

---

## **Reformatory Critiquing Strategies of Language Teachers in Students' Written Output**

**Myda Jane L. Ubilas\* & Ann Sheila C. Del Rosario\*\***

*\*Bukidnon State University, Malaybalay City, Bukidnon, Philippines*

*\*\*Bukidnon State University, Malaybalay City, Bukidnon, Philippines*

### **ABSTRACT**

*This study examined the corrective feedback strategies utilized by the Senior High School English language teachers in the General Academic Strand of Bukidnon National High School in SY 2018-2019. It also explored the challenges encountered by these teachers in providing corrective feedback to the students' output. Corrective Feedback, which can come in various strategies, is any indication to the learners that their use of the target language is incorrect. This includes several responses that the learners receive from the teacher. The findings revealed these six commonly used corrective feedback strategies of the language teachers- explicit error correction, use of error codes, indirect corrective feedback, unfocused corrective feedback, metalinguistic clues, and clarification request. The researchers discovered that while providing CF, the language teachers encountered challenges in the following areas--time constraints, teacher's lack of familiarity and competence, and students' uptake of the feedback. It is concluded that language teachers are aware of corrective feedback strategies, but this knowledge is limited. Nevertheless, regardless of the difficulties encountered, they still view corrective feedback as essential in the writing process and that the advantages still outweigh the disadvantages.*

**KEYWORDS:** *corrective feedback, reformatory critique, feedback strategies,*

### **INTRODUCTION**

The principal role of language teachers in a writing class is to offer assistance to their students for them to develop their writing proficiency in and this can be manifested through reformatory critiquing or corrective feedback which could tender a timely and useful pointer for students to learn about how incorrect their use of the language could be. Language teachers have extensively used corrective feedback to respond to students' writing, and in corrective feedbacking, teachers may employ various strategies.

Corrective feedback, interchangeably utilized in this paper as reformatory critique, refers to the input teachers give their students who could help them identify their committed errors in the use of the target language and may further give them a solution on how to treat the error. The language experts say that this feedback may contribute to language learning. Over the years, numerous studies had been conducted to identify the significance of corrective feedback in language learning. The following paragraphs discusses various the views of teachers and students about corrective feedback.

Corrective feedback is used interchangeably with the terms of negative evidence or undesirable criticism which are used commonly in the field of language teaching, acquisition, and cognitive psychology. The comment referred to here can be explicit like a grammatical explanation or overt correction or implicit like confirmation checks, repetitions, recasts, and many others (Schachter, 1991). Long (1996) offers a broader view of feedback by suggesting that teachers can teach the environmental input in terms of two categories – positive and negative evidence-- that they can provide to the learners about the target language. Two separate issues behind corrective feedback was raised, one is the choice of which error to correct, and the other is whether corrective feedback should be unclear. With regard to the first issue, an error takes place as a result of lack of knowledge while the mistake is a performance phenomenon which is reflective of processing failures like limitations of memory, lack of automaticity, or some competing plans. With this in mind, it is suggested that teachers have to focus on errors that affect overall sentence organization (global errors) rather than errors that affect a single element in a sentence (local errors) like errors in morphology or grammatical functions (Ellis, 2009; Burt, 1975; and Corder, 1967).

Numerous researchers have identified many different ways to correct errors. They have developed hierarchical taxonomies of strategies based on a theoretical view of how corrective feedback works in the acquisition. In written corrective feedback, the important distinction is between direct, indirect, and metalinguistic forms of correction. This may include explicit correction, recast, clarification request, metalinguistic clues, elicitation, and repetition (Ferris, 2011; Ellis, 2009; Lyster, 2004; Tedick&Gotari, 1998; Carol & Swain, 1993; and Ebadi et al, n.d.). In light of this claim, Ohta (2001) and Chaudron (1988) posit that if the correctors provide the correct form of the error, the learners may have the chance to compare their production with that of another as the information available in feedback allows the learners to confirm, disconfirm, and possibly modify traditional rules of their developing grammar.

The teachers' reformatory feedback on students' written error, especially when done continually, is believed to be essential as it can have students review relevant knowledge on their own, like proofreading, generating awareness of their mistakes in writing, and revising their own work efficiently, and allow them to move to the next level of automatization (Uysal& Aydin, 2017; Almuhimedi&Alshumaimeri, 2015; Rotim, 205; Suarez & Salazar, 2013; Corpuz, 2011; Park, 2010; Amrhein&Nassaji, 2010; and Lee, 2004). Reformatory feedback constitutes an ideal dimension of practice that all teachers will have to decide about how and when to correct their students' errors because the decision they make depends on their philosophy of language teaching. Hence, students' error were treated with various prevalent techniques. The most common is the utilization of explicit error correction for the reason that providing detailed comments was time-consuming; thereby making underlining and encircling errors more convenient for teachers (Uysal& Aydin, 2017; Suarez and Salazar, 2013; Corpuz, 2011; Park, 2010; Amrhein&Nassaji, 2010; and Lee, 2004). Metalinguistic feedback was also one of the chosen strategies of the teachers because they believed that students can benefit from being given an opportunity to repair their errors by responding to the prompts or clues provided by the teacher (Abaya, 2014; and Park, 2010). Infrequently, coding are used as teachers confessed that students need to be taught of the various coding prior to the feedbacking (Hyland & Anan, 2006). In looking into the when of reformatory feedbacking, immediate corrective input is preferred so students would not forget the correction (Incenay, 2011).

In this context, the problem of teachers over the unexceptional writing skills of Filipino learners persists despite the existing interventions in many schools including the Department of Education (DepEd) mandated programs to improve the writing abilities of the learners. In fact, many reach senior high school with little improvement or worst, without any progress at all. Several programs have been implemented over the years to address the need for improving the writing capabilities of the students. The DepEd has launched its Independent Cooperative Learning (ICL), a program that allows students to share their understanding or ideas about the subject concern. In adopting ICL, there is a systematic method of empowering students in attaining the desired outcomes in a certain subject. However, ICL is not solely intended for writing classes only. Other teachers, as mandated by their department head, conduct tutorials, where students who are proficient in the skill mentor those students who are in the frustration level. Their written outputs reflected their deficiency in writing more so that they commit errors even in the basic rules of grammar. As perceived by their teachers, some students lack the primary skills in writing such vocabulary, poor choice of words, and incorrect subject-verb agreement which all contribute to their weak written outputs. Writing skills are less developed because they lack the essential skills; hence, it is expected that they could not also utilize appropriate writing techniques and styles. In Bukidnon National High School, this may be understandable as these students are completers of different schools in Malaybalay; some are from public while others are from private schools. These students received different input on English language concepts as well as the training in writing.

Language teachers remained challenged to resolve the low performance in English particularly in writing. Teachers are expected to initiate effective strategies for students to learn best and perform well. With the concept of error correction in mind, it is essential to understand how teachers deal with error correction. In this study, the researcher examined the teachers' existing corrective feedback strategies and the challenges they faced in doing the task with the aim in mind that the findings of this study will not only shed light to the language teachers' corrective feedback and their challenges in providing such, but also provide a strong basis in crafting a comprehensive error pedagogy rooted to strengthen the writing ability of learners.

