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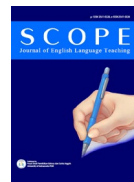
EFL Learners' Perspective on Corrective Feedback

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A B S T R A C T

The present research is designed to investigate the attitudes of EFL learners concerning corrective feedback. This research additionally analyses students' characteristics that tend to receive offline or online corrective feedback and analyses the approach of sending feedback adjusted to learners' exact needs. 75 research respondents were enrolled from Biak's High School of Law, Papua. The researchers handed out questionnaires directly to the 5th and 7th semester students during lectures. There were eight questions provided for students to choose regarding corrective feedback. The findings of this research indicate that online or offline corrective feedback is very important for students because it can help them determine the correct linguistic form. Most students feel that corrective feedback is quite helpful for them because it can encourage their desire to learn. In addition, they also feel that corrective feedback can improve the learning process. However, some students feel that they are not serious enough when receiving teacher's feedback because they have not been able to realize which ones can hinder or improve the language learning process. It seems clear that most students like feedback both offline and online. Thus, the results of this research generally confirm that students feel corrective feedback provides benefits in improving the learning process.

INTRODUCTION

Corrective feedback is a widely-used approach to correct student's mistakes in the L2 use. Corrective feedback is concisely regarded as the responses of teachers and counterparts to students' misuse of a second language. Corrective feedback is regarded as the instructors' answers as the correction of students' mistakes during the production of a second language (Nassaji & Kartchava, 2017). There has been a debate over the promising corrective feedback for language acquisition and learning for decades and as a consequence, some experts encounter difficulties whether, when, and how to incorporate corrective feedback into classroom direction. Also, including a plain language to avoid faulty reasoning can be a solution because it concentrated on self-correction (Ellis, 2010). Feedback may produce unfavourable and favourable influences. Favourable influence of feedback can be understood when the student is responding to the task accurately, which is important to motivate and to provide emotional support to the student to continue learning. Conversely, unfavourable feedback implies that the student is responding to the task incorrectly.

Several SLA experts approve that corrective feedback can be disadvantageous to L2 acquisition and must be absolutely excluded from classroom teaching, whereas others consider corrective feedback as vital for L2 achievement. SLA researchers and language educators frequently debate on if mistakes should be corrected, and which, how, and when mistakes should be corrected. Corrective feedback is significantly required only when needed and adjusted to learners' exact needs (Lantolf & Thorne, 2007; Lantolf, 2000). Some instructors regard all incorrect tasks as equally

crucial (Vann et al., 1984). A mistake is just a mistake. Thus, there existed various strategies for correcting mistakes. Corrective feedback strategies can be either implicit or explicit (Ellis et al., 2005; Lyster & Ranta, 1997).

The first strategy includes remodelling (containing accurate linguistic item), recurrence (repeating with emphasis on misspellings), clarification (asking for clarification whether or not something is plausible), while the second relates to explicit correction (direct correction), metalinguistic interpretation (the annotation of metalanguage), extraction (increasing intonation to indicate the correct partial repetition and suggesting incorrect partial completion), and second language cues (facial expression and gesture used to show mistakes). The instructor adopts them based on the situation and needs of the students.

Time keeping is no less important in using corrective feedback. Related to the timekeeping, teachers face the challenge of whether corrective feedback is delivered immediately (online) or delayed afterward (offline). On the other hand, the response to an error during a task is called an online corrective feedback. Offline corrective feedback relates to feedback delivered after students' completing a task. The researchers of SLA, mainly those who work in the framework of interactions, claim that corrective feedback performs better when learners make mistakes (Ferris et al., 2013). Textbooks with the teacher's guides often require teachers to put correction notes until after fluency practice (Lee, 2019). The general consensus is that adjustments are required right away in precision-oriented activities. Conceptual statements on immediate corrective feedback are introduced by some SLA researchers, despite during activities to increase fluency (Doughty, 2001; Willis & Willis, 2007). The delayed corrective feedback causes a focus on the type, which in turn leads to explicit knowledge instead of implicit L2 knowledge. Students' needs, teachers' experience, and learning condition are the only reasons that promote determining the use of a particular corrective feedback. Researchers' attention to online and offline correction to learners was provoked by the truth that most students were not committed to corrective feedback; either they were reluctant to comprehend the corrective feedback or merely disregarded the feedback. However, few students wanted to learn about teachers' feedback, both online and offline. In the other teachers' classes, the researchers therefore judged whether students had the same attitude toward corrective feedback.

