

## **Corrective feedback on the oral production and its influence in the intercultural classes**

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**Abstract:** The role of error correction or corrective feedback has been studied and emphasized since the beginning of language learning. The term largely relates to the four skills of language such as reading, writing, speaking and writing. This article will focus on the oral production and will have a look at language acquisition in an intercultural classes. The positive feedback will be discussed and the attitude of the teacher towards the learners will be explored through the research. The language learning can be effected negatively or positively by the way of the teachers' attitude towards the learner. The article focuses on the different examples of corrective feedback and its influence in the intercultural classes.

### **1. Introduction**

The error correction and corrective feedback in the field of Second Language Acquisition plays a very important role. While orrective feedback clearly relates to both oral and written discourse, the focus of this discussion will focus on oral production, since the majority of research has largely focused on this aspect. We are going to focus on the positive factors on the language learners.

The error correction should be carefully chosen according to the aim of the language activity. Since we are focusing on the oral production, the accuracy or the fluency should be our main criteria when we decide the time of the correction. In the oral production, the fluency in my opinion should be the main focus so that the corrective feedback can be given after the speaking process. Otherwise the learner can be effected negatively and the reticence appears in a large scale.

### **2. The definition of the corrective feedback and the error correction**

We come across many different terms in identifying errors in the SLA literature. To give a brief review of the definitions of terms and of the different types of feedback would be very useful.

Chaudron (1988) has pointed out the fact that the term corrective feedback incorporates different layers of meaning. In Chaudron's view, the term "treatment of error" may simply refer to "any teacher behavior following an error that minimally attempts to inform the learner of the fact of error". The treatment may not be evident to the student in terms of the response it elicits, or it may make a significant effort "to elicit a revised student response". Finally, there is "the true" correction which succeeds in modifying the learner's interlanguage rule so that the error is eliminated from further production. Lightbown and Spada (1999) define corrective feedback as:

Any indication to the learners that their use of the target language is incorrect. This includes various responses that the learners receive. When a language learner says, 'He go to school everyday', corrective feedback can be explicit, for example, 'no, you should say goes, not go' or implicit 'yes he goes to school every day', and may or may not include metalinguistic information, for example, 'Don't forget to make the verb agree with the subject'.

According to Schachter (1991), corrective feedback, negative evidence, and negative feedback are three terms used respectively in the fields of language teaching, language acquisition, and cognitive psychology. Different researchers often use these terms interchangeably. The feedback can be explicit (e.g., grammatical explanation or overt error correction) or implicit. Implicit correction includes, but is not limited to, confirmation checks, repetitions, recasts, clarification requests, silence, and even facial expressions that express confusion.

In addition, Krashen (1982, 1985) believes that SLA is the result of implicit processes operating together with the reception of comprehensible input. Conscious learning can only act as a monitor that edits the output, after it has been initiated by the acquired system. Krashen's input hypothesis posits that it is subconscious acquisition that gains dominance, and that learning cannot be converted into acquisition, even though adults can both subconsciously acquire languages and consciously learn about languages.

In short, for Krashen, as for the nativists, negative evidence has a barely discernable effect on SLA. Krashen's views and theories of language learning have been challenged on the grounds that while comprehension is essential for language acquisition, such acquisition does not entail unconscious or implicit learning processes; and that noticing is indispensable for the acquisition process (Ellis, 1991; Gass, 1988, 1990, 1991; Gass & Varonis, 1991; Schmidt, 1990, 1994; Schmidt & Frota, 1986). According to the noticing hypothesis, in order for input to become intake for L2 learning, some degree of noticing must occur, and that it is corrective feedback that triggers that learners' noticing of gaps between the target norms and their IL, and thus leads to subsequent grammatical restructuring.

According to Schmidt (1990), "subliminal language learning is impossible, and that intake is what learners consciously notice. This requirement of noticing is meant to apply equally to all aspects of language" (p. 149). Language learners, however, are limited in what they are able to notice. The main determining factor is that of attention. As Schmidt (1994) points out, "while the intention to learn is not always crucial to learning, attention to the material to be learned is" (p. 176). Attention, in addition, "also controls access to conscious experience" (p. 176), thus allowing the acquisition of new items to take place. Gass (1988, 1990, 1991). According to her, for learners to be able to internalize input in order to affect the acquisition process, they must not only comprehend this input, but also must notice the mismatch between the input and their own IL system. She points out that "nothing in the target language is available for intake into a language learner's existing system unless it is consciously noticed" (1991, p. 136).

