

Types of Corrective Feedback in Language Usage Affecting learners in basic-level classes: A comparison between learners with and without a Japanese Language background

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Abstract

This research explores the types of Corrective Feedback that affect the learning of basic Japanese language learners. The types of Corrective Feedback are divided into six categories: Recast, Explicit correction, Clarification request, Metalinguistic feedback, Elicitation, and Repetition. These six categories can be further divided into two types: Input and Output.

The aim of this study is to analyze the survey results in order to find ways to improve and develop Japanese language teaching techniques at the beginner level for first-year students at Suan Sunandha Rajabhat University. The basic Japanese language learners include both those with and without prior Japanese Language background.

The survey found that for learners with a Japanese language background, explicit correction using the input method was the most effective in their learning. For learners who did not have a Japanese language background, elicitation using the output method had the most significant effect on their learning. Regarding the type of corrective feedback that had the least effect on learners, for those who had a Japanese language background, it was a clarification request using the output method, while for those who did not have a Japanese language background, it was recast using the input method.

Keywords: Corrective Feedback, Japanese language teaching techniques, The basic Japanese language learners

1. Introduction

Teaching basic Japanese is a crucial part of enabling learners to gain knowledge that can be applied to other skills in the future. Therefore, improving the teaching of basic Japanese to suit learners is essential to enhancing their learning efficiency. Therefore, the teacher should observe the learning behavior, conversation, and communication of students with teachers during teaching activities (Klinkesorn, 2021).

Since the course that the researcher teaches includes both learners with and without prior knowledge of Japanese each year, the learning experience naturally varies between those who have a foundation in Japanese and those who do not. Learners who have previously studied Japanese will progress faster than those without a foundation. To help instructors find ways to

manage classrooms where learners have different levels of background knowledge, the researcher is interested in studying and comparing the learning of basic Japanese between these two groups of learners. The study will focus on learners' understanding when given corrective feedback by instructors.

This study will survey both groups of learners regarding the types of corrective feedback that most influence their learning.

Corrective Feedback refers to correcting students' errors by the instructor, especially in foreign language classrooms, where activities require students to practice speaking, leading to incorrect pronunciation, sentence structure, or vocabulary usage. Error correction is a vital mechanism for language learning, particularly in improving learners' accuracy in using the language for communication (Lyster & Ranta, 1997: 37-66). A study of French immersion classes categorized corrective feedback into six types, as shown in Table 1.

Table 1 A study of French immersion classes categorized corrective feedback into six types

Types of corrective feedback	Definition	Example
Recast	The teacher incorporates the content words of the immediately preceding incorrect utterance and changes and corrects the utterance in some way (e.g., phonological, syntactic, morphological, or lexical)	S: きのう、あついでした。 T: きのう、あつかったです。
Explicit correction	The teacher indicates an error has been committed, identifies the error, and provides the correction	S: きのう、あついでした。 T: 「あついでした」ではなくて「あつかったです」
Clarification request	The teacher indicates that he/she has not understood what the learner said.	S: きのう、あついでした。 T: もうってください。
Metalinguistic feedback	The teacher explained any errors that occurred in the student's erroneous utterance without providing the correct answer.	S: きのう、あついでした。 T: 「あつい」はイですよ。
Elicitation	The teacher repeats part of the learner's utterance but not the erroneous part and uses rising intonation to signal the learner should complete it.	S: きのう、あついでした。 T: きのう、あつ.....
Repetition	The teacher repeats the learner's utterance highlighting the error by means of emphatic stress	S: きのう、あついでした。 T: きのう、 <u>あついでした?</u>

In oral corrective feedback, there are two main types: 1) feedback that is given directly (explicit) vs. feedback that is more indirect (implicit) (e.g., Carrol & Swain, 1993; Aljaafreh & Lantolf, 1994) and 2) feedback that provides the correct answer (input-providing) vs. feedback that encourages the learner to correct themselves (output-prompting) (Lyster, 2004; Ellis, 2006). These two distinctions can be combined into the categories shown in Table 2

Table 2

	Implicit	Explicit
Input-providing	Recast	Explicit correction
Output-prompting	Repetition Clarification request	Metalinguistic feedback Elicitation

In foreign language teaching, providing corrective feedback is crucial for learners to become aware of their mistakes and make necessary corrections. Generally, corrective feedback is used to address errors in grammar, pronunciation, and vocabulary, which are essential for developing effective communication skills in a foreign language.

