

Students' Perceptions of Corrective Feedback in EFL Classrooms in Higher Education

Lindita Skenderi

ABSTRACT

Feedback in general represents an essential aspect of the teaching and learning process. As such, it is also seen as closely connected to students' academic achievement and development. This study examines students' perceptions of three types of corrective feedback, such as explicit correction, elicitation, and recasts. Additionally, it aims to show the correlation between the academic achievement of students and corrective feedback. A self-designed questionnaire was used to collect data from a random sample of 37 students who attend Business English as a foreign language course. Analysis of the data showed that there is no correlation between corrective students' perceptions of corrective feedback and their academic achievements. The study showed that students who get corrective feedback don't feel embarrassed when being corrected, they also like it when they are corrected and see corrective feedback as help in improving their weak areas in language. Despite the lack of a correlation between students' perceptions of corrective feedback and their academic achievement, this study recommends teachers use corrective feedback with students because students see it as a positive tool in language learning.

Keywords: Academic achievement, Corrective feedback, Explicit, Perceptions.

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I. INTRODUCTION

Corrective feedback has a long history if we look at it from the early phase of its development. In the beginning, it was mostly given space and attention to the descriptive corrective feedback research, whereas the research on the experimental aspect of the corrective feedback was shed light on from the 90s (Soe, 2022). Corrective feedback has triggered the interest of researchers in applied linguistics (Ellis, 2017) because of its pedagogical and theoretical significance (Fu and Li, 2020). It can be done orally or in written form. Oral corrective feedback is the provision of information, oriented toward the learner related to their successful or unsuccessful utterances (Gass & Selinker, 2008). Written corrective feedback, sometimes known as *grammar correction* or written error correction (Ferris et al., 2013), is the feedback received by students in a written form. The effectiveness of both forms has been met in learners' L2 development (Li and Vuono, 2019). Li (2020) distinguishes online and offline corrective feedback. In the first one, according to him, the students get immediate feedback whereas, in the offline one, there is usually facilitation of explicit knowledge of the student. Lyster and Ranta (1997) classified corrective feedback into six categories. These categories include explicit correction, recast, metalinguistic feedback, elicitation, repetition, and clarification request. This study aims to investigate students' perceptions of the recast, explicit, and

elicitation forms of corrective feedback. Recasts, according to Lyster (2004), provide the correct form, which not rarely happens to imply the need for a learner's response. Loewen and Philp (2006) see recasts as a form of feedback that is represented as pedagogically expeditious, as well as timesaving, and less threatening to student confidence (p. 537). They further note that teachers manage to maintain control through recast, which makes this form of corrective feedback frequently used in language classrooms. However, sometimes the student is not aware of the fact that the recast is corrective (Nicholas, Lightbown, and Spada, 2001). Explicit feedback is the explicit provision of the correct form (Lyster & Ranta, 1997), which includes specific grammatical information that students can refer to when giving an incorrect answer while speaking (Kim & Mathes, 2001). However, it has also been researched about the relation between doing corrective feedback to students and their academic achievement. Ferris (2006) found that feedback has positive effects on students' academic achievements. According to him, students who are given corrective feedback by their teachers show better results in the end. Ellis (2008) also advocates for corrective feedback in the classroom, since it helps students understand the concepts and at the same time get better results in examinations. However, there are also studies that do not support the positive impact of corrective feedback, where students see corrective feedback as frustrating and confusing, and in many cases unrewarding.

II. METHODOLOGY

As mentioned in the introductory part, this paper highlights a problem with teaching methodology and its performance. So, the problem of this research lies in the presentation and analysis of students' attitudes toward corrective feedback and the potential correlation of these attitudes with students' academic achievements in that field. So, the main purpose of the research is the concise analysis of the distribution of attitude as a variable for corrective feedback and its correlation with their success in that field. Referring to the problems and the purpose of the research, research questions that arise are:

- What is the attitude of students towards corrective feedback?
- Are there differences in attitudes towards corrective feedback depending on academic achievement?
- What is the statistical trend of the attitude toward corrective feedback depending on the academic achievement?

The methodology of this research is based on the concept which as such provides the necessary information and provides appropriate definitions and clarifications about the issues that are part of this research. The research includes qualitative methods by which the theoretical part of the research is structured, including comparative methods, as well as quantitative methods (descriptive and conclusive) that include the statistical part used in research for data processing is the statistical method of descriptive frequencies. with graphs and diagrams including numerical frequencies, percentages, valid and cumulative percentages, standard deviations, averages, medians, and modes. Then conclusive statistics of mean difference (Tuckey test type Anova t-test), linear regression line. Data processing is done with the software system of SPSS version 20.