## **CONCEPTUAL FRAMEWORK**

This study finds anchorage in theories and hypotheses that justify the provision of corrective feedback. Although some of these were initially proposed for spoken communication, still it can be of support to written error correction because speaking and writing have particular similarities.

In his Noticing Hypothesis, Schmidt (2010) explains that second language learning is possible if learners have a certain degree of noticing. Thus, the provision of corrective feedback makes sense if learners are capable of noticing and attending to the correction so they can interpret and process the corrections right away. They must be aware of the incoming input and make an internal comparison between their output and the correct versions. This is a step necessary to convert the input into uptake to activate longer-term processes of language development. With this, one can say that corrective feedback is an integral part of teaching practices.

---

Another support for the treatment of learner errors originates from the Interaction Hypothesis of Long (1996) and the Output Hypothesis of Swain (2005). Both theories describe the process of interaction in learning where learners receive input in interaction and receive feedback and produce output. Long's (1983) Interaction Hypothesis stresses the significance of the right kind of exposure to correction. This theory gives particular importance to the negotiation of meaning or interactive work which happens when a speaker's utterance or written work is not well-defined. To resolve communication breakdown, corrective feedback in the form of clarification requests, confirmation and comprehension checks takes place.

Aside from theoretical positions, a substantial explanation for the treatment of learner errors can also be derived from socially oriented accounts such that of Sociocultural Theory of Lantolf (2011) which was built from Vygotsky's (1978) social constructivism. The theory views that a person's self-regulation mental functioning is achieved when there is external support. With the provision of scaffolding by the teacher or a more advanced language user, the learner gradually becomes more independent. Thus, corrective feedback could be viewed as potentially relevant for learning provided that the learner is moving concerning what constitutes his ZPD at present.

Moreover, Budden (2008) posits that it is a dilemma for the teacher to correct an error because it is tricky to know when and how to go about it. To address this concern, there are distinct classifications for corrective feedback strategies proposed by different researchers. Lyster and Ranta's (1997) classification consists of six different categories. Namely clarification request, explicit feedback, recasts, metalinguistic feedback, elicitation, and repetition is mainly used for learners' oral productions, but with little modification, teachers could use for writing activities. Unlike that of Lyster and Ranta (1997), Burke and Pietrick's (2010) their classification focuses on the quality of feedback. Their evaluative and advisory types of feedback look at the writing performance of the learners with the aim of improving the quality of the learners' written piece.

Further, the classification of Ellis (2008) which is primarily used in this study, comprises of six major categories, (1) direct corrective feedback, (2) indirect corrective feedback, (3) metalinguistic clues, (4) focus of the feedback, (5) electronic feedback, and (6) reformulation. Direct corrective feedback is a strategy where the teacher provides the correct answer to the student. This feedback can be in the form of crossing out inaccurate word or phrase and inserting or writing the correct form near the incorrect one. It provides explicit guidance to students on how to correct their errors.

As for indirect corrective feedback, the teacher could indicate that there is an error but does not give an accurate answer. It can take two forms, indicating and locating error or indication only. Teachers can employ this strategy by underlining errors or by placing a cross in the line where the error can be located. Sometimes, inaccurate words are enclosed in a box or a circle. As noted by Ellis (2008), indirect feedback may guide learners to solve their problems.

The third strategy as posited by Ellis (2008) is metalinguistic clues that involve either the use of error codes or brief grammatical descriptions. In utilizing this strategy, the teacher provides the learners with some form of precise comment about the nature of the error they committed. For the usage of error codes, these can consist of abbreviated labels for different types of errors, while in brief grammatical descriptions, the student is guided on how to correct the error by the provided clue.

---

Another type of strategy can be dependent on what to correct. This strategy can either be focused or unfocused corrective feedback. Unfocused corrective feedback seeks to correct all errors of students regardless of how many types there are, while focus corrective feedback selects only one type of error to correct. Then there is electronic feedback where the students receive a hyperlink to a file where they can read input about the nature of the error they committed. The last corrective feedback strategy enumerated by Ellis (2008) is the reformulation. The students' work is rewritten to make it accurate, the job then of the students is to identify, from the reworded text, which to retain and reject.

## **METHODOLOGY**

### **Research Design**

This study utilized descriptive research which is used to describe the corrective feedback strategies used by language teachers who are teaching General Academic Strand in the senior high school. This design is particularly used in this study to obtain information about the current situation to gain an understanding of the phenomena under investigation (Cristobal & Cristobal, 2017).

### **Research Locale**

As Bukidnon National High School – Senior High School, which is located in the heart of Malaybalay City, is considered the largest senior high school in the city, it was chosen as the locale of the study. It offered all the strands in SHS with 30 sections per grade level. Each class is composed of an average of 45-60 students. The school is composed of 70 teaching force headed by an assistant school principal.

### **Participants of the Study**

There were two groups of participants in the study, the language teachers teaching in the senior high school and the Grade 12 General Academic Strand (GAS) students from Bukidnon National High School. The teachers were the nine Grade 12 General Academic Strand (GAS) language teachers. They are graduates of different universities in the region and had varying backgrounds in teaching English as they completed any of the three Bachelor courses: Bachelor of Secondary Education major in English, Bachelor of Arts in English, and Bachelor of Science in Development Communication. As for their additional educational qualifications, some of these teachers were on the process of finishing their Master's degree. Additionally, majority of these teachers are novice, those who are in the teaching force for three to five years. While only three of them are in teaching for more than 15 years already.

The other group of participants was the 45 students who came from one of the classes of the General Academic Strand (GAS) in Grade 12. As GAS students may enrol in any course in college because they are given the chance to weigh their options, unlike those enrolled in the other strands, and since GAS has the biggest population BNHS-SHS Grade 12 classes, this strand was deemed appropriate for the study. Moreover, these students were completers of the Grade 10 curriculum and had higher English classes since Grade 11. This class is particularly chosen as it is a heterogeneous class. In terms of depth of background in English and training and ability in writing, these students vary since they are products of both private and public schools. Thus, the input and the preparation they received were different.

---

### **The Data Text**

The utilized data text is the descriptive essays of the grade 12 GAS students. The teacher who handled the class administered the essay writing, but the researcher was there to assist. This was administered during their instructional time in English subject. After the essay writing activity, the outputs were collected, and the number of output was divided among the teachers for their feedbacks. The corrected essays were examined thoroughly by coding the corrected feedbacks identified in the students' papers. Then, the coded corrective feedbacks were subjected to validators' inter-coding to check the validity of the results. Then, the feedbacks identified were counted and the equivalent percentage of each strategy was obtained to get the statistical data of the result.

### **Data Gathering Tools and Technique**

The researcher utilized a researcher-modified questionnaire, focused group discussion and codebook for coding the essays as data gathering tools.

First, the researcher used a modified questionnaire developed by Lee (2004). The survey questionnaire for the teachers targeted to identify the teachers' perspective, challenges faced, and practices in providing corrective feedback in written form. It comprised of questions about teachers' years of teaching experience, their opinion, their principles in choosing errors, and their choice providing feedback.

Another data gathering technique used is the focus group discussion. The researcher adopted FGD motive questions from Lee (2004) that were raised during the FGD session. Experts had validated these questions before the conduct. The transcripts of the FGD were transcribed, and the relevant answers were all taken down from the transcripts and were used to substantiate the discussion of the paper. Modifications were made to suit it to the study, then was subjected for validation by two language experts.