Despite several research on corrective feedback, there is very little research investigating the attitudes towards corrective feedback of Indonesian EFL learners (e.g. Hidayah et al., 2021; Yanto, 2019; Zahroh et al., 2020) Despite the controversy over the purpose of corrective feedback in the second language acquisition, teachers must concentrate on global error that may cause misunderstanding among

listeners, while local error should not be fully considered because it does not interfere with communication (Sari & Sinaga, 2020). There is a debate about how many general adjustments teachers should create to learners' task. Excessive corrective feedback made by teachers can impact on students' autonomous learning. Students may also perceive their satisfying performance, hence undermining self-confidence. In their view, the instructors are unfair to criticize and to blame them. Conversely, infrequent corrections made by teachers help students concentrate on improvement in one or more key points, but removing other useful corrections can hinder students' improvement in the long term.

Krashen (1982) claimed that error correction as a major blunder. He has two important grounds for this claim. First, correcting a mistake immediately puts the student on the preventive. Thus, the student diminishes errors by evading complex structures. Second, error correction is particularly advantageous to learn knowledge rather than to acquire knowledge. Krashen noted that correction may interfere with the development of L2 as it is considered weakening students' self-confidence and activating emotional filters. Van Patten (1992) revealed the same opinion as Krashen's, asserting that error correction in learners' production has little effect on the development of learners' L2. Truscott (1996) argued that corrective feedback is ineffective and should be dismissed entirely from language classroom due to pseudo-learning, learning disabilities, and adverse side effects.

Harmer (1983) and Ur (2006) recommended that instructors are required to concentrate on several types of mistakes instead of trying to confirm almost all mistakes. Corrections raise students' awareness of language forms and promote L2 acquisition (Ferris et al., 2013) they recommended that corrections should refer to the salient grammatical patterns that students are having difficulties with. Taking into account the feedback purposes, Schmidt (1990, 1994) found that when receiving corrective feedback, students perceived a discrepancy between their current knowledge level and their target language. Some researchers also believe that students' attitudes towards corrective feedback can be influenced by beliefs and cultures.

Kartal and Atay (2019) found in a study that Turkish EFL students are less receptive to feedback due to cultural aspects. However, a large survey was carried out by Hajian et al. (2014) towards 12 teachers and 80 EFL students and found that written feedback was considered important to students. The results of the same research conducted on 50 semester 3 students by Zahroh et al. (2020) also showed a positive attitude towards the teacher's suggestions which encouraged an increase in their writing ability scores. Online corrective feedback provided by teachers was more chosen by students. Moreover, He noted that Iranian students approve of peer and

self-correction and general corrections from teachers. In addition, Hidayah et al. (2021) identified some discrepancies between Indonesian instructors' feedback preferences and students' feedback strategies since college administrators who establish feedback policies do not always realized the appropriate feedback that may be influential. A study by Saeli (2019) confirmed that Iranian students prefer teachers' written correction, but struggle to understand the opinions of some teachers. However, students who did not consider the teacher's written correction had lower academic achievement and lower motivation. In relation to EFL teachers' perceptions and strategies for written correction in the context of Iran. Time pressure is a challenge EFL teachers had. Therefore, teachers cannot provide clear corrective feedback to students due to time constraints (Yanto, 2019). Although there is much debate about the effect of corrective feedback, numerous approaches based on cognitive or sociocultural aspects suppose that corrective feedback contributes to L2 learning. Some of the linguists have considered corrective feedback as a distraction in the classroom. However, others see it as an effective approach.

METHOD

To complete the questionnaire, 75 research respondents were enrolled from Biak's School of Law, Papua. They spoke Indonesian as their L1, and their ages varied between 20 and 22. All the respondents were students of the Bachelor of Law program.

