 consistantly corrected the students' phonological error in his classroom practice, it could be understood because he was teaching Pronunciation Practice course

Discussing the link between belief and practice about times to correct the errors, lecturer 1 totally corrected students' error directly in five meetings observed. What lecturer 1 did in the class was different with her stated belief. In the interview, lecturer 1 admitted that she prefer to correct the students directly and indirectly. In the interview, lecturer 2 stated that she would not discourage her students by correcting them directly. But what she stated was not consistant with observation result. When the students made some mistakes, the lecturer corrected the students both directly and indirectly. The lecturer assumed that if the errors were not corrected directly, it would distrub students performance. For lecturer 3, her belief on the time to correct and classroom practice were consistant. In lecturer 3's class, Speaking II course, the corrections were commonly done at the end of the class or after the students finished their performance. She corrected the students indirectly

because she did not want to interupt her students' performance by direct correction. As he believed that the students' errors needed to be corrected directly, lecturer 4 consistantly did direct corrective feedback in his classroom practice. Related to the course he taught, lecturer 4 might think that direct correction more effective for correcting his students' error in pronunciation class.

Discussing the link between belief and practice about how to correct students' errors. Lecturer 1 belief was incongruent with her actual classroom practice. Lecturer 1stated if she found mispronunciation from students' perfomance, she would ask the students to repeat what she said or clarifying the students that they made mistake. In her classroom practice, lecturer 1 directly stopped the students activity and elicited the correct form. She also sometimes gave the right form or just indicated that the sudents made mistakes by showing some gesture, like shaking her hand or head. Lecturer 2 believed that correcting the students at the end of the class would avoide her in dicouraging the students. But in her practice, the lecturer also directly correct the students' error. For lecturer 3, she collected the students' error when the students were performing, than at the end of the performance, lecturer gave the correction to the students' error. This was consistant with what she said in the interview. Lecturer 4 also did classroom practice consistantly with his belief. He gave the students direct corrective feedback with only single type ofcorrective feedback. He would directly correct the students, if he heard any pronunciation error from the students.

DISCUSSION

In teaching Pronunciation Practice and Speaking II course at university level, all lecturers had set up their beliefs in order to provide the best way to correct the students mistakes. In this study, beliefs of those four lecturers are found in harmony in term of the important of spoken corrective feedback for the students. All lecturers did give their corrections to the students' error. The different was in terms of what to correct, when to correct, how to correct. It was understood that very lecturers held their own belief they thought it would be effective for their students. Amara (2015), in her

study, proposed teachers' intuition and understanding of errors are needed as the consideration in deciding the effective way to correct the students error. The guidelines in correcting the students' error which are constructed by Touchie (1986) are supported by the beliefs of lecturers. Lecturer1 and lecturer 4's belief about which error should be corrected were relevant with Touchie's guidelines. He proposed that errors related to pedagogical focus should receive more attention from the teachers than other errors. Whereas for lecturer 2 and lecturer 3 also supported the guideline proposed that the errors which have high frequency and general errors should be corrected more often than less frequent errors.

The idea of when to correct errors is determined by what teachers' focus was proposed by Ozmen and Aydin (2015). They proposed that if the teachers' focus is on accuracy, then they will probably engage in corrective feedback immediately, or if it is fluency, they can delay correction. In accordance with this idea, direct feedback lecturer 1 and lecturer 4 engaged in might be proposed by Pronunciation Practice course they taught. Tomczyk (2013) strengthened this with the result of observation. He claimed that immediate correction was particularly used to correct pronunciation errors. Since both lecturer 2 and lecturer 3 taught Speaking class for communicative purpose, their beliefs about when students' error should be corrected supported Tomczyk's research finding. Tomczyk (2013) found that delayed correction is favoured by teacher (98.02%). The reason why delayed correction is so much favoured is that this kind of correction allows the learners to finish their utterances without the interruption for correcting.

