

Linguistics and Literature Review (LLR)

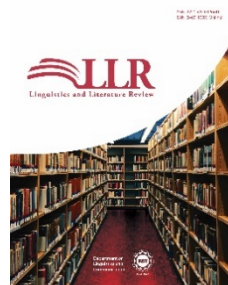
Volume 8 Issue 2, Fall 2022


ISSN_(P): 2221-6510 ISSN_(E): 2409-109X

Homepage: <http://journals.umt.edu.pk/llr/Home.aspx>



Article QR



- Title:** ESL Teachers' Perceptions regarding the Usefulness of Oral Corrective Feedback at Undergraduate Level
- Author (s):** Huma Sadiq, Farrukh Hameed, Hafiz Tahzeeb Ahmed
- Affiliation (s):** GIFT University, Gujranwala, Pakistan
- DOI:** <https://doi.org/10.32350/llr.82/05>
- History:** Received: December 02, 2021, Revised: July 05, 2022, Accepted: July 07, 2022
- Citation:** Sadiq, H., Hameed, F., & Ahmed, H. T. (2022). ESL teachers' perceptions regarding the usefulness of oral corrective feedback at undergraduate level. *Linguistics and Literature Review*, 8(2), 89-111. <https://doi.org/10.32350/llr.82/05>
- Copyright:** © The Authors
- Licensing:**  This article is open access and is distributed under the terms of [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/)
- Conflict of Interest:** Author(s) declared no conflict of interest



UMT

A publication of

Department of Linguistics and Communications Institute of Liberal Arts
University of Management and Technology Lahore, Pakistan

ESL Teachers' Perceptions regarding the Usefulness of Oral Corrective Feedback at Undergraduate Level

Huma Sadiq, Farrukh Hameed*, and Hafiz Tahzeeb Ahmed

Department of English, GIFT University, Gujranwala, Pakistan

Abstract

This research aims to examine the perceptions of undergraduate level ESL teachers regarding oral feedback and its impact on student learning. In this regard, this study attempts to determine the particular method of corrective feedback (CF) teachers perceive to be useful, how they apply this method in language classroom, and how their feedback affects the learning of students. Hence, the current study examines how the input of L2 teachers influences the motivation, confidence, self-esteem, student-teacher relationship, and identity of students at undergraduate level. Data was collected through two qualitative research tools: "observations" and "semi-structured interviews". Purposive sampling method was used and eight L2 teachers of a private university were sampled for this study. The observations of the selected teachers were conducted for 18 hours and semi-structured interviews were also conducted afterwards. Thematic analysis of the data revealed that direct CF was perceived and used by L2 teachers as the best way of correcting students. It was found that the participants had practical experience of direct CF. Moreover, it was concluded that direct CF and reasonable inquiries can influence motivation, confidence, self-esteem, and student-teacher relationship. The findings have useful implications for both theory and practice because they improve on the general guidelines for L2 teachers regarding what type of CF can be beneficial for L2 students, how their feedback can encourage or discourage students, and how they can correct the mistakes of students in an effective way.

Keywords: educational techniques, ESL teaching, oral corrective feedback

Introduction

According to the current research, oral corrective feedback OCF is an intrinsic element in the Pakistani Higher Education environment. Also, OCF is an essential element of the teaching and learning process. Although

* Corresponding author: ranafarrukh36@gmail.com

the main objective of the term OCF is to correct the mistakes and errors committed by the students during their coursework. In other words, it is such a method in which students are given feedback directly to make them aware of where they are wrong at specific points in uttering the second language L2 words and sentences. However, OCF has been characterised just as “reactions to student expressions containing an error” (Ellis, 2006, p. 28) yet as a “perplexing wonder with a few capacities” (Willems, 1988). Learning about this basic but complex and convoluted phenomenon keeps developing as research aggregates on its job in L2 study halls and its impacts on L2 advancement.

The rationale of the current study is that most of the participants consider direct OCF as a fundamental instrument that reviews for measuring the social learning skills, emotional learning skills, and development among the students. They argue that the current study should be analysed with the vision of appropriate constructive and meaningful approaches. Moreover, it has been observed that some teachers do not consider OCF or any valuable feedback for the students due to their incapacities to make their pupils understand the teacher’s responses. It is because the teachers lack competence and are negligent in giving feedback to their students. They do not perform their duties of correcting the students, as has been investigated in the data analysis chapter.

Moreover, undertaking this study is essential to investigate the merits and demerits of oral corrective feedback OCF. Furthermore, more importance is given to how students with different linguistic and socio-economic backgrounds cope with OCF in learning English. Also, it focuses on how they maintain their self-esteem after being corrected by their teachers directly and indirectly.

Research Objectives

- 1) To explore teachers’ experiences regarding the effectiveness of oral corrective feedback OCF in the Pakistani context.
- 2) To investigate the types of oral corrective feedback OCF used by the teachers in their classrooms in indigenous settings.
- 3) To examine the influence of teachers’ feedback on L2 students’ confidence, motivation, self-esteem, and the student-teacher relationship in a local scenario.
- 4) To study the effectiveness of OCF in respect of different categories, including direct or indirect and positive or negative.

