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The Role of Mediational Discourse in Developing an EFL Teacher's Oral Corrective Feedback Strategies: A Sociocultural Perspective

Naser Rashidi

Shiraz University, naser.rashidi@shirazu.ac.ir

Morteza Majdeddin

Shiraz University, fmajdeddin2017@gmail.com

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Abstract

Taking sociocultural theory (SCT) as a theoretical framework, this qualitative phenomenological case study investigated the mediational discourse of a series of ten observation and post-observation conferences between a coach and an English language teacher teaching at Iran Language Institute (ILI) in Shiraz, Iran, in order to represent the development of student-focused oral feedback in an EFL teacher over time. Features of verbal mediation already identified by Wertsch (1998) such as shared definition of the task, inter-subjectivity, graduated help, and reasoning existed in the data, while they were insufficient in triggering the teacher to think conceptually about his use of oral feedback to students. Similarly, professional discourse, languaging motives, and teacher dynamicity, alongside the aforementioned mediational features, were revealed to be pivotal on the uptake of conceptual thinking by the teacher. The study was divided into three phases, namely, before, during, and after verbal mediations given by the coach to the teacher participant. The results of the study, along with the previous descriptive and empirical studies, accounted for an obvious role of mediational discourse in the development of teacher's understanding of conceptual thinking through verbally-mediated activity. The results also found that negotiated help given by the teacher to learners was excessively pivotal in assisting learners to internalize their oral errors. The study concluded with some pedagogical implications for second language teachers to be reflective, dynamic, and evaluative in dealing with oral corrective feedback challenges in their classroom practices.

Keywords

mediational discourse, sociocultural theory of mind, conceptual development

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The Role of Mediation Discourse in Developing an EFL Teacher's Oral Corrective Feedback Strategies: A Sociocultural Perspective

Naser Rashidi and Morteza Majdeddin

Department of Foreign Languages and Linguistics, Shiraz University, Iran

Taking sociocultural theory (SCT) as a theoretical framework, this qualitative phenomenological case study investigated the mediational discourse of a series of ten observation and post-observation conferences between a coach and an English language teacher teaching at Iran Language Institute (ILI) in Shiraz, Iran, in order to represent the development of student-focused oral feedback in an EFL teacher over time. Features of verbal mediation already identified by Wertsch (1998) such as shared definition of the task, inter-subjectivity, graduated help, and reasoning existed in the data, while they were insufficient in triggering the teacher to think conceptually about his use of oral feedback to students. Similarly, professional discourse, languaging motives, and teacher dynamicity, alongside the aforementioned mediational features, were revealed to be pivotal on the uptake of conceptual thinking by the teacher. The study was divided into three phases, namely, before, during, and after verbal mediations given by the coach to the teacher participant. The results of the study, along with the previous descriptive and empirical studies, accounted for an obvious role of mediational discourse in the development of teacher's understanding of conceptual thinking through verbally-mediated activity. The results also found that negotiated help given by the teacher to learners was excessively pivotal in assisting learners to internalize their oral errors. The study concluded with some pedagogical implications for second language teachers to be reflective, dynamic, and evaluative in dealing with oral corrective feedback challenges in their classroom practices.

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Introduction

From a sociocultural perspective, mediation is the central concept of SCT and that higher forms of mental activity are mediated by culturally constructed auxiliary-like language (Lantolf & Thorne, 2006). From the standpoint of Wertsch (1998), mediated action or mediational discourse is a way of researching how people use all kinds of objects and tools, both physically and mentally to structure their interactions and thoughts, as is the case in the current study. Since mediated action is not tied to a specific method of data collection or experimental design, this approach accounts for the individual, social, and cultural contexts within which learning occurs. Coaching as a mediated discourse activity has the potential to create a mediational space that can support teachers' professional development (Johnson, 2009). Likewise, given the power of language, the social interaction between coaches and teachers in inquiry-based approaches functions as mediational means that creates the potential for improvement in instruction (Poehner, 2018). As Clark (2001) contends, English language

teachers in school communities are seeking out systematic processes to engage with their peers in problem-solving sessions that address their challenges, be it dealing with student work, investigating lesson plans from multiple stances, sharing classroom practice challenges, or researching and conducting curricular initiatives during the classroom practice.

When teachers use Collaborative inquiry, they are able to learn both professionally and personally (Wells, 1999). Collaborative inquiry entails teachers join in groups to discuss specific issues of teaching and learning that appear out of each member's unique experiences (Allen & Blythe, 2004). Such professional development opportunities enhance the collegial bonds between teachers as they make their work public while probing answers to challenging questions that they are unable to solve on their own. Similarly, peer coaching as one of the common inquiry-based approaches is "the process where teams of teachers regularly observe one another and provide support, companionship, feedback, and assistance" (Valencia & Killion, 1988, p. 170). As Johnson (2009) states, peer coaching has two distinct features. First, it focuses on the activity of coaching as a mechanism for teacher growth and professional development. Second, it is conducted by teachers who view themselves and each other as peers, rather than by supervisors or those who hold positions of power over other teachers. To the exclusion of assessment or evaluation, peer coaching programs are designed to create non-evaluative and safe learning environments in which teachers can discuss new instructional strategies and techniques, while reflecting deeply on the quality and impact of their instructional decisions and actions (Johnson & Golombek, 2003). Teachers who participate in peer coaching programs have been found to develop strong interpersonal relationships within their school community, to be more likely to take risks, to feel more supported by their colleagues, and to position themselves as members of a learning community (Nolan & Hoover, 2004).

The coach in the current study spent about eight years working as a teacher in different language schools in Iran and regularly observed language teachers. One of the things he has learned from this experience is that Peer Coaching interaction during post-observation conferences is an ideal occasion for promoting language teachers' professional development. However, there is a distinct lack of research into peer coaching interactions and to the best of his knowledge none of the aforementioned studies investigated the role of mediational discourse during peer coaching interactions occurring in post-observation conferences using mediated discourse activity as a way of unpacking and tracking the process of teachers' professional development. Moreover, in his experience, peer coaches tend to have little theoretical and practical expertise of coaching program activities. As Gatbonton (2008) maintains, experience is a matter of quantity while expertise is a matter of quality. Thus, there is clearly a need for theoretically principled investigations into how peer coaching activities within SCT affect language teachers' professional development.

Conceptual Framework

This study seeks to investigate the role of mediational discourse in developing student focused oral feedback strategies in an EFL teacher through peer coaching interactions occurring in a series of post-observation conferences. Simply put, the focus of the analysis is on how peer coaching shapes the teacher's conceptual thinking about oral corrective feedback strategies. Utilizing sociocultural perspective, Mercer (2004) offers a research methodology called sociocultural discourse analysis (SCDA) to investigate how spoken language is used as a tool for thinking collaboratively in both teacher-student and teacher-teacher dialogues. Mercer's (2004) SCDA informs highly the major tenets of Vygotsky's (1978) genetic method and is similar to the one adopted in the current study; that is, the impact of coaching on the development of an English teacher's oral feedback strategies. Given that, we outline the

relevant features of SCDA as described by Mercer (2004) and explain how they inform the proposed study. SCDA has the following aspects:

1. A focus on the function of language, specifically dialogue, for the pursuit of joint intellectual activity and a “concern with the lexical content and the cohesive structure of talk” because these can “represent ways that knowledge is being jointly constructed.” (Mercer, 2004, p. 141)

Following this precept, the focus of the analysis of the dialogue during the post-observation conferences is on an EFL teacher’s student-focused oral feedback strategies through dialogic mediation; that is, conceptual thinking about feedback to students. Thus, as is the case in Mercer’s studies, this study seeks to identify cognitive processes such as learning language use, problem solving, decision making, and reasoning through the analysis of language. The broad function of the mediational discourse of the post-observation conferences involves joint and reciprocal participation of both the teacher and the coach and focuses on the processes of conceptual development in language teacher’s oral feedback strategies. Language, or specifically verbal mediation, is not viewed as a reflection of cognitive activity, but as a cognitive activity itself.

2. The use of “selected extracts of transcribed talk commented on by the analyst.” (Mercer, 2004, p. 147)

This is a specific feature of SCDA directly related to the methodology of the current study. The primary form of data are transcriptions of discussions between a teacher and a peer coach. Data include excerpts of the dialogues occurring between the coach and the teacher that the authors comment on and codify, as is the case in several other SCT-informed studies into professional development (e.g., Aljaafreh & Lantolf, 1994; Gibbons, 2003; Mercer, 2008; Wertsch, 1979/2008).

3. The “concern with not only the processes of joint cognitive engagement but also with their developmental and learning outcomes.” (Mercer, 2004, p. 141)

Similarly, the focus of this study is on the processes of coaching and the development of an EFL teacher in using appropriate student focused oral feedback to students. Given that, the main features of Mercer’s (2004) SCDA inform the overall approach and the design of this study. The overall features of verbal mediation will be discussed below.

The Features of Mediational Discourse in Post-Observation Conferences Adopted from Wertsch (1998)

The authors’ strong case for using Wertsch’s (1998) mediated activity is the shift from focusing mostly on observable, easily quantifiable behaviors to a constructivist approach. At this point, therefore, we encapsulate the features of verbal mediation suggested by Wertsch (1998) such as shared definition of the task, inter-subjectivity, reasoning through verbal mediation, and graduated help, and hence, we utilize such features during peer coaching interactions occurring in several post-observation conferences in the current study fostering learning and professional development. In shared definition of the task, the teacher and the coach attempt to share similar expectations such as reasoning on a specific challenge during their course of interaction. It is expected that this will be achieved during the pre-semester interview (see Appendix 1). Wertsch (1998) defined inter-subjectivity as "the degree to which

interlocutors in a communicative situation share a perspective" (p. 111) which is another feature of mediational discourse. In this study, this is taken to refer to the degree to which the coach and the teacher share a perspective on an aspect of the teacher's classroom practice. The third feature of mediational discourse coined by Wertsch (1998) is reasoning through verbal mediation which lies at the heart of the post-observation conferences that can affect language teachers' professional development because of the dialogic interaction between language and conceptual thinking (Wertsch, 1998). In the current study, the coach and the teacher can get involved in the dialogic co-construction of a solution to a problem or challenge, each building on the ideas of the other in ways that reflect the nature of the exploratory talk. If the teacher disagrees with the solution given by the coach the process continues until the time that a joint solution to a problem achieved. The last feature of mediational discourse already identified by Wertsch (1998) is graduated and contingent help with which the coach activates the teacher's ZPD, offering suggestions and solutions that are only given when needed, and moves from implicit to explicit aids. In view of the above discussion, it can be concluded that mediational discourse has an enormous potential to impact language teacher professional development.

