



مجلة التربوي
Journal of Educational
ISSN: 2011- 421X
Arcif Q3

معامل التأثير العربي 1.5
العدد 19



مجلة التربوي

مجلة علمية محكمة تصدر عن كلية التربية

جامعة المرقب

العدد التاسع عشر
يوليو 2021م

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 - المجلة تحترم كل الاحترام آراء المحكمين وتعمل بمقتضاها .
 - كافة الآراء والأفكار المنشورة تعبر عن آراء أصحابها ولا تتحمل المجلة تبعاتها .
 - يتحمل الباحث مسؤولية الأمانة العلمية وهو المسؤول عما ينشر له .
 - البحوث المقدمة للنشر لا ترد لأصحابها نشرت أو لم تنشر .
- (حقوق الطبع محفوظة للكلية)



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- يشترط في البحوث العلمية المقدمة للنشر أن يراعى فيها ما يأتي :
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 - يرفق بالبحث تزكية لغوية وفق أنموذج معد .
 - تعدل البحوث المقبولة وتصحح وفق ما يراه المحكمون .
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- للمجلة الحق في تعديل البحث أو طلب تعديله أو رفضه .
- يخضع البحث في النشر لأولويات المجلة وسياساتها .
- البحوث المنشورة تعبر عن وجهة نظر أصحابها ، ولا تعبر عن وجهة نظر المجلة .

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The learners' preferences of oral corrective feedback techniques

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INTRODUCTION

Over the past years, the studies on corrective feedback have attained notability in the second language acquisition field and in facilitating oral English development. Therefore, in many classrooms, the corrective feedback became an important classroom activity. Sheen (2011) pointed out that "feedback should be provided regardless of whether the learner's response is correct or incorrect" (as cited in Fungula, 2013, p. 4).

Thus, what does corrective feedback mean? Ellis (2006) defined corrective feedback as

The form of response to learner utterances that contain errors. The responses can consists of a) an indication that an error has been committed, b) provision of the correct target language form, or c) meta-linguistic information about the nature of the errors or any combination of these. (As cited in Cruz and Mendez, 2011, p. 64)

Corrective feedback could be written or oral, in this paper I will concentrate on the oral corrective feedback, its strategies or types and the learner's attitude towards these strategies and what type they prefer in their learning of foreign language.



The research question which my research aims to answer is:-

What kind of oral feedback do EFL students in faculty of education prefer?

LITERATURE REVIEW:

Oral corrective feedback plays prominent role in the learning process, therefore, there are many studies that dealt with the oral feedback, its types, and its effectiveness in the language acquisition. Oral corrective feedback defined by Lyster (2013) as “the teacher’s response to learners’ erroneous utterances” (as cited in Fungula, 2013, p, 3.).

DIFFERENT TYPES OF ORAL CORRECTIVE FEEDBACK

Leyster and Ranta (1997) divided the oral corrective feedback into the following categories

1- RECAST

Sheen (2011) defined recast as a " reformulation of the learner’s erroneous utterance that corrects all or part of the learner’s utterance and is embedded in the continuing discourse” (as cited in Cruz and Mendez, 2012, p .65)

EXAMPLE OF RECASTS:

" Student: when you’re a phone partner, did you talk long time?

Teacher: when you were phone partners, did you talk for a long time?"

(As cited in Fungula, 2013, p .4)



2- **EXPLICIT CORRECTION:**

According to Lyster and Ranta (1997), explicit correction refers to " the explicit provision of the correct form. As the teacher provides the correct form, he or she clearly indicates that what the student had said was incorrect (e.g. 'oh, you mean", 'you should say)" . (as cited in Fungula, 2013, p. 4)

EXAMPLE OF EXPLICIT CORRECTION:

"Student: She go to school everyday

Teacher: It's not 'she go' but she goes' ”

(As cited in Cruz and Mendez, 2012, p. 65)

3- **REPETITION:**

Sheen (2011) clarified that the teacher can correct the erroneous utterance by repeating the wrong utterance of learners with emphasizing the error of forming it as a question.

EXAMPLE OF REPETITION

" Student: I eated a sandwich

Teacher: EATED a sandwich? ”

(As cited in Cruz and Mendez, 2012, p. 66)



4- CLARIFICATION REQUESTS:

Lyster and Ranta (1997) stated that clarification request refer that the learners utterances either not clear to teacher or ill-form. Therefore, the teacher asks the student to repeat or reformulate it.

