

ORIGINAL RESEARCH PAPER

CORRECTIVE FEEDBACK IN EFL CLASSROOM INTERACTION: A QUALITATIVE STUDY AMONG THIRD GRADE STUDENTS AT AN INTERNATIONAL HIGH SCHOOL

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ABSTRACT

This study investigates the occurrence and various types of oral feedback within the English as a Foreign Language (EFL) classroom environment among third-grade students at an international high school in Sarajevo.

The research aims to comprehend the nature and frequency of oral feedback provided by teachers to students during classroom interactions. Through qualitative analysis and observations, this study examines the diverse forms of oral feedback utilized by teachers and evaluates their impact on student learning and language acquisition. The methodology involves classroom observations of both teachers and students to gather comprehensive data on the types, patterns, and effectiveness of oral feedback. The findings of this research contribute to a better understanding of oral feedback strategies in EFL classrooms, offering insights into its significance in enhancing students' language proficiency and fostering an interactive learning environment.

Keywords: acquisition, EFL classroom, oral feedback, metalinguistic feedback, elicitation

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1. INTRODUCTION

In the context of language learning, teachers' feedback plays a pivotal role in shaping students' development, comprehension, and overall progress. This significance is particularly pronounced in English as a Foreign Language (EFL) classrooms, where effective communication and language acquisition are fostered through oral feedback. Understanding the nuances and importance of oral feedback is essential for refining teaching methods and optimizing student learning experiences.

This study investigates the occurrence and various types of oral feedback within the EFL classroom environment, specifically focusing on third-grade students at an international school in Sarajevo. The aim is to comprehend the nature and frequency of oral feedback provided by teachers during classroom interactions and its impact on student learning and language acquisition.

The background of this study is rooted in the recognition of a critical gap in knowledge regarding feedback and error correction practices within EFL classrooms, especially within international schools in Sarajevo. Despite the acknowledged importance of feedback, there remains a scarcity of research specifically addressing corrective oral feedback strategies and their effectiveness in facilitating language learning among students in this context.

The research questions guiding this study are aimed at addressing this gap. They include identifying prevalent types of corrective feedback in the EFL classroom, understanding feedback strategies leading to the highest instances of learners' uptake and self-correction, and exploring the impact of teachers' corrective feedback on student uptake—whether students choose to correct themselves or persist without rectification. By examining these aspects, this study aims to offer practical implications for educators, curriculum designers, and language education stakeholders within international schools in Sarajevo. The goal is to optimize the benefits of oral feedback within EFL classrooms, ultimately contributing to the enhancement of language teaching practices and student-centered learning experiences.

2. THEORETICAL BACKGROUND

When individuals embark on learning, whether a language, a skill, or a new concept, errors are inevitable. These errors present learning opportunities, particularly evident in language learning. However, without proper feedback,

learners might remain unaware of their errors impeding their progress. In instances of student errors, teachers play a role in providing direction, enabling students to achieve the correct form (Köpfer, 2022). Additionally, studies such as Masic (2021) have explored attitudes toward learning EFL among Bosnian high school students, shedding light on the cognitive, behavioural, and emotional aspects of attitude and their influence on language learning (Mašić & Bećirović, 2021).

Language acquisition is influenced by factors such as age and context, shaping whether language is approached explicitly or implicitly. In natural settings, young children acquire their native language (L1) through communication with those around them. Their learning is automatic and unconscious, differing from adults learning a second language who rely more on cognition, including explicit language processing. Schmidt's Noticing Hypothesis emphasizes the importance of observing language features, contemplating expressions, and identifying disparities to foster language proficiency (Schmidt, 2010). Masic's study further complements this understanding by revealing significant influences of gender, grade level, GPA, and GPA in EFL on students' attitudes toward learning English (Mašić & Bećirović, 2021).

How can a learner become aware of where he or she is in the learning process can be achieved through corrective feedback. According to Brookhart:

Good feedback gives students information they need so they can understand where they are in their learning and what to do next—the cognitive factor. Once they feel they understand what to do and why, most students develop a feeling that they have control over their own learning—the motivational factor (Brookhart, 2008, pp. 1-2).

This process of feedback is integral, as it involves the information provided by an individual regarding another person's performance which can include a teacher's correction of errors, peer support, parental encouragement, and a student's assessment and corrective response.

Linguistic environment a learner is exposed to and the interaction he or she has with different interlocutors encompasses various forms, each contributing uniquely to the language learning process. Long (Long, The role of the linguistic environment in second language acquisition in W. C. Ritchie, & T. K. Bhatia (Eds.), 1996) and Krashen (Krashen, 1987) both agree that learning

occurs through comprehension, with a focus on understanding leading to increased learning. However, Long departs from the prevalent strong input orientation by emphasizing interaction as a crucial element. He suggests that the most effective comprehensible input is one that has been modified through interaction, meaning it has been adjusted based on signals indicating a need for clarification. This modification occurs through interactional moves initiated by either interlocutor in response to comprehension problems, aiming to enhance mutual understanding, a process known as negotiation for meaning (Ortega, 2009). Masic's study further highlights the significance of gender, grade level, GPA, and GPA in EFL in shaping language learning attitudes, providing valuable insights into the complex interplay of factors influencing language acquisition (Mašić & Bećirović, 2021). Profozic's multisite replication study (2023) further contributes to the understanding of corrective feedback effects by investigating the learning of English regular and irregular past tense among young adolescents in high school and vocational school settings in Italy and Bosnia. The study's findings highlight the importance of tailored feedback approaches based on contextual factors such as prior knowledge and language proficiency levels, emphasizing the need for nuanced feedback strategies to optimize language learning outcomes (Mifka-Profozic, et al., 2023).

