

## STUDENTS' UPTAKE IN FOLLOWING UP TEACHER'S ORAL CORRECTIVE FEEDBACK

Oleh :

**Ilma Millati Sahara**

Faculty of Language education and Literature, State University of Surabaya  
ilma.17070835028@mhs.unesa.ac.id

### Abstrak

Studi ini mengeksplorasi berbagai jenis serapan murid dalam merespon umpan balik korektif lisan yang diberikan oleh guru dalam kelas bahasa Inggris sebagai bahasa asing (EFL) di Sekolah Menengah Pertama Surabaya. Metode penelitian yang digunakan adalah kualitatif yang merangkul karakteristik studi kasus. Data yang diperoleh merupakan hasil analisa dari rekaman video dan observasi selama delapan kali pertemuan guna menangkap jenis umpan balik korektif lisan guru dan serapan murid yang digunakan dalam interaksi di kelas. Temuan pertama mengungkapkan bahwa guru menggunakan lima jenis umpan balik korektif lisan yaitu; perombakan, perbaikan secara eksplisit, meminta klarifikasi, umpan balik metalinguistik dan pengulangan. Akibatnya, para siswa merespon dengan berbagai jenis serapan seperti perbaikan, butuh perbaikan dan juga tidak ada serapan jika siswa tidak merespon apapun. Distribusi serapan murid mengikuti berbagai jenis umpan balik korektif lisan yang diberikan oleh guru. Data menunjukkan bahwa umpan balik perombakan adalah yang paling banyak diterapkan dalam interaksi dan menghasilkan serapan perbaikan tertinggi yang berupa pengulangan. Fakta bahwa umpan balik yang menuntut murid melakukan perbaikan ternyata sedikit digunakan, itu menyebabkan lemahnya perbaikan mandiri dari murid. Bagaimanapun, kecenderungan yang dihasilkan itu adalah pilihan guru dalam menerapkan di konteks tertentu sesuai tujuan pembelajaran di kelas.

**Keywords:** oral corrective feedback, students' uptake, Follow up

### 1. INTRODUCTION

Feedback as one of important elements in EFL classroom has been discussed in many journals and studies. The term of feedback itself means any teacher's reaction that modifies and disapproves on the students' utterance, or demands correction on the erroneous (Chaudron, 1977).

The application of feedback aims to uncover students' errors and shortcomings so that they can improve their language skill with the teacher's guidance in the classroom. Besides feedback is beneficial for the students to obtain information about the gap between their prior knowledge and learning objective (Nicholas, Lightbown, & Spada, 2001: 720). The teachers are expected to maximize the provision of feedback during interaction as it helps the students to know what is already correct and what is still wrong.

Types of feedback can be described in at least two types, written and oral feedback. Written feedback covers teacher's attempt in writing instructive comments on students' texts. Its purpose is providing a response from the teacher as a reader and an assistance for students' improvement in their writings (Hyland, 2003). In a study shows that several studies in literature have investigated the usefulness of teacher's written feedback on the writing texts of the students as it has been the dominant type of feedback used by EFL/ESL teachers (Alsanie et al., 2018).

Another is oral feedback or oral corrective feedback that will be focused on this study. It refers to the response move of a teacher on the students' utterance that contains errors (Ellis, 2009). This

includes various responses that the learners receive. (Lightbown & Spada, 1999). "involve the teacher's reformulation of all or part of a student's utterance, minus the error" (Lyster & Ranta 1997: 46). Due to the presence of English subject in Indonesia as EFL (English Foreign Language), the erroneous mostly found in the students' utterance when English is employed during learning process. In the case of oral activities in the classroom, the students commonly make errors in grammatical, lexical or phonological. Fossilization of errors may be occurred when correction of the feedback are not delivered to the students. In short oral corrective feedback enables the students to notice their lack between their learner language and the target language (Lyster, 1998). According Lyster and Ranta (1997) divide types of oral corrective feedback into six forms, they are recasts, explicit correction, elicitation, repetition, metalinguistic feedback and clarification request.

