

## **Effectiveness of Explicit Corrective Feedback in Learning English**

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### **ABSTRACT**

*This study has been aimed at contrasting the consequences of explicit and implicit corrective feedback on pupils of second language. Furthermore, in this research, corrective feedback is categorized into different types and their effect on ESL/EFL learners was also analyzed. A 5-point likert-scale was utilized in this study which was responded by teachers of English subject. After the responses have been collected, SPSS has been used to do all the estimation techniques involving correlation and frequency distribution which represented that explicit type of corrective feedback has a huge influence on the language skills of the learner specifically with their command on the second language. A total of 150 teachers have responded to the questionnaire. The sampling of this particular research were the instructors of English language center of Quetta city, Baluchistan. This thesis emphasizes teachers to adopt the technique of providing overt kind of “Explicit” corrective feedback in a very productive and strategic method and make EFL/ESL learners aware of the techniques through which they can enhance their linguistic skills. Teachers had better not focus upon the feedback rather they ought to take on distinguish methodologies of corrective feedback. In addition, it would be significant for educators to inquire “the way of handling errors on advanced and elementary levels”. Undoubtedly explicit kind of feedback is more efficient and productive as it can be observed easily but instructors must acquire the types of corrective feedback according to students caliber and course levels.*

### **INTRODUCTION**

English language is the language of aviation, science, technology, foreign policy and travelers. Being the speaker of English language enhances the opportunities of obtaining a fine job in a international organization within home country or for seeking work in foreign. It is also the language of world

wide transmission, the media and the cyber space, so knowing English language is essential for interaction and amusement as well as jobs.

### **IMPORTANCE OF LEARNING ENGLISH LANGUAGE**

English has become the favorite choice of the students who wish to learn second language. The core reasons for this are;

- 1- The English is a global language or simply it is the language of international Communication.
- 2- English is the prevailing trade and business language and it has become an essential requirement for persons to articulate English if they expect to involve in an international workforce.
- 3- Speaking English gives access to understand various cultures and to enter into a Space of Amusement. Now a day most of the world's top movies, books, journals and music are produced and published in a dominating (English) language. This is why by learning English language one will have approach to a masterful wealth of pleasure and will be enabled to have a greater understanding of culture and civilization.
- 4- Learning English provides approach to more of the internet. English language is world wide language. According to an estimated 565 million persons utilize the internet in daily routine, and an estimated 52% of the world's most visited websites are available in the foreign language.

### **SIGNIFICANCE OF FEEDBACK IN LEARNING ENGLISH LANGUAGE**

As learning English has become extremely essential for many purposes in communication, business and social interaction around the globe, therefore, people are attentive enough to acquire English language. Discussion on the idea of the corrective feedback and error rectification is an argumentative phenomenon and exploration in this matter is a long history. Because both of these terms are double-edged and elaborated distinctly. Over previous several years, the character which is acted by corrective feedback in learning English became imperative and fundamental matter. From instructional prospective corrective feedback is an important language developmental tool. Present study explores the impact that implicit or explicit corrective feedback has on the learners of English language. Implicit or explicit feedbacks have a fundamental role, specifically when it comes to trade and customers. Positive kind of feedback upgrades the system and efficiency of an organization. Taking corrective feedbacks into an account, learning of English language also takes place with corrective feedbacks that the educator provides during the process of learning course. There are also some distinctive consideration of corrective

feedbacks, which performs a well connected part in English language learning or makes the learner proficient both skills i.e. receptive and productive. However Corrective feedback is complex but has a worthwhile outgrowth on the person linguistic skills along with underlining the productiveness and advantages which involuntary affects the skills of a pupils during learning procedure of English language.

### **WHAT IS CORRECTIVE FEEDBACK?**

Corrective feedback is known as a format of achievement and accomplishment, feedback used to refine learner's performance. Instructors give feedback to pupils to reinforce assumption and to rectify learner's mistakes during learning lessons. Feedback is sometime noticed as one of the single most powerful instrument accessible for enhancing learners' accomplishment. The feedback may be as plain as putting up praise, giving back assignments the next day, instantly rectifying learners misunderstanding, or as a constituent of active pupils responding. Other effectual methodologies depend on peer review or self-evaluation to enlarge feedback. For the sake of matchless outcomes, feedback must encounter these four conditions: (1) It is objective, authentic, measurable, or fixed; (2) it gives an information about what was done well, what requires refinement, and how to fetch improvement; (3) it is delivered frequently and immediately following performance; and (4) it is about accomplishment rather than individual characteristics.

