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The Effect of Corrective Feedback on Iranian EFL Learners' Spoken Repair Fluency and its Relationship with Spoken Complexity and Accuracy

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ABSTRACT

The aims of this study were to investigate the relationship among different spoken repair fluency indices including repetition, replacement, reformulation, and false start, the effect of corrective feedback (CF) on repetition, the presence of a trade-off among spoken complexity, accuracy, and fluency (CAF), and the likely effect of CF on it. In a quasi-experimental design, four pre-intermediate intact classes, with male Iranian EFL learners, were randomly selected as the delayed explicit metalinguistic CF (n = 17), intensive recast (n = 15), extensive recast (n = 16), and control (n = 16) groups and participated in spoken reproduction of story tasks for six sessions, and, based on the presence or absence and type of CF, their errors were treated differently. The results of the correlational analysis indicated that there were significant correlations among all fluency indices and repetition, with the highest mean and highest correlation, was chosen as the representative index of the repair fluency. Additionally, the results of the one-way ANOVA indicated that the effects of different CF types on repetition were insignificant. Finally, the results of another correlational analysis indicated that the correlations among CAF were statistically insignificant and different CF conditions had insignificant effects on them. It can be suggested that different spoken repair fluency indices measure the same underlying construct and measuring one of them suffice. Furthermore, since CF has insignificant effects on spoken repair fluency and there is an insignificant trade-off among CAF and it is not significantly affected by CF, teaching practitioners should not be concerned about the negative consequences of the provision of CF to develop EFL learners' spoken accuracy.

Keywords: *Spoken Repair Fluency, Repetition, Spoken Complexity, Spoken Specific Accuracy, Corrective Feedback*

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1. Introduction

According to Seifoori (2016):

What is expected from English learners is a fluent command of the language that permits smooth flow of communication, yet fluency remains so farfetched for numerous language learners particularly in EFL contexts that are characterized by highly restricted opportunities for authentic interaction. (p. 12)

Additionally, according to Long (1991), "focus on form overtly draws students' attention to linguistic elements as they arise incidentally in lessons whose overriding focus is on meaning or communication" (pp. 45-6). One way that it can be achieved is through the provision of

CF which is considered conducive to L2 learning and accuracy and grammar development (Ammar & Spada, 2006; Ellis, Loewen, & Erlam, 2006; Golshan, 2013; Li, 2010; Lyster, 2004; Rassaei, 2015; Sheen, 2007). Consequently, most CF based studies (e.g., Ansarin & Chehr Azad, 2015; Farrokhi & Chehr Azad, 2012; Hoseini-Fatemi & Harati, 2014; Maftoon & Kolahi, 2015; Rahimpour, Salimi, & Farrokhi, 2012; Salimi, 2015) have been based on the investigation of the effects of the different CF conditions on EFL learners' spoken accuracy. Nevertheless, accuracy development might be at the expense of fluency development because of learners' attentional limitations (Skehan, 1998). Hence, there have been some studies (e.g.,

Rahimi & Vahid-Dastjerdi, 2012; Sato & Lyster, 2012; Seyed Motahari & Ghasemi-Nik Manesh, 2014) which have investigated the effects of CF on spoken complexity, accuracy, and fluency (CAF). However, none of these is based on the trade-off hypothesis (Skehan, 1998). In addition, no studies, to the researchers' knowledge, have been based on the effects of different CF conditions on Iranian EFL learners' spoken repair fluency and the trade-off between spoken repair fluency and both spoken complexity and accuracy. Consequently, the current research was an attempt to accomplish these.

2. Review of the Literature

2.1 Corrective Feedback (CF)

According to Ellis, Loewen, and Erlam, (2006), CF takes the form of responses to a learner's erroneous utterances. These responses can consist of an indication of error, provision of the correct form, and metalinguistic information about the nature of the error, or any combination of these.