Also, a guidebook for the inter-coding was prepared. It contained a list of coded corrective feedback strategies gathered from varied sources and were explained so the inter-coders will have a guide in coding the corrective feedbacks in the essays of the students. The listed corrective feedbacks were defined and described and were also provided with specific examples for easy reference.

### **Data Gathering Procedure**

The data gathering commenced after all the approval letters were signed and the necessary protocols were already followed. The researcher asked permission to conduct the study from the principal of Bukidnon National High School and the assistant principal of the Senior High School Department.

When the approval was sought, the teachers were then called for a meeting and informed by their assistant school principal about the research. During the meeting, the researcher strategized by distributing the questionnaires to the teachers ahead of time to facilitate its retrieval during the next visit of the researcher. The essays were primarily used as the data source in this study.

For the essay, the researcher prepared a writing prompt for the specific genre which was also the topic of the class. The reference for the writing prompt was the curriculum guide of the Language Arts and Multiliteracies of Grade 12. After the essays were collected, these were

---

distributed evenly to the 12 language teachers who were participants of this study for their corrections and feedbacks. Because there were at least 45 students, each teacher received a minimum of 4 essays to check.

The researcher retrieved the questionnaires from the Grade 12 language teachers as well as the essays during the scheduled meeting for the Focus Group Discussion which was arranged by their school principal. There was 100% retrieval of students' essays and filled-out questionnaires. The FGD was done during lunch time so no classes will be interrupted by the activity.

The collected corrected essays were coded by the researcher identifying the corrective feedbacks utilized by the language teachers. These were then distributed to two language experts who served as inter-coders in the study. When the essays were retrieved from the experts, the researcher employed frequency count and percentage to identify the feedback strategies utilized by the teachers in the essays of the students.

### **Intercoder**

The study's intercoders were two language teachers of the College of Arts and Sciences, Language and Letters Department of Bukidnon State University who are both in pursuing their doctoral. They are at the same time teachers of the Master of Arts in English Language and English Language Teaching graduate programs and have been in the profession for quite some time. Aside from this qualification, they have also attended various training and workshops that help them with their professional growth. With the education they have and the training they acquired as university teachers, they are regarded experts of the field, more specifically of the research topic. The validators were provided with the codebook for easy reference of the corrective feedback strategies defined and explained by the language experts.

### **Treatment of Data**

The researcher used frequency count and percentage to identify the most prevalent corrective feedback strategies used by the teachers.

## **RESULTS AND DISCUSSION**

This section presents the results of the study, a contextualized discussion reflective of the teachers' corrective feedbacking strategies and problems they encountered in providing it in students' written output as well as relevant literature to support the findings and discussion.

### **Corrective Feedback Utilized by Language Teachers**

Table 1 presents the prevalent error corrective feedback strategies that senior high school teachers use in their students' papers.

The results showed that most of the participants provided explicit corrective feedback in the essays of their students. This corrective feedback strategy comprises 47% of the strategies used throughout the 42 compositions of the students. Explicit error corrective feedback was noted 320 times out of the total number of 678 feedback strategies identified.

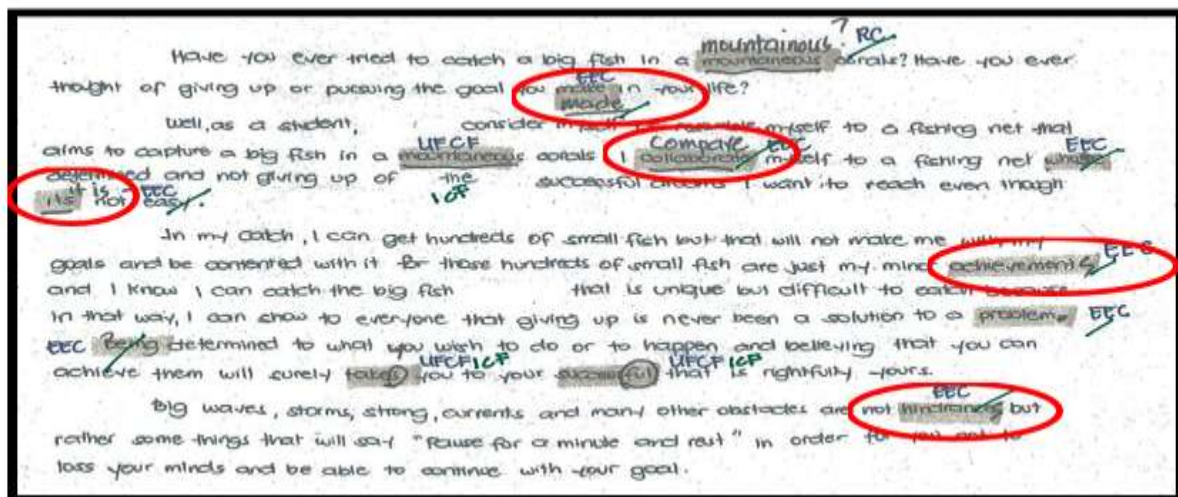
Table 1.

Error corrective feedback strategies that teachers utilize in checking the written output of their students

Error Corrective Feedback Strategy	F (N = 678)	%
1. Explicit Error Corrective Feedback	320	47%
2. Recast	0	0%
3. Clarification Request	10	1%
4. Metalinguistic Clues or Metalinguistic Corrective Feedback	48	7%
5. Questioning the Learner or Elicitation	0	0%
6. Indirect Corrective Feedback	67	10%
7. Indication Only	0	0%
8. Use of Error Code	181	27%
9. Brief Grammatical Description	0	0%
10. Focused Corrective Feedback	0	0%
11. Unfocused Corrective Feedback or Comprehensive Error Correction	52	8%
12. Reformulation	0	0%
<b>Total</b>	<b>678</b>	<b>100%</b>

Explicit error correction is a strategy where teachers locate the errors of the students and immediately provide the correct form. In explicit error corrective feedback, the teacher-participants indicate that an error has been committed, identifies the error, and provides correction (Tedick&Gotari, 1998; Ellis, 2009; Park, 2010; Ferris, 2011; Suarez and Salazar, 2013; Abaya, 2014; Uysal and Aydin, 2017; and Ebadi et al, n.d.). There are several ways to mark errors explicitly. It could be through underlining single erroneous words or entire sentences, or by encircling or crossing out items (Ferris, 2011; and Ellis, 2008).

Frame 1 is a sample corrected paper where the overt error corrective feedback was utilized extensively.





