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RESEARCH PAPER

Investigating the Online Corrective Feedback to the University Students in Pakistan: A Pandemic Covid-19 Scenario

[1]Ahmed Faraz   [2]Dr. Mehmood Ul Hassan   [3]Dr. Muhammad Pervaiz*

1. Lecturer, Department of English, Mir Chakar Khan Rind University, Sibi-Balochistan, Pakistan
2. Associate Professor, Department of English Mir Chakar Khan Rind University, Sibi-Balochistan, Pakistan
3. Assistant Professor, Department of Education, The Islamia University of Bahawalpur, Rahim Yar Khan Campus, Punjab, Pakistan

| ***Corresponding Author** | drpervaiz220@yahoo.com |

ABSTRACT

The objective of the present was to examine university EFL students' perceptions on oral errors corrective. The researchers utilized quantitative research design to answer research questions. Participants of this were 202 university students from different departments at Mir Chakar Khan Rind University, Sibi. The researchers used a likert type questionnaire adopted from Katayama (2007) to collect data based on two research questions of oral errors corrections. Data were analysed on SPSS version, 24. The findings of the present study indicated that learners have positive views on oral errors corrective feedback. The outcomes of study also indicated that there is no significant difference in the views of learners on oral corrective feedback. This signifies that all the learners equally desired for the correction of their oral errors. Similarly, this research study has some recommendations for future research studies to know the views of teachers and EFL learners on oral corrective feedback.

| **Keywords:** | EFL learners, Corrective Feedback, Oral Errors, University students, Pakistan |

Introduction

English, which has a vital function to development one's career globally, is considered the important language for the worldwide source of communication in different fields (Crystal, 2012, p. 7). Researcher has observed that English language is considered an important language in Pakistan and people give preference to learn English in order to have bright future. It is also a part of education in our country where English is a compulsory subject and is taught on different levels i.e., secondary, intermediate, graduation, masters and PhD levels. The importance of English cannot be ignored in Pakistan where it is considered imperative for acquiring a good job.

English is a compulsory subject in education system, still learners fail in the competitive examinations. Instead of making the students to become the proficient language learners, teachers make students pass the exams only (Zahid, Ghani, Khan, & Ali, 2014). Moreover, in all over the world including Pakistan the language learners struggle to improve their English language ability because English is also an official language in Pakistan. Despite English has an important role in the country, learners confront problems and make errors. When the learners commit errors, they need feedback for the correction for their errors. Hence, learners can be corrected by given them several types of feedbacks on their errors whether they are written or oral errors in the EFL classrooms.

Feedback is the information given for improvement and it is the essential part in the learning processes of English. The researchers have several opinions regarding feedback. Feedback on learning has continuously positive effects when compared to the further teaching aspects (Black and William, 1998). It is important in higher educational processes

(Ramsden, 2003). Similarly, Poulos and Mahany (2008) stated that feedback depends on the learning environment, and it is designed for different practical and learning purposes. Beside, oral corrective feedback is a type of corrective feedback that instructors or peers can provide orally for their errors in the EFL classrooms. Consequently, teachers' response on the incorrect usage of the target language of learners is called oral corrective feedback see (Walsh 2006).

The prime objectives of the study are to know the students' views on oral corrective feedback of university students and to investigate the significant difference, if any, in the views of university students of different departments on oral errors correction in an EFL classroom in Sibi, Pakistan. The learners come from the different areas of Balochistan for study to Sibi and they join English language academies to lessen the difficulties they encounter in their courses. The researcher has observed that learners learn English, teachers correct their mistakes during their learning processes but they do not know the methods for the correction of their mistakes in English language particularly their oral mistakes.

Literature Review

Jung (2013) stated that " making mistakes and errors is a process of learning a second/foreign language (L2) and can provide students and English teachers with evidence of how language is learned or acquired, and what strategies or procedures are the best way to learn" (p. 123). He further indicated the difference between the two terms errors and mistakes, mistakes are accidental and they are known to learner whereas errors are made without knowing them as wrong.

In the same vein, the difference between the two terms can be explained in the words Ellis (1997) who explained them as, mistakes have indication on the learners' inefficient performance i.e. they occur when the learners do not perform correctly against existing knowledge. In contrast, the errors are the indication of the breaks in knowledge of learners because learners produce errors without identifying what is correct and what is incorrect. Errors are made by learners because they do not know whether they are learning properly or having errors in the learning processes.

