

## THE EFFECT OF DELAYED AND IMMEDIATE ORAL CORRECTIVE FEEDBACK ON L2 PRONUNCIATION IN EMERGENCY DISTANCE EDUCATION

### ANINDA VE SONRASINDA VERİLEN DÜZELTİCİ DÖNÜTLERİN ACİL DURUM UZAKTAN EĞİTİM DÖNEMİNDE YABANCI DİLDE SESLETİM ÜZERİNE ETKİSİ

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#### ÖZ

#### ABSTRACT

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**Anahtar Kelimeler**  
Sözlü düzeltici dönüt, yabancı dilde sesletim, uzaktan eğitim

**Keywords**  
Oral corrective feedback, L2 pronunciation, distance education

COVID-19 nedeniyle 2020 yılında çevrimiçi öğretime ani geçişle birlikte İngilizce öğretmenleri ve öğrenenleri kendilerini daha az etkileşimin olduğu ve sınıflarından uzakta bir ortamda bulmuşlardır. Böylesine bir ortamda dil öğretiminin önemli bir boyutu olan düzeltici dönütler her iki taraf için de daha önemli hale gelmektedir. Bu çalışma, acil durum uzaktan eğitim bağlamında, bir konuşma dersi kapsamında verilen anında ve sonrasında düzeltici dönütlerin Türk üniversite öğrencilerinin yabancı dilde sesletimine etkisine ve öğrencilerin aldıkları dönütler hakkındaki görüşlerine odaklanmaktadır. Çevrimiçi öğretimle yürütülen sözlü iletişim becerileri dersini alan 23 öğrenci sekiz hafta boyunca izlenmiş ve sesletim hataları kayıt altına alınmıştır. Sesletim hatalarıyla ilgili olarak bir grup anında dönüt alırken diğer grup sonrasında ve bireysel olarak dönüt almıştır. Süreç sonunda hatalarıyla ilgili öğrencilere son test uygulanmıştır. Sonuçlar, tüm öğrenciler için sesletim hatalarında düşüş olduğunu ve süreç içinde ve sonunda hata sayısındaki farkın istatistiksel olarak anlamlı olduğunu göstermiştir. Ancak, ortalama fark ve etki büyüklüğü, sonrasında dönüt alan grupta da büyük olmuştur.

With the sudden shift to online teaching with COVID-19 in 2020, ELT professionals and EFL learners found themselves in an environment with relatively less interaction, distant from their ordinary classrooms. In such a setting, a critical aspect of language teaching, oral corrective feedback (OCF), has become even more important for both sides. In a context of emergency distance education, this study focuses on the effect of delayed and immediate OCF on Turkish university students' L2 pronunciation in the scope of a speaking course, and their views on the feedback they received. In this respect, 23 students taking an oral communication skills course through online instruction were monitored for a total of eight weeks and their pronunciation errors throughout the process were recorded. One group received immediate feedback while the other group had delayed, individualized feedback on their pronunciation. A post-test based on these errors was administered online at the end of the process. The results showed a decrease in pronunciation errors for all students, and the difference in the number of errors during and at the end of the semester was statistically significant in both groups. However, the mean difference and the effect size were larger for the group who were exposed to delayed feedback.

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## 1. Introduction

Synchronous computer-mediated communication (SCMC) has gained a great deal of importance in the last decades. It has been regarded as a valuable means to supplement classroom-based instruction (Jenks, 2014). However, with the outbreak of the COVID-19 pandemic in early 2020, SCMC has nearly replaced traditional face-to-face teaching in all levels of education worldwide. In the literature, both potential benefits and limitations or deficiencies of SCMC have been researched in comparison to traditional instruction (Satar & Ozdenar, 2008; Cheung, 2021). Considering the sudden shift to online teaching due to the pandemic, challenges are observed on the side of both teachers and learners. These challenges may include not having a suitable device, unstable connection (or not having any connection), low digital literacy and limited interaction (Atmojo & Nugroho, 2020; Taşçı, 2021). These aspects clearly pose a challenge for ELT professionals, particularly in conducting interactive activities or teaching speaking classes that require teacher-learner and learner-learner interaction since learners need a great deal of practice to gain fluency in the target language (Taşçı, 2021). Such a challenge can be extended to a critical phenomenon for language learning, corrective feedback, which can also be challenging to provide in production-focused activities in distance learning.

Corrective feedback is briefly defined as “teacher and peer responses to learners’ erroneous second language (L2) production” (Li, 2014, p. 196) and is reported to facilitate second language acquisition (e.g. Ellis, 2015, 2017; Gass & Mackey, 2015). It is not a new phenomenon as the importance of errors made by learners has long been recognized. Decades ago, Corder (1971) asserted that errors made by learners are of importance since they give us insights into how acquisition takes place and how learners deal with this process. Errors and corrective feedback also give us the chance to provide learners with valuable input and help them test their hypotheses about the language they are learning. In the course of time, this phenomenon has undergone many changes and with more communicative approaches, oral corrective feedback (OCF) has been brought to practitioners’ attention and studied widely in the literature in the context of teaching different language skills and areas. These studies mostly focused on the timing (Canals, Granena, Yilmaz & Malicka, 2020) and method (e.g. Rassaei, Moinzadeh & Youhannaee, 2012; Loewen & Philp, 2006) of OCF and teachers’ and/or learners’ perceptions (e.g. Kartchava, Gathbonton, Ammar & Trofimovich, 2020; Van Ha & Nguyen, 2021), reporting valuable pedagogical implications for language teaching.