Error correction remained a very controversial topic, and perhaps a thorny issue as there is very little agreement as to how to correct somebody who has made an error and whether this correction will be effective or not.

Error rectification can simply be elaborated on a continuum ranging from the idea that it can be unfavorable and unsuccessful to being very crucial and beneficiary for some grammatical structures.

According to recent studies, as will be shown later on, it has been proved that error correction is effective, necessary and essential but the obstacle which prevents error correction from being totally effective lies in teachers' inconsistency and unsystematic ways of dealing with errors. Whether systematic, consistent or effective the teacher's reaction is to errors, corrective feedback has been widely defined as, the teacher's response to a student error.

### **EXPLICIT CORRECTIVE FEEDBACK**

Explicit (overt) error rectification is illustrated utilizing deliberate, corrective feedback and is more often used for written language growth. For instance, an educator rectifying grammar and diction in a writing assignment has a chance to elaborate what was not correct and why other choice would be more

authentic. In the above example, when Miguel said, "I gone to get some ice cream." The instructor repeated back, "I went to get some ice-cream". This entire story requires the past tense verb. This is called an explicit error rectification, because in addition to rephrasing the errors correctly, the educator also overtly describes the grammar rules behind the rectification.

Explicit corrective feedback is a set up through which people may get comments on their achievements in a demonstrative way during lessons, presentations and public speaking forums. These kinds of feedbacks can be provided to learners in both forms either oral or written.

### **IMPLICIT CORRECTIVE FEEDBACK**

Implicit error correction is implied by restating the mistake correctly, rather than the correction being overtly stated or explained. If you recast the misspoken phrase into correct use, you will implicitly correct the error. Students generally internalize this correction for future use, often incorporating the correction immediately by repeating the corrected version.

While learning English verb tenses, Miguel said, "I gone to get some ice cream." The teacher repeated back, "Oh, you went to get some ice cream. What flavor?" Implicit error correction is implied by restating the mistake correctly, rather than the correction being overtly stated or explained.

Implicit error correction is often the most immediate form of feedback, so be mindful to use it in the least invasive ways. Correcting someone by repeating back to them the correct word usage should only be done minimally and when it solves problems of misunderstanding. Otherwise, it can undermine confidence in new language learners.

Implicit type of corrective feedback occurs when instructor implicitly specifies the errors. These errors are not rectified unintentionally.

### **STATEMENT OF THE PROBLEM**

Committing mistakes during learning any new language are inescapable. It is the most intensely demanding task if the learning strategy used can be converted into an escape plan to make the English learning skills much better. Some of the pupils who earn implicit feedback which does not turn out to be proficient enough for their intellectual learning. The present study will determine explicit corrective feedback methodology which will provide response to multiple issues and its effect to the learning strategy adopted while learning English language in an explicit mode.

Studies have suggested that one of the most vital points considered while making the students learn second language is the timely and accurate provision

of constructive feedback which can either be in the form of explicit feedback or implicit feedback. Thus, this has been taken into account that constructive feedback is provided through proper ways and channels without the inclusion of de-motivation or sense of embarrassment for the learner is extremely important because it would then help the learner to learn from their own mistakes and thus avoid making them in future. This would enable them to identify the issues in their learning and prepare them for practical life. It will surely help them in the communication skills learning for interviews and personal or professional communication.

This study will open avenues for the teachers to understand the procedure of corrective feedback either explicitly or implicitly to encourage and fasten up the pace of the learning of the second language.

Moreover, this study intends to explore all the methods that can be used for corrective feedback. It also tells which one of the both, either explicit or implicit is more effective tool that can be used for the students to improve their spoken and written usage of English Language.

### **RESEARCH QUESTIONS**

The research interrogations generated for the study are as follows:

- Does the Overt/ Explicit corrective feedback elucidate productive or positive effect in the progress of foreign language?
- Which one is the most constructive pattern of feedback that may be utilized for further refinement of target language?

### **OBJECTIVES OF THE RESEARCH**

- To perceive the creativity in the explicit form of feedback so it can be applied as a refinement tactic for teaching English language lessons.
- To inspect the most productive forms of corrective feedback while learning and teaching foreign language.

### **SIGNIFICANCE OF THE STUDY**

It is a questionless fact that corrective feedback is very essential for students in the phase of learning English language. Through overt/explicit corrective feedback, learner can understand and correct the errors with proper guideline and complete clarifications. Explicit feedback is one of the most efficacious methodology to be implemented to carry out the study. This is how; the pupils will be capable to capture marvelous progressed standards in their verbal and written skills. The only point why pupils are not able to improve in their linguistic skills is the absence of feedback they obtain. If they are instructed

with accurate responsive intellectual skills, there is a high opportunity of development in their language usage.

