Insights from Turkish Learners of English on the Nature of Corrective Feedback in Classroom Interaction

Abstract

Purpose The purpose of this study was to provide insights into learners’ perspectives on corrective teacher feedback in classroom interaction.

Sample 21 upper-intermediate English as a foreign language learners at the prep. school of an English-medium university in Turkey constituted the sample of the present study.

Design and Methods Two lessons of an EFL class were videotaped and analyzed. Further data were collected through stimulated recall. While watching the videotaped lessons, learners were individually asked to recall and think-aloud their mental activities in relation to the instances where they received error correction.

Results Congruent with previous research findings, all the participants agreed that they would not prefer their teacher to have a high tolerance for errors and give little corrective feedback. Yet, learners would like to be given the opportunity to self-correct and to be provided with the correct form if they are unable to self-correct.

Keywords: corrective feedback, stimulated recall, learners’ perspectives, teachers, classroom research.

1. Introduction

In second language acquisition research, there is no question about the essential role of feedback in learning a second or foreign language. It is widely accepted that exposure to positive evidence alone cannot guarantee success in language acquisition¹. As Corder (1988, p. 143) states, ‘the minimal and indispensable function of