Feedback

Feedback plays a vital role in achievement of language proficiency. If feedback is not given, the learners cannot know their mistakes and learn something new. Winne and Butler (1994) briefly explained it as "feedback is information with which a learner can confirm, add to, over write, tune, or restructure information in memory, whether that information is domain knowledge, meta-cognitive knowledge, belief about self and tasks or cognitive tactics and strategies (p. 5740)." Similarly, Black and William (1998) are of the opinion that there are constantly positive impacts of feedback on learning when compared to the further teaching aspects.

Corrective Feedback

Feedback has several kinds and corrective feedback is one of the types that is given to correct and improve leaners. Therefore, researchers have given different definitions to the term corrective feedback. Hattie and Timperley (2007) remarked that the specific information the learners receive from their teachers during their learning process is called corrective feedback. Chaudron (1977) and Sivaji (2012) define corrective feedback as the teacher's reaction which obviously demands improvement of the learner utterance.

Oral Corrective Feedback

Corrective feedback, one of the kinds of feedback, can also be given orally on the spoken errors of the learners in EFL classrooms and it is known as oral corrective feedback.

Brookhart (2008) stated that oral feedback is a type of feedback that is given orally and often during interaction with people. It can be given to different people that include an individual, a group or the complete class. However, Clarke (2003) remarked that oral feedback can be given instantly and frequently and it is the most natural feedback. He further explained that via feedback learner knows what he/she has done right and what could be improved right after the performance. The learners have also a chance to ask questions about the feedback they received.

Past Studies

Katayama (2007) studied oral corrective feedback to oral errors in Japan. The findings indicated that learners showed strongly positive views for the correction of their errors in EFL classrooms. Most of the students favoured the method in which teachers provided clues to their students that help them to correct themselves for self-correct.

Similarly, Ahangari and Amirzadeh (2011) conducted another research study in which they investigated instructors' usage of spoken corrective feedback in teaching in Iran. The results discovered that teachers provided recast to their learners regularly as type of corrective feedback. When recast feedback was reduced, other error correction techniques were merged. Thus, the self-correction was not considerable because it seemed that more proficient learners use it.

Mendez and Cruz (2012) conducted a research study in Mexico on oral corrective feedback. The findings showed that CF has constructive impacts on learning a language because majority 87.7% of the teachers approved that it helps in improvement. Similarly, Ishii (2011) surveyed learners' preferences about teachers' feedback on writing. The findings showed that learners felt structural errors important and they also preferred direct feedback for correcting their mistakes.

Maleki and Asl (2016) compared implicit and explicit corrective feedback effects on EFL learners' level of grammatical accuracy. The researchers indicated in the outcomes of the study that explicit corrective feedback tactics were more effective in grammatical accuracy while the implicit corrective feedback strategies were less influential ones. Thus, these findings suggested that direct and detailed form of corrective feedback had benefits for the students.

The researchers commented that the learners favoured immediate corrective feedback for their mistakes and considered it most effective for their language learning (Fidan, 2015; Roothooft, 2016; Tomczyk, 2013). According to some researchers the explicit correction of the errors was most frequently preferred feedback because it was easy and quick and also consumed less time (Alhaysony, 2016; Erlam, 2013; Lochtman, 2002; Maleki et. al., 2016; Ozmen & Aydin, 2015).

Demir and Ozmen (2017) explored the oral corrective feedback practices of EFL teachers including both native and non-native. Findings of the observation indicated English speaking teachers whether native or non-native had dissimilar oral corrective feedback practices in EFL classrooms in terms of favored oral corrective feedback types, the quantity of oral corrective feedback and types of errors. Similarly, the results of the follow-up interviews indicated that there were some similar and different characters between teachers' group having several dimensions on their oral corrective feedback providing feedback.

Material and Methods

This study adopted a survey research design because the study is aimed to investigate the views of the EFL learners about oral error corrective feedback. This research design helps the researcher to conduct the research easily. The survey questionnaire was

sent to the students to fill up online. In case of any query, they were also allowed to ask the researcher to fill the questionnaire properly. Through this questionnaire students were able utilize technology in their education and get online feedback for their oral mistakes through various online websites and YouTube lectures. The students also got oral CF from the researcher through Zoom link. According to Creswell (2015), survey research is a popular design in education and these research designs are utilized in quantitative researches in which investigators administer a survey to a sample or to the entire population of people to describe their views, opinions, behaviors, or characteristics.