Literature Review

Teachers' Student-Focused Oral Feedback Strategies in Classroom Practice

Choice of Classroom Feedback Strategy

Researchers have discovered a number of strategies with which oral errors can be corrected during classroom instruction. These strategies are derived from descriptive and theoretical studies (e.g., Chaudron, 1977; Lyster & Ranta, 1997). In Table 1 below the definitions and examples of oral corrective feedback strategies are provided.

Table 1

Types of Oral CF Strategies

CF Types	Definition	Example
Explicit Correction	Indicates an error; identifies the error, and provides the correction.	S: On May. T: Not on May, in May. We say, "It will start in May."
Recast	Reformulates all or part of the incorrect word or phrase to show the correct form without explicitly identifying the error.	S: I have to find the answer on the book? T: In the book
Clarification Request	Indicates that the student's utterance was not understood and asks the student to reformulate it.	S: Why does he taking the flowers? T: What? (Or, Sorry?)
Meta-linguistic feedback	Gives technical linguistic information about the error without explicitly providing the correct answer.	S: He kiss her. T: You need past tense.

Elicitation	Prompts the student to self-correct by pausing, so the student can fill in the correct word or phrase.	S: This tea is very warm. T: It's very.? S: Hot.
Repetition	Repeats the student's error while highlighting the error or mistake by means of emphatic stress.	S: I will showed you. T: I will SHOWED you? S: I'll show you.

Regarding oral feedback strategies, two key distinctions namely explicit vs. implicit feedback (e.g., Aljaafreh & Lantolf, 1994; Ellis, 2009) and input-providing vs. output-prompting feedback (Ellis, 2009; Lyster, 2004) will be delineated. Here the role of coaching and other forms of mediation become significant in a sense that many teachers are unaware of such strategies; and hence the coach attempts to support language teachers' professional growth by exposing them to different types of student-focused oral feedback strategies. These two distinctions are illustrated in Table 2 below.

Table 2

Taxonomy of Oral CF Strategies (Ellis, 2009, p. 8)

	<i>Implicit</i>	<i>Explicit</i>
Input providing	Recast	Explicit correction
Output promoting	Repetition Clarification requests	Metalinguistic explanation Paralinguistic signal Elicitation

Such a classification, as stated by Ellis (2009), is somewhat crude, meaning that it fails to illustrate the variation that can occur in the performance of a single corrective feedback type. Recasts, for example, can take a number of different forms as Ellis and Sheen (2006) and Loewen and Philp (2006) have encapsulated. Given that, a recast may occur alone or with the presence of another corrective feedback strategy. Given that, it may include prosodic emphasis, rising intonation (i.e., as a confirmation check), and falling intonation (i.e., as a statement) on the problematic form. It may be partial (i.e., reformulate only the erroneous part in the learner's utterance) or complete (i.e., reformulate all of it), and it may involve correcting exclusively one or more than one feature. From the standpoint of Ellis (2009), depending on the way the recast is realized, it may be implicit (as in the case of full recasts performed in isolation, as a confirmation check, and without any prosodic emphasis) or much more explicit (as in the case of partial recasts performed in conjunction with another corrective feedback strategy, such as repetition, and as a statement with prosodic emphasis). Ellis (2009, p. 23) posits that, "Teacher educators have been understandably reluctant to prescribe or proscribe the strategies that teachers should use." This is partially because they are hesitant as to which strategies are the suitable ones during their classroom practice and that the process of correcting errors is a complicated one including a number of competing factors.

Seedhouse (2004), reviewing data from a number of descriptive studies, revealed that in general teachers were less enthusiastic to make direct repair strategies, preferring instead indirect ones such as recasts. Lyster (2004) weighed against recasts for the reason that they were often vague (i.e., learners have difficulty in determining when they were correct and when they were not) and claimed that output-prompting strategies were preferable because they

empower learners to control linguistic forms that they had slightly acquired. Lack of consensus regarding the relative effectiveness of different corrective feedback strategies is encapsulated in a number of experimental studies. Russell and Spada (2006) conducted a meta-analysis of studies that have examined the impact of different corrective feedback strategies on acquisition. Their analysis illustrated that corrective feedback was effective in promoting acquisition (the mean effect size for the fifteen studies in their analysis was 1.16), but they were unable to come to any conclusion regarding the relative efficacy of different strategies because of inadequate studies meeting the requirements of a meta-analysis. Other studies on oral corrective feedback (e.g., Ammar & Spada, 2006; Lyster, 2004) have illustrated that output-prompting strategies are more effective than recasts which is an input-prompting strategy. These studies also render the point that it might be possible to identify those oral feedback strategies that are in most cases effective, but warnings will unavoidably arise as to whether they are effective with all students in all contexts or not. The levels of conceptualization identified in expert teachers' discourse could be compared with levels in novice teachers' discourse. This may shed light on the relationship between years of experience and expertise and address the issue of why not all experienced teachers can be called expert teachers. Expert teachers are those who are theoretically and practically informed about oral corrective feedback strategies.

The Timing of Student-Focused Feedback

In written corrective feedback, the correction is always delayed while in the case of oral feedback which is the focus of the current study teachers are encountered with the choice of either correcting immediately looking for the learner's erroneous utterance or delaying the correction until then. Lyster (2004) provided theoretical arguments against immediate correction even in fluency activities. He maintained that delayed corrective feedback resulted in explicit rather than implicit L2 knowledge of grammar. In a study conducted by Ellis et al. (2001) teachers provided frequent immediate corrective feedback to learners, but this did not happen to distort the overall communicative flow of the activities. In another study conducted by Lyster (2004) on an intermediate learner, it was found that immediate response by the learner was just because of mimicking and not development whereas Ellis and Sheen (2006) found the reverse. However, there was no evidence to show that immediate correction is more effective than delayed one and that every context with different participants has its own characteristics and hence we are not allowed to provide a general rule for all the contexts.

Feedback, whether oral or written, is an integral part of teaching, yet it is not possible to form clear-cut conclusions that can perform as the point of departure for informed advice to teachers. The reason lies in the complexity of corrective feedback as an instructional and interactive phenomenon and as a potential tool for acquisition. This complexity has implications for how corrective feedback is dealt with in teacher education programs.

Research Questions

As highlighted previously, there is a gap in the literature: while there were studies on teacher/learner interactions in using oral feedback strategies, no study thus far investigated teacher/coach discussions on student focused oral feedback strategies in order to improve teachers' expertise in using oral feedback in their classrooms. Simply put, this study systematically investigated the impact of mediational discourse on the development of oral feedback strategies in an EFL teacher through a series of post-observation conferences within SCT. Thus, this project sought to explore the following questions:

1. What is the role of a coach's mediational discourse features in developing an EFL teacher's student-focused oral feedback strategies during peer coaching?
2. What themes and subthemes emerge from the obtained data in terms of language teacher's development of oral feedback strategies during peer coaching?

Method

Design of the Study

The current study utilizes a qualitative phenomenological case study in order to fulfill the objectives of the study within SCT. As Ary et al. (2014) state, a phenomenological study is used to describe and interpret an experience and similarly the study under focus explores the role of mediational discourse in developing an EFL teacher during peer coaching interactions over time for about ten sessions. One important reason why case study is suitable to this study is mentioned by Yin (2003) who asserts that nearly every intricate aspect of the participant's behaviors is examined. As Ary et al. (2014) state, a phenomenological study is used to describe and interpret an experience and similarly the study under focus explores the role of mediational discourse in the development of an EFL teacher's oral corrective feedback challenges during peer coaching interactions using mediated discourse activity over time.

Positioning the Researcher

In this study, we held an emic perspective (researcher as participant) on the processes and insights into what would not be accessible to an outside observer. Similarly, it allowed us the opportunity to "manipulate minor events" (Yin, 2003, p. 94) during the procedures of the study, such as scheduling and recording observation and post-observation conferences when desired. Schiffrin (1994) claims that, in research that took an interactional, sociolinguistic approach, the participant-as-observer was equipped with the potential to allow for a broader contextual view of the events under focus than other approaches to discourse analysis, such as conversational analysis or corpus-based analyses. However, there might be considerable risks of bias in both the collection of observational data and in the interpretation of the data. As mentioned by Wegerif and Mercer (1997), there would be a tendency to use excerpts of transcripts in a way that infer the illusion of proof rather than representing the true nature of the impact of the dialogic interaction. However, given the nature of the study, it was our intention from the beginning to cautiously conduct the study.

The Setting of the Study and the Participant

Communicative efficiency in language production is one of the main instructional goals of Language schools in Iran, and the use of appropriate forms of oral classroom feedback is a great concern of English language teachers in developing learners' speaking ability. To study these interactions, one month before the study's beginning, I as the coach sent emails to a group of teachers working at different language institutes in Shiraz, Iran, and asked them if they have any challenges giving students oral feedback. On the basis of teachers' claims, the coach selected one participant typical of the phenomenon under study to take part in the project. In doing so, the coach asked the teachers to provide specific examples of challenging areas and based on that he selected a typical participant. The reason for selecting only one teacher participant was to present an in-depth and multi-faceted understanding of teachers' cognition during the process of conceptual development. As the design of the current study is qualitative

phenomenological case study, the best type of sampling in the current study is typical case sampling. Mention is made of the fact that, what is found with the teacher participant in the current study may not be generalized to all teachers.