In his noticing hypothesis, Schmidt (1990, 2001), stated that learners must consciously pay attention to or notice input in order for L2 learning to proceed and that noticing is required for learning. Proponents of this hypothesis (Ellis, 1991; Gass & Varonis, 1994; Sato & Lyster, 2012; Schmidt, 1990, 2001) have considered CF as a means of drawing learners' attention to form and as a stimulus for noticing. In addition, it gives them an opportunity to make a cognitive comparison between their interlanguage and the given input (Ellis, 1994). It can also help them engage in focused input analysis (Ellis, 2005).

There are different CF types. One of them is called recast, Lyster and Ranta (1997) defined it as "the teacher's reformulation of all or part of a student's utterance, minus the error" (p. 46). Regarding their importance, Van Patten (1990) argued that it keeps the meaning fixed and put the correct and incorrect utterances together and frees up processing resources by allowing the learner to attend to the form of the utterance. It can be categorized into intensive, or focused, and extensive, or unfocused, types (Ellis, 2001; Loewen, 2011). According to Ellis (2001), while intensive recasts occur when the single target structure is selected in advance, and learners are likely to receive CF multiple times on it, extensive recasts occur when CF is not limited to a single target structure and learners receive CF on many

structures that occur incidentally during the instruction. Another CF type, relevant to this study, is called explicit CF. According to Ellis (2008), explicit correction is "an utterance that provides the learner with the correct form while at the same time indicating an error was committed" (p. 227). The following example is taken from Ellis (2009a):

L: On May.

T: Not On May. In May. We say "It will start in May" (p. 9)

Metalinguistic CF is the other CF type. According to Ellis (2008), it refers to "an utterance that provides comments, information, or request related to the well-formedness of the learner's utterance" (p. 227). It is clearly shown in the following example.

L: I go to Paris last year.

T: Went. You should use simple past tense.

2.2 Aspects of Spoken Production

According to SLA researchers (Ellis & Barkhuizen, 2005; Skehan, 1996, 1998; Skehan & Foster, 2001), L2 proficiency consists of three principal dimensions of complexity, accuracy, and fluency (CAF). One aspect of L2 proficiency is complexity. Skehan (1996), defined complexity as "the utilization of interlanguage structures that are cutting edge, elaborate, and structured" (p. 46).

Another aspect of L2 proficiency is accuracy. Ellis (2003) referred to accuracy as "the extent to which the language produced in performing a task conforms to target language norms" (p. 339). The other aspect of L2 proficiency is fluency. Indeed, according to some SLA researchers (Derwing, Rossiter, Murray, & Thomson, 2004; Guillot, 1999), this concept is both difficult to define and has a wide range of definitions associated with it. For example, Ellis (2003) referred to it as "the extent to which the language produced in performing a task manifests pausing, hesitation, or reformulation" (p. 342). Ellis and Barkhuizen (2005) defined it as "the production of language in real time without undue pausing or hesitation" (p. 139). Skehan and Foster (1999) classified repair fluency, as one of the subcategories of fluency, into different indices including (a) repetitions as immediate and verbatim repetition of a word or phrase, (b) false starts as utterances that are abandoned before completion, (c) reformulations as phrases or clauses that are repeated with some modifications to morphology, syntax, or



word order, and (d) replacements as lexical items that are substituted for another. There is a support for multiple and complementary measures of spoken fluency, and the correlation between measures can substantiate concurrent validity of the measures (Norris & Ortega, 2009). Ahmadian (2012) also suggested that "using multiple measures for assessing each dimension of CAF may yield a more valid and comprehensive picture of a construct if and only if the measures used, tap different facets of the construct in question" (p. 7)

2.3 CAF and Dual Mode System

According to Skehan (1998), "speakers, native speakers and learners, possess a dual-mode system which consists of two interrelated representational systems including the rule-based and the exemplar-based systems to engage in complementary processes of analysis and synthesis" (p. 54). Skehan (1998) also added that "the analysis is necessary to enable the learner to gain generativity and flexibility, but the synthesis is necessary to enable fluency and control to be achieved" (p. 92).