III. RESULTS

After collecting and processing data from 37 students surveyed for their perception of corrective feedback by the professor, from the informal survey consisting of 15 Likert scale items (minimum possible points 15 and maximum 75). Besides assessing their attitude towards corrective feedback, students declared their academic achievement for two academic semesters. It turned out that academic achievement and Perception for Corrective Feedback have normal distributions according to approximate values of arithmetic mean, mode, and median (Table I). In other words, it means that the variables in question can be categorized into three

statistical scales and can be interpreted with parametric statistics such as the student test (t-test).

TABLE I: DESCRIPTIVE STATISTICS OF ACADEMIC ACHIEVEMENT AND CORRECTIVE PERCEPTION

		Academic Achievement	Perception for Corrective feedback.
N	Valid	37	37
	Missing	0	0
	Mean	8.51	49.57
	Median	8.00	49.00
	Mode	8	50
	Std. Deviation	1.387	4.086
	Minimum	6	39
	Maximum	10	60

So, in the variable of attitude or perception of students for Corrective Feedback in Table 1, it resulted that the arithmetic mean is $M = 49.57$ ($SD = 4.09$), so, out of a maximum of 75 possible points, the mean of 49.57 is high, which we can say that most of the students result in positive attitudes to Corrective Feedback.

This is also confirmed in Table II where the variable of attitude or perception of students for Corrective Feedback is presented in three statistical categories and that of a total of 37 students surveyed 26 or 70.3% of them turned out to have a positive attitude, 11 or 29.7% with a neutral attitude and 0 with a negative attitude towards Corrective Feedback.

TABLE II: STUDENT PERCEPTION OF CORRECTIVE FEEDBACK BY THE PROFESSOR

	Frequency	Percent	Valid Percent	Cumulative Percent
Negative	0	0	0	0
Neutral	11	29.7	29.7	29.7
Positive	26	70.3	70.3	100.0
Total	37	100.0	100.0	

Regarding the potential correlation of attitude for Corrective Feedback and academic achievement of students, in Table III by means of the student test method (T-test) are presented the averages for success (average grade) and that for the group with neutral attitudes $M = 8.09$ ($SD = 1.38$) and for the group of students with positive attitudes $M = 8.69$ ($SD = 1.38$). Although at first glance we see potential differences at the bottom of the table for $F = 1.473$ with $p > 0.05$ ($sig = .233$) we find that these differences are not statistically significant, or in other words, students' attitudes to Corrective Feedback are not determined by their grade.

After concluding that there is no potential difference between the attitude toward Corrective Feedback and academic achievement of students, in the following, we can predict the statistical trend between these variables in case the number of subjects in the survey increases. Statistical trend as in Fig. 2.

TABLE III: T-TEST FOR DIFFERENCES IN MEANS OF STUDENTS' PERCEPTION OF CORRECTIVE FEEDBACK DEPENDING ON THEIR ACADEMIC ACHIEVEMENT

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		F	Sig.
					Lower Bound	Upper Bound		
					Neutral	11		
Positive	26	8.69	1.379	0.270	8.14	9.25		
Total	37	8.51	1.387	0.228	8.05	8.98		

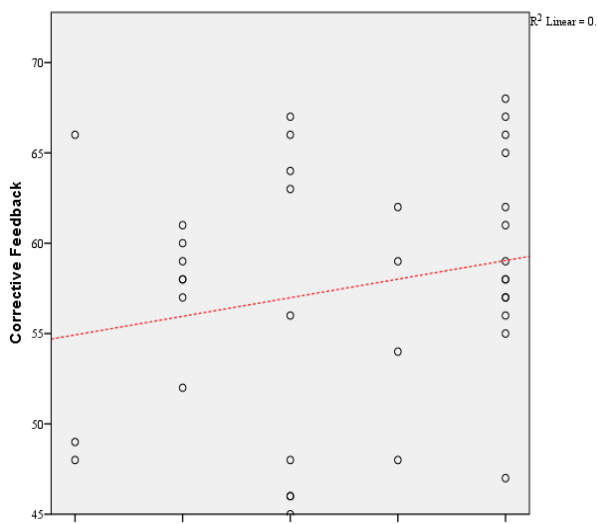


Fig. 1. Statistical trend between perception for corrective feedback and academic achievement.

So, the red line in the chart shows a potential increase between the average grade and points in the survey, in other words, the increase in the average grade results in more positive attitudes toward corrective feedback provided the number of samples in the survey increases.