EXAMPLE OF CLARIFICATION REQUEST

" Student: Fourteen

Teacher: Fourteen what?

Student: Fourteen a week

Teacher: Fourteen times a week"

(As cited in Fungula, 2013, p. 5)

5- ELICITATION

" This strategy takes place when there is a repetition of the learners' erroneous utterance is up to the point when the error occurs. This was self-correction is promoted".

EXAMPLE OF ELICITATION

" Student: When did you went to the market?

Teacher: When did you.....?"

(As cited in Cruz and Mendez, 2012, p. 7)



6- META-LINGUISTIC FEEDBACK

" It contains either comments, information, or questions related to the well-formed responses of the student's utterances, without explicitly providing the correct form".

EXAMPLE OF METALINGUISTIC FEEDBACK

" Student: we looked at the people yesterday.

Teacher: what's the ending we put on verbs when we talk about the past?"

(As cited in Fungula, 2013, p. 5)

According to Lyster and Ranta (1997) the previous six types of oral corrective feedback are classified into two categories: reformulation which includes recasts and explicit correction because these two types require the reformation of the incorrect utterance of the student into the correct one. Prompts include elicitation, meta-linguistic, clarification requests and repetition. (As cited in Mahdi and El-saadany, 2013).

In addition, Sheen and Ellis (2011) clarified that oral feedback can be classified into implicit and explicit corrective feedback. They distinguish between "explicit corrective feedbacks that provide correct forms i.e. didactic recasts and explicit correction with or without meta-linguistic explanation) and explicit corrective feedback that withholds correct forms (i.e. meta-linguistic and elicitation)". They also stated that clarification requests and repetition are considered implicit (as cited in Lyster, Satio, and Sato, 2013, p. 4).



LEARNERS' PREFERENCES:

Inquires of the learner's preferences of different types of oral corrective feedback are important because of "First learner preferences can influence learning behaviors (Groijahn, 1997, Borg, 2003.) and, second mismatch between teachers' intentions and learners' interpretations of these intentions may result in negative effects on learning (Nunan, 1989.)". (As cited in Lyster, Satio and Sato, 2013, p. 7)

Mahdi and El-saadany (2013) in their study about what kind of oral corrective feedback learners prefer to receive, she found that the majority of learners preferred to be corrected with recasts without praise, because the corrections with praise make them confused. They said that when the teacher uses recasts in combination with praise, they do not understand whether they were corrected or praised. Moreover, in the same study, the most of girls preferred explicit correction on their pronunciation, whereas, boys wanted explicit correction on grammar and words.

Smith (2010) in his research, which involves 76 adult ESL students, the most preferred types of oral corrective feedback of these students were meta-linguistic feedback and explicit correction whereas, the clarification request was the third preferred type of oral corrective feedback.(as cited in Alfaki and Siddiek, 2013). In another study was conducted by Abarca (2008) students preferred the explicit technique because they want to know what the errors that they made and they also preferred the repetition technique. Moreover, the students in the same study did not prefer the recast technique because they want the



technique that gives them the chance to think and reformulate their wrong utterances. They thought these techniques make them more confident. (As cited in Burgos, 2011)

METHODOLOGY

Research Design:

This study was quantitative study. the data was collected by conducting questionnaire which presented to 20 intermediate students. This questionnaire was used to investigate the learners' preferences of different types of oral corrective feedback

The participants:

The participants were 20 female students. They studied in the second English language department in Education faculty at Al-mergib University.

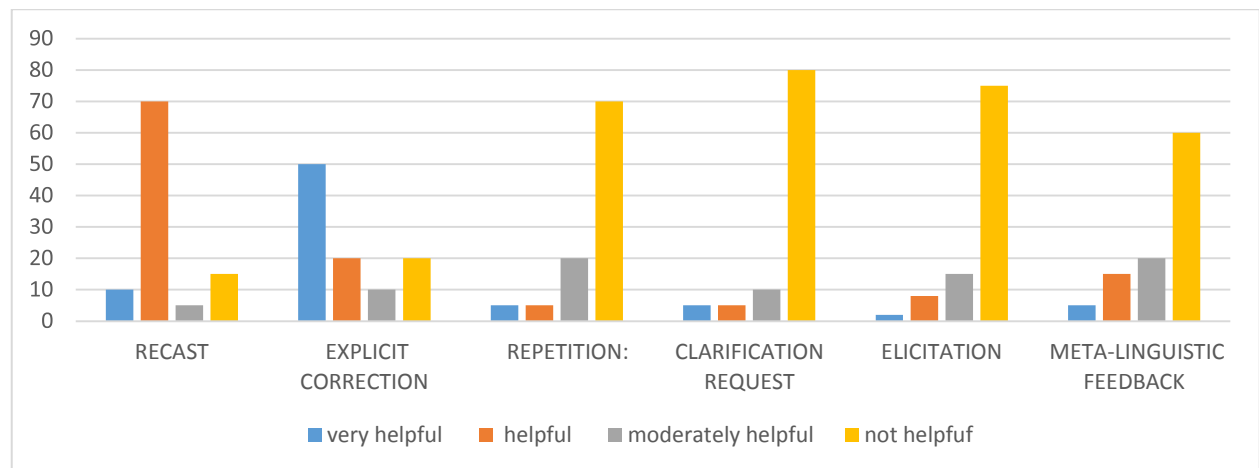
Data collection:

In questionnaire (cited from Al-faki and Siddiek (2013), I used the different types of oral corrective feedback with their definitions and some examples that clarified the teacher's correction of the erroneous utterance of student by using the different type of oral corrective feedback. I asked the students to tick in front of the different types that they think will be helpful or not helpful to them. (See Appendix A)



Analysis and Discussion:

The analysis of the students answers of the questionnaire showed the difference in the preferences of students. The percentages of the student's choices of every type of feedback were showed in the diagram below:



About 10% of the students chose recast as a very helpful type whereas, 70% of the students considered it as helpful type. Explicit correction was chosen as very helpful for 50% of the students and 20% helpful. Repetition was 5% very helpful and 5% helpful and 70% not helpful at all. Whereas, the percentage of elicitation type was 8% helpful and 75% not helpful at all. 5% of the students showed that meta-linguistic was very helpful whereas, 60% not helpful. Percentage of the final type of clarification request was 80% not helpful and 10% moderately helpful .

As the results showed that the highest percentage was for recast and explicit correction which are considered as reformulation feedback whereas, the percentage of prompts



feedback was less than the reformulation. I think this highest percentage of reformulation may be due to the teacher provides the student with the correct form directly so that they know their errors and they also will not be embarrassed in front of their classmates if they do not know the correct answer.

CONCLUSION

As a conclusion, the usage of oral feedback plays an important role in language acquisition because it is as Gass (1997) stated “the use of corrective feedback is to let the learners to notice the gap between their errors in producing L2 and the form targeted, and this leads to inter-language adjustment”. (As cited in Maolidia, 2013, p . 117).

Thus, the importance of corrective feedback requires from teachers to be aware of different types of oral corrective feedback and their effectiveness on students. In addition, they must know the attitudes and the preferences of their students of these different types of oral corrective feedback.

According to Lasagabster and Sierra (2003), different learners learn and respond to error correction moves in different ways. Some learners need visual aids, others respond to audio signals, still, others require a kinetic input. (as cited in Al-Naqbi, 2009, p. 1).

Therefore, in this research, I investigated the different preferences of learners towards the types of oral corrective feedback.



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Appendix (A)

Please tick (√) as appropriate:

Name:

“ Oral Corrective Feedback Techniques: The following is a short dialogue between a teacher and a student followed by several teacher's responses . Rate how well you think each teacher's response helps the student understand that the teacher is trying to correct him.

4 = very helpful 3 = helpful 2 = moderately helpful 1 = not helpful 0 = not helpful at all

Example:

Teacher: “Where have you been yesterday?”

Student: “I has been to Muscat.”

No	Oral corrective feedback type	Definition	Teacher's response	4	3	2	1	0
1	Recast	The teacher repeats what the learner has said replacing the error	" you have been to Muscat"					
2	Explicit correction	The teacher explicitly provides the learners with the correct form	" you should say 'have' not ' has'					
3	Repetition of error	The teacher repeats the learner's error in isolation, in most cases,	" I has been to Muscat					



		teachers adjust their intonation so as highlight the error	." stressing ' has'					
4	Elicitation	Teachers provide a sentence and strategically pause to allow students to " fill in the blank"	"I"					
5	Metalinguistic feedback	The teacher provides, information, or questions related to an error the student has made without explicitly providing the correct form	"You can't say ' has' . we use 'have' with the pronoun I"					
6	Clarification request	The teacher asks for repetition or re formulation of what the learner has said	"Do you mean...?"					



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