Concerning the exemplar-based system, Skehan (1998) suggested that it is limited and not all language use involves real-time processing. There are times when language users need to formulate accurate and new sentences. This requires a rule-based system which consists of a finite set of representations that can fit into a small memory space. It is usually used when the learners are not under pressure to perform rapidly online and when they have the time to access such a system.

Considering the relevance of the dual model system to CAF, Skehan (1998) suggested that CAF rely on different systems of language. Fluency requires learners to draw on their memory-based system, accessing and deploying ready-made chunks of language, requiring semantic processing, and, when problems arise, using communication strategies to get by. Accuracy and complexity, in contrast, are achieved by learners drawing on their rule-based system and, thus, require syntactic processing.

There were also other researchers who supported the dual model system. For example, Pinker (as cited in Ellis, 2008) argued that the computation of regular-morphological features such as past tense, ed, in English involves rule-based or symbolic processing, whereas irregular

features such as irregular past tense like 'swam' are sensitive to input frequency.

Widdowson (1989) was also for the dual-mode system, but he used different terminologies. Indeed, he focused on the opposition between analyzability and accessibility as an implication of a dual-coding system. He also added that fluency is taken to reflect the availability of accessible language for the learner. Considering analyzability, he made a distinction between attention to accuracy and a willingness to attempt ambitious forms, or complexity. In the former, the concern may be with using a less challenging level of interlanguage, and, consequently, resulting in greater control and accuracy. In the latter, risk taking is more relevant, as less controlled language is attempted.

2.4 Trade-off Hypothesis

According to Skehan (2009), successful task performance has often been characterized as "containing more advanced language, leading to complexity; a concern to avoid error, leading to higher accuracy; and the capacity to produce speech at normal rate and without interruption, resulting in greater fluency" (p. 150). Skehan (1998, 2016) came up with his trade-off hypothesis and suggested that attentional resources are limited on the parts of learners and this limitation manifests itself in performance of the learners. Consequently, since CAF are interdependent, increased performance in one area may occur at the expense of performance in the other areas. Indeed, this hypothesis predicted that "committing attention to one area, other things being equal, might cause lower performance in others" (Skehan, 1998, p. 112). In particular, it was proposed that there might be a tension between form, complexity and accuracy, on the one hand, and fluency, on the other hand. This tension and prioritization might have some consequences. For example, consistent prioritization of accuracy might lead to lack of fluency and avoidance of engagement with cutting-edge language.

Considering the nature of the trade-off, different studies have suggested that the trade-off is between meaning, fluency, and form, either complexity or accuracy. For example, some of these studies (Atai & Zare Alanahg, 2017; Wendel, 1997; Yuan and Ellis, 2003) have proposed that the trade-off involves fluency and accuracy. Some studies (Atai & Zare Alanahg, 2017; Bygate, 2001) have found that the trade-off involves complexity and fluency. In other studies, in

contrast, there was no trade-off between different aspects of the spoken production. In one of the recent studies conducted by Chehr Azad, Farrokhi, and Zohrabi (in press), based on the investigation of the effects of CF on spoken general accuracy and temporal fluency, there was no statistically significant trade-off between spoken general accuracy and temporal fluency. In another study conducted by Farrokhi, Zohrabi, and Chehr Azad (in press), there was also no statistically significant trade-off between the spoken accuracy and breakdown fluency. There were also other studies (Ahmadian & Tavakoli, 2010; Farrokhi, Zohrabi, & Chehr Azad, 2017) which found no statistically significant trades-off between the spoken accuracy and complexity.

Methodology

3.1 Aims of the Study and Research Questions

There were three purposes for the current study. One of them was to investigate the relationship among different spoken repair fluency indices including repetition, false start, replacement, and reformulation. Another one was to investigate the effects of different corrective feedback (CF) types on repetitions. The other one was to investigate the presence of a trade-off among spoken CAF and the likely effect of CF on it. To attain these, the following research questions were formulated.