In the context of distance education and SCMC, OCF has been a relatively under-researched topic. Furthermore, among different aspects of language use on which corrective feedback can be provided, teachers are reported to mostly address grammar (43%) that is followed by vocabulary (28%) and pronunciation (22%) (Brown, 2016). In other words, pronunciation is usually addressed to a lesser extent in providing feedback compared to other aspects of language use. Moreover, only few studies have examined the effect of feedback on how pronunciation is acquired (e.g. Saito & Lyster, 2012a,b; Dłaska & Krekeler, 2013) although it is a significantly important aspect as it has an influence on the intelligibility of learners and their communication skills. On the other hand, considering that the interaction between the teacher and students are quite artificial in SCMC in that the teacher’s role is limited to asking questions on checking understanding and the instructional process has limited student interaction (Cheung, 2021), providing OCF on pronunciation in such a context can be even more onerous. This is because individuals are not in the same physical environment, and it is difficult to interpret non-linguistic signals for negotiation of meaning, indicating that there is more to OCF than meets the eye in distance learning. Taking into account that lower-level learners strive a lot to put together a meaningful utterance when they speak, how their pronunciation errors should be addressed in distance learning is an issue that is worth to investigate. In this regard, the present study set out to examine the effect of delayed and immediate oral corrective feedback on Turkish university students’ L2 pronunciation in emergency distance education in the scope of a speaking course, and their views on the feedback they received, addressing the following research questions:

1. Does the timing of OCF have a significant effect on Turkish university students’ pronunciation errors in emergency distance education?
2. What are the views of students about the timing of the feedback they receive for their pronunciation errors in emergency distance education?

## 1.1. Relevant Studies

### 1.1.1. Oral Corrective Feedback and L2 Pronunciation

Oral corrective feedback has been reported to positively contribute to learners' acquisition and uptake in the context of pronunciation development in the L2 (Sheen, 2006; Lee, 2016). In the literature, research has focused on the effects of different OCF forms (e.g. Darabad, 2014; Saito & Lyster, 2012a) and techniques (e.g. Gooch, Saito & Lyster, 2016; Luquin & Roothoof, 2019) on pronunciation, the effect of OCF on learner uptake in pronunciation in particular (Lee, 2016) and learners' perceptions of OCF (e.g. Nguyen & Luu, 2021; Saribas, 2021). These empirical attempts were carried out in different contexts and with varying levels of learners, reporting valuable pedagogical implications.

While most studies on OCF focused on the feedback provided for different language areas and skills, some studies specifically concentrated on pronunciation. Examining the effects of correction on the uptake of learners in a New Zealand ESL context, Ellis et al. (2001) reported that the rate of uptake resulting from OCF was higher for pronunciation than it was for grammar and vocabulary. This is also in line with the findings of Sheen (2006) in which uptake originating from pronunciation recasts were, percentage-wise, higher than the one from other language areas. Focusing particularly on pronunciation, Lee (2016) explored the effect of OCF on the pronunciation uptake of ESL learners, reporting high repair rates for recasts, metalinguistic feedback and clarification requests among which explicit correction combined with metalinguistic explanation had the highest repair rate although recasts were more frequently used in the class. Consequently, providing OCF has positive contributions to the pronunciation uptake of learners and OCF seems to be more beneficial for pronunciation than it is for other language areas.

Comparing the effects of two OCF techniques, namely recasts and prompts, on students' pronunciation of the final -s and -es endings in an Iranian EFL context, Darabad (2014) revealed a positive effect of such an intervention, with recasts having a greater impact than prompts. In a different context, Gooch, Saito and Lyster (2016) compared the effects of recasts, prompts and no feedback on Korean EFL learners' pronunciation development of an English consonant in a form-focused instruction. They found that recasts were more helpful in improving controlled production of the target sound while prompts facilitated the controlled and spontaneous production, indicating that OCF yielded significant gains. In another study, Luquin and Roothoof (2019) tested the effects of recasts and metalinguistic feedback on low- and high-anxiety learners' pronunciation of the -ed ending. They concluded that recasts were significantly effective for pronunciation development and no significant differences were found between the different anxiety groups. Therefore, recasts are reported to be more commonly used and be more effective for repairs (Darabad, 2014; Gooch, Saito & Lyster, 2016; Luquin & Roothoof, 2019), while in some contexts explicit correction can be said to be more effective even though recasts are more frequent (Lee, 2016).

Based on the literature, it can be argued that providing OCF is more effective than no OCF although different OCF techniques seem to yield varying repair rates. In a Japanese EFL context, Saito and Lyster (2012a) investigated the effect of form-focused instruction with and without OCF on students' development in pronouncing an English consonant problematic for Japanese learners. They reported a significant improvement in the pronunciation of the target consonant in the group that received form-focused instruction with OCF. However, this positive effect may vary depending on how OCF is provided. Pawlak (2013) focused on the effect of explicit and implicit OCF on eliminating errors in L2 pronunciation of undergraduate students in English studies. He reported that the students who received explicit OCF outperformed those who got implicit OCF, although the difference was not significant in free production tasks. Likewise, Zohrabi and Behboudnia (2017) compared the immediate and delayed effects of explicit and implicit OCF on pronunciation errors in an Iranian EFL context, finding that explicit OCF had a more positive delayed effect, but again the difference was not significant. Explicit OCF on pronunciation having a more positive effect, though not significant, may be due to the fact that learners sometimes focus more on meaning than in form and when they receive implicit OCF they may have problems noticing, even though they do self-repair at that moment. Therefore, explicit correction can be handy in some situations.