Types of Corrective Feedback

As mentioned earlier, feedback for improvement is commonly distinguished as either direct (explicit) or indirect (implicit). In instances of direct guidance, the person offering feedback openly communicates or indicates that an error has occurred, while indirect feedback encourages learners to modify their expressions without overtly specifying the mistake.

Examples of implicit feedback include recasts, which involve rephrasing a learner's erroneous output into a form resembling the target language. Furthermore, recasts involve subtly refining students' incorrect statements without altering their intended meaning or emphasis. For instance, when a student says, "He go to school every day," teacher might echo back, "Yes, he goes to school every day," using a rising tone to indicate the adjustment.

When a learner is actively engaged in communication with an interlocutor in order to have a meaningful and comprehensible conversation there might happen some modifications in their

communication. These can come in a form of clarification requests on either side, and these serve as negotiation for a proper meaning to have the successful output. Negotiation episodes typically start with clarification requests in cases of serious non-understanding (e.g., what do you mean? pardon me?), confirmation checks when there's some uncertainty about understanding the message correctly (e.g., you mean X? X and Y, right?), and comprehension checks if one interlocutor suspects the other may not have grasped the message (e.g., do you know what I mean? should I repeat?). After signalling the need to negotiate, the other interlocutor may confirm understanding, acknowledge non-understanding, ask for assistance, repeat their words verbatim, or attempt to rephrase the message (Ortega, 2009).

Metalinguistic feedback involves remarks, details, or queries concerning the accuracy of the student's expression, yet refrains from directly supplying the correct form. It also includes discussions on language rules, or comments on specific linguistic elements. The primary aim is to enhance the learner's comprehension and awareness of the language explaining errors without explicitly giving the correct answer, employing comments, information, or questions to guide students toward recognizing and correcting their mistakes.

If the teacher prompts the student to provide the correct form by asking questions like, "What's the French equivalent?" or by creating pauses, allowing the student to finish the teacher's sentence (e.g., "This is a...") elicitation is used. Additionally, teachers might ask students to rephrase their initial statement (e.g., "Can you say that differently?"). Elicitation questions, unlike metalinguistic clues, demand more than a simple yes or no answer. Elicitation involves three primary methods teachers employ to prompt students to provide the correct form. Initially, teachers encourage students to complete their sentences by purposefully creating pauses for them to contribute. Secondly, teachers employ questioning techniques to extract accurate responses. Lastly, teachers intermittently request students to rephrase their original statement.

In terms of repetition, it involves the teacher repeating the student's incorrect statement on its own. Typically, the teacher modifies their intonation to emphasize the mistake.

In instances of explicit correction, the instructor or interlocutor clearly identifies a mistake and provides the correct form or expression. This

method aims to directly address inaccuracies, offering learners immediate guidance on the appropriate usage or structure in communication.

Lastly, paralinguistic signals in corrective feedback are non-verbal expressions used by the teacher, such as facial expressions, gestures, or changes in voice intonation, in response to a student's incorrect statement. For instance, when a student says, "I go to a school yesterday," the teacher might use a gesture, like pointing a thumb backward, indicating the need to use the past tense.

3. LITERATURE REVIEW

A lot of research on types of corrective feedback and language learning has been done in the past and was shaped by influential researchers and scholars in the field. It can be said that different language teaching approaches dictated the way students were corrected or not corrected at all. On the other hand, moving forward from traditional to more communicative teaching strategies, many researchers and educators have been exploring benefits and disadvantages of oral feedback.

In this specific instance regarding observing interaction between teacher and student and types of feedback predominantly used in EFL classroom, it is interesting to mention some of the earliest studies such as those by Allwright (1976) who points out that for many years, the main goal of language teaching has been seen as promoting 'communication' and that there is a growing focus on understanding what this goal truly means. Some argue that, in practice, language teaching has not been very effective in developing good communication skills. This is often attributed to the fact that language courses, including textbooks and official guidelines, tend to focus more on analysing the language itself rather than on teaching practical communication skills (Allwright, 1976). The emphasis on communication and the importance of oral interaction in language learning aligns with Michael Long's Interaction Hypothesis which highlights the significance of interaction and meaningful communication in the language acquisition process (Long, The role of the linguistic environment in second language acquisition in W. C. Ritchie, & T. K. Bhatia (Eds.), 1996) along with Schmidt's Noticing Hypothesis (Schmidt, 2010).

