

CORRECTIVE FEEDBACKS IN CLT-ADOPTED CLASSROOMS' INTERACTIONS

Ayu Liskinasih

Kanjuruhan University of Malang
ayuliskinasih@unikama.ac.id

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Abstract

This case study aimed to examine corrective feedback (CF) pattern in the interactions of Indonesian EFL (English as Foreign Language) classrooms (a speaking and a grammar classrooms) which adopt CLT (Communicative Language Teaching). Two lecturers and twenty undergraduate English department students of an A-class university in Indonesia were involved as research participants. The findings revealed that the lecturers employed all types of CF to treat all types of errors. Explicit corrections were dominant in Speaking class as well as other explicit CF; whereas reformulations and prompt were equally distributed. Elicitation was dominant in Grammar class as well as other prompts; meanwhile, explicit and implicit CFs had similar proportion. The lecturers' preferences were based on their beliefs on how their students learn foreign language and some factors such as the importance of CF to the instructional focus of the lesson, the possibility to generate student's uptake, and also their empathetic values about students' current language development. It was concluded that the provisions of CF in EFL classrooms reflect the application of CLT.

Keywords: corrective feedback, error, communicative language teaching, speaking, grammar.

Corrective feedback, according to Suzuki (2004) refers to the provision of negative or positive evidence upon erroneous utterances, which encourages learners' repair involving accuracy and precision, and not only comprehensibility. Corrective feedback is common in second language learning and may indeed be necessary for most learners to ultimately reach native-like levels of proficiency when that is the desired goal (Saville-Troike, 2006). From meta-analysis studies in corrective feedback (c.f. Russell & Spada, 2006; Lyster & Saito, 2010b), it is found that corrective feedback has facilitative role in the acquisition of second language, which later is also proven to have significant and durable effects on the target language development. Furthermore, Han (2004) claims that the absence of corrective feedback is one putative causal factor of fossilization among second language learners.

Since it is believed that the study of the treatment upon learners' error holds some keys to understand the process of second language acquisition; currently, the researchers of second language come to realize that the reaction of a more proficient speaker to the errors a learner makes in the process of constructing a new system of language need to be analyzed carefully. This is why the topic of corrective feedback has gained prominence in studies of second language acquisition, as a number of researchers have studied specifically into its nature and role in the teaching and learning of second language.

In 1997, Lyster and Ranta developed a model of an observational scheme which allow researcher to observe different types of feedback that teachers give on errors and also examine student's uptake. The observational scheme by Lyster and Ranta (1997) was developed by combining some categories from Part B of the COLT (Communicative Orientation of Language Teaching) scheme and some additional categories. From this study, they identified six different types of corrective feedback. Thus, teacher can respond to student's erroneous utterance 'She has car' by:

- reformulating it (recast): 'A car';
- warning the learner to the error and providing the correct form (explicit correction): 'No, you should say "a car"';
- asking for clarification (clarification request): 'Sorry?';
- making a metalinguistic comment (metalinguistic feedback): 'You need an indefinite article';
- eliciting the correct form (elicitation): 'She has ...?'; or
- repeating the wrong sentence (repetition): 'She has car?'

During two decades following their research, Lyster and Ranta's model of observational scheme has encouraged many researchers to investigate the issue of corrective feedback in various contexts of teaching and learning interaction by using Lyster and Ranta's (1997) model (cf. Lyster, 1998; Panova & Lyster, 2002; Sheen, 2004). Some others were

concerned with corrective feedback patterns and students' uptake in classrooms with various learners' age, proficiency, the purpose of learning the target language, and focus of instructions (cf. Suzuki, 2004; Lyster & Mori, 2006). However, no prior research, particularly in the Indonesian context, yet observes the possible patterns of corrective feedback in the interactions of EFL classrooms which adopt Communicative Language Teaching (CLT) approach.

This study attempts to contribute to the knowledge base by examining corrective feedback patterns provided by teachers in the interactions of Indonesian university classrooms which adopt CLT particularly to examine Speaking and Grammar classroom interactions. The Speaking and Grammar classrooms in university level are chosen since both of the language classrooms used to be associated with different characteristics on its focus of instructions. The Speaking classroom used to be assumed as having more tendencies to focus its instruction particularly on fluency and meaning, while the Grammar classroom used to be assumed as having more tendencies to focus its instruction solely on accuracy and form.

However, the development of CLT approach presents different dimension to the Indonesian EFL classrooms. As its characteristics suggests overall goal on the language components (Brown, 2007), no more Speaking class with CLT approach only focuses on language fluency or Grammar class which only focuses on language accuracy. Instead, fluency and accuracy are now seen as complementary principles underlying communicative techniques. Sometimes, fluency may have to take on more importance than accuracy in order to keep the students engaged in meaningful language practice. In other times, the students will need to be encouraged to focus on correctness. This paradigm shift makes the corrective feedback pattern within the interactions in Speaking and Grammar classrooms of Indonesian EFL context interesting to be examined further.