Research Questions

- 1) This study aims to answer the following research questions::
What experiences do teachers have regarding oral corrective feedback OCF?
- 2) Which type of oral corrective feedback OCF do teachers use in their classrooms while teaching the second language L2?
- 3) How does Teachers' feedback influence the L2 students' confidence, motivation, self-esteem, and the student-teacher relationship?

Literature Review

Error Correction

Error correction determines that an error has been committed and needs to be recognised and corrected. The first principle of error correction is the discovery of the error. Furthermore, it is evident that when we need to find a mistake, we must understand what kind of error it is and who committed it. For example, students with a non-English background may make different types of errors, that is, different hereditary dialects. Besides, these dialects affect the student's ability to understand a new language; on the other side, students with English backgrounds may have a chance to commit errors differently. Moreover, the student's advancement is at risk once the mistake is recognised and left behind without being addressed. Schmidt and Frota (1986) have proposed that if an instructor goes an error untreated, then the individual who expressed/committed it or the general population who / are aware of it stays in this absurdity/disarray or starts taking it as the proper structure. It explains that when errors are not identified, then the student feels that whatever s/he has done is correct or not, which may lead to permanent flaws and misconceptions in the student's mind.

Concept of Feedback

In the case of the current study, feedback assumes its first job in learning the objective language. Hurlock (1925) used the terms 'praise' and 'reproof' as input. However, she didn't elude the name feedback for the evaluation because the word was not utilised in the instructive division. Moreover, she also claims that giving positive feedback in the form of praise can motivate students.

On the other hand, feedback marked by negative reviews and criticism can demoralise students' confidence. Whereas the input of the teachers and students assume significant learnings and accomplishments, it can either be positive or negative (Hattie & Timperley, 2007). Likewise, Long (1996) has arranged the input structure into positive and negative criticism. He has additionally explained the terms as the arrangement of suitable structures and provision of immediate and delayed data separately. Despite what might be expected, corrective input, negative confirmations, and positive criticism can be utilised reciprocally (Schechter et al. 1991).

Kinds of Feedback

However, feedback is divided into two major types: oral and written feedback. Oral feedback means verbal remarks given by the teachers to their students to develop the knowledge of the subsequent subjects the students are reading in their current course work (Zahorik, 1970). Moreover, the communicative functions of a language gain much significance and are more compelling to make oral corrective feedback OCF an essential part of the learning process.

Furthermore, written corrective feedback (WCF) is partitioned into direct/aberrant and centred unfocused subcategories to a more significant extent. Meanwhile, teachers implement natural criticism methodology to feature students' language mistakes. In this way, they also give the 'redress'/ rectify mistakes students make during their practice of language in the classroom (Bitchener & Knoch, 2015). For instance, the proper method to redress the students' mistakes is for the instructor to cross out an incorrectly spelt word and afterwards compose the right spelling over the incorrectly spelt word.

Moreover, Ellis (2009) has further categorised corrective feedback CF into two broad kinds: Input-Providing Feedback and Output-Inducing Feedback; Recasts and Prompts, respectively.

Table 1

Six Types of Oral Corrective Feedback

CF Types	Definition	Example
Explicit Correction	Direct indication and identification of errors and provision of correct form.	Student: On May Teachers: It's 'in May', not on May.

CF Types	Definition	Example
Recasts	Redrafting of the incorrect sentence to show the correct form without explicit correction.	Student: I will find the answer in the book. Teacher: 'Yeah!' you will have to find the answer in the book.
Clarification Request	Asking the students to reformulate the unclarified sentence.	Student: What is broadening categories? Teacher: Could you please rephrase your sentence?
Meta-linguistics FB	Providing complete language information about the error by asking the question or passing the comments without explicitly correcting the answer.	Student: The elephant growls. Teacher; Do we say 'the elephant'?
Elicitation	Prompting the students to self-correct the form by pausing, allowing them to reformulate the sentence	Student: We need to start a chat. Teacher: We need to start? Student: 'Oh yes! Conversation'
Repetition	The teacher repeats the incorrect utterance with a rising intonation or by putting empathetic stress so that the student knows which part needs repair.	Student: Ali has to do work. Teacher: To do? Student: 'done his work'.

Contextual Difference

Whereas the structure of a sentence is different in the case of the English language case Urdu. In such contextual differences, the former's sentences were spoken as SVO (subject-verb-object), but the latter's sentences were spoken as SOV (subject-object-verb). Furthermore, it causes significant difficulties during the learning process of learners. Besides, it also causes hindrances while learning the English language. Especially when sentence

errors that occur during the practice of that particular language by the students are due to this script. Hence, whenever students try to translate from Urdu to English and vice versa, they face problems. In the current discussion about contextual differences, the second most significant difficulty is ‘pronunciation’; most students in Pakistan are worried about pronunciation because of the articulation and stress differences between both languages. In Urdu, there is a high correspondence in pronouncing the words concerning to its alphabet, which is why pronunciation can be predicted differently in both written and spoken form, but this is not the case with English. Therefore, students mispronounce the words they encounter in writing for the first time. Another big reason in the Pakistani context is that the teachers in Pakistan aren’t native speakers of English. They may have less or no knowledge related to English, basically a second language L2 for them. Therefore, Pakistani teachers are less likely to prefer the implementation of oral corrective feedback OCF in their teaching practice.