In order to notice and be aware of his or her errors, a learner should be provided with some guidance and support in the form of feedback. Chaudron's descriptive exploration of corrective feedback provided to language learners laid the

foundation for understanding its varied forms and impacts, thereby offering valuable insights into how learners can effectively address and rectify their errors. He conducted observations on three French immersion teachers handling both subject-matter and French language arts classes for Grades 8 and 9 during different periods of the school year. Analysing the transcripts, he constructed a detailed model of the error correction process, enabling comparisons between various teacher reactions to error moves and corresponding student correction moves (Chaudron, 1977). Furthermore, Chaudron investigated the impact of different teacher repetitions on student responses. His findings indicated that certain types of feedback, particularly those involving condensing the learner's statement to highlight errors and emphasizing them with a questioning tone or stress, were more effective in prompting correct student responses. (Chaudron, 1977) This implies that, in Chaudron's study, these specific feedback strategies played a crucial role in facilitating accurate student reactions.

Additional research by scholars like Lyster and Ranta (1997) delved into the effectiveness of different corrective feedback types, contributing to the ongoing discourse on language acquisition. Their research focused on corrective feedback and learner responses in primary-level immersion classrooms, analysing 18.3 hours of classroom interaction from both subject-matter and language arts lessons. The research identifies six feedback types employed by teachers, with recasts being the most frequent, although less effective in prompting student-generated repair. Conversely, elicitation, metalinguistic feedback, clarification requests, and repetition prove more successful in initiating what the authors term the 'negotiation of form' (Ranta & Lyster, 1997) as cited in (Panova & Lyster, 2002).

Panova and Lyster's study specifically considered how different types of feedback affect students' reactions. The study showed that implicit reformulated feedback, including recasts and translation, was strongly preferred, limiting the incidence of other feedback types and discouraging learner-generated repair. Consequently, rates of learner uptake and immediate error repair were observed to be low in this particular classroom (Panova & Lyster, 2002).

In Lyster and Ranta's study (1997), recast emerges as the most frequently used but least effective method, attributed to its low rate of students' uptake. In contrast, elicitation is identified as yielding the highest rate of students' uptake. However, Long contradicts this perspective,

asserting that recast is the most effective method as it introduces correct target language forms without disrupting communication (Long, 2007). Lyster advocates for elicitation, emphasizing its role in enhancing learners' control over mastered language forms. These varying views, along with Russel and Spada's acknowledgment of corrective feedback's contribution to language acquisition, highlight the absence of a consensus on the most effective corrective feedback approach (Russell & Spada, 2006).

While recognizing the potential benefits of oral feedback in language learning, it is essential to juxtapose these insights with the concerning reality of the low frequency of feedback episodes observed in classroom interactions. Hattie's extensive review (1999) emphasized the pivotal role of feedback in learning, akin to the quality and quantity of instruction. However, a disconcerting pattern emerged as feedback incidence in classrooms was found to be remarkably low, often measured only in seconds per day according to Hattie's inaugural lecture (Hattie, 1999) as cited in (Voerman et al., 2012). This scarcity was further underscored by Pauli's 2010 findings as cited in (Voerman et al., 2012), revealing infrequent feedback interventions, where teachers often relied on new questions and additional explanations without explicitly reviewing student responses. Notably, the feedback provided tended to be non-specific, primarily in the form of simple praise such as 'good' or 'that's right.' This contrast between the recognized benefits of oral feedback and the observed scarcity of feedback instances highlights a critical gap in understanding and prompts further exploration into the dynamics of feedback in classroom interactions.

Recent studies, such on oral corrective feedback in EFL by Ha et al. (2021) have delved into the beliefs of both teachers and students concerning the importance, types, and timing of feedback in the EFL context (Ha et al., 2021). In this study the examination of feedback beliefs among Vietnamese EFL teachers and students involved 250 students and 24 teachers from four schools in Vietnam. Both groups valued explicit correction and metalinguistic feedback. However, a notable difference arose in timing preferences, with students favouring immediate feedback (Ha et al., 2021). This positive stance toward corrective feedback aligns with Bulbula's study (2020), which emphasizes the prevalence of explicit correction strategies employed by EFL teachers in providing oral error corrective feedback (Bulbula, 2020). Bulbula's findings underscore the consistent preference among learners to be corrected by their

teachers, emphasizing the significance of explicit correction in the context of oral error correction in EFL speaking classes (Bulbula, 2020). Additionally, Mašić and Bećirović 's study (2021), focusing on attitudes toward learning EFL among Bosnian high school students, provides valuable insights into how learners' attitudes may influence the effectiveness of corrective feedback in the EFL context. The study explored the attitudes concerning learning EFL among Bosnian high school students, considering cognitive, behavioural, and emotional aspects of attitude, as well as the effects of students' gender, grade level, GPA, and GPA in EFL on their attitudes and achievement in learning EFL (Mašić & Bećirović, 2021). The results of Mašić and Bećirović 's study indicated significant influences of gender, grade level, GPA, and GPA in EFL on students' attitudes toward learning EFL, with cognitive aspects being the most influential (Mašić & Bećirović, 2021). These findings suggest that learners' attitudes toward EFL learning may impact their responses