Because questionnaires are a relatively popular data collection tool, the researchers provided eight closed-ended questionnaires based on the formulation of the questions adopted from works of (Hidayah et al., 2021; Kartal & Atay, 2019; Yanto, 2019) were delivered to these 75 students on understandings, perceptions, and attitudes towards instructors' correction and online corrective feedback was provided to identify their idea of how they relate to correction feedback; whether it motivates or discourages, and whether this increases their self-confidence, or help avoid similar mistakes after correction.

As higher education teachers, the researchers handed out questionnaires directly to the 5th and 7th semester students during lectures. They were required to select Yes or No, either online or offline, depending on their perceptions and attitudes toward corrective feedback. They must respond to questionnaires personally and autonomously so that they could make their own choices without being affected by other respondents. These respondents were all enrolled from several classes.

This current research contains several limitations. The former is the size of the sample. Only students at the 5th and 7th semester were considered. The second is that the researchers only involved one college in Indonesia. The last

is that female students were not included in this research. If the females are also involved, the results may vary.

RESULTS AND DISCUSSION

After the information was collected from the questionnaire, calculating the students' answers and counting the percentage were carried out in the data analysis. Table 1 shows the total and percentage of answers about perception and attitude towards corrective feedback (See Figure 1).

Table 1. The Total and Percentage of Answers about Perception and Attitude towards Corrective Feedback

No	Questionnaire	Answers			
		"Yes		"No"	
		Total	%	Total	%
1.	Do you expect feedback from teachers after completing assignments?	65	87%	10	13%
2.	Do you perceive corrective feedback as a positive?	70	93%	5	7%
3.	Does corrective feedback make you eager to learn?	61	81%	14	19%
4.	Do you easily understand what mistakes need to be corrected with corrective feedback?	56	75%	19	25%
5.	Does corrective feedback effectively enhance your performance?	66	88%	9	12%
6.	Rather than oral corrective feedback, is written corrective feedback more effective?	40	53%	35	47%
7.	Do you manage to deal with repeating the same mistakes after getting corrective feedback?	63	84%	12	16%
8.	Do you more expect online corrective feedback rather than offline corrective feedback?	42	56%	33	44%
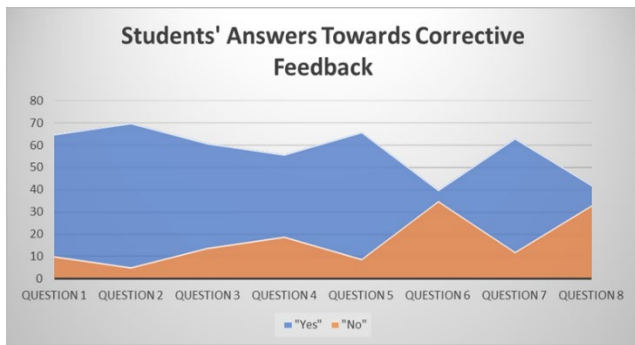
Figure 1. Students' Answers towards Corrective Feedback

The figure demonstrates the discrepancies between students' response towards corrective feedback. The table and the figure show that 65 out of 75 (87%) students feel they need direct feedback from their teachers. They expect corrective feedback from teachers after completing assignments. In addition, 70 out of 75 (93%) students perceive corrective feedback as a positive regarding their learning outcomes. Their answers confirm that corrective feedback is an effective strategy for classroom practice with positive impact. 61 out of 75 students (81%) also feel that corrective feedback makes them eager to learn. The results of the current research support corrective feedback as an effective strategy that increases the awareness of error correction. When asked if it was easy to know which mistakes to correct after receiving corrective feedback, 56 out of 75 (75%) students answered "Yes" and only 19 (25%) of the students answered "No".