In a recent study by Suzuki (2018) reported that recast was the highest uptake in usage among other types of oral corrective feedback, yet it was the least possibly to scaffold the students into successful uptake. Panova & Lyster (2002) observes in their study about the range and types of feedback applied by the teacher and their relationship to learner uptake and immediate repair of error. It takes ESL classroom as object of observation. The findings shows that the students' prefer to get implicit feedback namely recast and translation than any other types of oral corrective feedback. However it results low rate on students' correction. In recast and translation, the teachers

who will reformulate the errors so that the students will not have chance to make repair.

Recast is also found as most preferred oral corrective feedback to use in each level (Lyster & Mori, 2006), whether elementary (Mori, 2002), HighSchool (Tsang, 2004), or adult learners (Suzuki, 2018). Likewise the study in Indonesia discovered that recast is mostly used by the teacher. Then in the students' side responds in a pleasant as well to the teacher's oral corrective feedback and admits that it can help them in the improvement (Devi, 2014).

There are many previous studies have been done in the case of students' response to the feedback. The studies benefit the teacher to measure the effectiveness of oral corrective feedback. Students' response to the feedback often has been employed as indicators, such as intake, uptake, and repair (Lyster & Ranta, 1997). This type of students' reponse is called uptake. It refers to a student's utterance that immediately follows the teacher's feedback (Lyster & Ranta, 1997). Mackey, Gass & McDonough (2000) define uptake as students' correction of their original utterance after receiving teacher's feedback through recast or negotiation.

Suzuki (2018) states uptake as "one way of showing which items learners have attended to in the preceding corrective feedback". Somehow student's attempt to correct the utterance is not always successful. The failure represents to the occurrences in which the repair does not result a successful accomplishment (Schegloff, Jefferson, & Sacks, 1977). In Lyster & Ranta (1997) uptake covers repair, need repair, and no uptake. The learners' uptake can be counted as successful uptake when the students can reformulate their utterances through repairs either self repair or mere repetition (Lyster, 2013). Self repair is valued preferable because it requires deeper level of processing than uptake through repetition (Lyster & Mori, 2006).

Repair occurs in the situation where the students can provide the correct form in their response to the feedback. Need repair involves the students move through uptake that still contains error. While no uptake may be found when the students ignore the feedback or give no response at all.

Further study should uncover how the students follow up teacher's oral corrective feedback, not merely on the students' preferences toward the types of oral corrective feedback. In Lyster (2007) defines the difference between reformulation and prompts. Reformulation move includes recasts and explicit correction, they both provide the correct form while prompts which have varied signals through elicitation, repetition, metalinguistic feedback and clarification request, demand the students' self repair. The feedback may help the students to learn their errors through

teachers' input and notice the gap of their knowledge (Nassaji, 2007). The feedbacks that lead the students to do self repair will be absolutely fruitful for their interlanguage. "During interaction with a teacher or another learner, monitoring at the internal level may lead the learners to self-initiated corrections" (Sato & Lyster, 2012: 595).

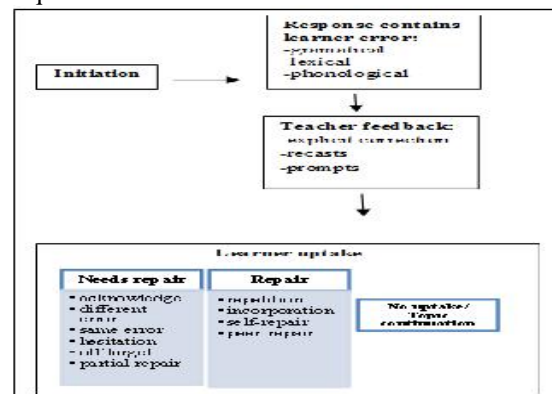
Therefore this study will present the research on what students' uptakes are possible to provide to follow up the teacher's oral corrective feedback. In the preceding discussion, prompts can assist the students to make self repair. If a correct form can be provided by the students after obtaining the feedback, it enhances the student's consistency to correct his utterance and improves his autonomous ability to do self repair (Chaudron, 1977). The study will focus on oral corrective feedback during teacher-student interaction "when learners interact with more competent interlocutor, they not only communicate meaning but also receive implicit negative feedback" (Nassaji, 2007: 513). Besides it will observe the teaching learning process in EFL classroom.