Research Question 1 (RQ1): Are there any significant correlations among Iranian EFL learners' spoken repair fluency indices?

Research Question 2 (RQ2): Are there any significant differences among different CF types' effects on Iranian EFL learners' spoken repair fluency indices?

Research Question 3 (RQ3): Is there a trade-off among Iranian EFL learners' spoken CAF?

3.2 Design of the Study

The current study was based on a quasi-experimental design. Its independent variable was CF, as a way of focus on form, with four levels of no CF, intensive recast, extensive recast, and delayed explicit metalinguistic feedback. The dependent variable of the study was spoken repair fluency. Four pre-intermediate intact classes were randomly selected and assigned into the control, delayed explicit metalinguistic, extensive recast, and intensive recast groups. The participating groups are shown in Table 1.

Table 1: Participating Groups and their Specific Characteristics

Groups	Number of Participants	Type of CF	Focus of CF	Time of CF
Control	16	No CF	No CF	No CF
Delayed Explicit Metalinguistic	17	Explicit Metalinguistic	Simple past tense errors	Delayed
Extensive Recast	16	Recast	All grammatical errors	Immediate
Intensive Recast	15	Recast	Simple past tense errors	Immediate

3.3 Participants

This study was conducted at a private English language learning school in Tabriz, Iran. Four intact classes, including 64 male English learners who were bilingual speakers of Azeri and Persian and who were between the ages of 15 and 23, were randomly selected. The course they were taking was based on task-based language teaching. Their weekly attendance at school was three sessions of 4.5 hr. Based on their learning history and English proficiency, they were considered a fairly homogenous pre-intermediate group of learners. However, to verify their initial homogeneity, a *Key English Test (KET)* was used and its results were analyzed via a one-way ANOVA which revealed insignificant initial differences among the participating groups ($F_{3,60} = .28, p = .87$).

3.4 Procedures

First, the randomly selected intact classes were randomly assigned to the control, intensive, extensive, and delayed explicit metalinguistic feedback groups and a *KET* was administered. After the verification of their initial homogeneity, the basic process which was carried out during six instructional sessions commenced. Each of the sessions was divided into two halves. The first half was based on following the institute's term program and was roughly the same among all experimental and control groups. The other half was devoted to the main process of the current study and was audio recorded for the subsequent analysis.

The main process, was carried out during six instructional sessions. To collect the spoken data, during each of these sessions and in all participating groups, the participants were assigned a story from *Steps to Understanding* (Hill, 1988), and given 5 min to read and summarize it. Subsequently, they were individually asked to retell it to the whole class. During their story retelling, the participating groups experienced different processes. Indeed, in



the control group, there was no reaction to the participants' errors, but, in the other groups, the participants were provided with different CF types. That is, in the intensive (focused) recast group, they were provided with CF of the recast type which was immediately and intensively focused on each of the participants' simple past tense errors. In the extensive (unfocused) recast group, unlike the intensive recast group, the recast was extensively provided on all errors. In the delayed explicit metalinguistic CF group, in contrast, there was no immediate correction and the CF type was explicit and metalinguistic which was provided late. That is, at the end of each participant's story retelling, the simple past tense errors were presented on the board and, through the provision of some metalinguistic explanations, explicitly corrected. After following this process for six sessions, the recorded spoken data of all participants were transcribed and coded.

The coding, measurement, of the spoken repair fluency, which was based on previous studies (Elder & Iwashita, 2005; Foster & Skehan, 1996; Seifoori, 2016; Skehan & Foster, 1999), was based on the calculation of the number of repetitions, false starts, replacements, and reformulations, all as indications of lack of fluency, to the number of AS-units each participant produced in each of the story retelling tasks and sessions of the study. Then, one of the researchers recoded and recalculated different CAF indices in a different order. The intra-rater reliability using Cohen's Kappa was .85. Another researcher independently recoded 15% of the data. The inter-rater reliability using Cohen's Kappa was .80. The accuracy and complexity measurements, relevant to the current study, were comprehensively explained in the study conducted by Farrokhi, Zohrabi, and Chehr Azad (2017). Indeed, the coding of spoken complexity was based on subordination, the number of the clauses/AS-units. The coding of the spoken specific accuracy was based on error free simple past tense.