## **LITERATURE REVIEW**

According to Harvard (2007), a reaction or a symbolic reaction is not what is understood about the feedback. Rather it should be a message from the instructor or the teacher which is neutral in nature and the ultimate motive of that message and feedback is the improvisation of the overall situation of the presentation or the incident on which the feedback had been provided within the English Learning environment. The basic motive or aim behind the provision of the feedback is to alter information and aid the student in learning better.

By providing corrective feedback as the teaching strategy in classrooms, learners are better capable to correct their errors. Sheen & Ellis (2011), stated corrective feedback is entitled as a feedback that is provided to a pupil on the linguistic errors of English language, they committed either in written or oral construction. Corrective feedback may also be applied by educators even in the circumstance when they require to convert or interchange any kind of form and meaning (Sheen, 2011). It is closely noticed from earlier studies that many investigators tried to arrange or categorize corrective feedback in multiple kinds (Lyster and Ranta, 1997).

Corrective feedback either verbal or written, is further distributed into distinctive classification. Written type of corrective Feedback can be classified into; “focused and unfocused Written CF”, implicit vs. explicit written corrective feedback or direct and indirect written Corrective Feedback (Senna, Ferris, Sinha & Liu, 2013). Same like, Oral corrective feedback is also grouped as output or input providing. In input providing, the pupil gets familiar with the accurate form whereas in output providing, self-correction is prompted (Ellis, 2012). Moreover, explicit corrective feedback is also adapted from implicit corrective feedback through variety of course of action i.e. “Recast, Clarification, Explicit correction, metalinguistic, repetition and elicitation”.

Many theories introduced in order to subsidize the Second Language Acquisition (SLA). A theory conferred by Alex Housen and Folkert Kuiken in their study, “Complexity, Accuracy, and Fluency in Second Language Acquisition”, they expressed that there are several measures that can make anyone proficient enough in target language. It was trusted in this research study that the formation of multi – componential factor in the general nature of the comprehensive circumstances of the principal dimensions utilized in a comprehensive approach. The factors can be fluency, complexity and accuracy which are few of the valuable variables to be utilized in this study for the

advancing objectives. These can be some of the indicators which are theorized as the chief learning points to determine the overall nature of the achievements laid by the persons in the general horizon of learning English as the target or second language preference.

Carol A. Chapelle presented a theory named as, “The Relationship between Second Language Acquisition Theory and Computer-Assisted Language Learning”, it was illustrated there is a theoretical landscape or its interconnection with the language teaching masters which was established in 1991. According to this theory, the notion was diffused that there is a relationship between CALL or SLA. There are further few more established theories established for the expansion of notion in a demonstrative form. The first is the “cognitive linguistic approach, autonomous induction theory, processing of input theory, orientation of concept theory, psychological developments and the theories of possibilities”. The human being learning or CREED skills are also applied in the evolution of such ideas in the social context to be utilized. This theory was farther capable to recommend that the use of mechanical developments can be used for the competence theory in the form of the difficulties laid down for the development of answers in the research of SLA.

## **RESEARCH METHODOLOGY**

Within topics like these, surveys are the most effective and efficient way of conducting research when the concern is to find out the psychological or physiological impact of a certain attitude or behavior towards someone else. Survey research is the type of research in which quantitative analysis is operated. Nandan and Mathiyazhagan (2010) stated “survey is defined as the process which includes systematic collection of data from a sample or population by telephonic or face to face interviews, or by questionnaire”. Survey research is contemplated to be the very imperative format of research which assist in producing the more general outcomes. Survey research is one of the conventional research that includes asking any kind of interrogation from responder. A survey research consists of interview and merely filling of questionnaire.

Keeping in prospective the working surrounding of English language centres and respecting the experts’ life of instructors, survey questionnaires were selected. 5 Likert scale was the basis of the designed questionnaire.

## **DATA ANALYSIS**

The analysis of collected data presented that there is a positive and powerful effect of explicit corrective feedback on the linguistic skills of learners. As the

Pearson correlation (r) is 1 so it shows that vigorous relationship exists between the two of the variables. So, it is now certified that linguistic skills of a learner can be enlarged by applying explicit type of corrective feedback (Zhang & Rahimi, 2014) though, it may be complex sometimes, but it has a huge effect on linguistic skills. Many instructors suggested explicit/overt corrective feedback to expand the language learning talent of learner.