## 1. METHOD

Qualitative design is applied in this study by transcribing the field note and video recording of oral corrective feedback and learners' uptake in the classroom interaction. The data is obtained by doing observation. This study was conducted in a first grade of junior high school in Surabaya, Indonesia. The subjects of the study are 35 students whose first language is Javanese while the second language is Indonesian and their English teacher with more than ten years teaching experience. The data was obtained in eight meetings which cover approximately 720 minutes.

In further, teacher's lesson plans were also considered to be analyzed so that other possible contribution for the data can be inserted. This study only focuses on speaking activities and teacher-students interaction. While The classification of corrective feedback moves and uptake will adapt the scheme from Lyster & Ranta (1997). (see Figure 1)

Figure 1. Teacher's feedback and student's uptake sequence



(Adapted from Lyster & Ranta 1997: 44)

## 2. RESULTS AND DISCUSSION

The results of observation and analysis produce the data about various types of oral corrective feedback in the classroom during interaction with the students. Lyster and Ranta (1997) identify six types of corrective feedback moves. They are recasts, explicit correction, clarification requests, metalinguistic feedback, elicitation and repetition. The descriptions of all the six types are described and presented through illustrative examples (except for elicitation which is the occurrence not found in the data). The following are the description of each type of oral corrective feedback produced by the teacher in the classroom.

### Types of oral corrective feedback

**Recasts** occur when the reformulation is provided by the teacher through the feedback eliminating the error. The level of implicitness in recast can be varied related to the teacher's technique in communicating the oral corrective feedback. When the recast is delivered by rephrasing the whole students' utterance along with corrected form, it can sound more implicit for the students. While it can show up more explicit when the teacher only modifies the error into the correct form. Besides stressing the intonation in the corrected part of utterance. In example 43 shows the application of recast on a grammatical error:

#### Example 43

S: My house have two doors (grammatical error)

T: My house has two doors (recast)

In this situation, the student tries to describe his house, but he makes grammatical error in the use of has or have. Realizing the error, the teacher provides the correct form through recasting the student's full utterance. This technique of recast which is applied by the teacher may turn to be more implicit for the students because it is possibly stated by the teacher as confirmation when the students are not aware with his error. While in the following example, the teacher employs another technique of recast by rephrasing only the part of error:

#### Example 41.

S: I have five book (grammatical error)

T: Five books (recast)

This examples shows the student's erroneous in applying singular plural rule. However the teacher only concerns on the student's error without recasting full of student's original utterance. It can minimize the degree of implicitness in the recast as the teacher emphasizes the error part only.

If the feedback turns implicit, it may result the students hard to notice the existence of recast. It is supported when the teacher does not provide more feedback to the students' silence or errors after receiving the recasts. Even sometimes the

teacher continues the topic and let the feedback unnoticed.

Additionally the translation is also considered as a part of recast Lyster and Ranta (1997). They decide it based on their similarities in the notion of functions in oral corrective feedback. Both of the feedbacks serve the students with the provision of correct form without trying to elicit the students' correction. Translation occurs when mother tongue is used by the students at the moment the target language (English) is expected (Panova and Lyster 2002). It is illustrated like in the below:

#### Example 6

T: What does your dog eat?

S: *Daging*

T: Meat (recast)

Through this example, it can be said that the teacher expects the students' response in English instead of Indonesian because the teacher initiates to throw the question in English. However the answer is in Indonesian so that the teacher considers it as error form and recasts it.

**Explicit correction** refers to the teacher's provision of the correct form for the students and additionally indicates that the students' utterance is incorrect. Although having similarities in delivering the correct form in their input, explicit correction is different from recast in the side of explicitness. In natural recast looks more implicit as an oral corrective feedback because sometimes it has ambiguity, while explicit correction is more obvious for the students to observe. Ellis and Sheen (2009) state that explicit correction can be more effective than recast because of its explicitness as feedback.