4. Data Analysis and Results

After the assumptions of parametric tests, homogeneity of variances and normality of distribution, were tested, a 4×4 correlation matrix was created with Pearson correlation coefficients to explore the relationships among repair fluency indices, including repetitions, replacements, reformulations, and false starts. Then, descriptive statistics and a one way ANOVA

were used to analyze the data for the effect of different CF types on repetition. Next, several 2×2 correlational matrices were created for each of the participating groups' CAF measurements in sessions 1 and 6 to study the effects of the different CF types on the relationships among CAF. Then, a 2×2 correlation matrix was created with Pearson correlation coefficients to study the relationship between spoken repair fluency, repetition, and spoken specific accuracy. Finally, another 2×2 correlation matrix was created to study the relationship between spoken repair fluency, repetition, and spoken complexity, clauses/AS-units.

4.1 Correlations of Spoken Repair Fluency Indices

The results of the 4×4 correlation matrix, to study the relationships among spoken repair fluency indices are presented in Table 2.

Table 2: Correlations of Repair Fluency Indices

Repair fluency index	Repetition	False start	Replacement	Reformulation
Repetition	1	.12*	.23**	.22**
N	403	403	403	403
95% CI				
Lower	1	.03	.13	.12
Upper	1	.20	.32	.30
False start	.12*	1	.14**	.14**
N	403	403	403	403
95% CI				
Lower	.03	1	.03	.04
Upper	.20	1	.23	.23
Replacement	.23**	.14**	1	.22**
N	403	403	403	403
95% CI				
Lower	.13	.03	1	.11
Upper	.32	.23	1	.32
Reformulation	.22**	.1	.22**	1
N	403	403	403	403
95% CI				
Lower	.12	1	.11	1
Upper	.30	1	.32	1

Note. ** $p < .01$. * $p < .05$.

As it was demonstrated, there were positive and significant correlations among all fluency indices. Therefore, it was suggested that they measured the same underlying domain and measuring one of them suffice. Consequently, it was essential to choose one of them for further analysis. To this end, the descriptive statistics of all repair fluency indices are presented in Table 3.

Table 3: Descriptive Statistics of Repair Fluency Indices

Fluency index	Mean	SD	N
Repetition	7.78	4.47	403
False start	.89	.99	403
Replacement	2.49	1.81	403
Reformulation	2.36	1.75	403

As it is depicted, repetition had the highest mean ($\bar{X} = 7.78$). In addition, it had the highest correlation with the other repair fluency indices. Consequently, it was chosen as the index representing the repair fluency for further analysis.

4.2 Descriptive Statistics of Groups' Repetition in Sessions 1 and 6

Descriptive statistics of groups' repetition, the chosen spoken repair fluency index, in sessions 1 and 6 is given in Table 4.

Table 4: Descriptive Statistics of Groups' Repetitions in Sessions 1 and 6

Groups	n	Session 1		Session 6	
		Mean	SD	Mean	SD
Control	16	6.57	4.25	6.28	4.46
Delayed Explicit	17	7.59	4.20	8	4.52
Extensive Recast	16	6.32	3.35	9.18	3.61
Intensive Recast	15	9.60	5.36	8.36	4.88

As it was depicted, while the control and the intensive recast groups' spoken productions had less repetitions and were more fluent in session 6 compared to session 1, the delayed explicit metalinguistic and the extensive recast groups' spoken production had more repetitions and were less fluent in session 6 compared to session 1. In addition, in session 6, the extensive recast group had the highest mean and, consequently, was the least fluent group.