Related Studies and Research Gap

Hernández Méndez and Cruz (2012) studied teachers’ perceptions of oral corrective feedback OCF and found positive results. According to their study, some instructors feel reluctant to give back to the students because they are more concerned about their emotions.

Moreover, Ozturk (2016) has also investigated the practice rate of oral corrective feedback OCF teachers in the Turkish EFL classroom. According to him, experienced teachers and inexperienced tutors have distinctive views about OCF. He also claimed that teachers usually avoid correcting errors due to less or no target language knowledge.

On the other hand, Khatib and Vaezi (2018) have explored the teachers’ and students’ preferences and the employment of their direct or indirect feedback towards their students. Furthermore, his primary focus was to study which type of feedback is preferable for the teachers in the Iranian EFL classroom. However, his results vary accordingly depending upon teachers’ experience.

Whereas the current study's first and paramount research gap is that oral corrective feedback OCF has been conducted primarily in indigenous settings. Hence, the studies mentioned above were conducted in USA, Iran, and Turkey. A similarity exists between those above and current studies that teachers/participants consider CF an effective technique to counter

students' mistakes and errors regarding L2 learning. As far as Hernández Méndez and Cruz (2012) is concerned, they have reservations about the feelings and emotions of the students that they may get hurt. At the same time, the current study discusses that the integrity and self-esteem of the students can be maintained by giving them corrective feedback directly.

Furthermore, Ozturk (2016) has reservations that teachers feel hesitant to give feedback to their students because of less knowledge of the target language. The current research believes that hesitation can be removed by choosing the direct or indirect type of OCF. On the other hand, Khatib and Vaezi (2018) highlighted the preferences of CF type. Also, they talked about the English grammatical structures in the Iranian context. However, the present research investigated oral corrective feedback OCF, where participants preferred direct feedback more effectively.

Methodology

Sampling Strategy

The primary aim of the current study is to analyse the perceptions of specific teachers having specific knowledge regarding the usefulness of OCF. Therefore, the study has carefully selected the samples to avoid unnecessary details. Despite gathering data from the whole population, the researcher has chosen the teacher sample with some basic language and grammar knowledge. Dornyei (2007) illustrates that purposeful sampling has been conducted in the present research to “find individuals who can provide rich and varied insights into the phenomenon under investigation to maximise what we can learn” (p.126).

Participants

To carry out the present research, the researcher has chosen 8 participants from a private university in Pakistan. Whereas, Teachers are selected by using a purposeful sampling technique. Moreover, the researcher is quite familiar with the context. All the participants are English language teachers. They teach English to beginners and intermediate levels. Each participant has 30 students in their class. They are all native speakers of Urdu and Punjabi. For a better understanding of the study, they are given pseudo names.

Table 2
The Professional Details of Participants

Teachers	Sex	Age	Experience
1	Male	35	7
2	Female	28	2
3	Male	42	12
4	Female	27	1
5	Male	32	3
6	Male	29	3.5
7	Male	34	6
8	Female	28	3

Observation, as a human instrument, helps the researcher to observe the class lively/in a lively manner. There was a total of 24 to 28 students present in each category. The remaining students were absent during the observation process. The students in these classes are between 18 to 20 years old.

Instrumentation

The current research collected data through two qualitative tools: ‘observation’ and ‘semi-structured interviews’. However, ‘observation’ was used to gather reality-based data. In this case, the inspection helps the researcher get unbiased repercussions and real-time experiences. On the other hand, ‘semi-structured interviews, as Bernard (1988) opines, are the best methods if used once while collecting the data. Furthermore, It allows respondents to be prepared and express their views freely. Hence, semi-structured interviews can collect reliable as well as comparable data.

Data Collection Procedure

Classroom Observation

Classrooms are provided with video recordings to conduct the observations of teacher and student activities. Video recording can serve as an alternative to reality. Additionally, it gives distinctive advantages to the researcher in the absence of visual reality (Dörnyei, 2007). In this study, eight video-recorded sessions based on (up to 45-minute class) were correctly observed. These recordings were predominantly based on presentations about specific topics, debates, and question-answer sessions. In this case, students were mainly required to speak more on a particular

topic and read specific passages. During all these sessions, teachers needed to engage more with their students in class activities. On the contrary, instructors were not informed about their being observed by the subject of the present study to get fair results. Meanwhile, participants were told that the investigation would be based on classroom interaction so they might behave naturally. Unfortunately, video recordings are not included in this present research because of some ethical considerations, although permission was taken in advance from the concerned authority.