While existing literature has significantly advanced our understanding of corrective feedback in the realm of EFL classrooms, notable gaps persist, particularly in the face of ambiguity and conflicting perspectives. The dichotomy between the recognized benefits of oral feedback, as elucidated by influential researchers such as Allwright (1976), Long (2011), and Lyster (2002), and the observed scarcity of feedback instances, as disclosed in studies by Hattie (1999) unveils a critical gap in comprehending the nuanced dynamics of corrective feedback in EFL settings. The inconclusive debate surrounding the most effective corrective feedback approach, exemplified by divergent views from scholars like Long (2011), Lyster (2002), and Russell (2006), further emphasizes the ambiguity within the literature.

Previous studies have explored the status of language skills development in the Bosnian EFL context, shedding light on prevalent teaching practices and learners' attitudes (Ogric-Kevric & Dubravac, 2017). The findings indicate that speaking and reading are the most practiced language skills, reflecting the communicative language teaching trends in Bosnian EFL classrooms. However, concerns remain regarding the limited emphasis on listening and writing skills, suggesting a need for further exploration into teaching strategies that promote holistic language development (Ogric-Kevric & Dubravac, 2017). In the context of Bosnia and Herzegovina, a study by Ahmetović et al., (2023) examined the impact of oral corrective feedback on EFL learners' motivation and achievement. The research found that students generally appreciate

and benefit from oral feedback, viewing it as crucial for improving their English skills. However, there were differences in attitude, with positive feedback reception correlating with higher motivation and proficiency. Conversely, negative attitudes could lead to decreased confidence and hindered progress. This highlights the importance of tailored feedback approaches to support diverse learner needs in the Bosnian EFL context (Ahmetovic et al., 2023). While Ahmetović et al.'s (2023) study on oral corrective feedback in Bosnia and Herzegovina included quantitative data, its lack of qualitative observation raises concerns about the depth of understanding regarding learners' views and the frequency of feedback provided. In contrast, current research focuses exclusively on qualitative observation, delving into specific types of feedback, students' uptake, and feedback frequency. This qualitative approach offers a nuanced perspective, complementing the quantitative findings of Ahmetović et al. (2023) and providing a more comprehensive understanding of corrective feedback dynamics in EFL classrooms.

4. METHODOLOGY

4.1 Research Purpose

Before delving into the specifics of the research design and data collection, it is essential to outline the key questions that guided this study.

Research Questions

1. What are the prevalent types of corrective feedback used in the EFL classroom at Richmond Park International Secondary School?
2. How do different feedback strategies contribute to instances of learners' uptake and self-correction?
3. What is the impact of teachers' corrective feedback on student uptake, and in what ways do students choose to respond—by correcting themselves or persisting without rectification?

4.2 Research Design and Procedure

In exploring the dynamics of corrective feedback in the EFL classroom, a qualitative research method with an observational design was employed. Systematic documentation of various feedback types and students' responses provided valuable insights into teacher-student interactions.

4.2.1 Participant Selection

The participant selection process was guided by practical considerations, emphasizing convenience and availability. As the head of the English department at Richmond Park International Secondary School, the researcher's affiliation facilitated smooth coordination, integrating the study into the existing school structure and timetable. While this convenience sampling method may lack the representativeness of more rigorous approaches, it aligns with the study's observational and descriptive nature, offering a practical avenue to explore corrective feedback dynamics in the authentic context of the EFL classroom.

The deliberate inclusion of the entire class of 23 students aimed at capturing a comprehensive view of teacher-student interactions and feedback dynamics within the specific classroom setting. Leveraging the fact that the chosen teacher instructs this class allowed for a more focused examination of feedback processes relevant to the research questions.

To maintain awareness levels, both the teacher and students were kept uninformed about the specific purpose behind the observations. While the general nature of the study as an observational and descriptive inquiry was communicated, the precise focus on corrective feedback and its dynamics in the EFL classroom was intentionally undisclosed. This non-disclosure aimed to ensure the natural unfolding of teacher-student interactions, providing an authentic portrayal of the feedback processes in action.

The teacher, a 30-year-old male with over 8 years of teaching experience at an international high school in Sarajevo in Sarajevo, was selected based on factors such as convenience, proximity, availability at the designated time, and willingness to participate in the research. The learners, comprising 10 females and 13 males aged between 15 and 16, actively participated in the study.

4.2.2 Data Collection

During the two-week data collection period, the study involved the observation of three lessons in the first week, each lasting 45 minutes, followed by two lessons in the second week. This scheduling provided a comprehensive view of the teacher-student interactions, allowing for the documentation of instances of corrective feedback and students' responses across different instructional settings.

The educational materials utilized during this period were sourced from the Solutions Upper-Intermediate textbook, 3rd edition, authored by Tim Falla and Paul A Davies. This textbook integrates meaning-focused activities, pair work, group tasks, discussion-based activities, essential model conversations, strategies fostering critical thinking, and authentic texts that relate students to real-world contexts.