Another aspect that needs attention regarding OCF is how learners perceive the OCF they receive, and whether there is a discrepancy between their perceptions and teachers' perceptions and practices. In this regard, Nguyen and Luu (2021) examined Vietnamese EFL students' perceptions of their teachers' OCF on pronunciation and

found that they had positive perceptions of OCF for their pronunciation, but they preferred to receive explicit correction than other types of OCF such as recasts and clarification requests. Moreover, in the interview data, they indicated to have delayed OCF, after they complete their performance, without getting interrupted as they produce their utterances. Saribas (2021) focused on learner perceptions of corrective feedback on L2 pronunciation in a US ESL context. In general, learners had a desire for being corrected for their pronunciation by external sources including native speakers and teachers. However, some learners felt embarrassment about noticing their errors and being corrected by others. Regarding the timing of feedback, several studies report students' favoring immediate correction over delayed correction in pronunciation (Alghazo, 2015; Huang & Jia, 2016), and moreover, learners are reported to have more positive attitudes towards being corrected for their pronunciation errors immediately (Kaivanpanah et al., 2012). It can thus be argued that learners do appreciate feedback on their pronunciation errors as it gives them an opportunity to learn from their errors and improve their pronunciation. Yet, affective factors should also be considered, and OCF should not be anxiety-triggering or not make learners feel embarrassed.

Taking a somewhat different approach to OCF, Dłaska and Krekele (2013) examined the immediate effect of individual corrective feedback on L2 German learners' comprehensibility of controlled speech production. One group received a listening-only treatment in which they recorded themselves reading a text, listened to their recording and the recording of their teachers with correct pronunciation and then re-recorded themselves. In addition to the recordings with correct pronunciation, another group was exposed to individualized feedback sessions in which the teachers referred to issues such as individual sounds, word stress and intonation. Individual corrective feedback was more effective than learners' only listening to their recorded pronunciations and to their teachers' model pronunciation. Considering the limited nature of interaction in online classes, such an individualized practice can also be useful in distance learning.

To sum up, OCF has a valuable potential for learners' pronunciation development. Although recasts are more commonly used by teachers to correct pronunciation errors, explicit correction can also be quite effective to lead to successful repairs. Learners usually have positive attitudes to OCF on pronunciation, sometimes even more than their teachers. In addition, individualized delayed feedback can be of great value when the need arises and if learners are to be discouraged or feel embarrassed by immediate feedback.

### ***1.1.2. Corrective Feedback in SCMC and Distance Learning***

In second language acquisition, interaction plays a prominent role (Long, 1981). In the context of the development of speaking skills, lack of or limited interaction may not lead to desired outcomes in fluency and automaticity. For instance, discussion activities that are used in classes provide direct interaction and feedback to learners, yielding more meaningful learning experience (Leasure, Davis & Thievon, 2000). However, in online contexts, learners may be deprived of such an interaction and this can be detrimental to their learning (Ali & Smith, 2015). There is no doubt that distance learning and/or SCMC have their pros and cons, but considering the shift to online teaching at a rate that could not be foreseen due to the COVID-19 pandemic, challenges that may include limited interaction for teachers and learners are observed. This has clearly been challenging for ELT professionals when one considers the importance of interaction for language learning. The challenge is even tougher in conducting interactive activities or teaching speaking classes that require teacher-learner and learner-learner interaction since learners need a great deal of practice to gain fluency and automaticity in the target language.

Most studies focused on written feedback in synchronous and/or asynchronous forms (Shintani, 2016; Canals et al., 2020), and empirical studies on oral corrective feedback for pronunciation errors are extremely limited. In a study on learners of Chinese, Bryfonski and Ma (2020) investigated the differential effects of feedback on the perception and production of Mandarin tones in an SCMC setting. They found that production improved under more implicit feedback, though in one-on-one instruction. In this respect, available studies on corrective feedback in SCMC settings involved instruction in a one-on-one setting (e.g., Akiyama & Saito, 2016; Bryfonski & Ma, 2020; Nassaji, 2007, 2009). However, due to the COVID-19 pandemic that broke out in early 2020, most schools and universities transitioned to one-to-many instruction, sometimes with large classes, which needs be examined to see how OCF works in such a setting particularly in the context of pronunciation errors considering the challenges that these settings have including not having a suitable device, unstable connection (or not having

any connection), low digital literacy and limited interaction (Atmojo & Nugroho, 2020). In this respect, this study focuses on delayed and immediate oral corrective feedback on Turkish university students' L2 pronunciation in online teaching, and their views on the feedback they received.

## 2. Methodology

A quasi-experimental research design was adopted in this study with two treatment groups exposed to different timings regarding the OCF they received on pronunciation during emergency distance education. Quasi-experimental designs are employed when it is not possible to have a control group or to randomly assign participants into treatment groups. Due to the restrictions during the data collection procedure, a quasi-experimental design was preferred in the present study. Qualitative data were also gathered to have an in-depth understanding of the participants' experience and their views on the timing of OCF they received.