---

Frame 1

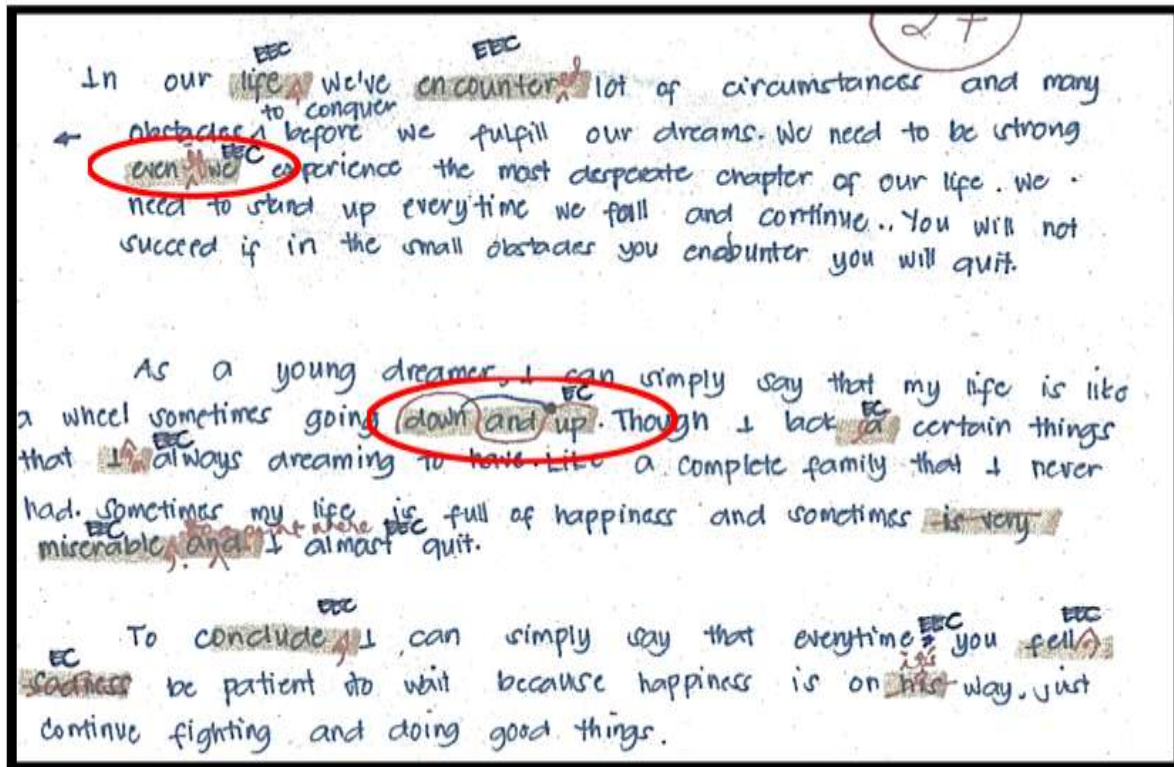
The explicit corrective feedback strategy is particularly easy for the teachers to use since they do not need to add input about the errors of the students; they simply supply the correct form. This way, students practice independent learning as they have the freedom to analyze their errors and review the concepts behind them. It was also reported that explicit feedback helps the students learn what the target form is because their errors are pointed out and correct answers are provided. Students can go back to the previous concepts they have learned to confirm the correct form given by the teacher (Abaya, 2014; Suarez & Salazar, 2013; and Park, 2010).

This result can be validated by the teacher-participants' responses in the questionnaire when they wrote that they use certain corrective feedback because they believed that it is the strategy suitable for the amount of time they have. The use of this strategy is less time consuming compared to giving a detailed discussion of the students' errors (Abaya, 2014).

Aside from the amount of time that the teachers have, it could also be attributed to the fact that the students opt to have the correct form of their errors reflected in their papers; hence, the teachers may have this strategy practiced for a long time. This could be validated by the results of the various studies (Park, 2010; Lee, 2004; and Corpuz, 2011) conducted on students' perception of the teachers' corrective feedback. It can be inferred in the results of these studies that the students perceived the explicit correction of the teachers to have been more useful than other forms of corrective feedback.

Second mostly used corrective feedback strategy is the use of error codes which is roughly around 27% of the total corrective feedback utilized by the teacher. In this strategy, the teacher locates the error and corrects it through the use of symbol which includes copyreading symbols. The application of error codes is the use of correction symbols to refer to the location and type of student's mistake in the written output (Fardouse, ND; Lee, 2004; Ellis, 2008; Corpus, 2011; Ferris, 2011). As reflected in the corrected students' essays, most of the utilized copyreading symbols were delete, close up space, transpose elements, insert, begin the paragraph, and add a space.

Frame 2 contains an extract of a sample paper where error codes were utilized.