#### Example 3.

S: I have turtle last month (grammatical error)

T: *Kalau sudah lampau* (if already past use past tense, I had not I have

It shows the teacher's attempt to declare the students' error in using the verb when the tense is past. She provides both the error part is "I have" and the correct form is "I have". It clearly helps the students to observe the error while receiving the correct form for the error. The following example is a case where the teacher performs the explicit correction by questioning the student's utterance or requesting clarification (clarification request) and recasting the error:

#### Example 42.

S: My sister ordinary bring them to the park (lexical error)

T: huh? What ordinary? Usually *biasanya*

If the first example of explicit correction produce the input by combining recast with metalinguistic feedback, the second example mixing clarification request that in explicit claiming the student's incorrect word by questioning the word "ordinary" with recast that

delivers the correction to utilize is “usually”. The teacher can employ different varied techniques to provide explicit correction for the students

**Clarification requests** mean the expression that the teacher produce to indicate that their utterances are either not understood or incorrect so they need to repeat or reformulate their utterances with clear and correct form (Lyster & Ranta, 1997). The expressions like “Huh? What? Sorry? or I don’t understand” can show the indication of erroneous. In the case of recasts and explicit corrections, the teacher who initiates the correct form to be given. Unlike both of them, clarification requests more encourage and push the students to modify their own erroneous. It possibly appears ambiguous for the students when the teacher employs this type of feedback because the expression like “sorry?” may cause the students’ confusion on whether the teacher ask them to repeat the utterance or correct it.

The existence of clarification request may have two meanings for the students, first the teacher does not hear their utterance, and second the teacher does not understand the utterance because of the erroneous. However the function of this feedback is to get correction from the students not repetition. The next example is provided for a phonological error:

Example 31.

S: His feather /fider/ is blue and red  
(phonological error)

T: What? (clarification request)

In example 31, the student performs his speaking skill by describing his pet. He tries to tell the color his bird’s feather but the teacher simply says “what?” to indicate the existence of error as the student mispronounce “feather” word.

**Metalinguistic feedback** can be defined by providing information, comments or questions related to the correct form without explicitly offering the indication of it. Generally it will be accompanied by grammatical knowledge. The example of metalinguistic feedback is presented here:

Example 18.

S: I am is the best student in my class  
(grammatical error)

T: We cannot use two verbs in one sentence

The teacher does not serve the students with reformulation in explicit way but tries to indicate the part of error so that it will encourage the students to think and modify his utterance into the correct one. The oral corrective feedback will be successful when the students get the indication of the feedback or they have prior knowledge related to the teachers’ feedback.

**Elicitation** occurs when the students’ attentions are drawn to the teacher’s feedback so that they will notice an error has been made and try to modify it. The application of this feedback can

be done by repeating the students’ utterance and pausing just before the part of incorrect form. Then it will let the students to complete the utterance.. However in the present data, there is no occurrence of elicitation.

**Repetition** refers to the teacher’s utterance in repeating the error part of the student’s utterance and modifying the intonation to stress the ill-formed so that the students’ attention will be absorbed into self repair. The occurrence of repetition is described in this example:

Example 13:

S: My mother like to cook and clean the house (grammatical error)

T: Your mother like? (repetition)

The student makes erroneous in her utterance and the teacher repeats and modifies her intonation on the “like” word so that the students will notice that there is incorrect thing happens in that word.

The next findings is important to be discussed after the feedback elaboration because the appearance of uptake will likely occur when oral corrective feedbacks are given during teacher-students interaction. In the teacher’s feedback and student’s uptake sequence, the uptake follows after teacher’s oral corrective feedback. Lyster and Ranta (1997) state uptake as a student’s utterance to respond immediately the teacher’s oral corrective feedback. An uptake shows how the students try to follow up the provision of oral corrective feedback.

#### **Types of Students’ Uptake**

Uptake involves three types of uptake, either the erroneous is corrected by the student (repair uptake) or it is still in ill-formed so that in need of repair (needs-repair). As an additional uptake is no uptake when there is either no response from the students (silence) or topic continuation. In the case of topic continuation may happen when the teacher or the students continue the topic or change the topic of their conversation when there is still no uptake performed by the students.

**Repair** refers to the student’s reformulation of the erroneous as the response of the feedback. In other words, there is student’s capability to produce the correct form by employing the information inside the teacher’s feedback. Either there is explicit or implicit information that are provided. Repair includes four different forms (repetition, incorporation, self-repair and peer-rapair) which are explained in the following discussion.

**Repetition** can be produced by the students when the teacher provides certain oral corrective feedback such as recasts or explicit correction. Both of the feedbacks simply contain the correct form that makes the students easily to repeat it. In short, the reformulation is initiated by the teacher. Example 17 illustrates this sort of repair:

Example 17

T: What is the shape of your watch?