The adaptation of the observation form from Nur Kurnia Rahman's study involved a thoughtful modification process to align it with the specific focus and objectives of the current research. In Rahman's original form, designed for a study on oral feedback for junior high school students, he included categories such as Recast, Clarification Request, Metalinguistic feedback, Elicitation, Repetition of error, and Explicit correction, along with a structured layout including the teacher's name, class details, date, and other relevant information.

For the present study, the form was tailored to capture key elements essential for examining corrective feedback dynamics in the EFL classroom. The adapted form retained the following components:

- Type of oral feedback: Identifying the specific type of feedback employed by the teacher.
- In-class occurrence: Documenting when the feedback occurred during the lesson.
- Example: Providing a concrete illustration or excerpt of the feedback in context.
- Lesson topic: Noting the subject or theme of the lesson during which the feedback occurred.
- Student reaction (positive or negative): Capturing the immediate response of the student to the feedback.
- Students' correction/corrected themselves/continued without correcting themselves: Recording whether the student attempted self-correction or continued without addressing the feedback.

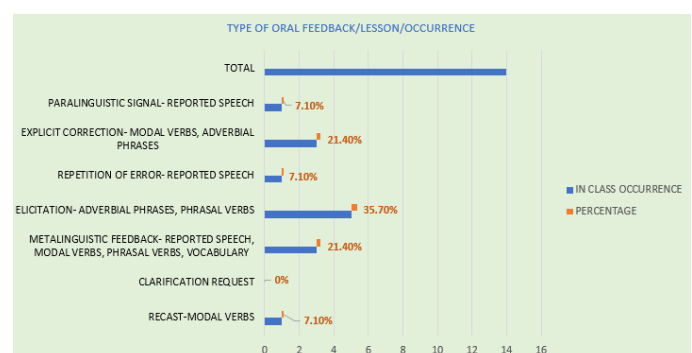
Additionally, the observation form also included a category for students' overall reaction, indicating whether they corrected themselves or not. This adaptation ensured that the observation tool was tailored to suit the objectives of the current study, maintaining consistency with the original form's structure while incorporating modifications

essential for capturing relevant data on corrective feedback in the EFL classroom context.

4.2.3 Data analysis

The data reveals a total of 14 instances of oral feedback categorized into different types. The following breakdown illustrates the occurrence and percentage distribution of each feedback type with an example observed in the lessons.

Figure 1:
The number of occurrences and feedback type



5. RESULTS

In this chapter, the observed instances of corrective feedback types used by the teacher, students' reactions, and their ability to provide successful uptakes and self-corrections are presented. The analysis includes specific examples of feedback instances along with the corresponding lesson topics.

5.1 Most Prevalent Types of Corrective Feedback

The most frequently observed types of corrective feedback in the EFL classroom at Richmond Park International Secondary School, in relation to the first research question, were elicitation, metalinguistic feedback and explicit correction.

Elicitation

Elicitation, accounting for the majority of feedback (five instances-35.70%), involved prompting students to produce language, especially in the use of adverbial phrases and phrasal verbs. This method actively promoted student engagement and participation.

Lesson topic examples:

- Describing stories vocabulary
- Teacher: What is a fable?
- Student: a novel?
- Teacher: a novel or a short story?
- Student: a short story
- Adverbs and adverbial phrases
- Teacher: What parts of speech do we use to describe nouns?
- Student: Adverbs
- Teacher: Adverbs and ...
- Student: adjectives

Lesson topic: Adverbs and adverbial phrases

- *Teacher delivered handouts.*
- *Example sentence:* The gang didn't know that the police had them under surveillance.
- *Teacher:* If I add little at the beginning of the sentence, what will happen?
- *Student:* Nothing changes.
- *Teacher:* Let's remember previous lesson, it was about...:
- *Student:* Inversions
- *Teacher:* How do we invert? You know I like maths, what is the formula?
- *Student:* adverb plus subject plus helping verb
- *Teacher:* adverb plus helping verb plus subject and main verb

Lesson topic: Phrasal verbs

- *Teacher:* What type of verb is make up
- *Student:* irregular
- *Teacher:* OK, but if it has up, in, on what do we call them

- *Student:* Phrases, phrasal verb
- *Teacher:* Let's do some vocabulary revision, OK
- *Student:* I am going to say an adjective and you give me the opposite meaning
- *Teacher:* Fearless
- *Student:* chicken
- *Teacher:* What is a more formal way of saying that
- *Student:* Coward

Metalinguistic Feedback

Metalinguistic feedback, involving explicit language analysis, occurred three times (21.40%) during lessons on reported speech, modal verbs, phrasal verbs, and vocabulary. This feedback type aimed not only to rectify grammatical errors but also to deepen language learners' understanding and cognitive abilities.