2. Research Objective

To compare the Japanese language learning outcomes of students with and without prior knowledge through corrective feedback in the classroom and subsequently use the findings to improve basic Japanese teaching techniques.

3. Research Methods

This research is a quantitative study, conducted following these steps:

- 1) The researcher identified the challenges faced by basic Japanese language learners and the correction of students' speaking errors in class. The target group for the survey consisted of 51 first-year students majoring in Japanese. The basic Japanese course was conducted 3 hours per week over 15 weeks, totaling 45 hours of instruction.
- 2) The researcher reviewed related studies on language learning as a foreign language by Thai learners and error correction in language use.
- 3) The researcher planned classroom teaching activities.
- 4) The researcher implemented the teaching activity plan in the experimental classroom.
- 5) The researcher created a questionnaire to survey the students' Japanese language challenges and the error correction methods used by the instructor in the experimental classroom. The types of error correction referenced (Lyster & Ranta, 1997: 37-66). Data collection was conducted after the learners completed 15 weeks of instruction.
- 6) Data analysis from an online questionnaire was presented as a rating scale. These rating scales were calculated to find out mean and standard deviation and then translated based on criteria developed as follows:

- 4.51 $\leq \bar{x} < 5.00$ refers to the highest learning
- 3.51 $\leq \bar{x} < 4.50$ refers to high learning
- 2.51 $\leq \bar{x} < 3.50$ refers to moderate learning
- 1.51 $\leq \bar{x} < 2.50$ refers to the low learning
- 1.00 $\leq \bar{x} < 1.50$ refers to the lowest learning

4. Results

Table 3: Shows the mean and standard deviation of the types of corrective feedback in the classroom that affect the Japanese language learning of students without prior knowledge.

Types of corrective feedback	\bar{X}	S.D.	Level
1. Recast	3.53	1.02	high
2. Explicit correction	4.00	0.82	high
3. Clarification request	3.58	1.22	high
4. Metalinguistic feedback	3.63	0.90	high
5. Elicitation	4.11	1.05	high
6. Repetition	3.58	1.35	high

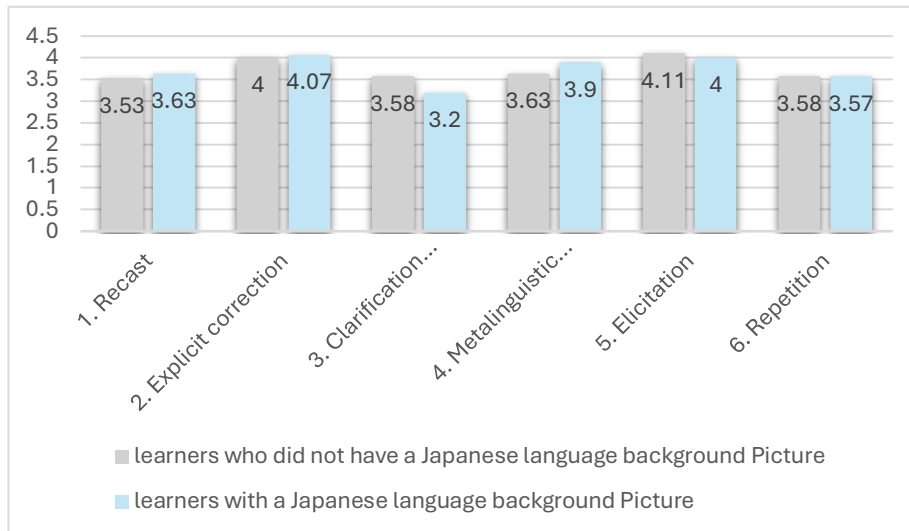
Table 3 shows that for learners without a Japanese Language background, all types of corrective feedback had a significant impact on learning. Elicitation had the highest mean score ($\bar{X} = 4.11$, $SD = 1.05$), followed by explicit correction ($\bar{X} = 4.00$, $SD = 0.82$), metalinguistic feedback ($\bar{X} = 3.63$, $SD = 0.90$), clarification request ($\bar{X} = 3.58$, $SD = 1.22$), repetition ($\bar{X} = 3.58$, $SD = 1.35$), and recast ($\bar{X} = 3.53$, $SD = 1.02$), respectively.

