Exploring Implicit Corrective Feedback Preferences on Students' Speaking Performance

Diana Rahmawati Rozak[a,1*], Maisa, [b2], Sri Hartati[c3]

[a,b,c] *Universitas Swadaya Gunung Jati, Cirebon, Indonesia*
[1]*Diana.Rahmawati.Rozak@ugj.ac.id*; [2]*maisa.rahman@ugj.ac.id*; [3]*shartati433@gmail.com*[3]
* *corresponding author*

ABSTRACT

The purpose of this study is to explore the students' preferences and perceptions toward implicit corrective feedback on their speaking performance. This research is qualitative case study research with data collection techniques using observation, questionnaires, and interviews. The participants of this study were 12th-grade, high school students. The author found the most preferred types and timing in the corrective feedback implementation such as: Recast CF, and Immediate CF as the method to correct the errors in their speaking performance given by the teacher. Researchers also found that students have positive perceptions toward implicit corrective feedback. Most participants prefer to be corrected by their teacher when they make an error in their speaking performance.

I. Introduction

A teacher plays a significant role in helping students improve their speaking skills. Speaking is the most commonly used language skill in practically any situation. As a result, speaking abilities are important in foreign language acquisition. Learning to speak needs a great deal of effort and focus. For that reason, speaking is one source of frustration for students when they cannot engage in the classroom or daily life. In consequent, errors often occur when they perform speaking.

Occasionally when students learn speaking skills, they make some errors. The role of a teacher here is to help or handle students who make errors in their speaking performances by correcting them (Phuong and Huan, 2018). Certainly, the teacher has a variety of options for correcting the students. Teachers must be aware of and evaluate several factors in this situation, including timing, the type of error made by the students, their personalities, and their learning styles. It is crucial because, no matter how beneficial corrections are for students, they can also be at a disadvantage if they aren't given up quickly (Devi, 2014).

The current research related to corrective feedback indicates that corrective feedback on speaking task complexity and accuracy is a key in task-setting learning, but it is also easily ignored. Because they are concerned about speaking a foreign language and the difficulty of the task, EFL students are generally afraid of speaking English. Ellis and Sheen (2009) stated that corrective feedback that students receive on linguistics errors they make in their oral or written production is important and has a crucial place in their foreign language acquisition. For this reason, it has gotten a lot of attention in recent years. Zhu and Wang (2019) investigated English language learners' beliefs about oral corrective feedback at Chinese universities. Then, Roothooft and Breeze (2016)

compared EFL teachers' and students' attitudes to oral corrective feedback. Furthermore, Pfanner (2015) investigated teachers' corrective oral feedback in the classroom. According to the researchers, most teachers and students had a positive impression of corrective feedback practices and considered language teaching and learning without providing corrective feedback to be a poor strategies.

Corrective feedback is divided into the types and timing when it should be delivered. The six types of corrective feedback identified by Lyster and Ranta (1997) are recast, explicit correction, clarification requests, repetitions, elicitation, and metalinguistic feedback. Meanwhile, Sheen & Ellis (2011) stated there are different types of corrective feedback, including direct/indirect feedback, metalinguistic corrective feedback, focused/unfocused corrective feedback, and paralinguistic signal. These categories will be divided into two parts namely explicit and implicit corrective feedback. Meanwhile this study only focused on implicit corrective feedback by Lyster & Ranta (1997) and Sheen & Ellis (2011) including recast, clarification request, repetition, metalinguistic feedback and paralinguistic signal. The types of corrective feedback divided into two: immediate corrective feedback and delayed corrective feedback (Lyster, 2004; Kulhavey & Anderson 1972).

II. Literature Review

A. *Types of Implicit Corrective Feedback*

Implicit feedback does not provide students with additional information to help them improve their speech. As a result, while the teacher provides implicit feedback, the teacher usually does not interrupt the dialogue and corrects the student's error with the correct form directly. The first type of implicit corrective feedback is recast. The term "recast" refers to a teacher's implicit correction of a student's inaccuracy in the spoken language without indicating that the error is erroneous or inaccurate. Recast can also contain translations to remedy errors in a student's native tongue. The aim of recasting is that the teacher does not want students to fear making mistakes or being broken down due to an error. Recasting is the process of a teacher reformulating all or part of a student's statement to remove the error. It can also apply to "paraphrase" reformulations. However, certain recasts stand out more than others since they may focus on a single word, while others include grammatical or lexical changes into a longer piece of discourse (Lyster & Ranta, 1997).