The study reported in this paper was conducted during a one-semester period of Iran Language Institute (hereafter, ILI) in Shiraz, Iran. This institute organized instruction around a focused design for learning. The course books at ILI comprised from several sections and subsections like vocabulary teaching, grammar teaching, reading comprehension, listening comprehension, etc. The teacher participant in the study is supposed to teach each section based on the rules of the language school mandated to him in teacher training programs of the ILI. For instance, he was asked to call students randomly in order to present oral summary of a reading comprehension taught in the previous session. Then he is supposed to investigate learners' oral errors and give a specific score to them representing their classwork alongside other activities throughout the semester. Throughout the study, pseudonyms are used to protect the participants' anonymity and to this end Mr. Ahmadi is a random fictitious name used in the study.

Data Collection Procedure: A Cycle of Observations and Interviews

Interviews and observation protocols were the main instruments in the data collection procedure. The data in this study comes from a series of observations and post-observation conferences with Mr. Ahmadi. As shown in Table 3, these observations and interviews took place over the following time span.

Table 3

Observation and Post-Observation Conferences Time Span

Sessions	Summary	Observation time span	Post-observation conference time span	Mediations
First three sessions	Deal with diagnosing, analyzing, and speculating weaknesses	90 min	30 min	Before mediations
Second four sessions	Dialogic interaction to give rationales on challenges	90 min	30 min	During mediations
Last three sessions	Evaluating the progress and development	90 min	30 min	After mediations

The language school semester at ILI extended over twenty-one sessions for about ninety minutes per session. The first stage of data collection was the pre-semester semi-structured interview with Mr. Ahmadi. Prior to initiating the pre-semester interview, the coach asked permission from Mr. Ahmadi to audio-record the pre-semester interview. In the pre-semester interview, the coach prepared a protocol (see Appendix 1) adopted from Harvey (2011),

including probing questions as was required during the interview dealing with Mr. Ahmadi's phenomenological experiences. The semi-structured interview helped the coach become familiarized with Mr. Ahmadi's behaviors and previous teaching background and challenges. As can be seen from the protocol originally made by Harvey (2011), the background questions focused both on teacher's educational and teaching background and on his challenges during classroom practices. Following Harvey (2011), the coach asked Mr. Ahmadi to express his previous experiences of peer coaching interactions or other related programs and his expectations from the present peer coaching interaction in terms of improving his feedback to students.

After pre-semester interviewing, which was dealing with Mr. Ahmadi's expectations about the peer coaching process concerning the student-focused oral feedback under study, observations and post-observation conferences were conducted concurrently. Importantly, because of the nature of observations that the coach was planning to conduct, attempts were made to assess how Mr. Ahmadi provided oral student-focused feedback strategies in his classroom practices (see Observation Scheme in Appendix 2) to be used as a baseline in peer coaching interactions. The classes at ILI were held online due to COVID-19 pandemic; therefore, the coach got permission from him to audio-record and observe his online classroom practices using a digital audio recorder. Totally, the coach observed his online classroom for ten sessions and immediately after every single observation of his classroom practices he conducted the post-observation conferences that lasted thirty minutes. In short, as can be seen from Table 3, the coach observed him and conducted the post-observation conferences every other week throughout the semester via cell phone in order to obtain enough data for the peer coaching interactions right away after the process of observation.

Although interviews are significant methods in naturalistic inquiry research, they do not shed light on day-to-day activities or experiences (Ary et al., 2014). This gives rise to a need for using classroom observations. In this study, interviews lead observations, and observations, in turn, are used as probes for interviews (Creswell & Poth, 2018). After pre-semester interviewing with Mr. Ahmadi, observations and post-observation conferences were conducted concurrently by the coach. In the current study, the observation scheme was adopted from Ellis's (2009) taxonomy of oral corrective feedback strategies pertinent to the objectives of the study. The reason for using such taxonomy is due to the fact that it includes all the possible aspects of oral feedback strategies required in the current study. On the basis of the observation scheme (See Appendix 2), the coach observes the types of oral feedback, the total oral feedback moves, the timing of oral feedback (immediate, delayed, post-delayed), and the types of oral feedback error (syntactic, lexical, and pronunciation) that are useful in orienting the interviews occurring in a series of post-observation conferences.

Since one of the aims of the study is to investigate Mr. Ahmadi's challenges in using appropriate oral feedback strategies, the coach conducted a series of interviews for about ten sessions, each lasting thirty minutes. Totally, the coach observed his online classroom for ten sessions and immediately after every single observation of his classroom practices he conducted the post-observation conferences using unstructured interview within Wertch's (1998) meditational discourse features in order to develop his skill at providing oral feedback to students. The coach used previous theoretical and practical research findings in order to develop Mr. Ahmadi's conceptual thinking about oral corrective feedback strategies. The coaching was in dialogic format, meaning that both the coach and Mr. Ahmadi were active participants in the interaction. In doing so, the coach attempted to collaboratively construct knowledge through mediated discourse activity with Mr. Ahmadi. In the current study, for the third meditational feature which is reasoning through verbal mediation, both the coach and Mr. Ahmadi involved in the dialogic co-construction of a solution to a problem or challenge, each building on the ideas of the other in ways that reflected the nature of exploratory talk. As such,

whenever the coach provided his ideas on a single raised problem, it was accompanied by reasons and justifications in order to help Mr. Ahmadi solve his problems. When Mr. Ahmadi provided reasons that such solutions were not applicable during his classroom practices, the coach exposed him to other solutions. This process continued throughout every single post-observation conference session until a joint solution to Mr. Ahmadi's challenges was accomplished.

The last feature of the analytical framework of the study was what Wertsch (1998) described as graduated and contingent help. When the teacher needed assistance, the coach initially provided implicit help and if that was not successful, he moved to more explicit help (Aljaafreh & Lantolf, 1994). Firstly, the coach implicitly asked the teacher to change his strategy without giving any explicit strategy. Then if the teacher needed more help, the coach explicitly provided him with a specific oral feedback strategy in accordance with the characteristics of students in a specific context based on previous theoretical underpinnings and research findings. As an example, when the teacher informed the coach about the repetition of learners' errors when he indirectly corrected their errors (e.g., recast), the coach told the teacher to change his strategy without giving any explicit strategy. Then if the teacher needed more help, the coach could explicitly tell him about using a specific, student-focused oral feedback strategy (e.g., metalinguistic feedback) in accordance with the characteristics of students in a specific context. In what follows, when explicit help was needed with regard to a particular issue, the coach reduced the help from implicit to more explicit on subsequent occasions when his aid was needed for the same issue. This was done in a constructive and supportive way, and with focus on areas of Mr. Ahmadi's challenges where he was less effective in order to become more thoughtful in the domain of interest. In short, the observations and post-observation conferences and interviews continued until the time that Mr. Ahmadi diagnosed a reasonable solution to his problems. The gathered data was also coded and categorized thematically within the theoretical framework of the study to be easily interpreted.

Data Analysis Procedure

The process of data analysis and data collection performed synchronically. This allowed the researcher to constantly evaluate and reevaluate the coded categories along with the research questions within the conceptual framework of the study. As part of data analysis, the transcription of the interviews was an indispensable and complicated facet of the study. Attempt was made to regenerate the utterances as exactly as possible in order to maintain the original language. However, pauses and fillers were not represented because the focus of this study was on the content produced by the interviewee. Attempts were also made to translate the interviews which were originally conducted in Persian in a verbatim manner and transcribe those which were conducted in English. The data analysis procedure occurred at three levels as stated by Creswell and Poth (2018). They were referred to as familiarizing and organizing, coding and reducing, and interpreting and representing the data. We investigated either of the obtained data excerpts based on the previous theoretical and empirical findings. Similarly, Mr. Ahmadi's oral corrective feedback development was explored from the very first post-observation conference session till the last post-observation conference session over the course of peer coaching interactions using mediated discourse activity. In doing so, Vygotsky's (1978) microgenetic analysis of all peer coaching interactions was conducted to get deeper understanding of Mr. Ahmadi's development of student-focused oral feedback strategies.

This work was studied through a microgenetic process. According to Wertsch (1985), a "microgenetic approach" examines change as it occurs step by step gradually, thus attempting to identify and explain its underlying mechanisms. In the current study, we used repeated

measurements of oral corrective feedback strategies given by the teacher participant in his classroom practices which can help us recognize step-by-step development of teachers. Microgenetic analysis also helps us analyze the quality of coaching offered to Mr. Ahmadi. Interview transcriptions were used to analyze Mr. Ahmadi's development of oral corrective feedback over time. For example, words and phrases in his interviews that seemed to appear regularly such as "that's right," "thanks," "exactly," "really," and, "I'll consider it" were looked for to identify the development of student-focused oral feedback strategies in Mr. Ahmadi. However, it is difficult to document such words and phrases as the representation of improved skill development in Mr. Ahmadi. That is why, in order to ensure whether development had occurred or not the coach tested Mr. Ahmadi by putting him in similar repeated situations and if the challenges were not existed this would be a token of conceptual development in Mr. Ahmadi's student-focused oral feedback. For example, when in a post-observation conference session, he was challenged with how to provide both immediate and delayed oral feedback to specific learners in specific settings; again, the coach tested him in another post-observation conference session to ascertain whether he has developed such concepts or not through the verbal mediations given by the coach. Actually, the qualitative analysis was based on identification of the kind and quality of mediations the teacher received and his responsiveness to them (Johnson & Dellagnelo, 2013).

According to Ary et al. (2014) a common strategy to reduce researcher's bias is reflexivity with which the researcher made use of self-reflection to recognize his own biases and to actively seek them out during the process of data analysis. Also, in order to ensure that the development has occurred in Mr. Ahmadi, the coach asked another Ph.D. candidate to observe and interview with Mr. Ahmadi about his student-focused oral feedback challenges in order to see whether his challenges are still existed or not. This Ph.D. candidate just collected the data and had no role in analyzing the data.

After the transcription process, all the gathered data were coded thematically within the theoretical framework of the study for subsequent interpretations. Regarding the first research question which was dealing with the a priori mediational discourse features in the development of Mr. Ahmadi's oral feedback strategies during peer coaching interaction, the coach began by seeking evidence of the features of mediational discourse he had already identified as the analytical framework of the study adopted from Wertsch (1998). As highlighted previously, such features were referred to as, "shared definition of the task," "inter-subjectivity," "reasoning through verbal mediation," and finally, "graduated and contingent help." In order to achieve this, the coach read through the data set of teacher participant several times, focusing on identifying instances of each feature in turn and thematically coded the features based on the features of the analytic framework of the study.