Table 4: Shows the mean and standard deviation of the types of corrective feedback in the classroom that affect the Japanese language learning of students with prior knowledge of the language.

Types of corrective feedback	\bar{X}	SD.	Level
1. Recast	3.63	1.00	high
2. Explicit correction	4.07	0.83	high
3. Clarification request	3.20	1.13	Moderate
4. Metalinguistic feedback	3.90	0.99	high
5. Elicitation	4.00	1.02	high
6. Repetition	3.57	1.25	high

Table 4 shows that for learners with a Japanese Language background, the explicit correction type of corrective feedback had a more significant impact on learning, with a mean score of ($\bar{X} = 4.07$, $SD = 0.83$). This was followed by elicitation ($\bar{X} = 4.00$, $SD = 1.02$), metalinguistic feedback ($\bar{X} = 3.90$, $SD = 0.99$), recast ($\bar{X} = 3.63$, $SD = 1.00$), repetition ($\bar{X} = 3.57$, $SD = 1.25$), and clarification request ($\bar{X} = 3.20$, $SD = 0.83$), respectively.

Figure1. Compare the types of corrective feedback that affect the language learning of students with learners who did not have a Japanese language background and learners with a Japanese language background.



From the comparison between learners with and without a Japanese Language background, the types of corrective feedback did not differ significantly in their effect on learning for both groups. However, elicitation had the greatest impact on learning for learners without a Japanese Language background. On the other hand, for learners with a Japanese Language background, Explicit correction was the most effective.

Regarding the types of feedback with the least impact on learning, recast was the least effective for learners without a Japanese Language background, while clarification request had the least impact on learners with a Japanese Language background.

5. Discussion

Many studies, both observational and experimental, have shown that corrective feedback helps with language learning. However, as Havranek and Cesnik (2001) (cited in Heift, 2004) pointed out, “the effectiveness of corrective feedback depends on factors like its format, the type of error, and certain characteristics of the learner, such as their verbal intelligence, skill level, and attitude towards correction.” Similarly, in the results of this study, learners with different levels of Japanese language proficiency also experienced varying effects from other types of corrective feedback. For learners with no Japanese background, the type of feedback with the least impact was recast. This could be because when teachers use recasts, learners without a Japanese Language background may not realize their mistakes are being corrected. Since they lack the background knowledge, they might not recognize that the teacher’s immediate correction is meant to fix their error. As for learners with a Japanese Language background, clarification requests had the least effect on learning. This might be because learners think that when the teacher says, “Please say again” or “Pardon, what did you say?” it could confuse students as the teacher wants students to correct, or the teacher wants to hear what students say again.

6. Conclusion

Both groups were similar in that when the teacher gave an explicit type of corrective feedback on their errors, it had a greater impact on learning than the implicit type of corrective feedback. For learners without a Japanese Language Background, output-prompting correction had the most significant effect on learning, while for those with a Japanese Language Background, input-providing correction was the most effective.

From the survey results, teachers learned methods to improve teaching as follows: In basic-level classes, when students make language mistakes, the teacher must point out the error and, when necessary, guide students toward self-correction. The teacher should frequently use methods that allow students to practice thinking and correcting themselves. Once the students have corrected their mistakes, the teacher should provide additional input.

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