The two CLT-adopted classrooms interactions which were studied occurred in the Speaking for Formal Interactions class and Complex English Grammar class on an Indonesian A-class university. These two classrooms were chosen since both of them were specifically designed for language learners in pre-advanced level (English Department Catalog, 2012); thus, it can be assumed that these classes were rich in data since there were many possibilities for students' spoken errors and lecturers' corrective feedback to occur during the interactions.

To be able to achieve the aim of the research, the following research questions were posed: (1) what are the types and the frequency of corrective feedback found in EFL class interactions? (2) How

do the perspectives of the lecturers concerning corrective feedback influence their preferences? And (3) to what extent do the corrective feedback reflect CLT?

METHODS

The present research used case study as the research design. A lecturer of Speaking class, a lecturer of Grammar class, and 20 students (the students of Speaking class were the same students of Grammar class) were involved as research participants. The data obtained in this research were the lecturers and the students' utterances in CF sequences gathered from classroom observations. In gathering the data, the researcher employed field notes, observation sheets, and video recorder. Some interviews were also employed to know the lecturers' perspectives of their preferences and also their stances toward CF. Later, the transcriptions of the observation data were coded by using Lyster and Ranta's (1997) and Lyster, Saito, and Sato's (2013) taxonomy. The data in each code were calculated to know its' frequency. These quantitative data were used to support the analysis of corrective feedback patterns in both classes and to know how the provisions of corrective feedback in EFL classes reflect CLT.

FINDINGS AND DISCUSSIONS

Types and Frequency of Corrective Feedback in CLT Adopted Classrooms' Interactions

The present study adjusted Lyster and Ranta's (1997) taxonomy by adding a new separate category namely *reinforcement*. Reinforcement can be described as a type of corrective feedback which pushes students to produce repair based on the lecturer's reformulation of their wrong utterance. Hence, reinforcement always follows teacher reformulation (through explicit correction or recast) of student's improper target language production and urges the students to repeat the correct form. It can be called as reinforcement since the aims of this corrective feedback is to ensure the students to recognize the correct form of the target language and produce acceptable repair. Thus, this type of corrective feedback might strengthen student's comprehension of the acceptable target language production.

Based on the observation findings, the researcher arranged a figure of corrective feedback types found in the Speaking and Grammar class interactions in the continuum of its degree of explicitness and its further classification based on Lyster & Mori's (2006) broad categories of corrective feedback. The Figure 1 which presents the information was modified from Lyster, Saito, & Sato's (2013) figure of the taxonomy of corrective feedback types.

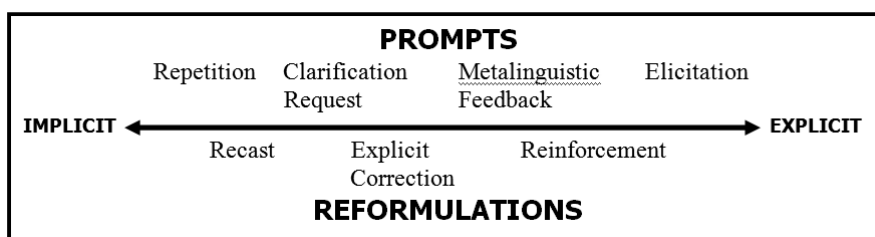


Figure 1. Corrective feedback types in EFL class interactions (modified from Lyster, Saito, & Sato, 2013)

Figure 1 is different from Lyster, Saito, & Sato’s (2013) presentation on the basis of the types of corrective feedback examined in the present study. The current figure eliminates paralinguistic signals and further classification of recast and explicit correction since it was not examined in the present study. Moreover, the current figure could explicate the position of reinforcement as an explicit reformulation corrective feedback.

Lyster, Saito, & Sato (2013) taxonomy distinguishes explicit corrective feedback which provides correct form (i.e. explicit correction) and explicit corrective feedback that withholds correct forms (i.e. elicitation and metalinguistic feedback). The taxonomy also suggests clarification request and repetition as implicit corrective feedback, along with recast. The researcher suggests that reinforcement in EFL class interactions as an explicit corrective feedback since in this type of corrective feedback the lecturer explicitly indicates the difference between the target-like form and the student’s non-target output.

The Lyster, Saito, and Sato’s (2013) figure also provides broad categorization of corrective feedback types into two broad categories: reformulations and prompts (used to be called as negotiation of form in Lyster, 1998). Reformulations provide learners with the target language reproduction of their non-target output (i.e. recasts and explicit correction). On the other hand, prompts include a range of signals besides reformulations that push learners to self-repair (i.e. elicitation, metalinguistic feedback, clarification requests, and repetition). Based on this categorization, reinforcement can be classified as reformulation since the lecturer asked the students to repeat the correct answer right after the lecturer reformulated the target output.