The second type is clarification request. It conveys to students that the teacher misinterpreted their speech or that the utterance was inadequately constructed. This feedback can be about problems with comprehension, accuracy, or both. It also means an interrogative phrase in which the speaker asks for an explanation, validation, or repetition of an utterance previously given by the listener but not correctly understood. It is a conversational strategy employed in a situation of ambiguity and incomprehension (Lyster & Ranta, 1997). For the example: "Pardon?" and "Sorry?" The third type is repetition. It is when a single word or a combination of phrases is repeated for effect, it is known as repetition—in a statement, repeating a word or phrase to emphasize a point or ensure that it is thoroughly understood. The term "repetition" refers to teachers repeating a student's error with a new intonation. Repetition is a literary method in which a word or phrase is used, usually once or twice, in a speech or written work in purpose. Teachers should repeat the words or phrases within close contact for repetition to be visible (Lyster & Ranta, 1997). The fourth type is metalinguistic feedback. In this case, the teacher points out the error but does not instruct the students on the proper form. It implies that the students must independently determine which answer is accurate. For short-term memory, indirect corrective feedback works better (Sheen & Ellis, 2011).

The last type is a paralinguistic signal. It refers to a form of corrective feedback in which the teacher tries to elicit the correction from the student rather than using verbal cues to indicate that the student has made an error. Using gestures or facial expressions, a teacher communicates.

Beyond the primary verbal communication or speech, there are vocal and occasionally non-vocal signs (Sheen & Ellis, 2011).

Due to the discussion above, implicit corrective feedback occurs when the teacher interrupts student speech with some language input without providing any metalinguistic explanation. Students will be able to fix their language output if a teacher offers implicit corrective feedback that identifies the students' errors, and the students can comprehend the feedback.

B. *Timing of Corrective Feedback*

Teachers must evaluate not just the types of corrective feedback they should give but also the appropriate timing to help students recognize and remedy their errors. First timing of CF is immediate CF. The ideal timing for corrective feedback in EFL learning has generated theoretical discussions. The behaviorist theory of thought, which sees feedback as a tool that (a) corrects errors and (b) encourages desirable behaviors, is an excellent example of theories that supports immediate feedback (Skinner, 1953). According to the behaviorist theory of learning, teachers must correct errors immediately to prevent them from developing into negative habits. Additionally, excellent habits are created by repeatedly reinforcing correct responses and receiving feedback that supports them. The next timing of CF is delayed CF Perseveration-Interference Theory and Spacing Theory are two theories that promote delayed corrective feedback. The Perseveration-Interference Theory (Kulhavey & Anderson, 1972) claims that delayed corrective feedback is advantageous to immediate feedback because inappropriate reactions interfere with the learning process when errors are rectified right away. Contrarily, giving feedback later makes it possible for errors to fade away or be forgotten, and there will be no interference when only the correct answers are provided. The Spacing Theory emphasizes the importance of learning from feedback to correct responses, which contends that feedback given right after correct responses is massed presentation. In contrast, feedback given later is a spaced presentation (Smith & Kimball, 2010). Due to the learner's lower cognitive load, spaced instruction is more effective than mass instruction.

III.Method

In this study, the researcher intends to explore students' preferences for corrective feedback on their speaking performance and their perceptions regarding it. This study aims to examine students' preferences and perspectives in light of corrective feedback for their speaking performance. The researcher of this study used qualitative research along with a case study methodology. This study was therefore descriptive in nature. It uses a case study design and has both quantitative and qualitative elements (Creswell, 2014). The researcher concluded that a case study is a research that looks at specific information based on the explanation provided above. A case study is focused on an in-depth analysis of a particular person, organization, or event to investigate the reasons for underlying ideas. The research's case involved activities since its subjects engaged in teaching and learning, mainly when it came to providing corrective feedback, performing speaking performance, and perceptions on the corrective feedback.

The participants of the study were 34 EFL students at one of high school in Cirebon. In this study the researcher chose one class for observation, and then students filled out a questionnaire, furthermore 5 students were selected to conduct interviews. Purposive sampling was applied in this research to select the subjects. The researcher utilized purposive sampling to explore the teachers' corrective feedback effects on students' speaking performances and their perspectives on it. It enables depths to comprehend the primary phenomenon (Creswell, 2012).

