

THAI EFL LEARNERS' PREFERENCES ON DELAYED VERSUS IMMEDIATE CORRECTIVE FEEDBACK IN ENGLISH LEARNING : A CASE STUDY ON A PRIMARY SCHOOL IN SONGKHLA, THAILAND

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ABSTRAK

Dalam pembelajaran bahasa, ada banyak hal yang dipertimbangkan sebagai guru termasuk mengajar dalam konteks bahasa Inggris sebagai bahasa asing. Mengoreksi kesalahan siswa, misalnya, telah menjadi hal yang penting untuk dipelajari. Berkenaan dengan hal ini, memberikan umpan balik korektif yang tepat akan membimbing siswa untuk mengurangi keengganan mereka dalam belajar bahasa target. Oleh karena itu, untuk memahami apa yang siswa butuhkan, melalui tujuan penelitian ini, peneliti menyelidiki preferensi siswa Thailand pada umpan balik korektif secara langsung dan tidak langsung. Data diperoleh dari rekaman video dan wawancara (SR interview) dengan lima orang murid yang dipilih secara acak dari lima belas orang keseluruhan sebagai partisipan pada salah satu sekolah dasar di Songkhla, Thailand. Hasil menunjukkan bahwa tiga dari lima orang murid memilih timbal balik secara tidak langsung, sementara itu dua orang murid lain memilih timbal balik secara langsung seperti yang terdapat pada temuan data.

Kata kunci : *EFL learners preferences, Corrective Feedback, Feedback timing, English learning*

ABSTRACT

In Language learning, there are various things to be considered as teachers included in Teaching English as Foreign Language context. Correcting students' errors, for instance, has become an essential to be studied. Concerning this matter, giving corrective feedback appropriately will guide students to decrease their reluctance in learning the target language. Therefore, to understand learners' needs through the aim of this study, researcher investigated Thai EFL learners' preferences on delayed and immediate corrective feedback in English learning. The data collected from video-recordings and a stimulated recall (SR) interview with five students who was chosen randomly from fifteen students as participants at a primary school in Songkhla, Thailand. The results obtained that three from five students preferred delayed corrective feedback, meanwhile two others preferred immediate corrective feedback as it is provided in the findings.

Keyword: EFL learners preferences, Corrective Feedback, Feedback timing, English learning.

INTRODUCTION

On its application, feedback has several focuses depending on the situation and condition where it is given to a certain purpose as well. (Brookhart, 2008) has defined that feedback is an important component assessment process. Formative assessment gives information to teachers and students about how students are doing

relative to classroom learning goals. Giving feedback, has an important role as in both students' and teachers' reflection of error repairs. Teaching English as Foreign Language context in most developing countries, especially Thailand surely has many challenges as well. Thus, a discussion about how corrective feedback be delivered has been properly highlighted well,

moreover in relation to students' errors and mistakes in target language.

A number of studies had addressed the set of problems in corrective feedback area but only few studies that discuss about the timing of feedback, especially in learners' views. Hence, it is also important to study about learners' preferences to know what students really need and perceive about feedback timing. "Learners' perceptions of corrective feedback have usually been regarded as a cognitive window to their mental processes" (Rassaei, 2013). Moreover, "the question as to how to deal with students' spoken errors is of vital importance to foreign language teachers and learners" (Roothoof & Breeze, 2016). Therefore, this present study is conducted by considering those mentioned things above, then it entitles "*Thai EFL Learners' Preferences on Delayed versus Immediate Feedback in English learning: A Case Study at a Primary School in Songkhla, Thailand*".

The main research question in this research as follows :

What are Thai EFL Learners' Preferences on Delayed versus Immediate Feedback in English Learning?

1.1. Previous Studies

Some studies were conducted to understand the various problems area or views in corrective feedback implementation. (Tasdemir & Arslan, 2018) discussed in "Feedback preferences of EFL learners with respect to their learning styles" found out that Kolb's theory of learning styles may not be useful in comprehending some aspects of learning, such as feedback preferences. It has been observed that learning styles do not help to explain the nature of feedback preferences, and it is still difficult to understand why learners have different preferences for feedback.

Meanwhile other studies as in (Ozturk, 2016) which discussed about teachers' beliefs and practices that there are inconsistencies regarding the feedback types and timing in a small-scale classroom. Afterwards, (ÖZTÜRK & ÖZTÜRK, 2016) further pointed out in a study which discussed about "Types and Timing of Oral

Corrective Feedback in EFL classroom" that has classified feedback timing into immediate, delayed and post-delayed. It found that students preferred the most in delayed feedback as they tended to perceive immediate feedback as a disturbance.