Semi-Structured Interviews

This method can provide rich descriptive data based on the participants' personal experiences. Moreover, the interview starts with general questions regarding age, name, and qualification, then moves towards specific problems such as factors and variables, that is, related to direct and indirect techniques of OCF. The language used in the interview was simple and easy to understand. The questions were kept concise and accurate. Furthermore, participants were not asked negative questions. Instead, discussions were audio-recorded, but it was instructed to keep recordings confidential. Hence, the researcher couldn't include the records in this study. The Post-observation interviews were collected to check the preferences and then analysed accordingly through transcription.

Data Analysis

This part of the current research has discussed the researcher's method to analyse data in detail. Cresswell (2007) stated that the analysis of qualitative data requires the researcher to organise "the data into themes through a process of coding and condensing codes, and finally representing the data in figures, tables, or a discussion" (p.148). As Cresswell further suggested, a researcher must analyse the corpus carefully to develop the target language codes. Then they are needed to make themes about it after several readings. Moreover, he said several texts are necessary because "each time you read a database, you develop a deeper understanding of the information supplied by the participants" (p. 245).

Transcription

In the current study, the researchers themselves transcribed all semi-structured interviews to analyse the data thematically. Another advantage of self-transcription is that it helps a lot to develop self-understanding of the textual meaning of the target language among all researchers.

Data Analysis Procedure

Willott and Griffin (1997) gave a ‘seven-stage model’ to analyse data. This model is generally enough for the implementation; therefore, the research conductor has employed this method in the current study.

- 1) Making 'chunks' by breaking the transcribed interviews.
- 2) Coding.
- 3) Generating a single theme by selecting all chunks.
- 4) Identification of various themes.
- 5) Development of theoretical accounts of repeated discourse patterns.
- 6) Generation of another theme.
- 7) If desired answers are identified in 5, another theme is not compulsory. (Mahmood, 2018)

For the present study, the researchers have used this ‘seven-stage model’ to analyze the data by Willot and Griffin (1997).

Thematic Analysis 1: Private University Teachers’ Perception Regarding Effectiveness of Feedback

In this study, most participants considered teachers’ giving ‘feedback’ as a valuable tool to analyse the efficacy of students. OCF helps the learners to understand their strengths and weaknesses regarding the target language. At the same time, many participants marked it as formative activity as it has made a difference in their teaching programs. On one point, many participants have the same views about OCF, that it is helpful for both the students and the teachers in learning and teaching, respectively.

On the contrary, some teachers view that their students dislike correction and prefer even more feedback from their teachers. One of the participants concisely expresses his views “There are students with no background. Here, I'm not talking about English history but a good schooling background. Feedback helps these types of students more often than others” (*Saad, English*).

He believes that the ability of feedback to students with no background is more beneficial. Notably, chance and potential are interconnected. According to him, students have the potential to learn, but they would not

get an opportunity/ chance to exercise it in their educational field. Hence, feedback is a kind of opportunity for students to learn and rectify mistakes.

The teachers were asked open-ended questionnaires regarding feedback and its impact on learning. The participants gave obvious, direct, and concise answers. The researchers, while making a comparison, came to the point that most of the teachers agreed on one point: feedback does have an impact, and it helps students learn effectively; “Yeah, I believe that oral corrective feedback helps improve students' feedback second language because indicates their errors, and they get a chance to correct them immediately” (*Rizwan, English*).

The participants directly answered all the questions when they were questioned about the effectiveness of feedback. Rizwan's narrative elaborated on the use of feedback. He uttered the phrase 'chance to correct,' which means input in the classroom provides an opportunity for students to correct themselves.

They are exploring teachers' attitudes towards OCF. It has been highlighted as individual attention. To some extent, participants consider feedback unhelpful, but on the whole, their answers are definite. Many excerpts are feedback's effectiveness: “feedback, “Yes, I think students can learn L2 if proper feedback is given to them” (*Ayesha, English*). However, teachers have some doubts regarding feedback because it requires proper attention and method. Ayesha has mentioned ‘proper feedback’. She further asserts; “Here, adequate feedback means input should be given when required. Sometimes, we face time constraints issues. We do not find enough time to correct students and proper feedback demands time” (*Ayesha, English*).

Unlike Ayesha, Rizwan sees it as enlightenment. He believes that its role is like candlelight. Like candlelight, feedback gives students a way to correct themselves in darkness, “Feedback is a highly valued resource that works as candlelight. It facilitates learners at a deeper level and gives students the right direction and a deeper understanding of contextual-based language”.

This quotation pinpoints that sometimes students are not aware of their shortcomings. So, feedback helps them analyse their gaps by critically analysing the subject (context-based learning). By dissecting the discourse, it can be said that feedback assists students in learning not only regarding

structural aspects but also in subject knowledge. Participants consider feedback and their role progressive. This very nature of feedback will help the students in their future progress and development.