### 2.1. Participants

The participants were 23 first-year students studying English language teaching (ELT) selected through convenience sampling as they were taking an oral communication skills course taught by the researcher. They were part of a single class group and were taking the course through distance education during the COVID lockdowns in Spring, 2021. The class was split into two groups at the beginning of the semester to maximize the amount of time during which they can speak English. The characteristics of the participants are presented in Table 1.

**Table 1.** Characteristics of the participants

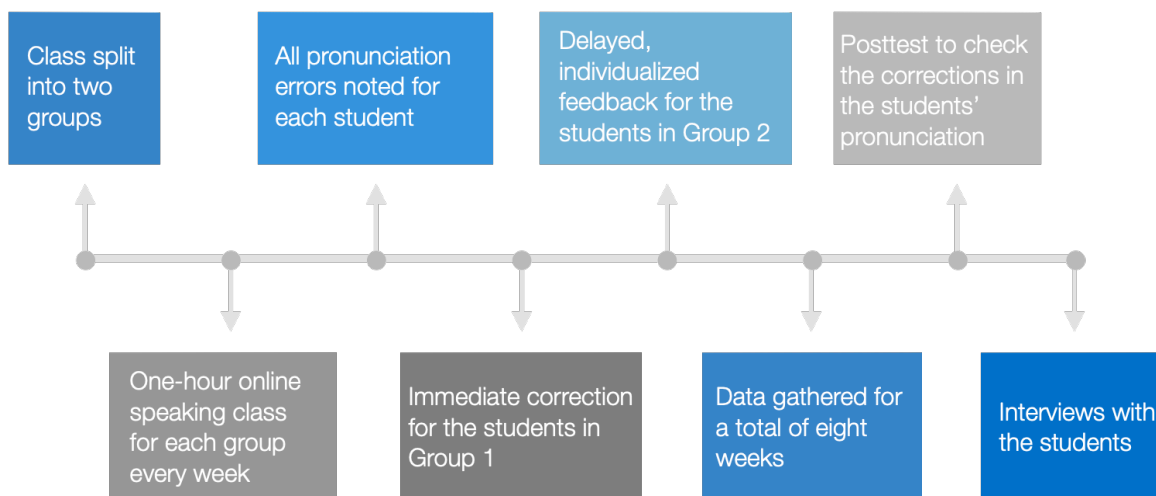
	n	Year of Study	Age (Average)	Gender		OCF Received
				Female	Male	
Group 1	11	1	21.1	8	3	Immediate
Group 2	12	1	20.7	10	2	Delayed

The participants were aged around 21 and all of them were first year students with some having studied a prep class the previous year while others were exempted from it. They were presumably upper-intermediate level learners of English. Most of the participants were female students, representing the tendency in their program (i.e. around 70% of all the students in the program being female). No set criteria were used to split the group into two; the class was divided into two groups merely in order of the class list.

### 2.2. Procedure

Oral communication skills is a course taught two class hours a week and included in the first year of the ELT curriculum in most Turkish universities that have the program in their faculties of education. The present study was conducted in the scope of the oral communication skills course at a Turkish university in eastern Turkey during the spring semester of 2021 when the mode of education was online through distance education platforms. The platforms employed in this respect were Google Classroom for assignments and announcements, and Google Meet for online, synchronous classes. The procedure followed in the implementation of the study is summarized in Figure 1.





**Figure 1.** Summary of the procedure followed in the study

After the class was split into two groups, which was done to give them more chance to speak since online classes can be limited in terms of instruction, especially in the case of one-to-many instruction, one-hour weekly sessions were held with each group for 14 weeks, but the data for this study were gathered for the last eight weeks. During each class, the students' pronunciation errors were noted carefully with the word mispronounced and the phonetic transcription of the mispronunciation. At this point, flaws in stress and intonation were not considered, but sounds that were pronounced wrong or sometimes those that were skipped were noted in both groups. In Group 1, the students were immediately corrected as they spoke through explicit correction, while in Group 2, the students received explicit correction after the class ended and through an individual audio message on a messaging app used by the instructor and the class. The reason why explicit correction was chosen to provide oral corrective feedback on the students' pronunciation was that the focus of this study was on the timing, and it was aimed to see whether immediate or delayed feedback would be effective when it comes to correcting pronunciation errors in distance education. So, the same feedback technique needed to be used. Another reason was that since Group 2 would receive individualized feedback following the class, a recast would not be meaningful as it was not during a task, and for example, meta-linguistic feedback may not be suitable to provide to Group 1 during a conversation. That is why explicit correction was chosen as the feedback technique for both groups. Samples of OCF for Group 1 (immediate) and Group 2 (delayed) are as in the following:

**Group 1 (Immediate OCF)**

**Student 11:** ... I used to .. to go to a supermarket near home . in . in that area [/areja/]

**Teacher:** [/'er.i.ə /] not [/areja/] okay

**Student 11:** oh yes [/'er.i.ə /]

**Group 2 (Delayed OCF)**

**Teacher:** (Audio message) hi [student's name] . I hope you enjoyed today's class .. during the class . you said [/pepə r/] instead of [/'peɪ.pə r/] .. these are two different words . right

**Student 21:** yes . thank you sir

**Student 21:** (Audio message) [/'peɪ.pə r/] .. [/'peɪ.pə r/]

At the end of the semester, each student took a posttest in the form of an online interview in which they were presented sentences and each sentence included a word that the student mispronounced in one or more classes throughout the semester. In this fashion, the aim was to observe whether the feedback they received led to an improvement in their pronunciation of those words. Lastly, 12 voluntary students were interviewed to get to know their perceptions regarding the feedback they received. They were asked whether they wanted to be

corrected after a pronunciation mistake in an online class, and if they wanted correction, what their choice would be regarding its timing, and how they would feel about being corrected immediately or in a delayed manner.