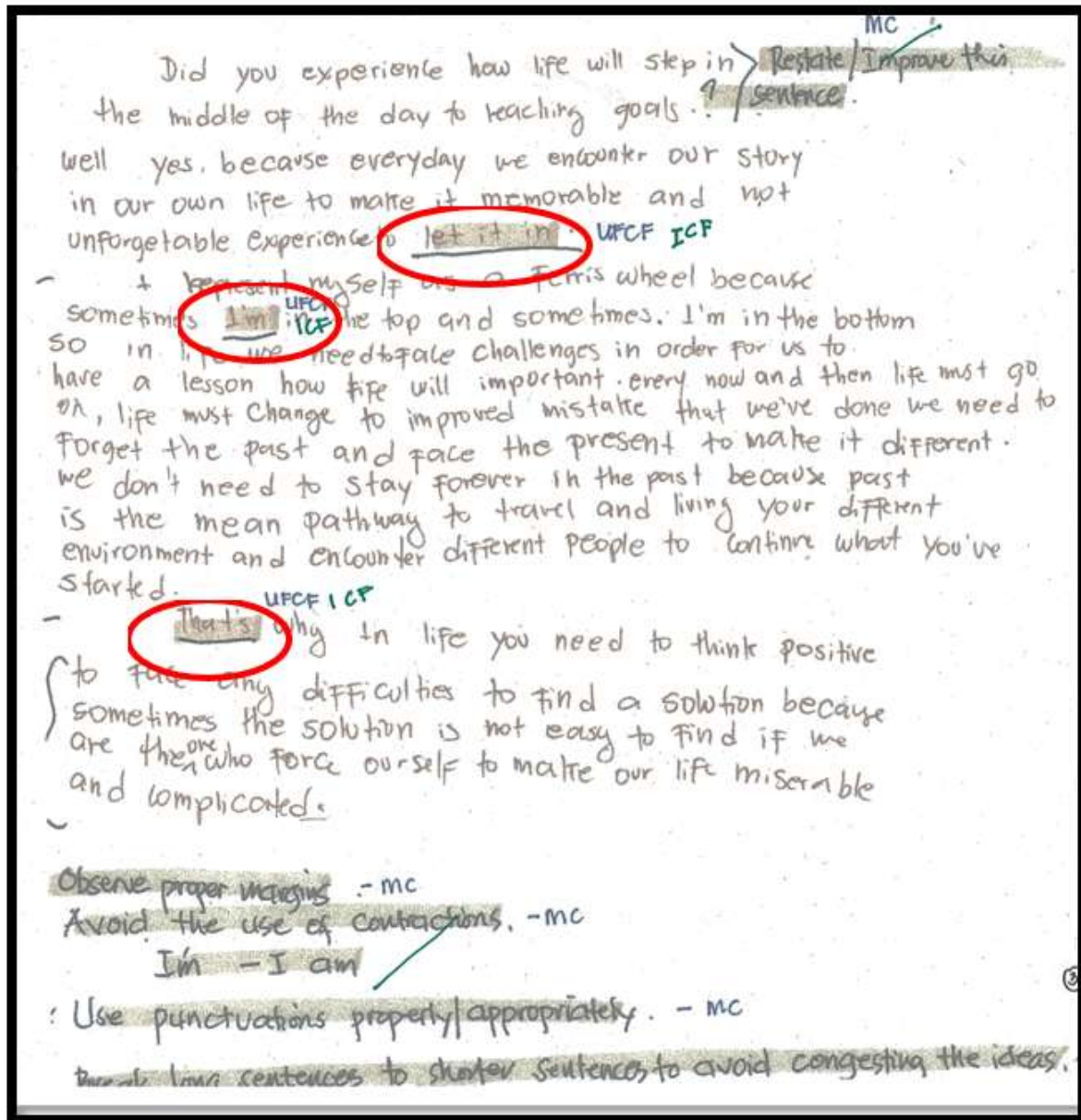
Frame 2

The use of error codes can also involve the utilization of abbreviations for concepts and symbols after identifying and marking the errors. Then, the teacher writes these codes either in the body or in the margins of the paper. This further means that students should find out the errors they made from the symbols and rewrite with the corrected mistakes (Ellis, 2008; Riddell, 2001; Hedge, 1988).

As expressed by the teacher-participants in the FGD, this strategy is less utilized among them because coding is somehow complicated. One has to be very familiar with the correct coding symbols and these symbols should be introduced and discussed to students as well. As voiced by the students in the study of Ellis (2008), they could not correct their errors on their own because they do not understand the coding the teachers used.

Third is the indirect error correction which made up 10% of utilized feedback by the teachers. This is when teachers indicate that there is an error in the written work but does not provide any correction (Lee, 2004; Ferris, 2011; Ellis, 2010). Indirect corrective feedback occurs when the teacher indicates in some way that an error exists but does not provide the correction, thus leaving it to the student to find it. Since learners are exposed to guided learning and problem solving, this strategy may lead to reflection about linguistic forms that may foster long-term acquisition (Eslami, 2014; Ferris & Robert, 2001; and Lalande, 1982).

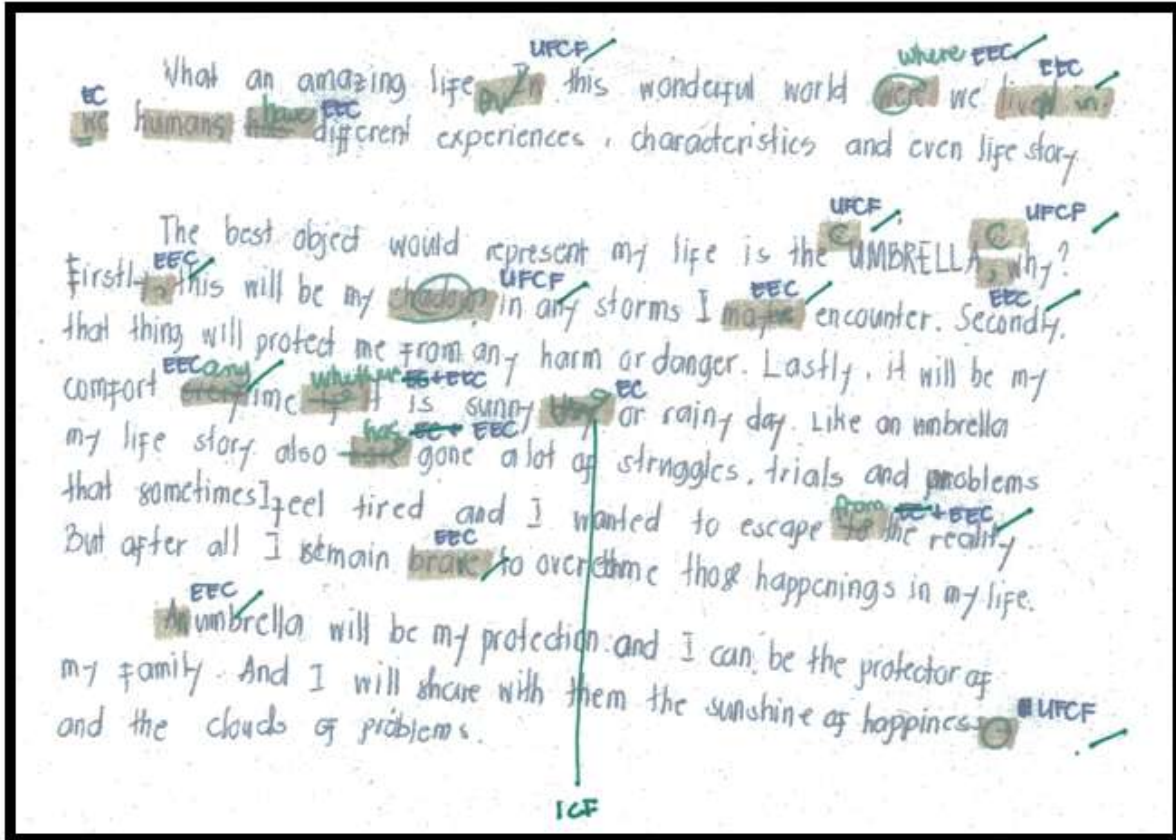
Frame 3 exhibits how the high school teachers utilize indirect corrective feedback in checking student's written output.



Frame 3

Another corrective feedback strategy utilized by the teachers which are used minimally is unfocused corrective feedback or comprehensive error correction concentrates on the form of the language. It focuses on all the errors in form extensively. In this strategy, the teacher attempts to correct all or most of the students' errors and does not select one or two specific types of errors to correct (Ellis, 2010; and Lee, 2004). It is advantageous to identify the range of errors (Ellis, 2010), although it may be hard to use if the learner needs to focus on a lot of corrections (Ellis, 2010) and students will have to receive a considerable amount of corrections on a large piece of writing and will not be able to check all their errors (Ferris, 2011).