In-class occurrence examples:

Lesson topic: Modal verbs

- *Teacher:* Can someone use MUST in a sentence?
- *Student:* I must to go to school.
- *Teacher:* You must go to school. Do we use TO with must?
- *Student:* No, we don't.
- *Lesson topic:* Reported speech
- *Teacher:* Did you go to school?
- *Student:* Teacher asked did I go to school?
- *Teacher:* What do we change in Reported speech?
- *Student:* Tense
- *Teacher:* OK, and what else?
- *Student:* Word order

- Teacher: That's right, now try again
- Student: Teacher asked if I had gone to school.

Explicit Correction

Explicit correction involved directly pointing out and rectifying errors related to modal verbs and adverbial phrases. This occurred three times during lessons (21.40%). This approach contributes to clarity but may vary in its impact on long-term learning.

Lesson topic: Vocabulary revision

- Teacher: What does macabre mean?
- Student: Cabare?
- Teacher: Sounds like that, but it is not, it means something strange or unpleasant.
- Student: OK

Lesson topic: Adverbs

- Student: adverb plus subject plus helping verb
- Teacher: adverb plus helping verb plus subject and main verb

Lesson topic: Modal verbs

- Teacher: What modal verb is used for expressing obligation?
- Student: might
- Teacher: Obligation is something we HAVE to do

Other types of oral feedback included recasts, repetition of error and paralinguistic signal.

Recast

Recast, involving the reformulation of a student's utterance, occurred in one instance (7.10%) related to modal verbs. The teacher subtly corrected the error by removing the unnecessary preposition 'to,' aiming to maintain the flow of communication.

In class occurrence:

- Student: I might to swim today
- Teacher: I might swim today
- Student: I might swim today. Yes, I knew it.

Repetition of Error

In one instance (7.10%), the teacher repeated the student's error, particularly related to reported speech. This approach can draw attention to the mistake and provide an opportunity for self-correction.

Lesson topic: Reported speech

- Teacher: Can someone report the statement written on the board: She has an exam.
- Student: She said that she has an exam
- Teacher: She said that she HAS an exam
- Student: Yeah

Paralinguistic Signal

A small percentage of feedback, only once (7.10%), involved paralinguistic signals, particularly related to reported speech. The teacher used a hand gesture to point out the shift in tense, employing a one-tense-back signal. Paralinguistic cues, such as gestures, can convey additional meaning or correction.

Lesson topic: Reported speech

- Teacher: How do tenses change
(Giving a hand gesture to imply one tense back)

Clarification Request

- No instances of clarification requests were observed (0%).

5.2 Contribution of Different Feedback Strategies to Instances of Uptake and Self-Correction

In examining the data, each corrective feedback strategy played a unique role in fostering

instances of learners' uptake and self-correction, including elicitation, metalinguistic feedback, explicit correction, and others which were observed. Elicitation, the most prevalent feedback type, actively prompted students to produce language, fostering engagement and participation. This strategy significantly contributed to successful self-corrections. In addition, metalinguistic feedback, involving explicit language analysis, aimed not only to rectify errors but also to deepen language learners' understanding and cognitive abilities. Positive student reactions and successful self-corrections were observed.

Explicit correction, which directly pointed out and rectified errors, contributed to clarity in oral expressions. While its impact on long-term learning varied, positive student reactions and successful self-corrections were noted.

Additional types of oral feedback, such as recasts, repetition of error, and paralinguistic signals, also played roles in shaping students' responses. Repetition of error drew attention to mistakes, while paralinguistic signals, such as gestures, conveyed additional meaning or correction.

Interestingly, no instances of clarification requests were observed. This absence may indicate students' sufficient clarity in oral expressions or a potential hesitancy preventing them from seeking clarification.

5.3 Impact of Teachers' Corrective Feedback on Student Uptake and Responses

In investigating the impact of teachers' corrective feedback on student uptake, diverse responses were observed across different feedback types. Explicit correction, involving direct pointing out and rectifying errors, generally yielded positive reactions and successful self-corrections, showcasing its effectiveness in facilitating student learning. On the contrary, repetition of error, where the teacher repeated the student's mistake, showed varying outcomes, with instances where students persisted without rectification, indicating a less favourable response. Similarly, recasting, the reformulation of a student's utterance, generally led to positive reactions and successful self-corrections, contributing to a positive classroom atmosphere.

Notably, the absence of clarification requests raises intriguing questions about students' communication dynamics. The limited use of this feedback type suggests either students'

self-sufficiency in oral expressions or potential hesitancy in seeking further explanation. Overall, these findings highlight the nuanced nature of corrective feedback interactions, emphasizing the need for a tailored approach that considers the varying impact of different feedback strategies on student uptake and self-correction.

6. DISCUSSION

The objective of this study was to investigate various forms of corrective feedback and learner responses in an EFL classroom. The observed instances shed light on the dynamic interaction between teachers and students, providing insights into the effectiveness of different feedback strategies.

The research context aligns with the broader literature on corrective feedback and language learning, influenced by different language teaching approaches. Notably, the shift from traditional to communicative strategies has prompted exploration into the benefits and disadvantages of oral feedback.