For the second research question, to the exclusion of the a priori mediational features, the coach read through every single post-observation conference a number of times and identify the themes and subthemes obtained from the current study within the SCDA in order to reach a new conceptual framework specific to the current study. In what follows, the coach used the qualitative data analysis software MAXQDA to assist in this process. In doing so, he saved Mr. Ahmadi's post-observation conference transcriptions as .txt files and used the coding function of MAXQDA, a qualitative data analysis software, to gather instances of each feature and then to interpret them within the analytical framework of the study. Following this, the coach categorized the instances of the features, and provided examples of each. Simply put, the MAXQDA software allowed the coach to categorize quotations within a similar code or theme and facilitated the process of finding content themes in a large amount of data. Accordingly, the coach used Code Relations Browsers of MAXQDA to indicate where the a priori features and the ones emerged in the study had interrelations in the interviews between the coach and the teacher.

Rigor of the Study

In order to ensure credibility in the study, thick description of the participant and the context was utilized to help the readers see and experience the challenges of an EFL teacher in using oral corrective feedback strategies. Another common technique to ensure credibility was data triangulation, which involved the use of multiple sources of data like a series of observations, semi-structured, and unstructured interviews during the data collection process. Peer debriefing was another strategy to aid in credibility (Ary et al., 2014). This involved discussing the research with a colleague to explore aspects of the inquiry. Moreover, in order to achieve dependability, the researcher utilized member check. Member check was accomplished in a way that Mr. Ahmadi's own remarks were given to him in order to see whether he agreed with what was obtained about his thoughts and experiences or not.

Results and Discussion

Analyzing Teachers' Utterances Before the Mediations

The teacher participant was observed during the first three sessions. He was also asked to narrate orally about his challenges and thought processes in classroom practices in terms of oral corrective feedback strategies. Some of his utterances are presented below.

Excerpt # 1: feeling disappointed

Mr. Ahmadi: I always do the job of error correction based on what was prescribed for teachers in teacher training sessions and I obeyed such rules but what is important is that my students most of the time repeated their oral errors. I don't know how to tackle with such problems. Maybe this is my problem and I am really disappointed in terms of learners' oral errors. I always think about my teaching but I can't find any solution to my problems.

He talked about his hardships during teaching, and he was looking for solutions for his challenges in order to develop learners' speaking ability. As he observed by the coach during the first three sessions, it was evident that learners' oral errors were repeated while such errors were already corrected by the teacher. As an example, in the first three observation sessions learners made the following errors several times although they were already corrected by the teacher.

Learner: He was up.

Teacher: He was upstairs

Learner: He has not made any mistakes.

Teacher: He has made no mistakes.

Learner: He enjoyed during holidays.

Teacher: He enjoyed his holidays.

Learner: The unfortunate was shot dead.

Teacher: The unfortunate man was shot dead.

Learner: Three thousand thirty.

Teacher: Three thousand and thirty.

Learner: The reason is because he believed to do that.

Teacher: The reason is that... ..

Learner: He was taller from his brothers.

Teacher: He was taller than.

Learner: She rubbed her eyes hardly

Teacher: She rubbed her eyes hard.

Learner: His brother hasn't much books.

Teacher: His brother hasn't many books.

These are some of the errors that occurred in classrooms when learners attempted to orally reproduce a summary of a reading comprehension section. As was clearly observed, Mr. Ahmadi provided the correct form of such errors at the end of the session without addressing learners' differences.

Excerpt # 2: feeling indifferent

Mr. Ahmadi: I think I am okay because I followed exactly the steps given to us and this is my learners' problems that repeat such errors. In the initial steps I tried to solve this problem but I couldn't. That is why, I cannot make myself tired as much.

It seemed that he was tired of learners' oral errors and became indifferent to them. As an example, when the coach observed Mr. Ahmadi in the third observation session, he saw a learner in his oral reproduction summary of reading comprehension said that "He like eating," and Mr. Ahmadi passed from this error without addressing it. While the task of teaching was enjoyable, such challenges caused him to become indifferent. Mr. Ahmadi told the coach after the observation session that he was not enjoying the job of teaching and just attempted to pass the time. He was like a robot everything preprogrammed to him in teacher training sessions by teacher trainer without any change and flexibility in his classroom practices.

Analyzing Coach's Utterances During the Mediations

In order to see the effect of verbal mediation on Mr. Ahmadi's real practices, he was mediated by the coach after the third to the seventh sessions. As Lantolf (2000) claimed, "novices do not merely copy experts' capabilities; rather they transform what the experts offer them as they appropriate it" (p. 17). The good part about Mr. Ahmadi's teaching was that he meticulously considered the coach's mediations in order to solve his challenges occurred during his classroom practices. However, as mentioned in the previous part, the observations in the first three sessions illustrated that Mr. Ahmadi was often one-dimensional and used the techniques given by teacher trainer in teacher training sessions such as indirect corrective feedback in his classroom. Simply put, he just followed the techniques prescribed to him in teacher training sessions by the teacher trainer and he did not use his own creativity in dealing with learners' challenges and oral errors. Similarly, he lacked flexibility in dealing with learners' errors and supposed that all learners were the same in their level of proficiency, mood, styles, and so on, while in real practices we cannot find two learners who are the same. All learners were different, and this was the task of a teacher to consider such factors.

To help him reshape his practices, first, the coach exposed teacher participant to verbal mediations to help him use these theories in real classroom practices. The problem with Mr. Ahmadi was that he did not adapt his actions based on what happened in the classroom. As an example, when the students repeated their errors in their oral reproduction, Mr. Ahmadi was indifferent without giving hints to the learners. The other weakness was that although the teacher training sessions prescribed teachers what to do, Mr. Ahmadi himself was not flexible in using appropriate corrective feedback strategies suitable for learners. Therefore, the coach in the current study exposed him to different corrective feedback strategies obtained from previous theoretical underpinnings and research findings in detail. Some strategies and

techniques were also given to the teacher to help him contextualize his actions and practices based on what happened in his classroom practices. A number of excerpts taken from post-observation conferences are provided below to represent the point.

Excerpt # 3: (occurring in the fourth post-observation conference)

Coach: *What is important is that you need a portfolio and write the exact information about your learners such as their achievements and activities over a specific period of time. This can help you provide the appropriate corrective feedback to your learners. The role of learner's portfolio is pivotal in a sense that you cannot remember learner's background without that. With the help of learners' portfolio, you can quickly see learners' background and behave normally.*

As can be seen from Excerpt 3, which was occurred in the fourth post-observation conference, the coach asked Mr. Ahmadi to have a learners' portfolio. Surprisingly, Mr. Ahmadi lacked learners' portfolio in terms of learners' oral and written errors and acted the same to all learners. As Johnson (2009) claimed, learner's portfolio represented conclusive academic growth of a learner in specific period and such portfolio is systematic and reliable evidence of learners' comprehensive growth in an academic semester. Mr. Ahmadi in this study was asked to write the appropriate corrective feedback strategies well suited to a specific learner and in subsequent error correction implement it to that specific learner. With learners' portfolio Mr. Ahmadi could have concrete evidence of learners' development and growth, compare and contrast their progress from the beginning of a semester to the end. With the help of learners' portfolio, he could evaluate learner's growth and reflect on their strengths and weaknesses and plan for the subsequent error correction during teaching.

Excerpt # 4 (occurring in the fifth post-observation conference)

Coach: *You can correct learners' errors either implicitly or explicitly. Please be flexible in this regard and also be creative meaning that when a learner is implicitly corrected and hence repeated his errors you can gradually and explicitly provide him with the target like form of an utterance. Having this in mind that some learners are well suited with implicit corrective feedback and some with explicit corrective feedback. Please move forward from implicit to the most explicit error correction and then see whether any improvements occur. As an example, when you want to implicitly correct your learners' errors you can reformulate the learner's erroneous utterance by correcting all or part of the learner's utterance. Simply put, when a learner says, "How many people in your picture?" You can reformulate it by rising or falling your intonation as "HOW MANY PEOPLE ARE THERE IN MY PICTURE?" Another strategy to implicitly correcting your learners' errors is asking for clarification in a sense that you can indicate that something is wrong with the learner's utterance by saying "sorry?," "Pardon me?," or "I don't understand what you said." Also, you can repeat the learner's erroneous utterance either totally or partially as a way of eliciting the correct form from the learner. As an example, when a learner says, "Mr. Ahmadi travel a lot last year" You can repeat it in an interrogatory voice as "Mr. Ahmadi travel a lot last year?" Then see whether he reformulates his error or not. All in all, if errors do exist you can use explicit strategies. You can provide a metalinguistic comment as a way of prompting the learner to self-correct his error. As an example, when a learner says, "I go there three years ago" you can tell him that "you need a past tense." If the*

errors still existed this time, you could explicitly correct your learners' errors. Explicit correction refers to a pedagogical move that clearly signals to the learner that he has made an error. This treatment often accompanies phrases such as "no," "It's not THIS but THAT," "You should say THIS," "We say THIS not THAT." As an example, when the learner says, "I am late yesterday" you can explicitly tell him that "You should say I was late, not I'm late."

As can be seen from Excerpt 4, which occurred in the fifth post-observation conference, the coach provided a detailed explanation of implicit and explicit corrective feedback strategies to Mr. Ahmadi. Also, the coach explained different subcategories of implicit and explicit corrective feedback strategies with sham examples to Mr. Ahmadi in order to be internalized by them. Here Mr. Ahmadi was well informed about different types of implicit and explicit corrective feedback strategies. Surprisingly, the teacher participant did not know some of these strategies. As an example, Mr. Ahmadi had not heard about metalinguistic corrective feedback strategy and coach's explanation of this strategy helped him to be familiarized with this strategy. In the rest there were several excerpts taken from the coach's utterances which helped Mr. Ahmadi develop his oral corrective feedback strategies.