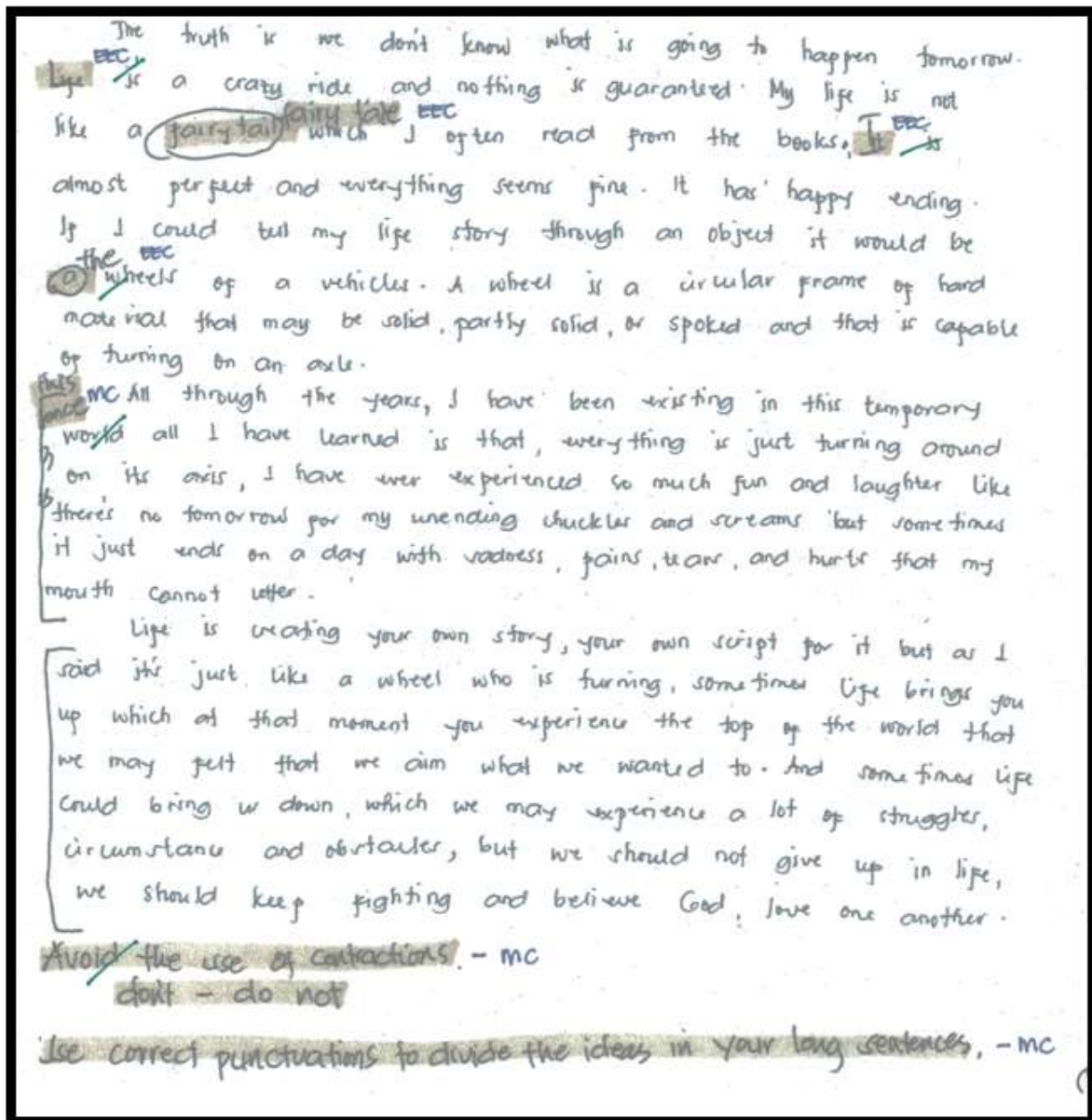
Frame 4 contains the extract of another sample essay where the utilization of unfocused corrective feedback can be seen.



Frame 4

Metalinguistic feedback contains comments, information, or question-related to the students' written output, without explicitly providing the correct form, (Tedick&Gotari, 1998; Ellis, 2008; Park, 2010; Abaya, 2014). This feedback is mainly favorable to students since a brief explanation of the type of error is provided. Thus, erroneous answer is not immediately rejected but acknowledged and learners are further given the prospect of repairing their work on their own (Abaya, 2014; Hadjer, 2013; and Park 2010). However, the downside of this could be that there are so many papers to check and very little time to do it, especially when there are so many students in one class (Abaya, 2014).

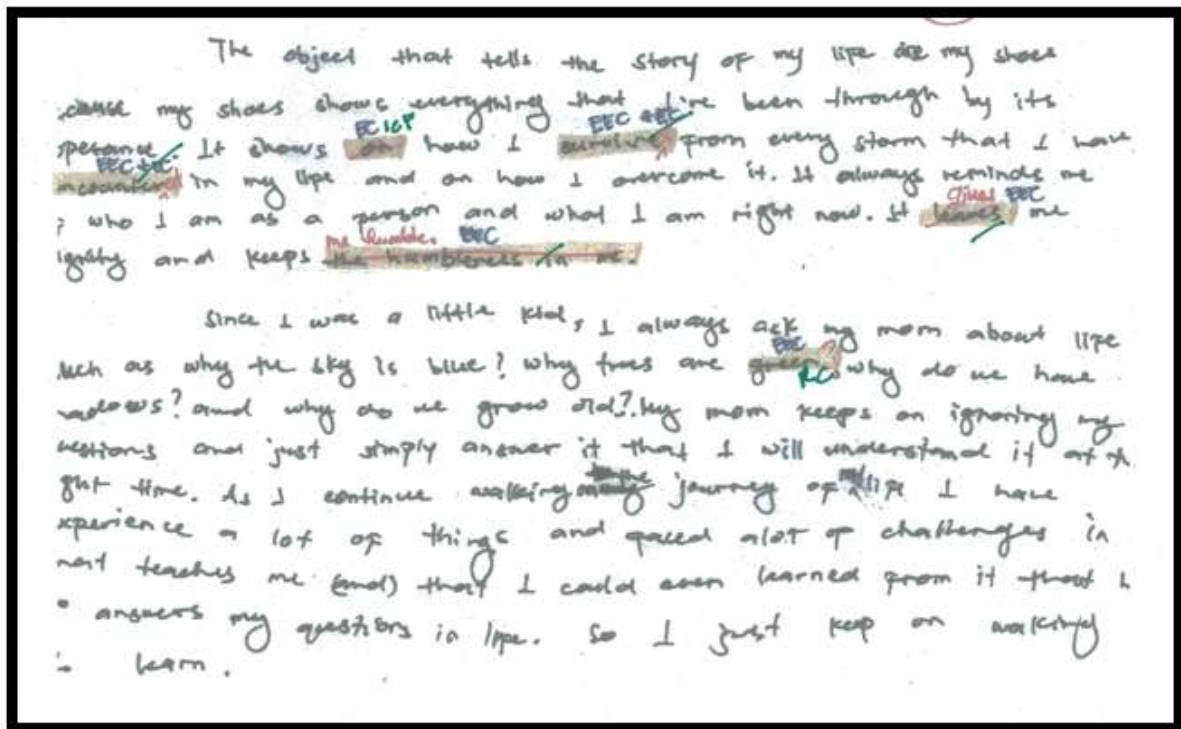
Frame 5 shows that the teacher provided metalinguistic clues as corrective feedback to the learners.



Frame 5

The least strategy to have been utilized is clarification request where the corrector indicates that the message has not been understood or that the students' answer contains some kind of mistake and that a reformulation is required (Lyster&Ranta, 1997). Beneficial effects may be attributed to clarification requests as it may result to learners' successful self-repair (Golshan, 2013).

Frame 6 presents that the message of the student has not been understood.



Frame 6

Interestingly, the results of the study showed that none of the teacher participants utilized recast, elicitation, brief grammatical description, focused corrective feedback, and reformulation. As Tedick and Gotari (1998) explained, in recast, the teacher reformulates the students' answer without indicating that there is an error while elicitation, according to Lyster and Ranta (1997) is a form of feedback asking students about their answers and that this type of strategy could be mainly used for learners' oral production but not so much for written pieces. For a brief grammatical description, the teacher has to provide a short grammatical description for the error committed by the student, Ellis (2008) and focused corrective feedback, as claimed by Ellis (2008), focuses on one type of error only. Ellis (2008) also posited that reformulation is reformulating the entirety of students' answers.