Sampling

The sample of research study consisted of the masters level students of Mir Chakar Khan Rind University. The recruited students were enrolled in five different departments: English, Mathematics, Economics, Chemistry, and Mass Communication. The total number of the participants in this research study was 202 which comprised both the male and the female students of Mir Chakar Khan Rind University. The number of male participants in the study was 159 and female participants were 43. Table 1 shows the department and number of participants:

Instrumentation

The present study aimed to investigate the views of the EFL leaners on oral corrective feedback in Sibi, Balochistan. In this regard the researcher utilized a questionnaire for the collection of data for this research. The researcher used close-ended questionnaire to collect the data. The questionnaire of this study consisted of four parts with demographic information and 16 items which was adopted from the study of by Katayama (2007), but made some changes in the items and in the options of items of adopted questionnaire and made it an adapted questionnaire. The changes were made in the first part of the questionnaire Demographic Information and in the options of the questionnaire but the items of the questionnaire remained same. The researcher ran Cronbach Alpha Test on SPSS-24 for checking the reliability of the questionnaire. The Cronbach Alpha Statistics reliability value of the questionnaire was $\alpha = .829$. This value indicated that the questionnaire is reliable for the collection of the data of this study because minimum value for the reliability of the questionnaire is $\alpha = .6$.

The questionnaire of the present research study was adopted from the previous research study of Katayama (2007) and some changes were made in it. As the questionnaire was already utilized by Katayama (2007) and therefore, the questionnaire did not require pilot study for this research. Whereas, due to the change in the context of search site, the researcher of the present study had a pilot test of the questionnaire and for that 30 questionnaires were giving for pilot test. The results of the pilot test indicated that the questionnaire was comprehensible and it would be utilized for data collection.

The data were collected from different departments by using likert scale questionnaire from students and analysed on Statistical Package for Social Sciences (SPSS-24). Descriptive and inferential statistical tests were performed in the SPSS to answer the first research question. Moreover, the researcher performed one-way ANOVA test for the second research question in the SPSS to know the significant difference in the views of the students of different departments because one-way ANOVA is used to know the significant differences among more than two groups and therefore, this study had five departments. The data was stored electronically.

Discussion

In order to answer the first research question of the study, "What are the views of Pakistani university masters' students on oral errors correction in an EFL classroom?" descriptive statistics was performed in SPSS (Version, 24). Frequencies and percentages

were calculated to analyze the responses of 202 students on the four items clustered in the questionnaire on views of students on oral errors correction in an EFL classroom. Each item is analyzed separately in the following Tables from 2 to 5:

Table 1
Correcting errors by the students

Degree of Response	Frequency	Percentage
Always	136	67.3%
Often	26	12.9%
Occasionally	21	10.4%
Rarely	14	6.9%
Never	5	2.5%
Total	202	100%

Based on the findings depicted in the Table 2 above, majority of 80.2% (162) students accentuated classroom teachers as a primary source to rectify their errors in English speaking. On the other hand, 17.3% (35) students expressed that their classroom teacher should occasionally help them improve their oral errors. On the contrary, just 2.5% (05) negated this view. The overall findings indicated that majority of students are exhibiting a positive attitude on the correction of their oral errors in an EFL classroom. This data also implied the fact that EFL teachers need to realize their responsibilities to help students improve their grammatical competence in their spoken English.

Table 2
Correcting errors by the teachers

Degree of Response	Frequency	Percentage
Always	96	47.5%
Often	56	27.7%
Occasionally	28	13.9%
Rarely	7	3.5%
Never	15	7.4%
Total	202	100%

Based on the findings shown in the Table 3 above, majority of the 75.2% (152) students emphasized classroom teachers as a primary source to correct all the errors that learners make in speaking English. Similarly, 17.4% (35) students favoured that teachers should occasionally correct all the errors in speaking English. Whereas, 7.4% (15) students considered it ineffective. The overall findings of the table pointed out that majority of the students prefer their teachers to correct all the spoken errors in EFL classrooms. Hence, the data also inferred that teacher are required to pay attention to correct the spoken errors of the students in order to improve their grammar competence in their spoken English.