Excerpt # 5: (occurring in the fifth post-observation conference)

Coach: *A key issue in oral corrective feedback is whether you correct oral errors immediately after they occur or delay corrective feedback until later. See, there are some students depending on their level of personality who are well suited to delayed error correction while some others are comfortable with immediate error correction. Please examine these in your real practices to see whether any changes occur in the speaking ability of learners.*

As can be seen from Excerpt 5, which occurred in the fifth post-observation conference, the coach provided a detailed explanation about the timing of oral corrective feedback. The coach asked Mr. Ahmadi to use both immediate and delayed corrective feedback with learners. Given that, some learners were well suited with immediate error correction and that others internalized such corrections when they were delayed. Here, the role of a teacher was pivotal meaning that he was required to examine these strategies learner by learner. Teachers could provide a portfolio as mentioned in Excerpt 3 about their learners and write specific characteristics of learners on that portfolio. This could help them quickly find learners' background and give them error correction at a suitable time with a proper strategy.

Excerpt # 6: (occurring in the seventh post-observation conference)

Coach: *Another issue in dealing with error correction is that you can either directly or indirectly correct learners' oral errors. See, some learners need to be directly corrected for their speaking ability to be developed while some learners internalize their errors when indirectly corrected. Indirect corrective feedback is when the teacher provided the correct form at the end of a session without addressing a specific learner. What is important is that some learners hate to be humiliated for their errors and hence discouraged to consider their oral errors.*

As can be seen from Excerpt 6, which was occurred in the seventh post-observation conference, the coach asked the Mr. Ahmadi to consider indirect and direct corrective feedback and give appropriate corrective feedback to learners based on their level of personality. Here,

Mr. Ahmadi was supposed to examine these two strategies with learners and selected the one which was suitable for learners.

Excerpt # 7: (occurring in the seventh post-observation conference)

Coach: Another important issue is that try to make learners correct their errors by themselves. Please try not to provide the correct form of an erroneous utterance immediately meaning that you can move forward from the most implicit error correction to the most explicit error correction. If learners themselves correct their own errors this can trigger their ZPD which resulted in developing their speaking ability.

As can be seen from Excerpt 7, which was occurred in the seventh post-observation conference, the coach explained Aljaafre and Lantolf's (1994) continuum of implicit-explicit hints to language teachers. From a sociocultural perspective several studies (e.g., Gibbons, 2003; Johnson & Golombek, 2003; Lantolf, 2017; Poehner, 2008) revealed the pivotal role of self-regulation in comparison to other regulation in developing learners' skills and subskills. Here, the role of Mr. Ahmadi was pivotal in the sense that he could provide a context where learners could stand on their own feet to solve their problems. Similarly, as observed in the last three sessions, Mr. Ahmadi intervened to give more explicit solutions when the learners were still making errors.

Analyzing Teachers' Development After Verbal Mediations

In the last three sessions, the coach attempted to evaluate Mr. Ahmadi's development by observing his real classroom practices. Similarly, this study showed that when two learners made the same errors it was impossible to give them the same feedback from a sociocultural perspective. In other words, knowing learners' level of proficiency was of crucial importance to treat them based on their current language development. Similarly, activity theory, which was a central subcategory of sociocultural perspective, postulated a more flexible move from implicit to explicit error correction. Development in Vygotsky's sociocultural perspective was naturally social and constructed in the triadic process of collaboration, interaction, and communication among learners in social setting. In addition, Ellis (2009) asserted "according to a sociocultural perspective, which is associated with the work of Vygotsky, language development is rooted in dialogic and interaction and occurs in rather than as a result of interaction." From this perspective, scaffolded feedback emerged, which was coined by Aljaafreh and Lantolf (1994) with three mechanism of intervention such as graduated, contingent, and dialogic. The first was "graduated intervention," which provided help by a more experienced member in the joint activity to novice's zone of proximal development to put in appropriate level of assistance. This stage normally began from implicit strategy then to more explicit until appropriate level was reached. The second was "contingent intervention," with which help was proposed only when it was needed, meaning that sometimes some learners rejected help only when they realized that they were able to cope by themselves. The third was "dialogic intervention," which was between more capable and less capable learners; without it, it was impossible to discover the novice's zone of proximal development. Aljaafreh and Lantolf (1994) asserted that learners are not only invited to correct the non-target-like utterances but also provided by different levels of implicit and explicit assistance in order to revise their erroneous utterances. The following excerpts was the examples of two learners' utterances with different levels of assistance observed in Mr. Ahmadi's real classroom practices:

Practical Evidence for Mr. Ahmadi's Oral Corrective Feedback Development

Excerpt # 8: Learner 1 with more explicit assistance (occurring in the eighth post-observation conference)

Learner: he would rather to join a group...

Mr. Ahmadi: would you repeat the first part of your sentence?

Learner: he would rather to join a group.

Mr. Ahmadi: is your sentence correct?

Learner: umm..... he would rather joining a group.

Mr. Ahmadi: it is still problematic.

Learner: umm...

Mr. Ahmadi: would rather join or would rather joining

Learner: oh ... he would rather join a group.

Mr. Ahmadi: yes. Remember that "would rather" takes the base form of the verb.

Excerpt # 9: Learner 2 with implicit assistance (occurring in the eighth post-observation conference)

Learner: They had better to go to a museum....

Mr. Ahmadi: what? Repeat your sentence.

Learner: They had better go to a museum.

These two excerpts taken from Mr. Ahmadi's real classroom observation occurred in the eighth observation session indicated the development of him in dealing with learners' errors within sociocultural theory of mind. This session was almost at the end of peer coaching interactions occurred in post-observation conferences and that clearly the role of mediated discourse was represented in the way Mr. Ahmadi dealt with learners' oral errors. As can be seen, in the first excerpt, he provided assistance to the learner from the most implicit to the most explicit corrective feedback. Gradually, the teacher provided learner with verbal cues asking him to repeat his utterance. To be continued, the learner made a non-target-like utterance, then the teacher reconfirmed it by asking him if his utterance was correct. This process continued until the teacher provided the learner with the example used as a model explicitly. In contrast, in the latter excerpt, the teacher triggered the learner to repeat the erroneous utterance with implicit hints. These two excerpts clearly illustrated the differences in learners' level of proficiency and that it was impossible to prescribe a specific strategy to all learners. The excerpts given here were in line with Rassaei's (2014) findings who found that scaffolded feedback was not only referred to learners' developmental path but also provided assistance that accompanied well with their developmental stage.

The Role of the Meditational Discourse Features Identified by Wertsch (1998)

To answer the first research question, the coach identified the features of verbal mediation already stated by Wertsch (1998) in developing Mr. Ahmadi's student-focused oral feedback strategies. Mention is made of the fact that the series of interviews and the observations are intertwined throughout the data collection process meaning that either of the interview session represented what was already being observed by the coach. Simply put, the observed challenges by the coach are raised to be discussed during the interview process. In this section, the results of the analysis of the nature of meditational discourse features within the SCDA are presented. The analysis reveals the presence of all the features of meditational discourse identified a priori. For either of the meditational discourse feature the coach sought

them out, we provide a brief definition, and then present examples from the mediational discourse of the post-observation conferences and hence interpret them.

Shared Definition of the Task

This feature of mediation is concerned with shared expectations of both the coach and the teacher in the conduct of the observation cycles and the course of interaction. Similarly, this feature is consistently present within all elements of the data the coach sought them out; that is, the pre-semester interviews and the post-observation conferences. In the pre-semester interview, the coach explicitly asked Mr. Ahmadi to express his expectations in order for better running of the interviews. As Excerpt 10 illustrates, Mr Ahmadi's expectation is in line with the coach which was explicit and overt prior to this interview.

Excerpt # 10

Coach: ...um what is your expectation from this Peer Coaching interaction? you know, what do you expect to gain out of it, how do you think it's all gonna take place in terms of your oral CF challenges?

Mr. Ahmadi: ... mhm, well you know I remember uh being observed before by different teachers I want someone to help me strengthen my skills, I want someone to analyze what I'm doing and give me solutions to my problems.

Coach: I try to help you in this regard.

Here, Mr. Ahmadi volunteered to participate because of his desire to boost his skills. Thus, he also came into the experience with expectations closely related to the coach. Clearly then, both Mr. Ahmadi and the coach shared similar expectations, that is the purpose of the mediational process, with respect to the development of Mr. Ahmadi's conceptual thinking in terms of student-focused oral feedback strategies.

Inter-Subjectivity

Wertsch (1998) defined inter-subjectivity as "the degree to which interlocutors in a communicative situation share a perspective" (p. 111). In this study, this is taken to refer to the degree to which the coach and the teacher share a perspective on an aspect of the teacher's classroom practice. On several occasions, the coach explicitly asked Mr. Ahmadi how he was reacting to challenging areas of oral corrective feedback strategies identified by the coach using expressions such as does that speak to you? Would you agree with my solution? Excerpt 11 occurring in the second post-observation conference illustrates the point.

Excerpt # 11

Coach: why don't you announce learners' errors to the class? Maybe this can help others who have the same problems not to repeat those errors in their oral reproduction of the reading sections?

Mr. Ahmadi: I have to be careful and I don't really like directly saying that oh he said "I go to a movie yesterday" instead of using the past tense "I went to a movie yesterday" because I don't want to humiliate my students by targeting them and say something that hurt them personally.

Coach: Right, that's a good point and it's all to do with styles of teaching too. Don't you think it's better to write errors on the board without targeting specific learners?

Teacher: yeah that's right. This might be a better idea.

The coach suggests that this drawing attention encourage the learner to correct his oral error on future occasions, then Mr. Ahmadi gives his rationale which the coach accepted and provided him with another solution. Inter-subjectivity is an obvious feature of the mediational process with both the coach and the teacher. As Wertsch (1998) states, the transition of mediational means from an interpersonal level to an intrapersonal level is dependent on the operation of the interaction within the learner's area of challenge and as such without shared knowledge the internalization of concepts will not occur.

Reasoning made Visible Through Talk

This feature of the mediational discourse is identified significant in fostering teacher development because of the dialogic interaction between language and conceptual thinking. Excerpt 12 occurring in the fourth post-observation conference illustrates how reasoning occurs via mediational discourse.