S: Bulat

T: Circle

S: Circle

**Incorporation** is nearly same with repetition, but additionally the student turns the correct form provided by the teacher into a longer utterance. This example below defines an example of incorporation found in the data:

Example 17

S: I have rabbit (grammatical error)

T: How many do you have? *Berapa?* (how many?) If one, then I have a rabbit

S: Yes one

T: I have a rabbit (recast)

S: I have a rabbit at home (incorporation)

In this example, the teacher brings up the case of student's grammatical error about article usage in English. In the first feedback the teacher tries to find out the amount of rabbit while gives the possible correct form to the student. However the student's uptake still does not show the reformulation that makes the teacher to provide recast feedback afterward. Finally the student conveys the repair on her utterance with more explanation that describes about her rabbit.

An uptake can be counted as **self repair** when the correct form comes from the students. It follows certain feedbacks which do not provide the correction such as clarification request, elicitation, metalinguistic feedback or repetition. Instances of self-repair can be found in this example:

S: I like pink color, my everything are pink (grammatical error)

T: are *atau* (or) is? (clarification request)

S: is, my everything is pink (self repair)

It clearly represents teacher's guidance to encourage the student. Without explicit correct form in the feedback, the student will have chance to make his own attempt in correcting the utterance.

**Peer-repair** occurs when the error is corrected by other student who does not make the error. It is caused by inability of the student who makes error to respond teacher's feedback with correct form. Here is the example of peer repair:

Example 52.

S<sub>1</sub>: I take my book, pen and bag to school

T: Huh? (clarification request)

S<sub>2</sub>: I bring *ya* (peer repair)

T: Yes I bring not I take

Through that example the second student joins the conversation and gives his uptake with the correction on the first student's erroneous. Then it is responded by teacher's confirmation that the correction is right. **Needs-repair** covers a situation in which the student's response still does not deliver correct form. In other words the students fail to make repair on their uptake. Somehow it demands the teacher to convey another feedback so that the students can reach repair uptake. This type

of uptake involves six different forms: acknowledgement, same error, different error, partial error, hesitation and off target.

**Acknowledgement** means the student's confirmation on the given feedback which is expressed by simply saying "ok or yes". It shows that the students recognize and admit their erroneous, somehow they do not attempt to make repair. Sometimes this also may occurs when the students are not aware with the feedback's emergence. This uptake is found in the following example:

Example 28

T: What is your pet?

S: I not pet *bu*

T: I don't have any pets

S: Yes

**Same error** represents the situation when the student repeating the first error he made after receiving the feedback. This is the example of same error uptake:

Example 22

S: I want buy bird

T: I want to buy bird (recast)

S: I want buy bird (same error)

In Example 22, the student makes grammatical error by leaving out to-infinitive form in his utterance. The teacher reformulates the utterance by recasting it, yet the student repeats the same error even after obtaining correct form from the feedback.

**Different error** refers to the student neither repeats the original error nor corrects the error, but makes new error instead in the utterance. This example shows an occurrence of different error:

Example 17

T: How do you call baby cat? *Anak kucing* (cat's baby)?

S: Cat (lexical error)

T: No, for the baby (metalinguistic feedback)

S: Baby cat (different error)

T: It's kitten

This excerpt shows students' lack of knowledge about English vocabulary. It affects the student inability to provide correct form regarding to the teacher's expectation on the correct answer.

**Partial repair** occurs when the student's attempt in reformulating the error is not fully successful. This type of feedback is not found in the data.

**Hesitation** shows the student's doubt in responding teacher's feedback. It may involve student's situation when he pause his utterance or change his intonation to ask confirmation.

**Off target** refers to the student's situation where he responds the corrective feedback but that evades the teacher's linguistic focus altogether, without including any further errors. This sort of uptake is not found in the data.

The last is **no uptake** where either the teacher or the students continue the topic without obtaining the students' uptake after the feedback. It also occurs when the student remain in silence or ignore the teacher's feedback. This example performs no uptake form:

Example 29

S: I have one cat in the my home

T: In my home (recast)

S: My cat is male (no uptake)

It points out the student's indifference to the teacher's feedback and his preference to continue the topic by describing his cat. While the teacher does not remind him to repair his error, so that the error is forgotten.