Additionally, 66 out of 75 (88%) participants confessed that corrective feedback effectively enhances their performance. While learners were questioned if verbal or written feedback was effective, their responses did not differ significantly. They confirm both verbal and written feedback to be equally useful. 40 of 75 (53%) students confirmed written feedback more useful, but 35 (47%) share the different believe. The majority of the participants approved that written feedback was more effective, and nearly half found oral feedback beneficial. 63 out of (84%) participants feel they do not reiterate similar mistakes after their assignments revised. The final question was related to the preference of offline and online corrective feedback. Based on their answers, we found that online and offline feedbacks behave almost identically. There are 42 out of (56%) students preferred online corrective feedback and 33(44%) of the students preferred offline corrective feedback. There is not much difference between online and offline responses, but the 6% difference could happen because they realize the safety or it facilitates them to fix mistakes right away without any interval.

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needed direct feedback from their teachers. They expect corrective feedback from teachers after completing assignments. In addition, 70 out of 75 (93%) students perceive corrective feedback as a positive regarding their learning outcomes. These two answers are consistent with the studies carried out by Bitchener et al. (2005) and Ellis et al. (2005). For them, corrective feedback is an effective approach for learners. Conversely, contention resulted from the current research opposes the work of (Krashen, 1982; Van-Patten & Cadierno, 1993). Error correction is regarded as a major blunder (Krashen, 1982) and therefore there are two primary causes for this opinion. First, correcting errors immediately put the students on the preventive. Thus, the students diminish errors by evading complex structures. Second, error correction is particularly advantageous to learn knowledge rather than acquire knowledge. Krashen noted that correction may interfere with the development of L2 as it weakens students' self-confidence and activate emotional filters. Van-Patten and Cadierno (1993) revealed the same opinion as Krashen's, asserting that error correction in learners' production has little effect on the development of learners' L2. Truscott (1996) argued that corrective feedback is ineffective and should be dismissed entirely from language classroom due to pseudo-learning, learning disabilities, and adverse side effects. Their answers confirmed that corrective feedback is an effective strategy for classroom practice with positive impact.

There were 61 out of 75 students (81%) also felt that corrective feedback makes them eager to learn. Furthermore, the work of Van-Patten and Cadierno (1993) and Krashen (1982) are different from the students' current responses. The results of the current research support corrective feedback as an effective strategy that increases the awareness of error correction. The study by Hajian et al. (2014) also confirmed students' positive attitudes towards corrective feedback. When asked if it was easy to know which mistakes to correct after receiving corrective feedback, 56 out of 75 (75%) students answered "Yes". Only 19 (25%) of the students answered 'No'. This answer is also opposite to previous prominent research findings such as Truscott (1996) and Krashen (1982).

Additionally, 66 out of 75 (88%) participants confessed that corrective feedback effectively enhances their performance. Once more, this result conflicts with Schmidt (1990, 1994), who believes that there is a discrepancy between the language they are learning when receiving corrective feedback and a learner's existing state of knowledge. While learners were questioned if verbal or written feedback was effective, their responses did not differ significantly. They confirm both verbal and written feedback to be equally useful. There were 40 (53%) students confirmed written feedback more useful, but 35 (47%) shared the different believe. The majority of the participants approved that written feedback was more effective, and nearly half found

oral feedback beneficial. 63 (84%) of participants feel they do not reiterate similar mistakes after their assignments revised. Researchers accept Ellis' (2009) suggestion that written feedback can be simply effective for a pattern-based framework.

The final question was related to the preference of offline and online corrective feedback. Based on their answers, we found that online and offline feedbacks behave almost identically. 42 (56%) of the students preferred online corrective feedback and 33(44%) of the students preferred offline corrective feedback. There is not much difference between online and offline responses, but the 6% difference could happen because they realize the safety or it facilitates them to fix mistakes right away without any interval. Based on the difference, the current results are opposite to the perspective of Willis and Willis (2007), that students gain more awareness when provided offline corrective feedback and can easily use the constructions previously learned in feedback after assignments. This conclusion may be generally supportive of Ferris et al. (2013), arguing that online corrective feedback improves students' comprehension to determine accurate and inaccurate constructions.