Juwah et al. (2004) instant feedback as high-quality information with mainly three characteristics:

- 1) It is focused on the tasks
- 2) It stresses outcomes
- 3) It is understandable. (p.11)

The above excerpts denote that all the participants do agree that feedback effectively helps in learning and teaching.

Thematic Analysis 2: L2 Teachers' Perception of Oral Corrective Feedback and Self-esteem

This section indicates that most of the participants correlate feedback with self-esteem. The participants of the current study consider classroom feedback harmful sometimes. As Adela said that “To me, while giving oral corrective feedback, language teachers need to keep students' self-respect and anxiety level in mind. Language teachers need to avoid biases” (*Adela, English*).

It can also be noted in the preceding excerpt that ‘self-respect’ and ‘anxiety level’ are the central tenets participants should keep in mind while giving feedback. It does support students in learning, but simultaneously, it would discourage students.

In this regard, Saad added his views regarding feedback to help it as a communication bridge between students and teachers. He said, “Direct feedback will not harm students’ self-esteem unless teachers develop healthy relationships with students” (*Saad, English*).

It illustrates that teachers in private sector universities should develop a strong bond and understand their position as a tutor. Moreover, a study student with a healthy relationship with teachers feels discouraged.

Feedback and motivation are interlinked when it comes to classroom interaction. Some participants take feedback as an ineffective activity as they are not motivated appropriately “I am unable to understand how teachers can demotivate students. I mean it could harm students

emotionally. If feedback with ample motivation is given, no one will get hurt” (*Ayesha, English*).

For the teachers, feedback sounds to go beyond providing the correct language and information to the students. She illustrated that the practical function of feedback is to provide emotional support to the pupils. Further, Moray (2004) indicated that feedback has multiple features depending upon the learning environment in which it begins.

Another participant explicitly connects oral feedback with encouragement and self-assessment. Zohaib asserted,

I think it varies from student to student. Some students take direct feedback on a personal level. Students who are willing to learn and consider feedback as a tool to improve their performance. They don't take direct feedback as something that harms their self-esteem (*Zohaib, English*).

Zohaib tends to persuade the researcher that feedback and self-esteem are interlinked, but depend on students. Some students consider direct feedback harmful, and others do not. The current research data indicate that feedback can directly hit the students' self-esteem, but at the same time, it would motivate them to improve their performance. This all depends upon the relationship between students and teachers. For example, Ayesha views the role of direct feedback as a situation-based phenomenon and Saad reported that assessment feedback serves as an evaluation tool that depends on tone. From this response, it is apparent that teaching teachers in exasperated and unfavourable conditions can emotionally harm students.

Thematic Analysis 3: L2 Teacher's Perception of Helpful Uptakes

Lyster and Ranta (1997) define 'Uptake' as “a model that refers to a student's utterance that immediately follows the teacher's feedback and that constitutes a reaction in some way to the teacher's intention to draw attention to some aspect of the student's initial utterance” (P. 49). They further identified two types of uptake:

- 1) The uptake where students improve their errors occurs when the errors are successfully redeveloped.
- 2) And the uptake that occurs in utterances that still need to be corrected, which means that the student needs to fix its error, and further feedback from the teacher is required (Lyster & Ranta, 1997).

While conducting semi-structured interviews, the participants were asked to describe their perception of helpful ways and types of feedback that lead the learner to the correction level. The researcher asked them various questions in chronological order As it was discussed more than in a question-answer session. Therefore, their answers overlapped. In these interviews, the participants talk about the most effective and the least capable methods. They also talk about how OCF should be implemented in classrooms. Ayesha states that students expect correction and feedback from the teachers, when they make errors. She further adds that teachers should be constructive in their approach. One of the participants talked about immediate vs delayed response “Don't you think! A teacher should answer immediately. This will trigger the students' minds and resultantly, students will learn it quickly, it will stay long enough in their minds” (*Atif, English*).

Saad has talked about how oral feedback should be given to the students in a versatile way. Moreover, Rizwan like Ayesha has the same views about the verbal corrective feedback OCF strategy. “I will prefer correction in any way. There is always room for improvement. I can handle students by my facial expression and tone. I can talk to the whole class while giving feedback to make it more general” (*Rizwan, English*).

All the participants move around with the same types of feedback. Adela considered Metalinguistic feedback more effective, whereas explicit action was the least effective. Contrarily, Rizwan believed a precise correction to be the most effective one. He says, “I think feedback shouldn't be delayed; it should be given on time. It shouldn't focus only on the negative aspects. The teacher should encourage the students by focusing on the positive points” (*Rizwan, English*).

Zohaib considered clarification requests and recast to be the most effective strategies for feedback. Despite his concerns, he reveals that design and its effectiveness rely on students and their capabilities.

Thematic Analysis 4: Time-constraint Issue

A common issue all teachers face while delivering lectures is time constraints. They experience time limitations because they have to provide the whole course within 45 minutes. This time limit affects teachers' responses towards learners' errors. As Ayesha said, “we, sometimes, let go of mistakes because we got less time and we had to complete our syllabus”.