Excerpt # 12

Mr. Ahmadi: ...I always give my Ss the correct form of their oral errors generally to the class but unfortunately, they ignore such CF practices in their subsequent oral reproduction.

Coach: well. Let me see. Have you ever talked to those who made the same errors?

Mr. Ahmadi: No, I just provide them with the correct grammatical form generally to the class.

Coach: Don't you think you'd better talk with those who made the same error in their subsequent oral reproduction and make them aware of their repetitive error? I have observed this challenge repeatedly in your classroom practices.

Mr. Ahmadi: So you mean that I need to talk with them privately.

Coach: yeah why not? Besides your oral CF given to all students you can privately talk with those who ignore your oral CF.

Mr. Ahmadi: Yeah, I think this way is more helpful. I will consider it. Thank you so much.

This excerpt between the coach and the teacher during the post-observation conference interaction represents the vitality of a joint interaction with the learner about corrective feedback. Teachers may find students ignoring the oral feedback, which reduces the effects of feedback. This is also reflected in Lyster's (2004) later position on corrective feedback. He acknowledged that corrective feedback in the form of negotiating for meaning can help learners notice their errors and create form-meaning connections, hence aiding acquisition. However, an interaction should be established by inviting students and talking with them about their repetitive errors. This way, which is exactly in line with the activity theory informs the students not to repeat the same errors again.

Graduated and Contingent Help

This feature involved the coach activating and working within the teacher's zone of proximal development, offering suggestions and solutions that are only given when needed, and moved from implicit to explicit aids. Again, an examination of the data reveals the presence of this feature although the nature of the help given through the mediational discourse in the current study is far more complex than the implicit-explicit continuums. Excerpt 13, occurring in the sixth post-observation conference, somehow illustrates this feature.

Excerpt # 13

Mr. Ahmadi: *I corrected my learner oral grammatical errors by changing my intonation but he didn't pay attention to my feedback and repeated the same errors in latter occasions.*

Coach: *Don't you think you need to reformulate your strategy?*

Mr. Ahmadi: *I thought that my strategy was good while the reverse this was true.*

Coach: *if your strategy was not malfunctioning, there would not be any problem for your learner to repeat the same error.*

Mr. Ahmadi: *yeah. You are right. So what should I do? Do you have any suggestion?*

Coach: *yeah, you can explicitly provide your learner with an explanation of a grammar rule for a specific oral grammar error.*

Mr. Ahmadi: *I will consider it.*

This excerpt, as highlighted previously to some extent, illustrates the implicit explicit continuum. First, the coach implicitly told the teacher to change his strategy without giving any explicit strategy. Then, when the teacher needed more help, the coach could explicitly tell him about using a specific student-focused oral feedback strategy (e.g., metalinguistic feedback) in accordance with the characteristics of students in a specific context.

All the aforementioned features are highly intertwined together and just for better understanding and explanation the extracts are provided separately, while in real practice the mediations might be integrated in recursive question and answer exchanges. Although it may appear somewhat artificial and arbitrary to isolate the features from their discourse context in this fashion, it is necessary in terms of clarity of presentation since the analysis resulted in a categorization of certain features. Importantly, the analysis of the findings is not limited to the aforementioned features of the analytical framework of the study. For this purpose, we delve in to the next research question which lies at the heart of the study dealing with new emerged themes and subthemes.

Themes and Subthemes Emerged During the Study

As mentioned in the previous research question, the analysis of the data from the standpoint of previously identified features of mediation is not sufficient to lead to insights into the nature of mediation. Given that, the main part of this study focuses on the features of the meditational discourse which emerged during analysis, delineating and exemplifying them in isolation. In doing so, the first feature that emerged during the study is professional discourse investigated in detail below.

Professional Discourse

As for the development of Mr. Ahmadi, the role of professional discourse addressed in this study is a potentially useful area in developing his conceptual thinking. Similarly, the coach's discourse is highly pivotal in mediating novice language teachers, meaning that expert coaches and not experienced ones have this capacity to develop teachers' conceptual thinking (Poehner, 2018). In the study under focus, the coach himself is theoretically and practically informed about different aspects of oral feedback strategies using at different contexts with students coming from different background knowledge due to the previous findings of the related literature within sociocultural theory of mind. Without having a comprehensive understanding of student-focused oral feedback strategies, the whole post-observation

conferences would occur in vacuum, lacking development in language teachers. That said, when the teacher under study posed a specific challenge, the coach provided him with a solution to that problem; this indicated the power of professional discourse in a specific domain. This process continued till the time the teacher is conceptually developed to think for his challenges. In order to develop language teachers to think conceptually, expert teachers who have theoretical and practical expertise of a specific domain are needed to conduct the post-observation conferences. Language institutes should consider the point that the person who is recruited for coaching should be theoretically and practically expert in a specific domain and hence prevent using those who lacked expertise and professional discourse as was also the case in Gatbonton's (2008) findings. The coach, as an expert teacher learned different oral corrective feedback strategies already using previous theoretical and descriptive studies related to oral corrective feedback strategies. Then, the coach verbally exposed the teacher participant in order to develop his conceptual thinking. Mention is made of the fact that there was no best strategy for the teacher participant based on sociocultural perspective. The coach tried to develop Mr. Ahmadi socioculturally meaning that he was supposed to be flexible in using oral corrective feedback strategies. One oral corrective feedback strategy might be useful for one learner might not be useful for another learner within sociocultural perspective. Excerpt 14, occurring in the fifth post-observation conference, clearly represents the point.

Excerpt # 14

Mr. Ahmadi: *I remember the time I corrected my learner oral error immediately and fortunately he corrected his oral error but in the future occasion of that specific error I saw that he repeated the same error.*

Coach: *you mean that he produced the correct form but in his subsequent oral reproduction he repeated that specific error?*

Mr. Ahmadi: *Yeah exactly*

Coach: *Maybe this immediate response is because of mimicking without understanding.*

Mr. Ahmadi: *This might be the reason. So what should I do?*

Coach: *don't you think it's better to produce the correct form of such errors delayed and also explicitly teach the grammar rule to the learner. I have seen this problem through a series of observations from your classroom practices.*

Mr. Ahmadi: *I will consider the point.*

Coach: *Having this in mind that all learners are different and idiosyncratic meaning that my solution might not work for all students having different background knowledge. This is your task as teacher to test different strategies at different moments in order to provide a specific oral CF to your learner.*

Mr. Ahmadi: *I think it was my problem that I always used a clear cut strategy in dealing with oral errors without considering such differences. Thank you.*

This excerpt illustrates the vitality of professional discourse on behalf of the coach. The coach is cognizant of the complexity of using appropriate student-focused oral feedback strategies for the posed problem due to the previous research findings that is why he proposed the teacher to test different strategies in order to reach a promising conclusion. Similarly, in a study conducted by Lyster (2004) on an intermediate learner, it is found that immediate response by the learner was just because of mimicking and not development whereas Ellis and Sheen (2006) found the reverse. For this reason, there was no evidence to show that immediate correction is more effective than delayed, and that every context with different participants has its own characteristics, and hence, we are not allowed to provide a general rule for all the contexts. On

the whole, providing appropriate student-focused oral feedback strategy requires considering sociocultural factors, contextual factors, and teachers' and students' experiences.

Languaging Motives

Another prevalent feature of the mediational discourse found in the data is a motive from the coach for the teacher to language about his experiences of student-focused oral feedback challenges. As mentioned previously, the term, "languaging," as defined by Lantolf (2017), refers to the use of speaking and writing to mediate cognition. Endeavoring to think conceptually about teacher's oral feedback challenges through reflection on an observed lesson is indeed a cognitively complex task for which the activity of languaging provides a mediational tool for both the coach and the teacher. The term "languaging" evokes a process rather than a final product and reminds us that producing language; that is, speaking and writing are themselves activities that mediate reflection and other aspects of higher mental functioning (Poehner, 2018). To put it in another way, languaging is a concept that incorporates communication but adds to it the power of language to mediate reflection (Lantolf, 2017).

The data reveals a consistent effort on coach's part to encourage the teacher to language about different aspects of his student-focused oral feedback challenges. These motives most often took the form of direct questions (e.g., did you get that) but occasionally involved statements from the coach which acted as encouragement to comment. There are two main functions of the languaging in the data: the first is for the coach to gain information from the teacher about aspects of the lesson, class, and students, while the latter acted as encouraging the teacher to language on a particular topic in a particular way in order to mediate his cognition especially with regard to conceptual thinking. The first will be described concisely as it relates less to the focus of the study; the second in more detail as it does pertain to the development of teacher's conceptual thinking.

Informational Motives

Informational motives included requests for information about the students, the class, and the processes the teacher went through to provide the student-focused oral feedback. Such information is necessarily in the form of narrative responses from the teacher, thus functioning as a trigger to think conceptually. Another feature of languaging motives emerged in the study is to encourage the teacher to think conceptually which is also allied to the purpose of the study.

Encourage to Think Conceptually

The second function of the languaging motives identified in the data is more closely related to the purpose of the study dealing with encouraging the teacher to think conceptually about different aspect of his oral corrective feedback strategy. The conceptual thinking can be classified as encouraging the teacher to analyze, to speculate, to give rationales, and to evaluate his student-focused oral feedback strategies. How these appear in the data is described in Excerpt 6 below. This type of mediation promotes a conceptual approach to examining the observed student-focused oral feedback challenges. Excerpt 15 occurring in the fourth post-observation conference represents the point.

Excerpt # 15

Mr. Ahmadi: ...I give my Ss the correct form in their oral reproduction but sometimes they ignore such CF practices in their subsequent oral summary of reading comprehension.