The classification of teacher's oral corrective feedback and the students' uptake can be seen in the following table that displays the distribution

Feedback type	Uptake													
	Repair							Need Repair						
	RF	IN	SR	ER	Total	AC	SE	DE	OT	PR	HE	Total	NO	
Recast (n=17)	27 (47.4%)	1 (1.7%)	0	0	28 (49.1%)	9 (15.8%)	4 (7.3%)	5 (8.8%)	0	0	0	18 (31.6%)	46 (80.7%)	11 (19.3%)
Explicit correction (n=11)	3 (23.1%)	0	1 (7.7%)	0	4 (30.8%)	1 (7.7%)	0	3 (23.1%)	0	0	0	4 (30.8%)	8 (61.5%)	5 (38.5%)
Elicitation (n=9)	0	0	0	0	0	0	6 (78%)	0	0	0	0	0	0	0
Clarification request (n=9)	0	0	2 (22.2%)	0	2 (22.2%)	0	3 (33.3%)	1 (11.1%)	0	0	0	4 (44.4%)	6 (66.7%)	0
Metalinguistic (n=9)	0	0	1 (11.1%)	1 (11.1%)	2 (22.2%)	5 (55.6%)	0	6 (66.7%)	1 (11.1%)	0	0	7 (77.8%)	8 (88.9%)	1 (11.1%)
Repetition (n=7)	0	0	2 (28.6%)	3 (42.9%)	5 (71.4%)	0	1 (14.3%)	1 (14.3%)	0	0	0	2 (28.6%)	4 (57.1%)	0

From the data in the table, it shows that recast results in 80.7% of learners' uptake, explicit correction results in 61.5%, metalinguistic feedback results in 85.7%, while elicitation, repetition and clarification request in 100% of students' uptake. Metalinguistic feedback led to the highest percentage of repair (71.4%) and recast as the most frequent feedback used only had 49.1% in repair.

The table also delivers the result that the teacher mostly use recast to give correct the students' errors during interaction. It indicates the teacher's preference to provide correct form other than let the students doing their own repair. The teacher employed repetition, metalinguistic, and clarification request only in a few times even elicitation is not found in the data. This result is parallel with other previous studies (Lyster & Mori, 2006; Mori, 2002; Suzuki, 2018; Tsang, 2004) that revealed recast as the highest percentage oral corrective feedback to use. The findings also revealed that the highest students' uptake in response to the recast was repetition (47.4%), however the data also showed that recast did optimally successful to assist the students into repair uptake because needs repair uptake appeared 31.6% in the data and recast was end up ignored or unnoticed by the students in 19.3%. The recast led the students to need repair uptake or no uptake were mostly due to the teacher's decision to

continue the topic or let the students in silence without giving more feedback to their errors. Then the teacher mostly employing recast as the feedback by

rephrasing full utterance not only stressing the error part so that the students possibly did not notice the feedback.

Furthermore the teacher's preference in using recast because of its positive side that does not distract the flow of communication during interaction (Long, 1996). It seems matched to the students needs as they are still first grade in junior high school. It can be said that they are beginner in learning English because in primary school English subject was removed so that it is good to encourage the students to speak without giving much pressure in correction.

While for prompts like clarification request and metalinguistic feedback, they produce different uptake from the students. Clarification showed fewer repair (33.3%) than metalinguistic feedback (71.4%). For metalinguistic feedback, it is in line with the previous studies that prompts corrective feedback can push the students to respond in repair (Ellis, 2009; Lyster & Ranta, 1997; Sheen & Ellis, 2011). While for clarification request it seems not working. The possibly cause may occur because metalinguistic provide more obvious the part of error by giving information, in contrast clarification request not clearly indicate which part of utterance that having error.

### 3. CONCLUSION

The result of this study delivers the information that the recast has highest percentage to use during interaction and explicit correction as the second one. In this case it may happen due to teacher's decision to not distract students' oral activities by giving prompts (clarification request, elicitation, metalinguistic feedback and repetition) that tends to stop or pause students' talk to find out the correct form. Moreover by giving recast and explicit correction, it will be easier for the students to realize their errors and obviously know the correct form. It implies that each study may result different findings due to different context that affects teacher's choice of oral corrective feedback and the occurrence of uptake.

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