The instrumentation of this study shows how the researcher builds instruments that are used appropriately in collecting data. This study used three different instruments to collect data, the instruments are questionnaires, interviews and observation. To answer the research questions and provide reliable and consistent results, the researcher must consider the data from many sources (Patton, 2014; Yin, 2018). Therefore, a questionnaire, document evidence and interviews were used

by the researcher as a research instrument to collect the data. The class observation was conducted by the researcher on August 8 and August 12 2022 has obtained permission to do documentation by recording the speaking performance of students in the class. Furthermore, the interview was conducted on August 15, 2022, via WhatsApp voice note. The data analysis used in this research is thematic analysis for qualitative data. To analyze the data, the researcher adapted from (Emilia & Hamied, 2017). which stated that Thematic analysis is a qualitative data analysis method that is widely used. It is a valuable and accessible tool for qualitative researchers.

IV. Results and Discussion

The research findings are classified into three: Students' Preferences toward Types of Corrective Feedback are components whose data is taken from the result of questionnaires, observation and interviews. As for Students' Preferences toward Timing of Corrective Feedback, the data were obtained from questionnaire, observation, and data interviews. Furthermore, the result of Students' Perceptions toward Corrective Feedback obtained from interviews with several participants.

A. *Students' Preferences toward Types of Corrective Feedback*

Teachers should consider the way they provide corrective feedback. Hence, the results show students' preferences on types of corrective feedback. As stated by Lyster & Ranta (1997) and Sheen & Ellis (2011) types of corrective feedback include recast, clarification request, repetition, and paralinguistic signal. The finding show that most students preferred Recast as the way teacher provided CF. The results of interviews provide confirmatory evidence to answer students' preferences toward Recast CF. As stated by EHS3:

"I like it if teacher correct my answer without showing that I'm wrong, because I feel more appreciative if I'm still learning and there must be a lot of error." (IN#EHS3, August 15, 2022).
In the interviewing time, EHS3 towards Recast:

"I like it, because I can immediately correct my error and don't feel ashamed if I make error."
(IN#EHS1, August 15, 2022)

Based on the currently available evidence, it seems fair to suggest that teachers need to pay attention to students' preferences toward categories of CF in the classroom. Based on the students' statements above, it was found that students preferred recast as the category of implicit corrective feedback to correct their errors. The results of interviews and student observations showed that they experienced recast as the method when the teacher corrected their errors. Similar results were found in (Yoshida, 2008), the research indicates that students likely prefer recasts over other types of corrective feedback. It is because it provides a supportive, meaning-focused atmosphere where students may work on their linguistic errors. Furthermore, recasts are the most common kind of corrective feedback in a variety of instructional situations worldwide, in addition to their potential advantages, according to numerous classroom observational studies (e.g., Sheen, 2004).

B. *Students' Preferences toward Timing of Corrective Feedback*

Teachers should consider the timing when corrective feedback should be delivered. Hence, the results show students' preferences on timing of corrective feedback. The theory of Lyster (2004) and Kulhavey & Anderson (1972) support the timing of CF, including immediate CF and Delayed CF. Based on the results of the questionnaire, it is known that most students preferred immediate CF. In this circumstance, the students preferred that the corrective feedback be provided immediately in class. Supporting data collected from interviews evidence will be explored to explore students' preferences regarding the timing of corrective feedback. The following representative statements from student interviews support these findings:
"I prefer getting it immediately when the lesson takes place because when the class is over, we will forget the error." (IN#EHS5, August 15, 2022)

Based on the results of the interviews and observations above, it was found that students preferred Immediate CF as the method to correct their errors. The results of EHS5's interview showed that she preferred ICF. She stated that sooner getting CF is much better. Furthermore, EHS5 said she that if CF given after the class is over, she will forget the error she made. Furthermore, the results of the observation that EHS experienced they get both ICF and DCF. Based on these data, the finding has the same result that the students prefer the immediate delivery of corrective feedback in class. Similar to Quinn's (2014) study, the majority of students prefer that the teacher provide immediate correction feedback. The students may forget the errors they make or what they say if corrective feedback is given too late, making it challenging to determine which error they made. Quinn (2014) discovered that some participants considered communication a form of learning. It indicates that many students expect the teacher to provide immediate feedback for corrections so they may apply that feedback to their errors. They can repair the error right away to get the correct form. However, a teacher may occasionally list the errors made by their students and provide constructive feedback in the post-activity. It might be viewed as delayed corrective feedback that makes students forget their errors. Ananda's (2017) study also shows that offering corrective feedback in class has a greater success rate than giving it after class. The students in the classroom can benefit from receiving corrective feedback.