### 2.3. Data Analysis

Descriptive and inferential statistics were used to analyze the data and report the findings in the present study. The number of errors the students made during the semester and the change in their performance from the classes in the semester to the posttest in percentages were calculated. To see whether there was a significant difference in the correction rate between the number of errors made during and at the end of the semester by the students who received immediate correction and those who received delayed feedback in distance education, a paired samples t-test was used. Moreover, 10 most common errors in the classes and in the posttest were also tabulated and reported to give researchers and readers an idea about the words mispronounced by the students in the present study. As for the interviews, the data collected was analyzed through content analysis. Having been reviewed with an independent researcher, the findings were presented in the form of codes and themes.

## 3. Findings

### 3.1. Common Pronunciation Errors

In the present study, throughout the data-collection period, all pronunciation errors were recorded the students mispronounced 133 words (type) with a total frequency of 179 times (token). The words that occurred in the research data more than twice are presented in Table 2.

**Table 2.** Words commonly mispronounced in the research data

Word	Frequency	Word	Frequency
again	4	disease	3
area	4	event	3
beginning	4	(to) live	3
builder	4	mountain	3
desert	4	our	3
corona	3	police	3
department	3	precaution	3
develop	3	(past tense “-ed”)	7

In the research data, 15 words were observed to be mispronounced by the students during the semester more than twice. Moreover, there were quite a few words that were also mispronounced; however, the error in these words was not in the pronunciation of the word root, but an inflectional suffix, the past tense “-ed”. That is why it was included in the table among the common errors.

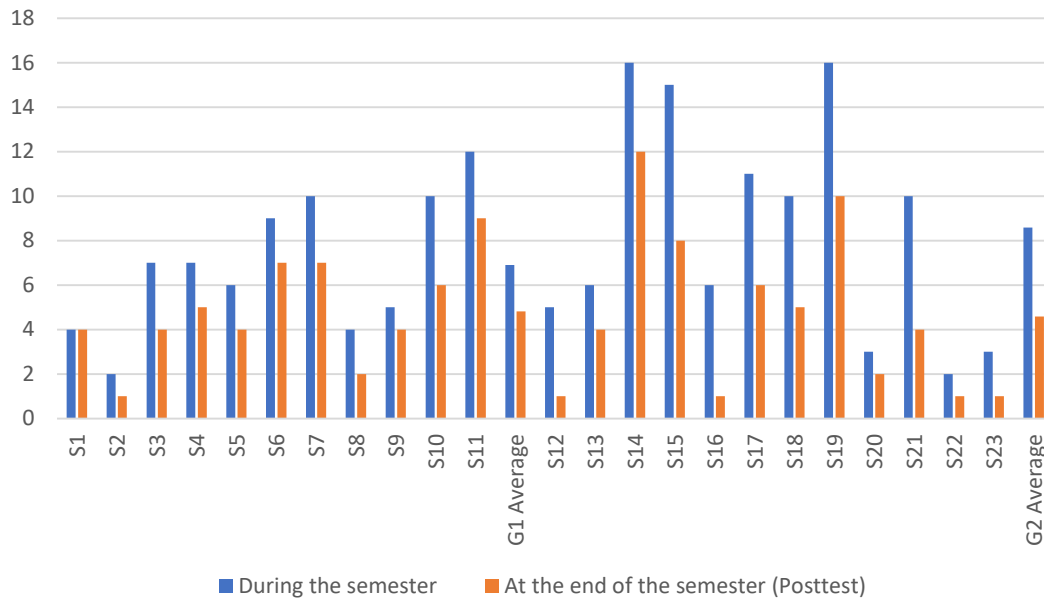
### 3.2. Frequency of Errors During and at the End of the Semester

As is mentioned above, during the eight-week period when the research data were collected on the students’ pronunciation errors, 133 different words were mispronounced in a total of 179 different occasions by both groups. Group 1, which received immediate OCF, made less errors (i.e. 76 times) in pronunciation than Group 2, which received delayed OCF, did (i.e. 103 times). The frequencies of errors made by each group and the whole class during and at the end of the semester are presented in Table 3.

**Table 3.** Frequencies of errors by each group

	Errors During the Semester	Errors at the End of the Semester (Posttest)	Change (%)
Group 1 (Immediate OCF)	76	53	-30
Group 2 (Delayed OCF)	103	55	-47

Although the students in Group 2 were observed to make considerably more errors during the semester, the frequencies of errors by both groups were almost the same at the end of the semester. In other words, Group 2 seemed to benefit more from OCF compared to Group 1; the errors in Group 2 decreased by 47% through the end of the semester while this rate was 30% for Group 1. Nevertheless, there were less errors at the end of the semester in both groups. Individual variation in both groups as well as group averages are represented in Figure 2.