(Kirgoz & Agcam, 2015) in "Teachers' Perceptions On Corrective Feedback In Turkish Primary Schools", indicated that half of the participants favoured immediate correction while over 30% of them thought they should be delayed and a few participants they should be corrected in accordance with the objects of the classroom activities. In Addition, (Genç, 2014) in "Correcting Spoken Errors in English Language Teaching: Preferences of Turkish EFL Learners at Different Proficiency Levels" found that both high and low proficiency level students preferred immediate feedback in learning english as delayed feedback at the end of the class was the least favorable timing for them. Further more, in (King, Young, & and Behnke, 2000) analyses indicate that immediate feedback intervention is more effective when automatic processing occurs while delayed feedback produces greater change with tasks involving deliberative and effortful processing.

1.2. Corrective Feedback

Corrective feedback (CF) refers to teacher and peer responses to learners' erroneous second language (L2) production" (Li, 2013). (Tasdemir & Arslan, 2018) mentioned that error is a natural part of learning; likewise, the feedback given to correct errors is a natural, inevitable and powerful part of both learning and teaching. Yet, "One of the things that puzzles many teachers is why students go on making the same mistakes even when those mistakes have been repeatedly pointed out to them" (Harmer, 2007). This could be a reflection for educators to find that perhaps, one of the factors of learners' difficulties to deal with errors is the time for correcting errors itself. In order that, while giving the feedback needs, it is important to know about when it is given purposeful immediately or delayed in students' performance.

1.3. Delayed and Immediate Feedback

(Ozturk, 2016) pointed out that immediate feedback: Providing feedback immediately after students' erroneous utterance Ellis (a cited in Ozturk, 2016) by interrupting them. "Primarily on traditional approaches to feedback, numerous suggestions have been offered for providing immediate feedback during performances" (King, Young, & and Behnke, 2000). Delayed feedback: Waiting till the students finish their sentences and providing feedback at the end of it without interruption. (Austin, 2018) has mentioned that analyzing the errors of students' learner language (interlanguage) can help language instructors to not only better understand why the errors may be occurring, but also provide them with insight on how to better guide learners in their L2 learning. "The discussion on the role of corrective feedback is part of a larger discussion on the role of 'focusing on form' in foreign language teaching" (Lothman, 2002).

METHOD

Research Design

Considering the subject of this present study as corrective feedback is one of the real life context and problems in learning English, researcher uses case study as the research design. As (Yin, 2003) defined that case studies are the preferred strategy when "how" or "why" questions are being posed, when the investigator has little control over events, and when the focus is on a contemporary phenomenon within some real-life context.

Participants

This study involves five Thai students at the sixth grade of a primary school in Songkhla, South Thailand. participants were chosen by a Thai teacher who teach English in their classroom beside researcher. All students are 13 years old and only speak in their native language.

Data Collection

Researcher used video-record and SR interview as the data collection tool. The

class sessions were held three times a week which discuss various materials in learning English. Researcher tends to give materials about vocabularies, conversation (reading aloud), and simple grammar.

Video recordings of class sessions were conducted in the six meetings. Each class session has fifty minutes long and students agreed for being record as long as the class session. After conducted the whole class sessions, researcher used SR interview for an hour. As Pica(1994) and Breen (2001) as cited in (Yoshida, 2008) point out, negotiation data are not always sufficient to explain the participants' perception of interactional events. Stimulated recall (SR) interviews are necessary to discover the elements that are not immediately apparent in the interactions. "Stimulated recall can be used to provide the researcher with access to the learners' interpretations of the events that were observed and can be a valuable source of information for researchers interested in viewing a finely detailed picture of the classroom"(Mackey dan Gass 2005).

The video-recordings played in the interview process to show learners' performance while asking questions consider these things as follows, (ÖZTÜRK & ÖZTÜRK, 2016) :

- how s/he perceived that kind of feedback and the timing of the feedback,
- whether that kind of feedback was beneficial and the reasons for their answers,
- whether the timing of the feedback was useful for them and their underlying reasons,
- how s/he felt at that moment after the feedback of the teacher.

Data Analysis

To analyze the data, researcher transcribe the SR interview audio and listen through over and over in order to get familiar with the data. Afterwards, researcher transcribe the interview audio and analyze the data qualitatively by reading it several times as in (Creswell, 2011) mentioned that qualitative researchers analyze their data by reading it

several times and conducting an analysis each time. Each time you read your database, you develop a deeper understanding about the information supplied by your participants.

RESULT AND DISCUSSION

The results of the main research question is presented from the Stimulated Recall (SR) interview which was conducted once at the end of all session classes. Students used their own native language (Thai Language) during the interview to let them opine their thoughts well regarding the topic discussion. Thus, researcher was assisted by a translator to understand learners' utterances as long as the interview was being done. Before identifying learners' preferences, researcher asked questions that may trigger learners' perceptions toward each feedback timing.