In this study, elicitation emerged as a predominant method, fostering active student engagement and participation. The emphasis on prompting students to produce language aligns with the evolving focus on meaningful communication in language teaching, as noted by influential researchers like Allwright (1976). The significance of elicitation is reinforced by Chaudron's early work (1977), emphasizing its role in facilitating accurate student reactions. This alignment is further supported by the findings in Ogric-Kevric and Dubravac (2017), which highlight the effectiveness of elicitation in facilitating student involvement and interaction. While these studies focused on the effectiveness of elicitation in fostering student engagement, Masic's research (2021) provides additional insights into the role of corrective feedback in promoting language proficiency (Mašić & Bećirović, 2021). By examining the intersection of feedback strategies and learner motivation, Masic's findings (2021) complement the discussion on the multifaceted nature of corrective feedback in language acquisition. Incorporating Masic's perspective (2021) into our analysis enriches our understanding of the nuanced dynamics at play in EFL classrooms and underscores the importance of considering learner motivation alongside pedagogical strategies.

Metalinguistic feedback, particularly during lessons on reported speech, modal verbs, phrasal

verbs, and vocabulary, proved to be a valuable pedagogical tool. This type of feedback not only rectified grammatical errors but also contributed to a deeper understanding and cognitive development in language learners. The positive student reactions and successful self-corrections align with the literature, emphasizing metalinguistic feedback as an effective means of explicit language analysis.

The absence of clarification requests in the observed instances raises noteworthy considerations. It may indicate either a positive scenario where students demonstrate sufficient clarity or a potentially negative scenario where hesitancy prevents students from seeking clarification. This dual interpretation underscores the need for further exploration into students' communication dynamics and their willingness to seek clarification.

Explicit correction and repetition of error yielded varying student reactions, with positive responses observed in explicit correction instances. The nuanced approach to feedback, as reflected in the teacher's decision to repeat an error despite negative student reactions, highlights the complexity of corrective strategies in the classroom. Paralinguistic signals, though infrequently used, effectively conveyed additional meaning, emphasizing the role of non-verbal cues in aiding understanding.

Comparisons with studies on students' uptake, particularly by Lyster (1997) and Ranta (1997), reveal differing perspectives on the effectiveness of recasts and elicitation. The varying views in the literature, as presented by Long (2011), Lyster (1997), and Russell (2006), highlight the absence of a consensus on the most effective corrective feedback approach.

The recognition of the potential benefits of oral feedback in language learning juxtaposed with the low frequency of feedback episodes observed in classroom interactions raises critical questions. The scarcity of feedback instances, as highlighted by Hattie and Pauli (1999), emphasizes a crucial gap in understanding the dynamics of feedback in classroom interactions. This gap prompts further exploration into the practical implementation of corrective feedback strategies in EFL classrooms and their true impact on language learning outcomes.

Ahmetović et al.'s study (2023) provided valuable insights into the impact of oral corrective feedback on learners' motivation and achievement,

indicating that students generally appreciate and benefit from oral feedback, albeit with differences in attitude affecting motivation and proficiency. However, their research lacked qualitative observation, which raises concerns about the depth of understanding regarding learners' perspectives and the frequency of feedback provided. In contrast, by comparing students' uptake of different types of feedback, this study adds another layer of understanding to the dynamics of corrective feedback in the classroom. Understanding which types of feedback are more readily accepted or acted upon by students can inform educators about effective feedback strategies and help tailor feedback approaches to better meet the needs of individual learners.

While existing literature has advanced our understanding of corrective feedback in EFL classrooms, notable gaps persist. The dichotomy between recognized benefits and observed scarcity unveils a critical gap in comprehending the nuanced dynamics of corrective feedback. The inconclusive debate on the most effective approach further emphasizes the ambiguity within the literature. This study contributes by delving into the specific nuances of corrective feedback dynamics in the EFL context, seeking to unravel complexities and offer valuable insights for effective language teaching practices.

7. CONCLUSION

This study aimed to explore the intricate dynamics of corrective feedback in an EFL classroom, shedding light on various strategies and learner responses. The insights gleaned from this investigation not only contribute to the existing body of research on corrective feedback but also align with the perspectives of other scholars in the field. Elicitation emerged as a central and pivotal strategy, fostering active student engagement and aligning seamlessly with communicative teaching approaches. Chaudron's early insights provided reinforcement to the significance of elicitation in facilitating accurate student reactions. The prevalence of elicitation as a feedback strategy resonates with the emphasis on interactive learning environments and student engagement embedded in language acquisition theories.

Building upon the foundation laid by researchers like Lyster and Ranta, metalinguistic feedback played a crucial role, particularly during explicit language analysis. This type of feedback contributed not only to error correction but also to the deeper understanding and cognitive

development of language learners. Lessons on reported speech, modal verbs, phrasal verbs, and vocabulary became key arenas for metalinguistic feedback, showcasing its multifaceted benefits. However, the absence of clarification requests introduces a nuanced aspect, prompting consideration of either positive student clarity or potential hesitancy issues. This underscores the need for further exploration into the dynamics of communication within the classroom. Explicit correction and repetition of errors, despite yielding varying student reactions, accentuate the nuanced nature of corrective feedback. Notably, the negative student reactions to error repetition emphasize the importance of considering individual learner preferences in feedback approaches.