Furthermore, the following excerpt from a participant further echoes some of the concerns raised by Saad that “teachers' classroom practice depends on time. But we have to manage everything on time . . . Time constraint indeed acts as a hindrance in a classroom situation. Being specific can save time here. “ Short lessons are a big problem” (*Saad, English*).

Experimental and Quasi-experimental Studies

Lyster and Ranta ([1997](#)) expounded that recast is the most abundantly used type of feedback, but in the case of learner's uptakes, recast works least, and elicitation works the best. On the other hand, the observational studies (Llinares & Lyster, [2014](#); Lyster & Mori, [2006](#)) hold that recast is the most preferred kind of feedback in EFL classrooms, elicitation, metalinguistic feedback, explicit feedback, clarification requests, and repetition have been found less-referred. But for the uptake, recast produces fewer amounts of uptake, explicit correction, and metalinguistic feedback provide the highest rate of uptake (Lyster & Ranta, [2013](#)).

Direct Feedback

Five participants of my research believe immediate feedback to be more appropriate, if there is a healthy relationship between students and teachers. On the contrary, previous studies have not preferred direct input because it can affect the student's honour.

Clarification Request

In this study, only 1 out of 8 teachers preferred the use of clarification requests for the correction. Similarly, there are only a few studies that have preferred clarification requests.

Self-esteem and Direct Feedback

Almost all the participants of the study seem to be in favour of direct feedback. They claimed that students' self-esteem would not get hurt if the teacher-student relationship were biased-free. But researchers expounded that immediate feedback should be avoided because it can directly hurt the students' honour and stop students' uptakes.

Observation: Preferred Amount and Types of Feedback

Table 3 shows the total number of feedback practices used by all eight teachers in their language classrooms, as it was all observed during the 18-hour observation period of the current research. Lyster and Ranta ([1997](#))

stated that the teacher's method of providing feedback usually depends on categories. Eight teachers made 213 corrections, which is 63.77% of the total erroneous utterances. The audio-video recordings show that teachers leave 36.33% of reports uncorrected out of 334 errors because of time constraints. Furthermore, the transcription of recordings shows that direct feedbacks were the most used form of corrective feedback (62%) by a considerable margin, followed by recasts (22%), clarification requests (9%), metalinguistic clues (3.6%), and elicitation (3.4%). On the other hand, Adela left a comparatively large proportion of errors untreated. She seemed to have encouraged her students because she did not want to embarrass students (23%).

However, Saad's students are quite hesitant. They frequently felt hesitant during the talk; Saad seemed reluctant to give feedback to his students (14%). He left 17 errors out of 121 uncorrected errors. Aameha, on the other hand, looked quite uninterrupted and corrected 22 out of 121 errors. University students studying at an advanced stage speak fluently. They use large and complex structures. Therefore, teachers might have fewer wrong utterances, with 334 errors in an 18-hour observation. Rizwan's apprentices were cautious and less willing to speak. Whereas this may be because Rizwan was direct and gave an immediate response to errors. That's way, and there were only 3% errors uncorrected. Ayesha seemed more responsive towards error correction and gave comparatively high amount of feedback to her students. She left 8% of errors uncorrected. Similarly, Saadia showed a responsive attitude and left only 10% of errors untreated. On the other hand, Aameha's pupils had fragile self-confidence and didn't want students to lose confidence by giving lots of feedback. Hence, she left 18% of errors uncorrected. The same is the case with Zohaib, and he left 11% errors out of 121 to make students comfortable in his class.

Table 3
Distribution of Feedback Types

TEC	EC	FTP%	DF%	Recast%	CR%	Elicitation%	ML %
334	213	100	62	22	9	3.4	3.6

Note. TEC = Total no. of errors committed, EC = Errors corrected, FTP = Feedback types in percentage, DF = Direct Feedback Percentage, ML% = Metalinguistic Percentage

Table 4
Error Treatment Patterns of the Individual Teacher

TEUC	Ad%	Am%	Sa%	At%	Zo%	Sad%	Ay%	Riz%	TEC
121	23	18	14	13	11	10	8	3	334

Note. TEUC = Total no. of errors uncorrected, Ad = Adeela, Am = Aameeha, Sa = Saad, At = Atif, Zo = Zohaib, Sad = Sadia, Ay = Ayesha, Riz = Rizwan, TEC = Total no. of errors committed

Comparison between Observation and Teachers' Perceptions

In this section, the Researcher compared and contrasted the teachers' perceptions. Moreover, pre-observation interviews showed that most of the teachers were in support of giving direct feedback. When the researcher compared the observations and transcription of teachers' views, it became clear that teachers who favoured direct feedback took it seriously. They practised direct input in their classrooms, and more than 50% of corrections were made through explicit correction. Though they liked direct feedback more and they have a view of clear correction. It can undermine the students' self-confidence and cause inhibition in their passion for learning. Furthermore, the contradiction between perception, likeness, and usage was a bit ambiguous. For instance, Atif talked a lot about immediate the responses of the teachers towards the errors, but he left 13% of errors uncorrected. Similarly, Adela showed a preference for metalinguistic clues but left a large number of errors untreated (23%). She had a cautious view regarding explicit correction because she took care of students' honour. However, Saad talked about a healthy relationship between teacher and student and valued direct feedback. Also, he left 14% of the errors where most of the errors corrected in Saad's class were through recasts, surprisingly. Besides, clarification requests were also used in the present study while proceeding the with observation. Hence, he also valued task-based language learning.