Kartal and Atay (2019) asserted that Turkish EFL students are less receptive to culture-based correctional feedback, but it is undeniable from the current findings that higher level EFL students are explicitly or implicitly found positive in the teachers' corrective feedback. Learners are not worried about going into preventive mode when their tasks need correction. They consider corrective feedback as a motivating and positive approach. Saeli's study also encouraged the approach. Learners are sometimes hard to internalize the teacher's remarks, although they expect the teacher's corrective feedback. To do this, the teacher must explain based on the learners' level of knowledge and prompt the learners to ask complex questions.

In general, this research explicitly demonstrates that corrective feedback is a powerful tool and a beneficial learning and teaching approach to improve students' achievement and helps language learning. Concerning the timekeeping of corrective feedback, studies show that both direct and indirect corrective feedbacks are advantageous. Teachers can change them based on the students' level of knowledge, need, and classroom situation. Indirect corrective feedback allows teachers to concentrate on the grammatical structures of the targeted language. Students do not put closer attention on offline or online feedback. The teachers are now responsible for determining who should receive "offline and online" feedback.

The comparable results are achieved for delayed or immediate corrective feedback. Therefore, instructors should fully recognize what feedback approaches should be employed based on particular timing, situations, and assignments. Blackboard is additionally beneficial to instructors for instantaneous corrective feedback on listening, grammar, and reading skills, but writing, linguistics, literature, and writing classes should adopt offline feedback to focus on the structures of a specific subject. However, students should be aware of self-correction to improve a learning process. In addition, researchers can infer that, through the current findings, higher level students curious to learn are passionate about corrective feedback to reach their foreign language learning objectives.

CONCLUSION

For several instructors, error correction is a well-recognized and undeniable fact as it ensures students' durable linguistic accuracy. Neither learner or instructor can contradict the feedback significance. The significance does not matter whether it's immediate, like an online classroom practice, or delayed, like an exam or written task. This is beneficial for advanced learners as it enhances their proficiency to track improvement. Several students are very interested in the correct use of their targeted language, so they look forward to teachers' corrective feedback. In other words, several students consider corrective feedback as unimportant and reproduce similar errors in the next language classroom practices.

The majority of underachievers do not consider corrective feedback as positive due to different ability levels. While the importance of corrective feedback is undeniable, teachers should adjust feedback to suit students' needs and attitudes. The feedback instructors deliver to students must be a sustainable procedure to obtain optimal advantages. Students must ensure that feedback is not limited to remarks about their tasks. They have to undergo it, understand it, return to the teachers' explanation if everything is not clear, so that any kind of feedback may be beneficial to learners and instructors.

Because students and language instructors have different attitudes and different opinions about corrective feedback, here are some guidelines. Instructors should teach students to correct their mistakes. Students should be motivated to receive corrective feedback from their instructors. Instructors should draw students' attention to the positive purposes of corrective feedback for learning language. For corrective feedback to be effective and successful, students must be given abundant time and adequate explanation.

Language instructors need to provide special techniques for correcting mistakes regarding the students' preferences. Despite instructors' possible boredom of selective error correction, Instructors are occasionally ready for selective error correction instead of extensive error correction.

Instructors must evade providing rude remarks in their corrective feedback. Students' improvement must be recognized by instructors and positive assessments of student performance should be provided. Instructors must be directed to provide appropriate corrective feedback.

Remarks instructors made should be structured and elucidate the characteristics and patterns of the foreign language. On the other hand, it is not only providing comments on assignments. Teachers should adjust the feedback to suit students' needs and attitudes. Because corrective feedback is fundamental to Second Language instruction students should recognize the need and beneficial purpose of corrective feedback.

This research consists of research and educational implications. Providing feedback should be an educational practice integrated with learning materials, as mistakes are unavoidable in the learning experiences. What teachers need to keep in mind is the right time to give the right feedback. Learners are occasionally are enthusiastic to receive the teacher's direct feedback. Conversely, several students choose postponed corrective feedback. EFL instructors and universities should seriously consider if corrective feedback must be given with or without delay. Further investigation can determine female and male EFL students' attitudes towards corrective feedback. Studies can be conducted to explore distinctions of students' beliefs and attitudes (beginners, intermediate and advanced level) towards corrective feedback.

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