4.3 Inferential Statistics of Groups' Repetition in Sessions 1 and 6

The results of the one-way ANOVAs used to analyze repetitions of sessions 1 and 6 are presented in Table 5.

Table 5: One-way ANOVAs of Repetitions of Sessions 1 and 6

Session	Groups	Sum of Squares		df	Mean Square	F	Sig.
		Squares	df				
Session 1	Between Groups	102.90	3	34.30	1.84	.16	
	Within Groups	1121.10	60	18.69			
	Total	1223.99	63				
Session 6	Between Groups	67.768	3	22.59	1.15	.34	
	Within Groups	1122.47	57	19.70			
	Total	1190.24	60				

As it was demonstrated, there were insignificant differences among all groups' spoken production of the number of repetitions in sessions 1 and 6 ($p > .05$). More specifically, considering the results of session 6, it was discovered that although the number of repetitions produced by all groups were different, the differences were not big enough to reach a statistical significance. In other words, the presence, absence, or type of CF had insignificant

effect on the number of repetitions the participants produced.

4.4 Correlational Analysis of Spoken Repair Fluency and Complexity in Sessions 1 and 6

The results of the correlations of the complexity, clauses/AS-units, and repair fluency, repetitions, of all groups in sessions 1 and 6 are presented in Table 6.

Table 6: Correlations of Groups' Complexity and fluency in Sessions 1 and 6

Groups		Clauses/AS-units and repetitions in session 1	Clauses/AS-units and repetitions in session 6
Control	Pearson Correlation	-.44	-.19
	Sig	.27	.46
	n	16	18
Delayed Explicit	Pearson Correlation	-.31	-.35
	Sig	.24	.17
	n	17	18
Extensive Recast	Pearson Correlation	-.16	-.51
	Sig	.58	.12
	n	16	11
Intensive Recast	Pearson Correlation	-.29	-.17
	Sig	.32	.58
	n	15	14

As it is demonstrated, all correlations were negative and insignificant. In other words, a rise or fall of spoken complexity or repair fluency was insignificantly at the expense of a fall or rise in the other.

4.5 Correlational Analysis of Spoken Repair Fluency and Specific Accuracy in Sessions 1 and 6

The results of the correlations of spoken repair fluency and specific accuracy, error free simple past tense, of all groups in sessions 1 and 6 are presented in Table 7.

Table 7: Correlations of Groups' Fluency and Accuracy in Sessions 1 and 6

Groups		Error free simple past and repetitions in session 1	Error free simple past and repetitions in session 6
Control	Pearson Correlation	.39	.16
	Sig	.14	.55
	n	16	18
Delayed Explicit	Pearson Correlation	.18	.02
	Sig	.49	.96
	n	17	18
Extensive Recast	Pearson Correlation	.09	.11
	Sig	.73	.76
	n	16	11
Intensive Recast	Pearson Correlation	.38	.26
	Sig	.17	.39
	n	15	14



As it is demonstrated, all correlations were positive and insignificant. That is, as the number of repetitions increased, the number of error free simple past increased.

4.6 Trade-off between Spoken Repair Fluency and Complexity

The results of the correlation between spoken repair fluency, repetition, and complexity, clauses/AS-units, are presented in Table 8.

Table 8: Correlations of Spoken Repair Fluency and Complexity

	Clauses/ AS-units	Repetition
Clauses/AS-units	1	-.7
<i>N</i>	403	403
95% CI		
Lower	1	-.12
Upper	1	-.09
Clauses/AS-units	-.7	1
<i>N</i>	403	403
95% CI		
Lower	-.12	1
Upper	-.09	1

As it is demonstrated, the correlation between spoken repair fluency, repetition, and complexity, clauses/AS-units, was negative, small and insignificant.

4.7 Trade-off between Spoken Repair Fluency and Accuracy

The results of the correlation of spoken repair fluency, repetition, and specific accuracy, error free simple past tense, is presented in Table 9.