Coach: *well. Let me see. Are you sure that the feedback that you give them is at their right developmental level?*

Mr. Ahmadi: *No, I didn't pay attention to this issue. You mean that when they have not learned a grammatical structure thus far can be a reason for their ignorance.*

Coach: *Yeah, exactly. You need to provide a comprehensible feedback to them and make sure that they are developmentally ready for the targeted feedback.*

Mr. Ahmadi: *I think you are right. I need to be careful about this.*

This excerpt also illustrates the importance of accessible and comprehensible corrective feedback. Here, the coach encourages Mr. Ahmadi to analyze, speculate, give rationales, and evaluate a challenge by asking this question: *Are you sure that the feedback that you give them is at their right developmental level?* This helped Mr. Ahmadi to think about both his own behavior and his learners in providing appropriate student-focused oral feedback strategies. The major reason that learners pay less attention to corrective feedback is because of the incomprehensibility of the feedback. For one thing, when the corrective feedback is not within learners' ZPD, they are not able to use their current knowledge to comprehend. In this regard, assisted help from the teachers are supposed to be provided through discussing the errors with learners. Also, several research studies (e.g., Ellis, 2006; Ellis & Sheen, 2006) revealed that feedback provided within learners' zone of proximal development was more effective. Also, the language used in student-focused oral feedback should be considered as well, because comments that are comprehensible to teachers might not necessarily be understandable by learners. Again, mention is made of the interacting variables in sociocultural theory, meaning that we need to consider all the variables rather than having a simplistic view. Finally, when learners receive their feedback, it is useful to offer chances for them to read the comments and raise questions if they do not understand.

Again, asking a teacher to language at this concrete level encourages the type of languaging that promotes more contextually bound conceptual thinking. The function of these two levels of languaging motives (informational and encouraging to think) in the post-observation conferences operates within the idea that teacher learning is fostered by encouraging teacher to think conceptually about his lived classroom experience in order to open it up for inspection and reflection. By also asking Mr. Ahmadi to language at the level of analysis or evaluation, for example, he is encouraged necessarily to think at that level. The ultimate aim of such mediation is that these "patterns of cognitive/linguistic activity that had been performed on an external plane come to be executed on an internal plane" (Wertsch, 1988, p. 62) with the teacher ultimately able to perform the conceptual thinking independently and intra-personally.

Encouraging Teacher Dynamicity

Another emerging theme is the coach's attempt to encourage the teacher to be dynamic in dealing with student-focused oral feedback challenges. This feature is highly needed for all the teachers in different contexts if they want to become successful in their teaching profession (Johnson, 2009). Similarly, being dynamic is meant that the teacher should not be neutral in dealing with oral corrective feedback challenges during his classroom practices. Excerpt 16, occurring in the fifth post-observation conference, clearly represents the coach's attempts to encourage the teacher to be dynamic moment by moment.

Excerpt # 7

Mr. Ahmadi: ... sometimes I don't know how to tackle the repetition of my learners' oral errors.

Coach: why don't you make use of different strategies at a moment?

Mr. Ahmadi: How?

Coach: ...well as an example, first you can change your intonation then you can repeat the correct form of a specific error or maybe you can explicitly correct your learners' oral errors and say as an example instead of the phrase "I prevent to go...." use "I prevent going...." and then provide them with the grammatical rule explaining that the verb prevent is never followed by an infinitive.

Mr. Ahmadi: you mean that I need to use a number of strategies at the same time.

coach: why not? Learners are different and have different background knowledge. Some learners might get the point when you change your intonation. Some might get the point when you explicitly correct them. Some might be better understood by delayed or the reverse of this which is immediate feedback. Please be flexible all the time when you face a specific challenge. This might help you reduce learners' errors.

Mr. Ahmadi: I'll think about it.

The excerpt above indicates that a teacher's dynamicity and creativity in dealing with challenges is highly required in the educational system. As Ellis (2020) states, most of the educational problems emanate from the teachers devoid of dynamicity. This shows that being dynamic and creative not only reduces the different challenges emerged during teacher's classroom practices generally but also diminishes the student-focused oral feedback challenges teachers underwent as was the purpose of the current study.

Analysis of the first three sessions showed that Mr. Ahmadi used one specific technique for all the learners with different learning backgrounds while the second four sessions gradually manifested the teacher growth in using appropriate student-focused oral feedback to different students. However, the result of the study after the mediated discourse activity indicated that Mr. Ahmadi was responsive to most of the mediations as he always sought mediations from the coach and most of his practices changed over time. Actually, the talk between the coach and the teacher made a mediational space where Mr. Ahmadi conceptually developed his use of student-focused oral feedback strategies. Having this in mind all the features already identified previously, the ones which emerged during the current study were dialectically integrated, and just for better understanding of the purpose of the study, results were discussed excerpt by excerpt.

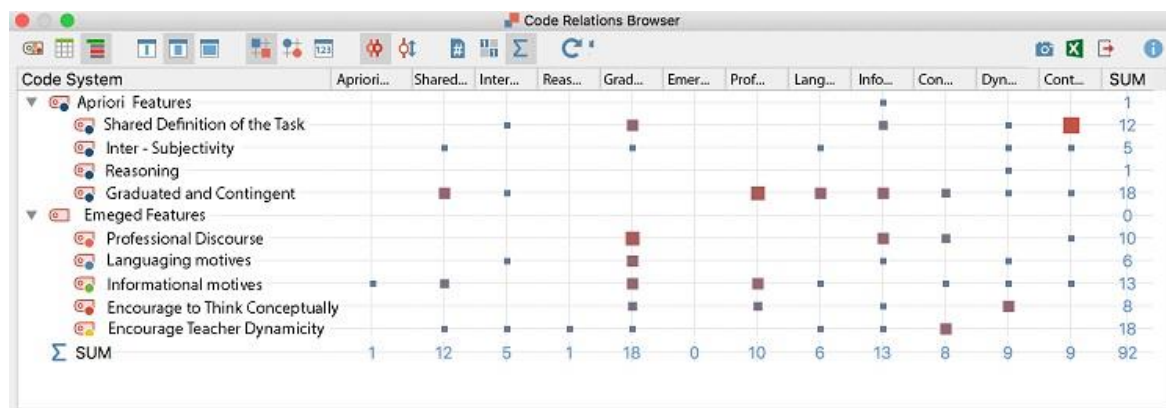
The current study was highly inspired by Wertsch's (1998) mediated activity in a sense that we focused on multiple aspects of learning, rather than on only one aspect at a time. By mediated action Mr. Ahmadi was able to understand simultaneously the learner, the learning contexts and tools of learning, and how these interacted in any given learning contexts. Similarly, mediated action is a central subcategory of sociocultural theory of mind that set learning in terms of the internalization of technical terminologies as was the case in the current study.

Accordingly, the researcher used Code Relations Browsers of MAXQDA to indicate where the a priori features and the ones emerged in the study had interrelations in the interviews between the coach and the teacher. It should be noted that the bigger the squares are, the frequent interrelations existed among those codes. Moreover, Code Relations Browsers facilitates the researcher's task to probe the codes for the relations which may exist among

them. For instance, when Mr. Ahmadi mentioned something about boosting his skills about his student-focused oral feedback strategies and its relationship to his conceptual development, the coach assigned this section into professional development, shared definition of the task, and inter-subjectivity. Figure 1 indicates the results of Code Relations Browser.

Figure 2

Code Relations Browser for the interviews



Overall Discussion of the Results

The overall study was divided into three phases. As highlighted previously, the first three observation and post-observation sessions dealt with diagnosing, analyzing, and speculating Mr. Ahmadi's weaknesses before the act of mediation by the coach. The second four observation and post-observation conferences, which was central to the objectives of the study dealt with dialogic interaction between the coach and Mr. Ahmadi to give rationales and solutions on challenges. Finally, the last three sessions evaluated the progress and development of Mr. Ahmadi's oral corrective feedback development. The results found that Mr. Ahmadi was struggling with different oral corrective feedback challenges during his classroom practices. These challenges made him become indifferent and disappointed toward learners' progress. That was why the coach attempted to provide solutions to his challenges and as was clearly illustrated the power of mediated discourse helped Mr. Ahmadi to be scaffolded in terms of his oral corrective strategies. The results of this study were in line with several studies (e.g., Gibbons, 2003; Johnson & Golombek, 2003; Lantolf, 2017; Lantolf & Poehner, 2008) which found the pivotal role of mediated discourse activity in developing learners' skills and subskills within sociocultural perspective.

During the act of mediated discourse, the coach exposed Mr. Ahmadi to all the possible oral corrective feedback strategies. These strategies were derived from the review of the related literature (e.g., Aljaafreh & Lantolf, 1994; Ellis, 2008, 2009). It was found that Mr. Ahmadi was familiar with some of the strategies while others were new to him. Similarly, the coach attempted to explain all the strategies to Mr. Ahmadi during post-observation conferences. Also, the coach asked him to have a learners' portfolio specifically about their oral errors in order to have concrete evidence of learners' oral errors and growth, and hence compare and contrast their development in speaking ability from the beginning to the end of a semester. The role of learners' portfolio was significant in several other studies. As an example, Johnson (2009) found that through learners' portfolio, teachers were able to identify the challenges faced by learners.

The results also revealed that, depending on the learners' level of proficiency, either the amalgamation of oral corrective feedback strategies or one single oral corrective feedback

strategy might be useful in order for learners to be orally developed and hence not repeat the same corrected error. Mr. Ahmadi provided the correct form of learners' errors after the completion of oral reproduction by learners and the major problem with him was that he did not consider the learners' different levels of proficiency. As such, he prescribed the same error correction for all learners and explicitly corrected learners errors, while from an activity theory, which was a central subcategory of sociocultural perspective, teachers were required to consider different factors at a time such as learners' moods being introverted or extroverted or learners' levels of proficiency being high proficient or low proficient based on their previous accomplishments in order to develop learners' oral proficiency in a suitable manner. When explicit error correction might be useful for one learner, this strategy might not be useful for another. This was the power of mediational discourse that occurred in a series of post-observation conference which helped teachers to be gradually developed in overcoming their challenges in terms of how to tackle with learners' oral errors. Similarly, not only teachers' challenges in terms of oral corrective feedback were obviated but also learners were developed to use the correct form of their erroneous utterances in subsequent attempts.