Table 3
Correction of errors by the teachers only that interfere with communication

Degree of Response	Frequency	Percentage
Always	62	30.7%
Often	55	27.2%
Occasionally	47	23.3%
Rarely	22	10.9%
Never	16	7.9%
Total	202	100%

Based on the outcomes of the Table 4 above, majority of 57.9% (117) students desired classroom teachers once again as a primary source for the correction for those errors that interfere with communication. However, 34.2% (69) students chose their

classroom teachers should occasionally correct the errors which have interference with communication. While, 7.9% (16) students expressed their lack of interest regarding this view for their correction in speaking English. The general results of the table directed that students have positive attitude on the correction of those errors that meddle with communication. Therefore, the teachers need to work on the correction of such errors in ELF classrooms in order to improve their students speaking skill in English language.

Table 4
Correction of errors by students peers

Degree of Response	Frequency	Percentage
Always	83	41.1%
Often	43	21.3%
Occasionally	26	12.9%
Rarely	36	17.8%
Never	14	6.9%
Total	202	100%

The verdicts based on the Table 5 above, 62.4% (126) students expressed that their oral errors are to be corrected by their classmates when they have group discussions. However, 30.7% (62) students desired their fellow students occasionally to correct their spoken errors. Similarly, 6.9% (14) students did not prefer their classmates for the correction of their errors in speaking English in group works. Thus, the complete findings of the table denoted that students also wanted their colleagues for their correction which shows that the students feel comfort to be corrected by their peers during discussions. The data, therefore, implies that the teachers should encourage the students to correct each other mistakes in EFL classes during group works. In this way, they can improve their grammar skills easily in English language by helping each other.
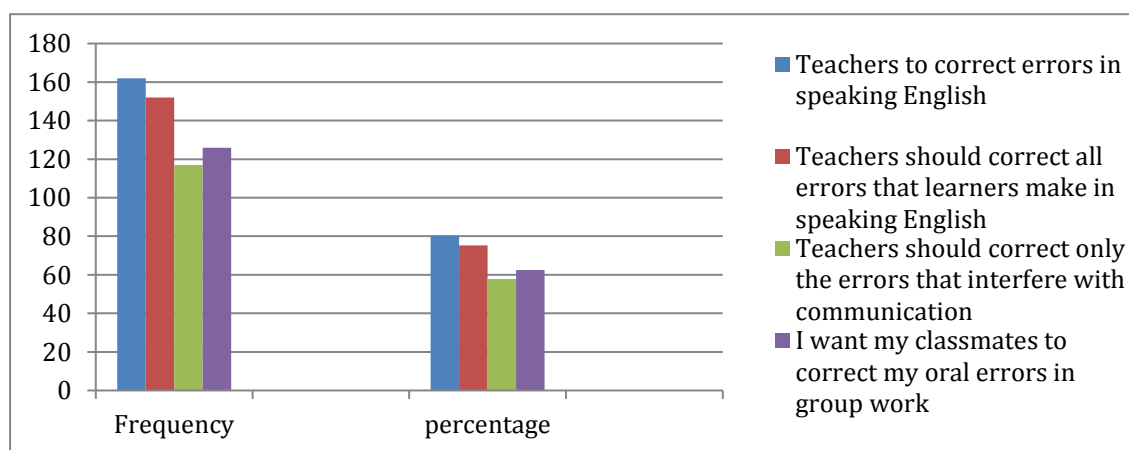

Figure 1 University students' views on oral errors correction

Findings on research question II

Is there any significant difference in the views of Pakistani university students of different departments on oral errors correction in an EFL classroom?

In order to answer the second research question of the study, "Is there any significant difference in the views of Pakistani university students of different departments on oral errors correction in an EFL classroom?", one-way ANOVA test was performed in SPSS (version, 24) of the five departments, i.e. English, Chemistry, Mathematics, Mass

Communication and Economics to know the significant difference among the five departments.

Table 5
Difference in the Views of the Students of Different Departments on CF.

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	26.771	4	6.693	.83	.50
Within Groups	1583.665	197	8.039		
Total	1610.436	201			

In the Table 6, it can be seen that there was no significant difference in the views on oral corrective feedback among the students enrolled in different departments [$F(4,197)=.83$, $p > .05$]. Moreover, eta square 0.01 calculated using Cohen's D Formula (Cohens, 1985) revealed that there was a small effect in the differences across groups. The results of the second research question pointed that students equally preferred feedback for the corrections for their errors. The findings implied that teachers need to give feedback to their pupils for spoken errors as they preferred corrections because no significant difference existed among the students of five departments.

This section discusses the findings of the present study in detail to answer the two research questions of the present research study.