Table 9: Correlations of Spoken Repair Fluency and Specific Accuracy

	Error free simple past	Repetition
Error free simple past	1	.05
<i>N</i>	403	403
95% CI		
Lower	1	-.06
Upper	1	.14
Repetitions	.05	1
<i>N</i>	403	403
95% CI		
Lower	-.06	1
Upper	.14	1

As it is demonstrated, the correlation between spoken repair fluency, repetition, and specific accuracy, error free simple past tense, was also positive, small and insignificant.

5. Discussion and Conclusion

There were three purposes for the current study. One of them was to investigate the relationship among different spoken repair fluency indices including repetition, replacement, reformulation, and false starts. Another one was to investigate the effects of different CF types on spoken production of repetitions. The other one was to investigate the presence of a trade-off

among spoken CAF and the likely effect of CF on it. To attain these, the following research questions were formulated. The first research question was based on the investigation of the presence of a correlation among different spoken repair fluency indices including repetition, replacement, reformulation, and false start. The results of the correlational analysis revealed that there were positive and significant correlations among all of spoken repair fluency indices and they measured the same domain and that repetition had the highest mean and highest correlation with the other indices. Consequently, it was chosen as the index representing the spoken repair fluency for further analysis.

The second research question was based on the investigation of the effect of different CF conditions on spoken repair fluency. The results of the descriptive statistics revealed that the number of repetitions produced by all groups was different and the extensive recast group had the highest mean and the highest number of repetitions and, consequently, was the least fluent group. These results can be explained with respect to the nature of the extensive recast group. Since it covered all errors, the number of times CF was provided was more than the other groups. Consequently, they paid more attention to their spoken production and made more repetitions than the other groups. The results of the inferential statistics, however, demonstrated that these differences were not big enough to reach a statistical significant. In other words, the presence, absence, or type of CF had insignificant effect on the number of repetitions produced by the participants. These are in line with Sato and Lyster's (2012) study which demonstrated that the presence or absence of the CF had insignificant effect on the development of the learners' spoken fluency.

They are also in line with Seyed Motahai and Ghasemi Nik Manesh' (2014) study which revealed that the type of the CF had no influence on impulsive and reflective EFL learners' spoken fluency. These results are in contrast with Rahimi and Vahid-Dastjerdi's (2012) study which discovered that the CF type had a significant effect on the intermediate EFL learners' spoken fluency and that the delayed CF was significantly more effective than the immediate CF for the development of their spoken fluency.

The third research question was based on the investigation of the presence of a trade-off among the spoken CAF. Considering the nature of the trade-off, the results of the correlational analyses, based on all groups' spoken production in all sessions of the study, revealed a positive and insignificant correlation between specific accuracy, error free simple past, and repair fluency, repetitions. In contrast, the correlation between complexity, clauses/AS-units, and repair fluency, repetitions, was negative and insignificant. With respect to the CAF measurements of the current study, these results are in contrast with the trade-off hypothesis that "committing attention to one area, other things being equal, might cause lower performance in others" (Skehan, 1998, p. 112). It is also in contrast with Skehan's (1998) suggestions that there might be a tension between form, complexity and accuracy, on the one hand, and fluency, on the other hand.

With respect to the effects of different CF conditions on the trade-off between CAF, the results of the correlational analyses revealed a positive and insignificant correlation between repair fluency and specific accuracy in all groups and in both sessions 1 and 6. It also revealed a negative and insignificant correlation between the repair fluency and complexity in all groups and in both sessions 1 and 6. In summary, different CF conditions had no significant effects on the correlation between different aspects of the spoken production. The results are inconsistent with the previous studies (Ahmadian & Tavakoli, 2010; Michel, Kuiken, & Vedder, 2007; Wendel, 1997; Yuan & Ellis, 2003) which revealed a trade-off between accuracy and fluency.

In conclusion, it can be suggested that the provision of any CF type has insignificant effect on EFL learners' spoken repair fluency. In addition, there is no significant trade-off among spoken CAF and CF has insignificant effect on their relationships.

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