An investigation into the relationship between language and learning, and given the claim that language created and enhanced thought and cognition which underpinned the study, the mediated dialogue in the data was of crucial significance because of its connections with the ideas of language, cognition, and creativity. The results of the second phase of the study, which dealt with dialogic interaction between the coach and Mr. Ahmadi to give rationales and solutions on challenges, showed that mediated dialogue resulted in conceptual thinking by Mr. Ahmadi. The instances of mediated dialogue in the data were prevalent and that totally 85 extracts with one or more instance of mediated dialogue were identified. Clearly, then, mediated dialogue was a salient feature throughout the study. An analysis of the selected extracts containing mediated discourse revealed the gradual development of teacher participants in giving appropriate corrective feedback to learners.

The findings of this study illustrated the effectiveness of negotiated over non-negotiated corrective feedback with Mr. Ahmadi and implementation of that with learners. Overall, the findings of the present study were in line with studies that have proposed that the feedback delivered through the dialogic interaction between teacher and learners helped learners develop their speaking abilities and improve the quality of their interactions (e.g., Aljaafreh & Lantolf, 1994; Williams & Watson, 2002). Negotiation and mediated discourse exchanges were more efficient because through interaction with the teachers, opportunities were provided for the teachers and hence applied them in real practices to learners. This could help learners receive the guided help within their ZPD. Observing Mr. Ahmadi for the first three sessions indicated that he was one-dimensional and obeyed what was prescribed to them by teacher trainer in giving oral corrective feedback to all learners and as highlighted previously he was supposed to provide the correct form of learners' erroneous utterances at the end of classroom session without considering learners' differences.

Gradually, due to the mediated discourse that occurred from the fourth post-observation conferences to seventh session, Mr. Ahmadi developed to use appropriate corrective feedback to learners. In the mediated interaction, Mr. Ahmadi conceptually developed and that learners were scaffolded and supported in line with Nassaji and Swain's (2000) study focusing on negotiating the meaning and socially developing the structure and function of the language. In the present study, the joint construction with the teacher helped the learners move along in their zone of proximal development so that they could identify their errors and correct them with fewer levels of help in subsequent utterances. This was evident in how a learner received negotiated corrective feedback on his errors on verb-subject agreement in two successive utterances with the scaffolding provided by the teacher. As an example, this scaffolding, which took the form of dialogic interactions between Mr. Ahmadi and the coach helped Mr. Ahmadi

to implement it in his real classroom practices. Excerpt 17, taken from the ninth observation session of Mr. Ahmadi, clearly illustrated this:

Excerpt # 17

Mr. Ahmadi: *please repeat this sentence. (Level 2)*

Learner: *“one of the main reasons are stadium’s location”*

Mr. Ahmadi: *is there something wrong in the sentence? (Level 3)*

Learner: *no*

Mr. Ahmadi: *there is something wrong with the verb. (Level 6)*

Learner: *one of the main reasons were...*

Mr. Ahmadi: *no. (Level 4). The verb does not agree with the subject. (Level 7)*

Learner: *I can’t understand.*

Mr. Ahmadi: *Are you talking about one reason or many reasons? (Level 9)*

Learner: *stadium’s location as one reason.*

Mr. Ahmadi: *you said one of the reasons so you should use “is”. There must be an agreement between your verb and subject. (Level 10)*

Learner: *yeah, I got it.*

Excerpt # 18

Mr. Ahmadi: *please repeat this sentence. (Level 2)*

Learner: *“there are many cars which may moves.....”*

Mr. Ahmadi: *is it correct? (Level 3)*

Learner: *Ah sorry... move. Which may move.*

Mr. Ahmadi: *yes.*

These two excerpts represented examples of improvement in learner’s ability to both identify and correct his errors. The first time that the learner encountered the error in the first excerpt, he could not locate and identify the error after receiving four levels of scaffolded help. Even when the error was identified by Mr. Ahmadi at Level 7, the learner was not able to correct it and three more levels of help were provided. Thus, eight levels of help in the regulatory scale as stated by Aljaafreh and Lantolf (1994) were used to help the learner to identify and correct his error on verb-subject agreement. However, when an error in the same category was encountered during receiving negotiated corrective feedback on the second utterance, the learner was able to identify the error by receiving only two levels of help and could correct it by himself. Thus, the process of proving and receiving corrective feedback was carried out much more quickly, which indicated the effectiveness of negotiated corrective feedback on the learner.

Based on the findings of the present study, the negotiated feedback was more successful at achieving this goal and hence learners did not repeat already corrected errors. In the same line, the issue of feedback in L2 learning was studied from the perspective of sociocultural theory of learning (e.g., Aljaafreh & Lantolf, 1994; Nassaji, 2011; Nassaji & Swain, 2000). From a sociocultural perspective, learning of second languages was a process that could be attributed to learner’s participation in social activities. This joint construction enabled the learners to learn and to develop their speaking ability. Accordingly, from sociocultural perspective, corrective feedback was considered to focus on negotiating learners’ oral errors. Thus, the unidirectional conventional view in which the teacher was the provider and the learners were the receivers of feedback changed into a social interactionist view in which feedback took the form of joint participation and transactions between the learner and the teacher.

Conclusion and Implications

Overall, then, the study revealed potentially useful features of mediational discourse in the post-observation conferences, which have the potential both to increase our understanding of how verbal mediation interacts with development, and to inform our conduct of that mediation. The coach's discourse is found crucial in provoking the teacher to think conceptually about his student-focused oral feedback challenges in a way that his challenges from the very first post-observation conference session to the last session were reduced due to the power of mediational discourse. In the first three sessions the coach faced a large number of challenges posed by the teacher while in the last four sessions of post-observation conference such problems were diminished. However, whereas the results show that there was a dialectic interaction between mediational discourse and language teacher internalization of concepts, the nature of that interaction was more difficult to ascertain and may be influenced by factors outside the scope of this study. Features of verbal mediation already identified by Wertsch (1998) such as shared definition of the task, inter-subjectivity, graduated help, and reasoning alongside the ones emerged during the current study like professional discourse, languaging motives, and teacher dynamicity were found to be pivotal on the uptake of conceptual thinking by the teacher.

The goal of ensuring the trustworthiness of the results and the conclusions drawn from them was problematic throughout the analysis process, specifically with regard to dependability. From the outset, the researchers were an integral part of the data, and our insights were therefore unlike those that a researcher with a more etic perspective would make. This, as Gee (2011) points out, is the nature of research that takes discourse as its data.

As perhaps with many studies of human interaction in naturalistic settings, this study has posed as many questions as it has answered, and there are several areas not addressed in this study that would merit further research. Results of such research could inform the conduct of post-observation conferences with regard to less cognitive issues than focused on in this study, such as interpersonal communication, influence of learning style, and sociocultural background. Research into post-observation conferences conducted within the framework of activity theory would also have the potential to shed very important light on the actions and interactions of the teacher participant. The interaction between discourse and expertise in language teaching hinted at in this study is also a potentially useful area of research. The discourse of teachers who have been identified as expert teachers could be examined in light of the levels of conceptualization identified through this study, to explore the idea that expertise is directly related to the ability to thinking conceptually within a professional domain (Johnson, 2009). The levels of conceptualization identified in expert teachers' discourse could be compared with levels in novice teachers' discourse. This may shed light on the relationship between years of experience and expertise and address the issue of why not all experienced teachers can be called expert teachers.

Corrective feedback, whether oral or written, is an integral part of teaching. It occurs frequently in most English language classrooms and that it has been the subject of a large number of empirical studies, yet it is not possible to form clear-cut conclusions that can perform as the point of departure for informed advice to teachers. The reason lies in the complexity of student-focused oral feedback as an instructional and interactive phenomenon and as a potential tool for acquisition. This complexity has implications for how feedback is dealt with in teacher education programs. That said, the coach verbally mediates language teachers in order to be reflective, dynamic, and evaluative both in dealing with educational challenges generally and in using appropriate, student-focused, oral feedback strategies specifically with the help of mediated discourse activity within the English language-teaching context of Iran and Internationally. Given that, if the teachers' major challenges concerning the use of appropriate

oral corrective feedback are being addressed and solved, most of the speaking breakdowns in English-language teaching context will be obviated.

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Appendix 1: Pre-Semester Interview Protocol Recommended by Harvey (2011)

Name/Pseudonym:

1. Would you tell me about your educational background?
2. Please tell me about your previous teaching experience.
3. How long have you been teaching at this institute?
4. What levels and classes have you taught here?
5. How do you think you have changed as a teacher since you started teaching?
6. Could you describe the way you think students learn language?
8. Is there a theory of learning, or language or teaching that you feel best reflects the way you think that language learning happens?
9. What do you know about Vygotsky and sociocultural theory?
10. Please tell me about your experiences regarding your previous Peer Coaching interactions or other related programs.
11. What is your expectation from this Peer Coaching interaction? Please tell me about what you expect to gain from it in terms of your oral CF challenges as well as how you think it would be better to take place.

Appendix 2: Observation Scheme for Oral Corrective Feedback Moves Adopted from Ellis’s (2009) Taxonomy of Oral CF Strategies

	<i>Implicit</i>	<i>Explicit</i>
Input providing	Recast	Explicit correction
Output promoting	Repetition Clarification requests	Metalinguistic explanation Paralinguistic signal Elicitation

Types of oral corrective feedback	Total corrective feedback moves	Timing of oral CF			Corrected by learners	Un-corrected by learners	Types of oral error		
		Immediate	Delayed	Post-delayed			Syntactic error	Lexical error	Pronunciation error
Recast									
Elicitation									
Clarification request									
Meta-linguistic feedback									
Explicit correction									
Repetition									
Translation									
Paralinguistic signal									

Author Note

Naser Rashidi is a professor of applied linguistics with the faculty member of Shiraz University, Iran. He has presented and published many papers in different conferences and credible journals. His areas of interests include critical pedagogy, critical discourse analysis, and teacher education. Correspondence regarding this article can also be addressed directly to naser.rashidi@shirazu.ac.ir.

Morteza Majdeddin is a Ph.D. candidate in applied linguistics from Shiraz University, Iran. His areas of interests are discourse analysis and teacher education. Correspondence regarding this article can also be addressed directly to fmajdeddin2017@gmail.com.

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