**Figure 2.** Individual variation in pronunciation errors and group averages

Even though both groups showed an improvement in the mispronunciations they had during the semester, Group 2 exhibited a higher level of enhancement. Most students in Group 2 decreased the number of pronunciation errors at the end of the semester; as a matter of fact, one student in Group 1 was not able to correct any of his/her pronunciation errors. Group averages also yielded a greater downward change for Group 2, indicating that the students who received delayed, individualized feedback during distance education may have benefitted more from the OCF they had.

### 3.3. Frequency of Errors During and at the End of the Semester

A paired samples t-test was performed on the data to see whether the difference in the number of pronunciation errors showed a significant difference between the classes during the semester and the posttest at the end of the semester. For Group 1, in which the students were provided on-the-spot, immediate OCF, there was a significant difference in the number of their pronunciation errors during the semester and at the end of the semester,  $t(10)=6.10$ ,  $p<.001$ . Likewise, for Group 2, which received delayed, individualized OCF, there was also a significant difference in the number of the students' errors in classes and in the posttest at the end of the semester,  $t(11)=6.78$ ,  $p<.001$ . These findings showed that OCF provided both immediately and after classes helped the students improve their pronunciation errors of certain words.

Effect sizes were examined for the differences in both groups by calculating Cohen's  $d$  to see whether there was a difference in effect size for the change from the classes during the semester to the posttest at the end of the semester. In Group 1, the significant difference between the number of errors during and at the end of the semester had a large effect size ( $d=1.84$ ). In a similar vein, a large effect size was also found for the significant difference between the number of errors during and at the end of the semester in Group 2 ( $d=1.96$ ). In other



words, both immediate and delayed OCF on the students' pronunciation errors had a large effect size, with delayed OCF having an even larger effect size compared to immediate OCF.

### 3.4. Student Views on Immediate and Delayed OCF in Online Classes

When it comes to correction in language teaching settings, there may be discrepancies between what teachers do, how students perceive it and what can be more effective. Therefore, in the present study, the students' views on the timing of OCF in a distance education context were also examined. Based on the qualitative data obtained through the interviews with 12 students, three themes and relevant codes were retrieved and are presented in Table 4.

**Table 4.** Students' Views on Immediate and Delayed OCF

Correction of Pronunciation in Distance Education	Immediate Correction	Delayed Correction
Necessary (12)	Unwelcomed (2)	Welcomed (6)
Timing being inconsequential (3)	Welcomed (3)	Less effective (1)
	Causing stress (1)	Long-term learning (2)
	Embarrassing (2)	Embarrassing (1)
	Anxiety-triggering (1)	
	Irritating (1)	
	Practical (1)	
	Long-term learning (1)	
	Effective (2)	

With respect to correction of their pronunciation errors in distance education, all the students perceived correction as necessary for their pronunciation development. Most of them regarded it as necessary to improve their pronunciation and correct their errors, stating that they otherwise would not be able to notice their errors. Some of the students also indicated that the timing of feedback was inconsequential, and it did not matter when, as long as they were corrected. Quotations from the students' statements are as in the following:

"I would want to be corrected because I don't want to make the same pronunciation errors again and again." S13

"I prefer to be corrected. I would be better for me to learn its correct pronunciation." S11

"I feel badly when I make a pronunciation mistake. I want to be understandable. That's why I want to be corrected." S7

"I want to learn from my mistakes, so I don't feel offended by being corrected for my pronunciation errors by my teacher. But it is not really important for me if I'm corrected immediately or sometime after." S2

Although all the students desired receiving OCF and some did not have any preference for the timing, the rest did have a preference and stated various justifications. The students indicated to have a preference for immediate or delayed correction highlighted the advantages and disadvantages of one over the other. Those who welcomed delayed corrected thought it would lead to long-term learning because it was permanent and easy to remember. They referred to certain disadvantages of immediate correction, particularly affective issues, such as causing stress, embarrassment, anxiety and being irritating:

"If I were to be corrected for my pronunciation as I speak, I would be a little embarrassed of my classmates." S21

“When I’m corrected immediately, it makes me feel a bit anxious whenever I talk because it can lead to losing my courage.” S7

“I feel good about being corrected because I’m learning, but when it is in front of others, it is not nice because everyone wants to be perfect.” S14

“It will be better if I’m corrected sometime after I make the mistake. Otherwise, in an online class, correction can be irritating.” S11

Immediate correction was not welcomed by some of the students due to several psychological reasons, but causing embarrassment was also mentioned for delayed feedback as well. Even though this was stated by only one of the students, it is remarkable to see a negative psychological mood reported to be perceived for to different timings of OCF. In this case, the embarrassment due to delayed feedback was about feeling bad among peers:

“When receiving feedback afterwards, I would feel impressed by my teacher’s effort, but embarrassed to take my teacher’s time for feedback at the same time.” S19

On the other hand, the who preferred to receive immediate feedback thought it was more practical and effective compared to being corrected after the class. For them, it led to long-term learning when they were corrected on the spot. Quotations from the students’ views are as follows:

“I would rather be corrected immediately, not later or not after the class. In that case, I can remember easily.” S8

“I think when I make a pronunciation mistake it would be effective for me if I’m being corrected on the spot.” S22

To sum up, the students mostly preferred delayed OCF by referring to the negative effects of being corrected immediately after they had an error in pronunciation. On the other hand, some of the students indicated their preference for immediate OCF because for them being corrected on the spot was more effective. However, all the students agreed that correction was necessary and they welcomed it for their pronunciation development.