Corrective feedback, for Gass, functions as an attention getting device. She further argues that without direct or frequent corrective feedback in the input, which would permit learners to detect discrepancies between their learner language and the target language, fossilization might occur. Gass and Varonis (1994), moreover, point out that "the awareness of the mismatch serves the function of triggering a modification of existing L2 knowledge, the results of which may show up at a later point in time" (p. 299). Similarly, Ellis (1991) shares the view that the acquisition process includes the steps of noticing, comparing, and integrating.

### **3. How and when to correct errors**

The way we correct the errors and the corrective feedback effects the attitude of the learners towards the target language. Here I would like to mention a few important points in error correction.

#### *1. Be aware of the goals of the lesson, and the students' levels.*

Students gain the most from error correction when it's focused on a particular goal, which we always tie to the main learning objective of the lesson. For example, if the goal of a lesson is to learn the irregular forms of past tense verbs, and we do a speaking activity to reinforce that aim, I correct mistakes connected to the use of those particular verbs. In this controlled setting, the students tend to remember their specific mistakes from one lesson to the next.

If a student is making mistakes with a structure that they haven't been introduced to yet, correct it, because chances are, they won't retain it. On the other hand, when higher level students struggle with structures and patterns that they've learned once, twice or even multiple times, focus on correcting those errors.

*2. Encourage self-correction.*

Encouraging self-correction puts the learning process into the hands of the students, and allows for learning to happen beyond the confines of the classroom. Often, when a student makes a mistake, point out that a mistake has been made, and wait for the student to find it and correct it herself (often with the help of her classmates). For example, if an intermediate student says, "He go to the store," stop the student by repeating what he has said. "He go?" "He go?" The aim is to draw attention to it, leading the student to re-think what he has said. After making the mistake a few times, they'll begin to catch themselves.

*3. Be aware of timing, and how to correct.*

Note down some basic or central mistakes, and bring them up later. One tactic is to write example sentences on the board, containing some of the same mistakes, and have students find and correct them. This approach ties in the method of self-correction and puts the learning process back into the hands of the students.

*4. Do not waste time correcting mistakes*

In the language learning mistakes are inevitable. As the teacher do not waste time correcting and repeating the correct form. Allow the students make mistakes and learn fro thir mistakes.

#### **4. Intercultural classes and corrective feedback influence on them**

Cultural differences cause a variety of errors in the SLA. When we have several nationalities and cultures in one classroom the teacher should be very careful for the corrective feedback.

In the International School of Sarajevo, Bosnia and Herzegovina I had a chance to observe about 10 different nationalities learning English in the same class. The students have different background of English language and they have different cultural background. The students take mother tongue interference to the class in various ways.

The difficulty appears when we correct the errors and they all take these corrections in a different way. So the best way is to deal with the kids individually as much as possible and orally the aim of our teaching is having good conversation with the students. The input they get from their teachers and being a good sample is very important. The more correct input they get the more they learn.

I myself observed the age 6 or 7 children learning English in a year time very fluently by a lot of input given by their teachers. And the corrective feedback given at the right time and the amount play a very important role on these children.

#### **5. Conclusion**

I think that normally the students are asked to speak too soon, when they aren't ready, so the mistakes are more frequent. Another important point is that sometimes the learners know the correct way to speak but they aren't used to produce it while speaking. In any case, the problem can be solved by having more input.

When we speak we don't like to be corrected. Because we are focusing in communicating ideas and in being able to understand what has been said. You don't mind while you're producing the language. You don't have to take notes. But you can know what are your weak points.

The mistakes are inevitable in learning SLA, the only way to correct and give positive feedback is choosing the right time. As the article suggests, especially in the intercultural classes the students get a lot of input and the mistakes are corrected in an appropriate way so the children learn the target language with less problems and this leads them use the language fluently.

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Correcting errors in a communicative speaking class needs a serious treatment since every learner will give different reaction to the feedback given by teachers. The aim of speaking class is to make the learners use the language they learn.

That is why, it is worth considering that teachers should be more tolerant to the students errors in speaking class. It is hoped that the teachers correct selectively, choose productive items, and correct constructively.

Creating a very good atmosphere in the classroom is very essential to gain the successful language learning. According to Mendelshon (1990) this is connected to classroom management , and the attitudes that develops in the class.

It is strongly believed that the classroom atmosphere should be built on a premise of mutual respect. This means learners and the teachers should respect each other. The classroom must be healthy ; in a communicative speaking class there should be a place where there is a lot laughing with others, but there is never any laughing at anyone. The speaking class should be a sheltered environment in which it is always safe to take risk for the students to try thing out without fear or ridicule. By this the learners might be more confident to use the language they are learning.

Correcting errors is a delicate matter and correction must always be handled with care. The teachers should be careful when correcting errors. Different learners and different cultures will react to feedback given by their teachers in different way.

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