C. Students' Perception of Implicit Corrective Feedback

The data collected in these interviews aim to investigate the students' perceptions toward implicit corrective feedback. To support the statement, the researcher contacted the students to conduct interviews; the following is an excerpt from the transcript below:

During the interview, EHS2 said about recast CF:
"I like it, because I can immediately correct my error and don't feel ashamed if I make error." (IN#EHS2, August 15, 2022)

In the meantime, EHS4 said:
"I like it, because that way (corrective feedback) when I make an error, I'm not ashamed, because the teacher doesn't blame me right away, but corrects me right away." (IN#EHS4, August 15, 2022)

During the interview, EHS2 said about clarification request CF:
"I like it, because things like that make my condition calm when the teacher gives corrections." (IN#EHS2, August 15, 2022)

During the interview, EHS4 said about repetition CF:
"I like it because it indicate teacher appreciate the answers we give even if the answers are wrong." (IN#EHS3, August 15, 2022)

During the interview, EHS3 said about metalinguistic feedback CF:
"I don't like it, because I just seem to blame us without giving a real solution or answer, sometimes I like the opportunity to be aware of my error, but most of the time, I don't know where I went wrong and I prefer to clarify what the real answer is." (IN#EHS3, August 15, 2022)

In similar attitude, EHS5 said:

"I don't like it, because later we don't know the correct answer to review our error again." (IN#EHS5, August 15, 2022)

During the interview, EHS2 said about paralinguistic signal CF:
"I like it, because it makes us more aware of the part we did wrong while practicing it, but sometimes it is confusing" (IN#EHS2, August 15, 2022)

In similar attitude, EHS3 said:

"I like it when the teacher uses gestures to correct me because only I can see and immediately understand where I have to correct without any verbal correction." (IN#EHS3, August 15, 2022)

During the interview, EHS5 said about immediate CF:
"I prefer getting it immediately when the lesson takes place because when the class is over, we will forget the error." (IN#EHS5, August 15, 2022)

During the interview, EHS5 said about delayed CF:
"…if corrected when the class is over, we will forget the error." (IN#EHS5, August 15, 2022)

In the other hand, EHS3 said:
"I like it when the teacher corrects me after the class is over because I feel more focused and understand where I went wrong rather than being busy in class." (IN#EHS3, August 15, 2022)

Based on the interview transcripts from the data above, it can be seen that students have positive and negative attitude toward implicit corrective feedback given by the teacher. Beside of that, the majority of students have positive impression toward corrective feedback. It is in line with Ananda (2017), the majority of students express that they are fine when they receive corrective feedback from a teacher. They are not irritated or incensed, indicating that most students have a good impression of the teacher's corrective feedback. The statement is supported by the study of Roothooft & Breeze's (2016) study, the students' reactions to CF was positive. It appears that students have a positive view of receiving corrective feedback. Most students said they were pleased to get Immediate CF, and a significant majority said they frequently appreciated their teachers' CF. The study by Hamouda (2011) supports the students' positive attitudes toward corrective feedback. When asked if they found it simple to understand what errors to fix when receiving feedback, the students responded positively. A study by Alkhatib (2015) also emphasized the importance of corrective feedback. Although students wait for their teachers' feedback to improve their performance, they occasionally have trouble understanding what their teachers say. Sometimes students are confused about teachers' feedback. It can be found in the EHS2 statement above. That is the students' perception toward implicit corrective feedback on their speaking performance.

V. Conclusion

A teacher plays a significant role in helping students improve their speaking skills. Occasionally when students learn speaking skills, they make some errors. The role of a teacher here is to help or handle students who make errors in their speaking performances by correcting them. Most participants prefer to be corrected by their teacher when they make an error in their speaking performance. Therefore, there are several ways to correct student errors, namely corrective feedback, both in terms of types and timing, including recast, clarification request, repetition, metalinguistic feedback, paralinguistic signal, immediate CF, and delayed CF. The results show that students prefer types of CF, namely recast in the first place and the last there is metalinguistic feedback. Another finding is that students prefer immediate CF when the teacher should provide corrective feedback. Based on the evidence in the results of the study, it can be concluded that the participants actually prefer all of the method in corrective feedback. Therefore, in this study the researcher explores the most preferred method of corrective feedback, both in types and timing. Finally, the participants have positive attitude toward implicit corrective feedback. It is also indicate that students have a positive view of receiving corrective feedback. Most students said they were pleased to get corrective feedback from their teacher. Furthermore, from the findings it can be emphasized that the method and timing of corrective feedback is important. Although students wait for their teachers' feedback to improve their performance, they occasionally have trouble understanding what their teachers say. It appears sometimes students are confused about teachers' feedback.

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