The contrast between the lecturers beliefs in how to correct the students was understood by Fungula (2013) as the adaptation between feedback strategies if one strategy should have undesired effect in the students. Lecturer 1's belief was supported by Mandes research finding conducted at a Mexican university. Mandes and Cruz (2012) identified the perceptions of instructors of English as a foreign language about corrective feedback and its actual practice in their classrooms. The result of study showed that most of teachers pointed out that clarification or confirmation was one of the main strategies they used and they thought it worked very well with students. The beliefs of lecturer 2 and lecturer 3

were strengthened by an observational study conducted by Lyster and Ranta (1997) at six French immersion classrooms in the Montreal area. Across four teachers, recast was the single largest strategy frequently used by the teachers to correct the students. The belief of explicit correction considered by lecturer 4 was in line with the research finding entitled perceptions of oral errors and their corrective feedback: teachers vs students (Tomczyk, 2013). 43 secondary school teachers were observed in real-life situations occurring in the language classroom. There was found that the most commonly strategy used by the teacher is indicating students' error by gestures and asking for correction by the students who made errors.

From result of study on the educational factors affecting lecturers' belief, it can be concluded that lecturers' experience as a student did contribute to form the prior belief of all lecturers. The former teachers did really hold essential role in determining lecturers' beliefs about spoken corrective feedback. This finding was proven by Ariogul (2007) conducted a research on how language teachers are influenced by three background sources: teachers' prior language learning experiences, prior teaching experience, and professional coursework in pre- and in-service education. Through interview and observation, the result shows that their experiences as former language learners helped them in the process of their decision-making and instruction. All lecturers had some point of view about the contribution of teachers educational program (seminar, training, workshop). Seminars, trainings and workshop did give contribution on their teaching strategies. But the lecturers did not really sure and some of them did not indicate that teachers educational program brought contribution in shaping their beliefs about spoken corrective feedback. Related to Borg's theory (2003) above, that was because teacher educational program did not focus on discussing corrective feedback. Based on the finding, all lecturers agreed that most of contextual factor that influenced their beliefs about spoken corrective feedback was students' academic competence. Supporting the recent finding, Angers and Machtmes (2005) found that contextual factors, technology integration factor, influenced teachers' belief. Findings suggested that these middle school teachers believed that technology use changed their beliefs about teaching strategy and classroom management. Technology helped to

change their teaching strategies from teacher-centered to student-centered. The idea of teachers' beliefs are also shaped by teachers' previous experience proposed by Borg (2003) was proven by a study conducted to examine the source of ESL teachers' idea. In their study, Crookes and Arakaki (1999) found that accumulated teaching experience was the most often cited source of teaching ideas. They added that teachers' previous experience was a personal history of knowledge and information gained through trial and error.

Regarding to the link between lecturers' stated beliefs and actual practice, the findings this research were enriched and strengthened by previous studies conducted by Chen (2008), Khamis (2011), Khader (2012), Fungula (2013), and Uztosun (2013). All these five studies revealed that teachers' beliefs were inconsistent with the practice depended on lecturers' adaptation to the course, learners' condition and complexities of classroom life. The recent study found the similar condition with those five previous studies, although the five studies were conducted outside Indonesia. This discrepancy between stated beliefs and actual practice were assumed as the lecturers' adaptation to some factors affecting their beliefs happened actually in the classroom. For instances, lecturer 1's correction was only on students' pronunciation assumed as an adaptation to the course the teacher taught because the lecturer was teaching Pronunciation Practice course. Lecturer 2's inconsistency was understood because the lecturer assumed the error would consume more time if she did not correct it directly.

CONCLUSIONS

Based on research findings above, it can be concluded that, first, this study showed that all lecturers gave positive attitude toward spoken corrective feedback. The existence of corrective feedback helped the students to gain informations, do the reflection and activate their awareness of what they said and did. The differences of what to correct, when to correct, and how to correct students' errors between lecturers could be understood because the lecturers hold different focus of courses, different decisions, and adaptation to the effective corrective feedback strategies.

Second, there are some factors which influence the lecturers' beliefs about spoken corrective feedback. They are schooling

background, professional coursework, contextual factors and previous classroom practice experience. Lecturers' schooling background is the most influential factor comparing with the other factors. The lecturers' experience as a student did contribute to form the prior belief of all lecturers. The former teachers did really hold essential role in determining lecturers' beliefs about spoken corrective feedback.

Finally, there were some differences between teachers' beliefs about spoken corrective feedback and their classroom practice. The factors which lead lecturers' actual classroom practice in contrast with their stated beliefs were lecturers' adaptation to the course, learners' condition and complexities of classroom life. However, lecturers' classroom practice were consistent with lecturers' general beliefs about spoken corrective feedback. This study found the lecturers' practice reflected their belief that all lecturers had set up their beliefs in order to provide the best way to correct the students mistakes.

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