The following unadapted corrective feedback strategies either require the teacher to provide a detailed discussion of the error or reformulate the students' written work. These processes are simply not possible for the teacher to do. First, these processes would need teachers to spend a lot of time in correcting students' output. As they explained in the FGD, as much as they wanted to provide detailed corrective feedback to all the written outputs of their students, they could not do it because of the time constraints. They have a big class size and they have very limited time to do corrective feedback, thus they strategize on how to provide error correction by utilizing the less time-consuming ones. It would also mean that by providing these types of error correction strategies, they would need to discuss their corrections to their students. Perhaps, this could be the reason why these strategies were unexplored by the teachers.

---

## **Challenges Encountered by the Teachers in Providing Feedback to Students' Written Output**

The second research question aimed to identify the challenges encountered by language teachers in providing corrective feedback to students' written output. As reflected in the accomplished research questionnaire retrieved from the participants and confirmed during the FGD, the said problems can be summarized into three: time constraints, teachers' lack of familiarity to various corrective feedback strategies, and students' uptake of the feedback.

One of the challenges encountered by the teacher-participants in terms of providing corrective feedback is the lack of time. This can be seen in Frame 7 where an extract of one of the teacher's responses in the questionnaire can be seen. According to the teachers, time is essential in providing feedback to 45-60 students' output in a class. The number of output would have an expected time of 30 hours to completely check and give feedback to each of the outputs that are if 10 minutes will be spent on each paper.

Teacher A

*Giving/Providing error feedback to each of my students is beneficial however it is so time-consuming that the vacant time of the teachers is not enough to do the task.*

Frame 7

In Frame 7, the teacher acknowledges the benefit of providing corrective feedback to the written output of the students, but she also expressed that it is very time-consuming if all of the students would be provided with one. Even the vacant time would not be enough to complete the task. In reality, spending 30 hours in merely correcting outputs is not doable. First, a teacher has a lot of tasks to do like handling advisory work, lesson preparation, research, reports, consultations etc. Thus, one cannot afford to devote majority of his time in checking papers. Second, there are more than 20 competencies to accomplish within the quarter and exhausting the energy of the teacher in just one or two competencies will most likely sacrifice the other competencies. Teachers can use corrective feedback, but they must ensure that only the frequent errors will be corrected since it will be too time consuming to correct all errors of students (Suarez & Salazar, 2013; Corpuz, 2011; and Park, 2010).

The second major challenge in providing corrective feedback is the teacher's lack of familiarity to various corrective feedback strategies. Teachers claim that they have little background on corrective feedback and that some of them have limited knowledge on grammar rules. This can be seen in Frame 8 which contains the teachers' responses lifted from the questionnaire.

It can be inferred from their responses that teachers handling writing classes might not be an expert of all grammatical rules. Moreover, the teacher also said that error correction rules were not common knowledge among teachers especially that not all teachers handling writing classes are graduates of education courses.

Teacher B:

*Some of us, English teachers are not well-versed w/ grammar rules where it is not our forte maybe but some of us are good at literature & oral communication.*

Teacher C:

*Some rules in error correction are not common and teachers do not know about them. Some symbols used are only known to those who are handling purely writing & or proofreading.*

In the senior high school, the language teachers are graduates of either BSE-English, BS Dev-Com, or AB English, which means that they received different input in pedagogical content knowledge which could be a factor attributed to the findings of this study.

These English teachers may indeed be very competent in one aspect of the language, e.g. grammar, literature, oral communication, etc. However, some may not even be familiar with complex grammatical rules; others may not have any background on correcting errors and not even familiar with proofreading. Thus, it may be an overstatement that English teachers are experts in writing, correcting errors and giving feedback.

Abdissa and Kelemework (2014) argue that teachers may have a low theoretical orientation about feedback, particularly in writing. Hence, they also lack concrete skills for implementing feedback may have received insufficient input from seminars, workshops, and training in language teaching (Suarez & Salazar, 2013; Guenette, 2012; and Hyand& Anan, 2006).

Salazar and Suarez (2013) agree to this that teachers may have little preparation for error correction and that they may have received insufficient input from seminars, workshops, and training in language teaching. Also, Guenette (2012) discusses that teachers must find the most helpful, realistic, and productive way of feedbacking teachers giving feedback must have adequate knowledge of grammatical rules and stylistic differences, so they can better provide accurate feedback to students (Hyland and Anan, 2006).

Another challenge for teachers is the varied competence level of learners. The students come from different backgrounds, some graduated from private schools, and others completed junior high school in public schools. Although all students were taught the same competencies, the retention and development still vary. As observed, some students understand faster than others, while some need constant guidance and close monitoring. This then posts another challenge for teachers in providing corrective feedback. Students have a hard time correcting their errors even if they are taught how to do it because they do not understand the basic concept behind it. Hence, they tend to commit the same mistakes repeatedly.

Frame 9 is also an unedited statement of the teacher from the questionnaire.

Teacher D

*Even if the I had provided feedback on students output and corrections on their papers, the students still have a hard time applying the corrections and thus, making the same mistakes/errors repeatedly.*



Learners were conscious of their teachers' corrective feedback but they did not fully understand it especially when their teachers used codes and that could not correct their errors because they did not know about the grammar rules and concepts presented (Almuhimedi & Alshumaimeri, 2015; Abdissa & Kelemework, 2014; Corpuz, 2011; and Lee, 2004). It was pointed out that students' errors must not only be treated but learners must be actively involved in the corrective feedback provision as well (Almuhimedi & Alshumaimeri, 2015). The corrective feedback strategies that teachers apply in correcting the written outputs of their students vary as the language teachers have somehow reflected on what strategies they would employ especially that they face challenges in doing the task. It is also worth noting that student engagement in the error correction process matters since it was claimed by the teachers that students better perform when they are actively involved in correcting their papers.

## CONCLUSIONS

Based on the results and findings of the study, the following conclusions were drawn: (1) the limited corrective feedback strategies utilized by the teachers mean that their reformatory critiquing practices are wanting; and (2) various factors constrain the teachers' practices of corrective feedbacking, hence, teachers may have difficulty in carrying out this activity into their students' output and the practice of feedbacking may not be effective to some students.

## SUGGESTIONS AND RECOMMENDATIONS

Because of the findings and conclusions drawn, the following recommendations are given: (1) it is strongly recommended that the teachers undergo retooling activities through seminars, training and write shop on various available and effective feedbacking strategies to address the limited and repetitive corrective feedback strategies they utilized; (2) teachers may be deloaded of other tasks to give them more time to thoroughly provide comprehensive feedback to their students' output; (3) reduction of the number of students in a writing class may also work to effectively practice feedbacking on their students' output because the smaller the number of outputs to feedback, the more effective the feedbacking would be; (4) the learners may be introduced to the varied corrective feedback strategies to improve their uptake to the teachers' corrective feedback; and (5) future ELT researchers may undertake a more in-depth investigation in the same research topic but within a wider scope of inquiry.

## REFERENCES

- i. Abaya, R. (2014). Corrective Feedback in English Language Teaching and Learning: Which Way to Go? *International Studies on Studies in English Language and Literature*, Retrieved from <https://www.arcjournals.org/pdfs/ijSELL/v2-i10/2.pdf>.
- ii. Almuhimedi, R., & Alshumaimeri, Y. (2015). Effective Error Correction in Grammar Classes: A Students' Perspective. *American International Journal of Contemporary Research*, Retrieved from [www.aijcrnet.com/journals/Vol\\_5\\_No\\_6\\_December\\_2015/18.pdf](http://www.aijcrnet.com/journals/Vol_5_No_6_December_2015/18.pdf).

