

## عنوان مقاله:

The Relationship between Frequency of Oral Corrective Feedback and Identity Processing Style among Iranian EFL Teachers

## محل انتشار:

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## خلاصه مقاله:

is believed that identity has great[s1] impact on almost every aspect of human psychological and social growth. Oral corrective feedback, on the other hand, is found to have a profound influence on learning. In this regard, this study attempted to examine any probable relationship between identity processing styles and the frequency of oral corrective feedback techniques. The participants included eight male Iranian EFL teachers. To identify participants' choice of oral corrective strategies and their frequencies, their intermediate classes were observed for four sessions. To arrive at participants' identity processing styles, Informational, Normative, and Diffuse-Avoidant, the identity style inventory (ISI- $\Delta$ ) by Berzonsky was employed. Since all participants obtained highest score for the Informational style, they were grouped based on their second highest score. The findings underline that there is a positive relationship between Normative identity processing style and frequency of oral corrective feedback techniques used by the teachers. Normative styles were found to be more likely to use oral corrective feedback techniques more frequently. Those with higher Diffuse-Avoidant style score seemed to use a limited number and fewer types of oral corrective feedback techniques. With respect to the results, this study offers the use of identity surveys in EFL educational systems in order to help language institutions approach problems regarding teachers' performance in the field of oral [corrective feedback in a more precise and personalized way which matches each teacher's needs. [s]

## کلمات کلیدی:

Corrective feedback, Identity processing style, foreign language learning, Feedbacks frequency

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