#### **4. Results, Discussion and Recommendations**

Focusing on a relatively under-researched issue in a considerably new educational environment, this study attempted to examine the effect of delayed and immediate oral corrective feedback on Turkish students’ L2 pronunciation in emergency distance education in the scope of a speaking course, and their views on the feedback they received. A decrease was observed in the number of pronunciation errors made by both the students who received immediate OCF and those who had delayed OCF in online classes. The difference in the number of errors during and at the end of the semester was statistically significant in both groups. Yet, the mean difference and the effect size were larger for the group who were exposed to delayed OCF. In other words, the students who received delayed, individualized OCF for their pronunciation errors in distance education benefitted more from their feedback. On the other hand, most of the students who were interviewed preferred to have delayed OCF because of the affective consequences of immediate OCF, whereas some students thought on-the-spot feedback was more effective. When the findings from the students’ views on different timings of OCF were to be evaluated altogether, it can be argued that there may be individual differences in students’ preferences regarding the timings of OCF in distance education.

Pronunciation comes after grammar and vocabulary among the areas of language use for which teachers report to give learners feedback (Brown, 2016). However, the uptake of learners resulting from OCF can actually be higher for pronunciation compared to grammar and vocabulary (Ellis et al., 2001). As a matter of fact,

pronunciation is of utmost importance for learners' intelligibility as they speak and speaking is a crucial communicative skill of language. That is why any opportunity for pronunciation development is valuable for learners and teachers, and in this respect, providing OCF seems to be more beneficial for pronunciation than no OCF. When it comes to the timing of OCF, the present study reported positive effects for both immediate and delayed OCF on pronunciation in distance education, with a larger effect size for delayed OCF. At this point, the limited amount of research on the timing of OCF mostly focus on grammar. One of the few research studies that involve errors in pronunciation among other areas and skills addressed through immediate and delayed OCF is Tesnim (2019) that investigated the effect of OCF on learners' speaking skills in general (i.e. grammar, vocabulary, pronunciation and fluency). She found that immediate and explicit OCF had a positive effect on grammatical development, but not the learners' performance in vocabulary, fluency and pronunciation. Ineffectiveness of immediate OCF on pronunciation can be argued to be in line with the relatively smaller effect size of immediate OCF in the present study. Tesnim (2019) justified this finding in the context of pronunciation to be related to certain affective problems caused by immediate correction, also mentioned by the students in the current study. Those studies that attempted to examine the effect of the timing of feedback on the acquisition of certain grammatical features reported either an advantage of immediate corrective feedback (Fu & Li, 2020; Arroyo & Yilmaz, 2018; Li et al., 2016) or no significant difference between immediate and delayed feedback (Quinn, 2014). It can thus be argued that immediate correction may work better for errors in grammar than those related to pronunciation, at least when it comes to online teaching. Nevertheless, OCF is reported to facilitate pronunciation acquisition more effectively compared to an instructional setting with no OCF on pronunciation (Gao, 2021; Lee & Lyster, 2016). Therefore, effectiveness-wise, OCF should be provided for pronunciation errors either immediately or afterwards, but in the current study, delayed OCF was reported to have a larger effect size in an online teaching context.

Delayed OCF having a larger effect size could be related to the limited nature of interaction in online classes where a live, on-the-spot correction might arouse certain negative feelings, which were also mentioned by the participants as they referred to the disadvantages of immediate OCF. They reported to mostly prefer delayed OCF because of these disadvantages, but some of the students perceived immediate OCF as more effective. In this respect, there are contrary findings in the literature. In a Chinese context, Zhu and Wang (2019) found that university students had more preferences for immediate correction, whereas English prep students at a Turkish university reported not to be comfortable with immediate correction (Ölmezer-Öztürk & Öztürk, 2016). So, there may also be cultural issues when it comes to students' preferences for immediate or delayed correction, and students' proficiency level can be another key issue in their perceptions of corrective feedback. Zhu and Wang (2019) and Ölmezer-Öztürk and Öztürk (2016) did not specifically address pronunciation errors but corrective feedback in general. In Nguyen and Luu (2021) focusing on perceptions of OCF on pronunciation, learners indicated to have delayed OCF, after they complete their performance, without getting interrupted as they produce their utterances. In other words, students' perceptions of OCF may also differ based on the language skill and area in which they are corrected, and getting on-the-spot correction for pronunciation errors may be more stressful than for other areas of language use. Nevertheless, in several studies, students were found to favor immediate correction over delayed correction in pronunciation (Alghazo, 2015; Huang & Jia, 2016), and to have more positive attitudes towards being corrected for their pronunciation errors immediately (Kaivanpanah et al., 2012). However, in fluency-focused activities, immediate correction is not always a good idea as Harmer (2007, 2008) suggests that in such activities, interrupting students in mid-flow for correction can disrupt the communication and turn into a form-focused activity, not to mention the negative psychological effects.