Based on the findings in the section 6.1 of the first item of the first research question above, majority of the students of the Mir Chakar Khan Rind University accentuated classroom teachers as a primary source to rectify their errors in English speaking. Based on the above results, Baz, Balcikanl and Cephe (2016), Zhang and Rahimi (2014), and Truscott (1999), found in their researches that learners wanted their teachers to correct their errors in the classrooms. Similarly, another researcher conducted a research study about learners' perceptions on oral corrective feedback and remarked that teacher is the most suitable person to correct the errors, followed by self-correction and lastly peer-correction (Alhaysony, 2016).

Similarly, the results of the second item of the first research question indicated that majority of the students also emphasized classroom teachers as a primary source to correct all the errors that learners make in speaking English. Katayama (2007), also mentioned by Alhasony (2016), had a research study in Japan and the findings in the indicated that learners had positive views toward oral errors correction and desired to be corrected all the time. Similarly, Fidan (2015) has similar results that learners had positive attitude on the correction of the oral errors.

However, the results of the third item of the first research questions revealed that students desired classroom teachers once again as a primary source for the correction for those errors that interfere with communication. Tomczyk (2013) stated that "since it is a teacher who is perceived by the students as a competent, non-erring and ultimately authority (92.4% of the learners consider a teacher as the person who is supposed to correct them)" (p. 927). Mendez and Cruz (2012) believed that "when asked about the effectiveness of the teachers' correction and peer correction, 53.4% do not consider the former to be more effective than the latter; the agreed and partially agreed with this statement" (p. 72). Similarly, they remarked "all interviewees agreed that students prefer teachers' feedback rather than their classmates" (p. 73).

Moreover, the findings of the fourth item of the first research question displayed that most of the students expressed their view that their oral errors are to be corrected by their classmates when they have group works. Baz et al., (2016) stated that students desired peer correction in the EFL classrooms in Turkey. Katayama (2007) had similar findings that 50%

of the students of the research study agreed that their classmates should correct their errors in group works because peer correction is beneficial for their positive attitude.

Based on the findings in the section 6.2 of the first item of the second research question above, it can be seen that there was no statistically difference across the students of five departments in terms of their views on oral corrective feedback [F(4,197)=.83, p > .05]. The learners preferred feedback for the corrections of their errors in speaking in EFL classrooms. Lyster and Saito (2010) conducted a research in which they wanted to know the significant difference but they found no significant differences in the effect of CF in FL and L2 settings. Milla and Mayo (2013) also had an ANOVA test in their research study to find significant differences and the results showed that there was no significant difference between the proportions of uptake to each of the feedback types in the Content and Language Integrated Learning (CLIL) and EFL lessons. Similarly, Alhasaony (2016) was of the view that there was not any significant difference between high and low levels of proficiency among students and all the students were in favour of receiving CF. Moreover, eta square was calculated using Cohen's D Formula that revealed that there was a small effect in the differences across groups i.e., 0.01.

Conclusion

The findings of the data discussed indicated that learners have positive views on oral error corrective feedback. The findings of the first research question in this research study supported the results of the past research studies of different researchers as mentioned above. Moreover, the study aimed to find out the significant difference in the views students on oral error corrective feedback of the five departments. The outcomes of second research question of the present research study indicated that there is no significant difference in the views of the learners on oral corrective feedback. This signifies that all the learners equally desired for the correction of their oral errors.

Recommendations

The present study aimed to investigate the views of the Pakistani university students' views on oral corrective feedback in Sibi, Balochistan. The literature review of the past researches indicated that this topic has not been touched in this area of Pakistan. Therefore, the researcher gives some recommendations for future research.

- Teachers should give feedback to their students in their classes in the process of learning as a foreign language.
- Teachers should be encouraged to give feedback in the classrooms to help their leaners learn English comfortably.
- The researcher conducted this study in the Mir Chakar Khan Rind University, Sibi. Therefore, further research has to be conducted in the other universities of Balochistan in order to know their views on oral corrective feedback.
- Only Masters level students participated in the research and they were from five different departments and the total number of total participants was 202. Therefore, a further research is required to be conducted involving many other departments and also increase the number of the participants.
- The researcher organized this study on Masters Level. Therefore, more researches should be conducted on college level, school level and in academies where teacher is taught as a foreign language.
- The researcher adopted quantitative method and collected the data by utilizing a questionnaire. However, different methods for data collection i.e. observations, interviews may be applied to arrange a research in future.

- The researcher investigated the views of English language students about oral corrective feedback. Further research may be conducted to know the perceptions of the English teachers regarding oral corrective feedback.

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