Students showed that they like to be explicitly corrected when making a mistake, as seen in the figure below.

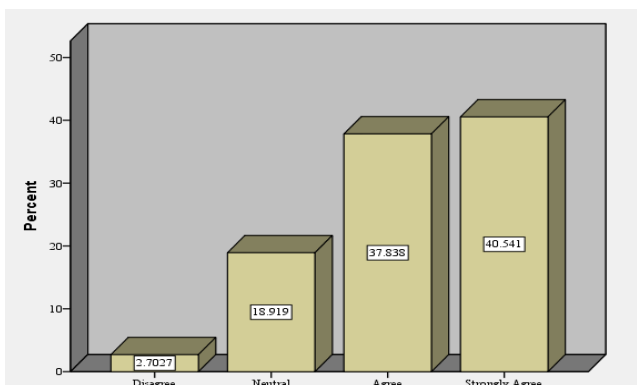


Fig. 2. I like it when my English teacher explicitly corrects me when doing a mistake.

The fact that a large number strongly agree, as well as agree, as shown in Fig. 2, tells us that students like the explicit form of corrective feedback.

Additionally, their responses showed that they feel like they learn more when they are corrected when making a mistake, as seen in Fig. 3.

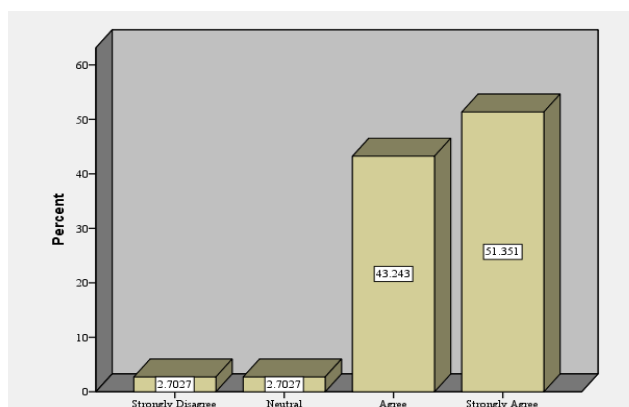


Fig. 3. I learn more when my teacher corrects my mistakes.

Students declared they think teachers should correct their students each time they make a mistake (40.55% agreed), and the very same percentage (40.55) disagreed with the statement “I think teachers should correct their students only when they can’t communicate properly.”

As per the psychological aspect of corrective feedback, as shown in Fig. 4 above, we can see that most of the students disagree with feeling embarrassed when being corrected in the classroom. Similar results were received in the statements of feeling frustration and being interrupted when the teacher gives them corrective feedback in the class. More precisely, 56.65 % disagreed with feeling frustration, and 45.94 % disagreed with feeling interrupted during corrective feedback.

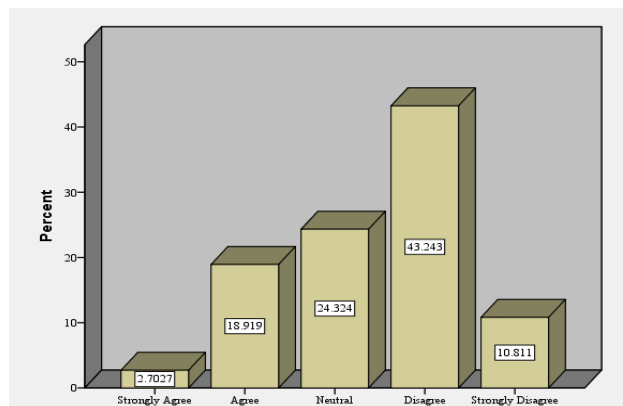


Fig. 4. I feel embarrassed when my teacher corrects me.

IV. DISCUSSIONS OF RESULTS

According to the results that we got students showed a positive attitude towards corrective feedback. The majority of them declared that they like explicit correction compared to other forms of corrective feedback because a large number of students agreed and strongly agreed. Regarding the second research question of this study, contrary to expectations, it turned out that there is no difference in the perceptions of students based on their grades. They had a positive attitude towards corrective feedback, regardless of their grades. These students showed that they think teachers should correct students every time when they make mistakes, not only when students can’t communicate. Additionally, students showed they feel like they learn more when they are being corrected by their teacher, as well as finding error correction good for learning a language. Besides these answers, students also showed that from the psychological aspect of corrective feedback, they don’t feel frustrated, embarrassed, or interrupted when being corrected in the classroom. The answer to the last research question is that if the number of samples would be larger, the attitude of the students towards corrective feedback would still be positive.

CONFLICT OF INTEREST

The author declares that there is no conflict of interest.

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