In the broader context of corrective feedback in EFL classrooms, it is valuable to draw parallels with recent studies, such as those conducted by Ha (2021) and Bulbula (2020). Ha's exploration into the beliefs of Vietnamese EFL teachers and students regarding feedback importance, types, and timing aligns with findings on prevalent feedback types and timing preferences of this study. Namely, this study, conducted at an international high school in Sarajevo, resonates with Ha's insights, revealing a shared appreciation for explicit correction and metalinguistic feedback. It also provides valuable insights into the specifics of corrective feedback practices within our context. The prevalence of explicit correction strategies observed aligns with findings from Bulbula's study (2020), which also emphasizes the consistent preference among learners to be corrected by their teachers. Aspects of this study's findings are validated, and contributions to the ongoing discourse on corrective feedback practices in diverse EFL contexts are made by these recent studies.

Moreover, both shared trends and contextual variations in feedback practices are highlighted by comparative insights from Ha (2021) and Bulbula (2020). While the dynamics of corrective feedback are the focus of this study, the broader perspective offered by these studies enriches the understanding of feedback strategies in different educational settings. By acknowledging these comparative perspectives, a more comprehensive understanding of the complexities and nuances inherent in corrective feedback practices is gained, ultimately informing future research and educational practices in EFL contexts.

In essence, this study enriches the ongoing discourse on corrective feedback, underscoring its integral role in language acquisition. Recognizing

the multifaceted nature of corrective feedback and considering diverse feedback types within the context of individual student needs is paramount. As educators continue to refine their pedagogical practices, acknowledging these complexities becomes essential for creating effective and supportive language learning environments.

8. IMPLICATIONS FOR FURTHER TEACHING

Teachers can further enhance elicitation techniques to encourage critical thinking and active participation. This involves creating opportunities for students to complete sentences, respond to questioning, and rephrase statements.

Given the positive impact of metalinguistic feedback, teachers should continue to integrate explicit language analysis into lessons. This involves providing explanations, asking questions, and guiding students to recognize and correct their mistakes.

The absence of clarification requests warrants further investigation into students' communication dynamics. Teachers can encourage an open and supportive communication environment, addressing potential barriers to seeking clarification.

Teachers should consider the varied reactions to explicit correction and tailor their strategies based on student responsiveness. Balancing direct correction with positive reinforcement can contribute to a constructive feedback approach. Based on this study students reacted negatively to repetition of error and failed to self-correct, which may stem from students' sensitivity to having their errors explicitly highlighted through repetition. This method could cause discomfort or demotivation for certain students, potentially making them hesitant to participate in self-correction.

Acknowledging the diversity in students' feedback preferences, educators can implement a personalized approach by recognizing individual learning styles and tailoring feedback strategies accordingly. Educators play a crucial role in fostering students' self-correction abilities by offering resources and methodologies that enable them to recognize and correct errors autonomously. This empowers students to assume responsibility for their learning and promotes a proactive attitude toward enhancing their language skills.

While infrequently used, paralinguistic signals demonstrated effectiveness. Teachers may explore and incorporate non-verbal cues that align

with their teaching style, providing additional layers of meaning and correction.

By incorporating these insights into teaching practices, educators can create a more dynamic and effective language learning experience for students at an international school in Sarajevo.

While this study offers valuable insights into corrective feedback dynamics in the EFL classroom at an international school in Sarajevo, certain limitations must be acknowledged. The findings are specific to the context of this particular school, and the unique characteristics of its student body, teaching methods, and cultural context may limit generalizability to other EFL settings. The study's relatively small sample size may impact the robustness and generalizability of the findings. Additionally, the focus on a specific timeframe might not capture potential changes or variations in feedback practices over an extended period.

The study did not extensively explore the quality of teacher-student relationships, a factor known to influence feedback dynamics. A more in-depth investigation into these relationships could offer nuanced insights into the socio-emotional aspects of corrective feedback. The study primarily relies on qualitative analysis, providing rich descriptions but lacking extensive quantitative analysis, which could offer statistical significance and further validate qualitative findings.

Suggestions for future research include cross-cultural comparative studies to reveal variations in corrective feedback practices across diverse educational settings. Longitudinal investigations tracking the impact of corrective feedback on language proficiency over an extended period could provide insights into sustainability and long-term effects. Exploring the dynamics of teacher-student relationships in the context of corrective feedback could uncover emotional and interpersonal aspects influencing student responses. Integrating quantitative methods, such as surveys or statistical analyses, would complement qualitative findings and allow for a more robust assessment of specific feedback types' prevalence and effectiveness.

In conclusion, addressing these limitations and exploring suggested areas in future research endeavours will contribute to a more comprehensive understanding of corrective feedback in diverse EFL contexts.

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