Learners' Preferences on Delayed and Immediate Corrective Feedback

It was found that three from five students preferred delayed corrective feedback and two students preferred immediate corrective feedback as they were asked a question as follows :

T : Which one? I give comments in the middle of your performance or after you read?

S1 : After performance. (delayed corrective feedback)

S2 : Same with Fahsai (S1). After performance. (delayed corrective feedback)

S3 : Stop while reading. (immediate corrective feedback)

S4 : Same like Ei (S3). (immediate corrective feedback)

S5 : Aan laew ko koi comment.

Reading after that comment. (delayed corrective feedback)

This shows that some of them do have their own opinion and sure that is the best way for them to be corrected.

Learners' responses on Delayed and Immediate Corrective Feedback

For further answer, researcher asked the reason to each of students in order to know

their reaction toward the comments. S1 has statements which was delivered by the translator.

T : What do you think at first when I suddenly stopped your performance?

She said that it's mean, if she didn't like.... umm if you didn't stop the mistake she will be remember the word. Because she will concentrate and continue to the end.

This shows that S1 preferred delayed corrective feedback because she is more confident and that she already knew her own errors, then chose to focus on doing the task. As in (ÖZTÜRK & ÖZTÜRK, 2016) also pointed out that students did not feel comfortable when they were corrected with immediate feedback, and using it consecutively discouraged students from speaking in classroom atmosphere. Meanwhile, S2 which also preferred delayed corrective feedback express her opinion.

Same with Fahsai. After performance. Because she will concentrate and know the vocabulary together. Not one word, one word, one word like all words together.

She preferred the teacher to correct her after the performance to minimize too much correcting while she was doing the task. Then, another student (S5) who preferred delayed corrective feedback also give a reason.

Same like Namwhan. Also the same opinion. Ooh.. She prefer I correct all in once? Yes, all words once.

In this statement, S5 has the same preference and opinion with her friend as if she's not sure about her own reason. Students sometimes difficult to express their truly ideas about a topic due to some factors, for instance, her self-confidence. Meanwhile, the two students preferred immediate corrective feedback, then they were asked their own reason for this preference by answering a question, "*Which one? I give comments in the middle of your performance or after you read?*".

You stop while reading

T :And the reason because?

She know the word the correct before and then continue the next word, continue the next sentence. It's mean this word she misread or incorrect and then you correct the mistake, she can continue.

S3 chose the immediate feedback because she relied on the teacher's correction toward her performance. As (ÖZTÜRK & ÖZTÜRK, 2016) also found that participants who had received immediate feedback revealed that such feedback moves generally made students feel anxious and even discouraged them from participating if they were used consecutively. She is not confident to continue by herself and prefer to wait the teacher to correct her words. "Low-level students object to this option much more strongly and prefer more immediate correction" (Genç , 2014). As researcher asked her a question, "*What do you think at first when I didn't stop and give any comments during your performance anymore?*".

*S3 : "I aan mai ok pro wa I mai dai kien"
 (I can't read because I didn't write)*

She replies that she wasn't ready at that moment because she didn't have any preparations before her performance. In this task, researcher asked students to read aloud an English text as a part of material and for practicing pronunciation skills. (King, Young, & and Behnke, 2000), "Reports of success in the use of immediate feedback most often appear in modifying psychomotor skills, such as speech delivery skills". Another students (S4) who chose immediate corrective feedback express his same opinion on his performance.

Same like Ei (S3). Also same reason. He know to correct the word and continue.

This shows that he likes to be corrected as soon as he heard the correct word and continue his performance. (Genç , 2014) added that the proficiency level in a foreign language is known to play a great role on the

level of anxiety and self-confidence in oral communication performance. It mea

CONCLUSION

The result of this study shows that how learners' think about both feedback timing types, and choose which one that they might more like to support their progress in learning English. Based on the result, many factors which may influence learners' preference on the feedback timing. For instace, their proficiciency. In this case, it was found that learners' who preferred immediate corrective feedback tend to be lack of confidence on their own proficiency. Most of them end up relying on teachers' feedback to correct them. Thus, most learners who preferred delayed corrective feedback thought that immediate feedback will only disturb their concentration and they like being corrected all at once at the end of performance.

As this study focuses in investigating learners' preferences on delayed and immediate corrective feedback, it also has some limitations such as a small number of participants. Researchers was used five students from fifteen students at sixth grade, moreover in primary school where most of them are still at the very basic level of English. Sometimes it is difficlut for them to give their opinion, as a result, some of them follow their peer's opinions or just agreed without giving any spesific reason. Therefore, it is suggested if further study could have a larger sample for more possible varying results.

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