As the present study focused only on explicit correction because it seemed more convenient and reasonable when providing immediate and delayed OCF, other correction techniques can be experimented in a similar instructional context. With regard to the measurement frame, the students' errors were recorded during the most part of an academic semester and the tested right at the end of the semester, but a delayed effect can also be included in a further study to see whether immediate and delayed OCF have similar delayed effects measured sometime after the posttest. On the other hand, the present study also has several limitations. First of all, the focus was on one EFL learning context at a Turkish state university and the participants were presumably upper-intermediate level EFL teacher candidates, so the results cannot be generalized to contexts with varying proficiency levels and age groups. Secondly, the participants' digital literacy skills were not measured and

considered in the study, which may be a factor that can potentially affect their language performance in online classes. Lastly, due to limited interaction, issues regarding intonation and stress were not considered when providing immediate and delayed OCF, so the feedback was limited to the mispronunciation of phonemes.

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## GENİŞLETİLMİŞ ÖZET

COVID-19 nedeniyle 2020 yılında çevrimiçi öğretime ani geçişle birlikte İngilizce öğretmenleri ve öğrenenleri kendilerini daha az etkileşimin olduğu ve sınıflarından uzakta bir ortamda bulmuşlardır. Böylesine bir ortamda dil öğretiminin önemli bir boyutu olan düzeltici dönütler her iki taraf için de daha önemli hale gelmektedir. Uzaktan eğitim ve senkron iletişim ortamları bağlamında sözlü düzeltici dönütler üzerine sınırlı sayıda araştırma bulunmaktadır. Ayrıca, düzeltici dönüt sağlanabilecek farklı dil kullanımı boyutları arasında öğretmenlerin en çok dilbilgisi hatalarını ele aldıkları (%43) ve bunu sözcük bilgisi (%28) ve sesletimin (22%) izlediği bulgulanmıştır (Brown, 2016). Bir başka deyişle, dil kullanımının diğer boyutlarıyla karşılaştırıldığında dönüt verme noktasında sesletim genellikle daha az ele alınmaktadır. Bunun yanında, öğrenenlerin anlaşılabilirliği ve iletişim becerileri üzerinde bir etkisi olduğu için oldukça önemli bir boyut olmasına rağmen düzeltici dönütlerin sesletimin nasıl edinildiği üzerindeki etkisi üzerinde az sayıda çalışma bulunmaktadır (örn. Saito & Lyster, 2012a,b; Dłaska & Krekeler, 2013). Öte yandan, öğretmenin rolünün anlamayı kontrol etme üzere soru sormayla sınırlı olduğu ve öğrenci etkileşiminin az olduğu canlı ders ortamlarında öğretmen ve öğrenciler arasındaki etkileşimin oldukça yapay olduğu düşünüldüğünde (Cheung, 2021), böyle bir ortamda sesletim ile ilgili düzeltici dönüt sağlamanın daha zor olması beklenebilir. Bunun nedeni, bireylerin aynı ortamda olmaması ve anlama katkıda bulunan sözsüz mesajların yorumlanmasının zor olmasıdır; yani, uzaktan öğretim söz konusu olduğunda sözlü düzeltici dönütler görüldüğünden daha karmaşık bir hal alabilir. Dil yeterlilik düzeyi daha düşük olan öğrencilerin konuştuklarında anlamlı bir ifadeyi bir araya getirmek için çok çaba harcadıkları düşünüldüğünde, uzaktan eğitimde sesletim hatalarının nasıl ele alınması gerektiği araştırmaya değer bir konu olarak öne çıkmaktadır.

Bu çalışma, acil durum uzaktan eğitim bağlamında, bir konuşma dersi kapsamında verilen anında ve sonrasında düzeltici dönütlerin Türk üniversite öğrencilerinin yabancı dilde sesletimine etkisine ve öğrencilerin aldıkları dönütler hakkındaki görüşlerine odaklanmaktadır. Çevrimiçi öğretimle yürütülen sözlü iletişim becerileri dersini alan 23 öğrenci sekiz hafta boyunca izlenmiş ve sesletim hataları kayıt altına alınmıştır. Sesletim hatalarıyla ilgili olarak bir grup anında dönüt alırken diğer grup sonrasında ve bireysel olarak dönüt almıştır. Süreç sonunda hatalarıyla ilgili öğrencilere son test uygulanmıştır. Sonuçlar, tüm öğrenciler için sesletim hatalarında düşüş olduğunu ve süreç içinde ve sonunda hata sayısındaki farkın istatistiksel olarak anlamlı olduğunu göstermiştir. Ancak, ortalama fark ve etki büyüklüğü, sonrasında dönüt alan grupta da büyük olmuştur. Yani, sesletim hatalarına yönelik sonrasında ve bireyselleştirilmiş sözlü düzeltici dönüt alan öğrenciler aldıkları dönütten daha çok fayda elde etmiştir. Öte yandan, görüşme yapılan öğrencilerin çoğu, anında dönütün duyuşsal sonuçları yüzünden sonrasında sözlü düzeltici dönüt almayı tercih etmişken bazı öğrenciler anında dönütün daha etkili olduğu konusunda görüş belirtmiştir. Öğrencilerin sözlü düzeltici dönütlerin zamanlaması üzerine görüşlerinden elde edilen bulgular değerlendirildiğinde, öğrencilerin dönütlerin zamanlamasıyla ilgili tercihlerinde bireysel farklılıklar olabileceği savunulabilir.