- iii. Amrhein, H., & Nassaji, H. (2010). Written corrective feedback: what do students and teachers prefer and why? *Canadian Journal Applied Linguistics* , Retrieved from <https://files.eric.ed.gov/fulltext/EJ944129.pdf>.
- iv. Budden, J. (2008). Error Correction. Retrieved from <https://www.teachingenglish.org.uk/article/error-correction>.
- v. Burke, D., & Pietrick, J. (2010). giving students effective written feedback. Retrieved from [http://www2.wlv.ac.uk/celt/Projects/historians\\_reflect/Toolkit\\_References-Tutor\\_Version.pdf](http://www2.wlv.ac.uk/celt/Projects/historians_reflect/Toolkit_References-Tutor_Version.pdf).
- vi. Chaudron. (1998). A brief analysis of ccorrective feedback in oral interaction. *Journal of Language Teaching and Research*, Retrieved from <http://www.academypublication.com/issues/past/jltr/vol01/03/21.pdf>.
- vii. Cinar, S. (2017). efficacy of corrective feedback on l2 writing of efl students. *European Journal of Language and Literature Studies*, Retrieved from [journals.euser.org/index.php/ejls/article/view/2057/2017](http://journals.euser.org/index.php/ejls/article/view/2057/2017).
- viii. Corpuz, 2. (2011). Error Correction in Second Language Writing: Teachers' Beliefs, Practices, and Students' Preferences. Retrieved from [https://clear.msu.edu/files/2514/0329/3290/Fall\\_2007\\_Newsletter-\\_Error\\_correction.pdf](https://clear.msu.edu/files/2514/0329/3290/Fall_2007_Newsletter-_Error_correction.pdf).
- ix. Crosby. (2013). error correction is an essential strategy for leaners while some insist that error correction has a number of adverse impacts. Retrieved from [repositorio.unan.edu.ni/1109/1/784.pdf](http://repositorio.unan.edu.ni/1109/1/784.pdf).
- x. Hyland, K., & Anan, E. (2006). Teachers' perceptions of error: The effects of first language and experience. *System*, Retrieved from [http://www2.caes.hku.hk/kenhyland/files/2012/08/Teachers-perceptions-of-error\\_the-effects-of-first-language-and-experience.pdf](http://www2.caes.hku.hk/kenhyland/files/2012/08/Teachers-perceptions-of-error_the-effects-of-first-language-and-experience.pdf).
- xi. Inceay, V. (2011). Foreign language learners' beliefs about grammar instruction and error correction. *Procedia: Social and Behavioral Sciences*, Retrieved from <https://www.sciencedirect.com/science/article/pii/S1877042811008536>.
- xii. Larsen-Freeman. (2003). Teaching Grammar. Retrieved from [https://www.uibk.ac.at/anglistik/staff/freeman/course-documents/tesfl\\_-\\_teaching\\_grammar.pdf](https://www.uibk.ac.at/anglistik/staff/freeman/course-documents/tesfl_-_teaching_grammar.pdf).
- xiii. Lee. (2004). Error Correction in L2 secondary writing classrooms: the case of Hong Kong. *Journal of Second Language Writing*, Retrieved from <https://www.sciencedirect.com/science/article/pii/S1060374304000360>.
- xiv. Lightbown, P., & Spada, N. (1999). Languages are learned. Retrieved from <https://www.birmingham.ac.uk/Documents/college-artslaw/cels/essays/secondlanguage/Dawson2.pdf>.
- xv. Loewen, S. (2007). Error correction in the second language classroom. *Clear News*, Retrieved from [https://clear.msu.edu/files/2514/0329/3290/Fall\\_2007\\_Newsletter-\\_Error\\_correction.pdf](https://clear.msu.edu/files/2514/0329/3290/Fall_2007_Newsletter-_Error_correction.pdf).

- 
- xvi. Long, M. (2013). Perspective on error correction. Retrieved from [https://link.springer.com/chapter/10.1007/978-3-642-38436-3\\_2](https://link.springer.com/chapter/10.1007/978-3-642-38436-3_2).
- xvii. Park, H. (2010). Teachers' and Learners' Preferences for Error Correction. Retrieved from [https://csus-dspace.calstate.edu/bitstream/handle/10211.9/302/thesis\\_pdf.pdf?sequence=1](https://csus-dspace.calstate.edu/bitstream/handle/10211.9/302/thesis_pdf.pdf?sequence=1).
- xviii. Ranta, L. a. (1997). Oral corrective feedback. Oxford Academic: ELT Journal, Retrieved from <https://academic.oup.com/eltj/article/68/2/196/382100>.
- xix. Rotim, I. (2015). Learners' Attitudes towards Error Correction in EFL writing. Retrieved from <https://repozitorij.ffos.hr/islandora/object/ffos:161/preview>.
- xx. Schmidt. (2010). Attention, Awareness, and Individual Differences in language learning. Retrieved from <http://nflrc.hawaii.edu/PDFs/SCHMIDT%20Attention%2C%20awareness%2C%20and%20individual%20differences.pdf>.
- xxi. Shi, G. (2017). attitude towards error correction, corrective moves ad their effects in college english classrooms in china. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1081995.pdf>.
- xxii. Suarez, A., & Salazar, F. (2013). The effect of teachers' error correction strategies on students' writing. Retrieved from [repositorio.unan.edu.ni/1109/1/784.pdf](https://repositorio.unan.edu.ni/1109/1/784.pdf).
- xxiii. Swain. (2005). Second Language Acquisition. Retrieved from <http://eslarticle.com/pub/english-as-a-second-language-esl/139016-Second-Language-Acquisition-Swain-s-Output-Vs-Krashen-s-Input.html>.
- xxiv. Thorne, L. a. (2006). Sociocultural Theory and second language learning. Retrieved from <http://old.fltrp.com/download/07041802.pdf>.
- xxv. Truscott. (2007). Reservation about written corrective feedback. Retrieved from <https://www.springer.com/cda/content/document/cda.../9783642384356-c2.pdf?>
- xxvi. Ulgu, S. a. (2013). Teacher's Peceptions of Corrective Feedback in Turkey. Retrieved from [http://journals.euser.org/files/articles/ejls\\_may\\_aug\\_17/Senanur.pdf](http://journals.euser.org/files/articles/ejls_may_aug_17/Senanur.pdf).
- xxvii. Uysal, N., & Aydin, S. (2017). Foreign Language Teachers' Perceptions of Error Correction in Speaking Classes: A Qualitative Study. The Qualitative Report, Retrieved from <https://repozitorij.ffos.hr/islandora/object/ffos:161/preview>.
- xxviii. Vygotsky. (1978). Mind in Society: Development of Higher psychological processes. Retrieved from [http://portal.unesco.org/education/en/ev.phpURL\\_ID=26925&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/education/en/ev.phpURL_ID=26925&URL_DO=DO_TOPIC&URL_SECTION=201.html).