The views about recasts were ambiguous because most of the participants preferred explicit correction, but during observation, it was noted that usage of recasts ranked second highest on the list. 22% of corrections out of 214 were made implicitly. Like saad, Atif had corrected students through recasts though he expressed support to direct response.

Similarly, elicitation was not the favorite among teachers. Only 1 out of 8 teachers showed likeness towards elicitation. Yet it was used in 3.4% of total feedback types which was, this feedback type. Zohaib used elicitation more than recasts where he declared recast as usual feedback. He rarely used elicitation in practice. Other teachers were observed using clarification requests for language correction. This might be because teachers were well aware of the students' knowledge. For instance, in Saad's class, students were asked to make a sentence using the adjective clause. One of the students responded:

The film you watched gives you great information.

T: Could you please clarify it again?

S: The film that you watched gives you great information.

That is to say, implementing a clarification request phenomenon helped students to identify their errors. Ellis et al. (2003) reported that these interactions could be more helpful to the apprentices in some ways. Firstly, it helps the students to receive comprehensible input. Moreover, it helps them with negative feedback and, finally, it encourages learners to reformulate their wrong utterances.

Last but not least, metalinguistic clues like elicitation were rarely observed in classes. A few teachers used this type of feedback. That is why only 3.6% of corrections are done through metalinguistic clues. As Naeni & Duvall (2012) argue, feedback is a way of exchanging information between students and teachers. He further maintains that no pedagogically effective results are possible without meaningful feedback. In this study, it seems teachers are reluctant to provide information to their learners. Only 1 out of 8 teachers had a belief that task-based learning works best. Eventually, Saad was the only teacher who had implemented in the class what he believed. He gave tasks to the whole level and then discussed errors collectively.

Conclusion

The current study found that all the members of the present study showed practical experience of CF, and they preferred direct CF more as the appropriate way of feedback that can enhance the learning level of L2 students. It has been further found that direct CF can affect the motivation, confidence, self-esteem, student-teacher relationship, and identity of

students. The findings of the investigation have demonstrated that immediate corrective feedback is a rare type of correspondence that happens inside the private Pakistani university setting only. The present research features that the way of giving and accepting Feedback includes a complex transaction of confidence, personality, inspiration, feeling, and power relations between the teachers and the students. The investigation likewise features that the members have had practical experience of giving both types of feedbacks in their classrooms, such as direct or indirect feedback. The researchers analysed the exact job of feedback which requires pointing out all the shortcomings of students, helping them in presenting the contention unmistakably and fundamentally. Further, the findings uncover the respondents look to embrace a profound way to deal with the learning process. They also interface the job of feedback as an upgraded inspiration, certainty, confidence, and a way of life as L2 students. Hence, the members saw input as one-of-a-kind type of correspondence that offered them a chance to go into a scholarly exchange with their students.

On the other side of the coin, Teachers' responses demonstrate that oral corrective feedback OCF progressively accommodates the teachers and students collectively. The current research discovered and recommended that the members were progressively worried about the nature of corrective feedback. Most L2 Teachers argue that OCF gave them both an easy and efficient mode of teaching. The investigation further demonstrates that all the members who were part of the current study respected the utilisation of intelligent inquiries done by the researcher as a significant component of accommodating feedback. A few members commented that the intelligent astute made the feedback for them an exchange to a greater degree. As it drove them to wind up being engaged with learning process. Eventually, the utilisation of intelligent inquiries offers a chance for students to correct themselves.

References

- Bernard, H. (1988). *Research methods in cultural anthropology*. Sage Publications.
- Bitchener, J., & Knoch, U. (2015). Written corrective feedback studies: Approximate replication of Bitchener & Knoch (2010a) and Van Beuningen, De Jong & Kuiken (2012). *Language Teaching*, 48(3), 405-414. <https://doi.org/10.1017/S0261444815000130>