		Effectiveness of Explicit Corrective Feedback	Recommending Explicit Corrective Feedback
Effectiveness of Explicit Corrective Feedback	Pearson Correlation Sig. (2-tailed) N	1  150	1.000** .03 150
Recommending Explicit Corrective Feedback	Pearson Correlation Sig. (2-tailed) N	1.000** .03 150	1  150

\*\* . Correlation is significant at the 0.01 level (2-tailed).

*Table No 1. Pearson correlation between Effectiveness and Recommendation of Corrective Feedback*

The regression analysis run on the data, 56% variation in the learning of second and foreign language of a learner are inspected by explicit corrective feedback. This outcome is absolutely logical and reasonable as current research also presents that explicit corrective feedback has an enormous impact on learners performance.

Almost 75 % of the respondents believe that most of the errors while speaking or learning English language, on top of which lie the morpho-syntactic errors about which the same perception prevails among the respondents. Almost 60% percent teachers believe in the utilization of explicit feedback, however, 26 percent believe that both oral and written or of equal importance. However, only the 14 percent teachers thought that written feedback is the most appropriate method to provide feedback.



	<b>Number of Participants</b>	<b>Percentage</b>	<b>No.</b>
Utilization of Explicit Feedback	150	60%	90
Oral Corrective Feedback	150	40%	60
Written Corrective Feedback	150	14%	21

Table No.2 *Description of the number of responses in favor of Different types of Feedback*

Corrective feedback when conducted in a constructive way sheds positive and creative impact on students and they can grow in their language skills. Through this, students can rectify their errors and can enhance their skills. Almost all the teachers and professionals had a view that without corrective feedback, students won't be able to learn properly as no one is making them aware of their mistakes. So, without even getting direct knowledge of their errors, how can they rectify them? According to the generated results, almost all the teachers not only recommend but also use corrective feedback as their teaching technique in order to enhance a student's language skills.

## **DISCUSSION**

Explicit and implicit corrective feedback are two chief kinds of corrective feedback. According to investigators, both of them are significant to several dimensions. For instance, if a student commits any grammatical error by uttering "I goes to school everyday" then the instructor provides explicit corrective feedback by responding "No, you should say I go to school everyday" and the educator may rectify the error implicitly by responding that "Yes, I go to school every day" or instructor can apply "metalinguistic information" to pupil by giving remarks "Always make the verb agree with the subject." But one of them is judged to be more constructive in nature. In terms of expending the linguistic skills of learner, explicit corrective feedback is one of the most efficacious, productive and efficient source of enhancing language capabilities of pupils. Similar outcome is generated by this research. According to the produced consequence from the answers, it was obvious that explicit corrective feedback seems more productive than implicit feedback. As explicit type of corrective feedback is an overt form of feedback provided by an educator to a learner, deliberately through a controlled processing system comparatively implicit corrective feedback includes indirect form of feedback. In short as explicit corrective feedback is considered to be marvelous and efficient

feedback which improves the receptive and productive skills of an English language learner. (Hartshorn, Evans, Merrill & Sudweeks, 2010).

## CONCLUSION

The study provides valuable findings to students in a way that they learn how to respond to teachers' corrective feedback and inform them that it (CF) is an indispensable part of the teaching and helps them to improve their English. It also suggests that individual differences such as self-efficacy beliefs have an effect on students' willingness to up-taking of feedback and their willingness to continue speaking or writing. Therefore, teachers could realize the most beneficial way to correct students' errors and to be acquainted with features of explicit feedback. In simple words, this study has explored how does the explicit feedback play vital role in helping students to enhance their English language learning.

Moreover, the study has tried to prove that explicit feedback has a great impact on students in correcting their mistakes in learning English. It has been deduced from the findings that if teachers use explicit feedback techniques, then there are visible improvements in student's language usage. This study also tells through comparative analysis that those students perform better in English language learning if subjected to technique of explicit feedback. Whereas, implicit feedback has also fruitful result in general, but is less yielding as compared to explicit one.

The results of this study clearly state that explicit feedback technique is the best suited for the correction of the mistakes. With the explicit corrective feedback, students not only correct their mistakes, but also do not hesitate while asking about the correction of their mistakes from the teachers. Thus, to say, explicit feedback plays two vital roles in students language learning abilities. Firstly, it enables them to rectify their error, and secondly, it motivates and encourages them to ask about their mistakes from teacher without any hesitation.

To sum up the discussion, the study has tactfully explored the benefits of explicit feedback in learning English language. It has showed that with explicit feedback techniques, the percentage of enhancement in students language learning skills goes up. Therefore, it has suggested the teachers to imply explicit corrective feedback technique on students for better language usage of the students.

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