- Cresswell, J. W. (2007). *Qualitative inquiry thousands Oak*. Sage Publications.
- Dörnyei, Z. (2007). *Research methods in applied linguistics: Quantitative, qualitative, and mixed methodologies*: Oxford University Press.
- Ellis, R. (2009). Corrective feedback and teacher development. *L2 Journal*, 1(1), 3-18. <https://doi.org/10.5070/l2.v1i1.9054>
- Hernández Méndez, E., & Reyes Cruz, M. D. R. (2012). Teachers' perceptions about oral corrective feedback and their practice in EFL classrooms. *Profile Issues in Teachers Professional Development*, 14(2), 63-75.
- Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81-112. <https://doi.org/10.3102/003465430298487>
- Hattie, J. A. C., & Yates, G. C. R. (2014). Using feedback to promote learning. In V. A. Benassi, C. E. Overson, & C. M. Hakala (Eds.), *Applying the science of learning in education: Infusing psychological science into the curriculum* (pp. 45–58). Society for the Teaching of Psychology
- Hurlock, E. B. (1925). An evaluation of certain incentives used in school work. *Journal of Educational Psychology*, 16(3), 145-159. <https://doi.org/10.1037/h0067716>
- Juwah, C., Macfarlane-Dick, D., Matthew, B., Nicol, D., Ross, D., & Smith, B. (2004). Enhancing student learning through effective formative feedback. *The Higher Education Academy*, 140, 1-40.
- Khatib, M., Vaezi, M. N., & Najjarbaghseyah, R. (2018). The role of corrective feedback and learning styles on EFL students' acquisition of grammatical structures. *Iranian Journal of Applied Language Studies*, 10(2), 119-148. <https://doi.org/10.22111/IJALS.2018.4633>
- Llinares, A., & Lyster, R. (2014). The influence of context on patterns of corrective feedback and learner uptake: A comparison of CLIL and immersion classrooms. *The Language Learning Journal*, 42(2), 181-194. <https://doi.org/10.1080/09571736.2014.889509>

- Long, M. (1996). The role of the linguistic environment in second language acquisition. In W. Ritchie & T Bhatia (Eds.), *Handbook of Second Language Acquisition* (pp. 413-468). Academic Press.
- Lyster, R., & Mori, H. (2006). Interactional feedback and instructional counterbalance. *Studies in Second Language Acquisition*, 28(2), 269-300. <https://doi.org/10.1017/S0272263106060128>
- Lyster, R., & Ranta, L. (1997). Corrective feedback and learner uptake: Negotiation of form in communicative classrooms. *Studies in Second Language Acquisition*, 19(1), 37-66. <https://doi.org/10.1017/S0272263197001034>
- Lyster, R., & Ranta, L. (2013). Counterpoint piece: The case for variety in corrective feedback research. *Studies in Second Language Acquisition*, 35(1), 167-184. <https://doi.org/10.1017/S027226311200071X>
- Lyster, R., & Saito, K. (2010). Oral feedback in classroom SLA: A meta-analysis. *Studies in Second Language Acquisition*, 32(2), 265-302. <https://doi.org/10.1017/S0272263109990520>
- Mahmood, S. (2018). *Second language international postgraduate students' perceptions of assessment feedback: An analysis*. The University of Huddersfield.
- Moray, E. H. (2004). Feedback research revisited. In D. Jonassen, M. Driscoll (Eds.), *Handbook of research on educational communications and technology*. Routledge.
- Naeini, J., & Duvall, E. (2012). Dynamic assessment and the impact on English language learners' reading comprehension performance. *Language Testing in Asia*, 2(2), 1-20. <https://doi.org/10.1186/2229-0443-2-2-22>
- Öztürk, G. (2016). An investigation on the use of oral corrective feedback in Turkish EFL classrooms. *Journal of Language and Linguistic Studies*, 12(2), 22-37.
- Reinders, H., & Mohebbi, H. (2018). Written corrective feedback: The road ahead. *Language Teaching Research Quarterly*, 6, 1-6.

- Ridgers, N. D., Stratton, G., & Fairclough, S. J. (2006). Physical activity levels of children during school playtime. *Sports Medicine*, 36(4), 359-371. <https://doi.org/10.2165/00007256-200636040-00005>
- Schechter, N. L., Bernstein, B. A., Beck, A., Hart, L., & Scherzer, L. (1991). Individual differences in children's response to pain: role of temperament and parental characteristics. *Pediatrics*, 87(2), 171-177.
- Schmidt, R.W. Frota, S.N. (1986). Developing basic conversational ability in a second language: A case study of an adult learner of Portuguese'. In R. Day (Ed.), *Talking to Learn: Conversation in Second Language Acquisition* (pp. 237-326). Newbury House.
- Willems, G. (1988). Second Language Classrooms: Research On Teaching And Learning. *Toegepaste Taalwetenschap in Artikelen*, 32(1), 152-158. <https://doi.org/10.1075/ttwia.32.12wil>
- Willott, S., & Griffin, C. (1997). 'Wham bam, am I a Man?': Unemployed men talk about masculinities. *Feminism & Psychology*, 7(1), 107-128. <https://doi.org/10.1177/0959353597071012>
- Yang, Y., & Lyster, R. (2010). Effects of form-focused practice and feedback on Chinese EFL learners' acquisition of regular and irregular past tense forms. *Studies in Second Language Acquisition*, 32(2), 235-263. <https://doi.org/10.1017/S0272263109990519>
- Zahorik, J. A. (1970). The effect of planning on teaching. *The Elementary School Journal*, 71(3), 143-151. <https://doi.org/10.1086/460625>