The results obtained by applying the model and its coding categories in the present study have shown that in Speaking and Grammar classes, it was known that both of the lecturers employed all types of corrective feedback. It can be seen from the information in the Table 1 and Table 2:

Table 1. Frequency of corrective feedback in speaking classroom interactions

CF Type	n Frequency	n Uptake
Explicit Correction	6	1
Recast	4	3
Clarification Request	1	1
Metalinguistic Feedback	4	4
Elicitation	4	4
Repetition	3	3
Reinforcement	2	2
Σ	24	18

Table 2. Frequency of corrective feedback in grammar classroom interactions

CF Type	n Frequency	n Uptake
Explicit Correction	3	2
Recast	26	11
Clarification Request	29	24
Metalinguistic Feedback	24	19
Elicitation	37	36
Repetition	13	3
Reinforcement	2	2
Σ	134	97

Explicit correction was dominant in the Speaking class although quite unsuccessful in generating students’ uptakes. Other explicit corrective feedback (i.e. elicitation, metalinguistic feedback, and reinforcement) were also dominant in

this class although the student’s uptake rate was lower than the implicit corrective feedback. Moreover, the reformulations employed in this class were in the same proportion with the prompts; though prompts in this class generated more

students' uptakes. From this result, it can be interpreted that the Speaking lecturer intended to make his student notice his corrective feedback.

The Speaking lecturer provided separate session to give his corrective feedback as his attempt to minimize disruption in the flow of communication during the Speaking class interactions. Since the time was limited, the lecturer should employ a strategy to maximize his corrective feedback. Thus, he used more explicit corrective feedback such as explicit correction to draw his students' attention directly to the source of the error.

In Grammar class, the lecturer mostly employed elicitation in her response toward the student's erroneous target language production. It was also the most successful corrective feedback type in generating students' uptakes. Elicitations, as well as other prompts (i.e. clarification requests, metalinguistic feedback, and repetitions) were more dominant in this class. From this result, it can be concluded that the Grammar lecturer intentionally withhold the correct answer to negotiate the acceptable form with the students.

Negotiation of meaning in the Grammar class was a good example on how a lecturer facilitates students' language development. In Grammar classroom interaction, the lecturer's prompts initiate a focused negotiation work, which according to Gass (2006), the student's attention may be oriented to (1) a particular discrepancy between what he/she knows about the second language and what reality in comparison with the target language, or (2) a specific area of the second language about which the learner has little or no information. During this interaction, the language learning process took place, where negotiation became an initial step in learning. Hence, interaction that pushes learners to modify their output in response to the lecturer corrective feedback may facilitate student's second/foreign language development.

Both of the lecturers provide corrective feedback to treat all types of error being observed (i.e. L1 error, phonological error, lexical error, and grammatical error). The provision of corrective feedback toward all types of error was an indication that the lecturers were no longer focusing their instructions merely on meaning or on form. Instead, corrective feedback in EFL classes which adopts CLT approach can be utilized as a medium to integrate the teaching of all language skills—other than the classroom's actual focus of instruction. This assumption is in line with Ellis (2008) suggestion that one way to cater instruction on form in a meaning-focused language classroom or meaning in a form-focused language classroom is by the provision of corrective feedback.

In the Speaking class, explicit corrections and recasts were employed as the most dominant corrective feedback to treat L1 errors; explicit corrections and reinforcements share the same

frequency as the most dominant types of corrective feedback to treat phonological errors; metalinguistic feedback and elicitations were the most dominant feedback to treat lexical errors; and lastly, repetitions were the most dominant corrective feedback treating grammatical errors. The patterns were different in the Grammar class as metalinguistic feedback were the most dominant type of corrective feedback to treat L1 errors; recasts were the most dominant corrective feedback type treating phonological errors; clarification requests were the most dominant type of corrective feedback to treat lexical errors; and finally, elicitations were the most dominant corrective feedback to treat grammatical errors.

In other words, the findings in both classes revealed that prompts were used mostly to treat lexical and grammatical errors, while reformulations were employed mostly to treat phonological errors. Unlike grammar and lexical proficiency which can be studied independently by the students from books or other sources, not every student manifest an innate phonetic ability. It means that pronunciation seems to be naturally difficult for some students. Therefore, according to Brown (2007), to ensure that the students pronouncing words with clear and comprehensible pronunciation, the lecturer should provide enough exposure to good English. This concept is related to the importance of reformulations for EFL students as suggested by Lyster (2004), that reformulation is needed when the target form is beyond the student's ability. To conclude, the lecturers' reformulations act as tool for noticing target exemplars in the input; while the lecturers' prompts act as tool to consolidate students' current language knowledge and skills.

Implicit corrective feedback is seen to be more successful in minimizing distraction in the flow of communication (Kim, 2004). It is also believed that implicit corrective feedback has more robust effects than explicit corrective feedback (Lyster, Saito & Sato, 2013).

On the other hand, explicit corrective feedback generated more uptakes than the implicit moves. In sum to the result of both classes, 88% of all explicit corrective feedback generated students' uptakes, while only 59.2% of all implicit corrective feedback generated students' uptakes. This finding is in line with the findings of previous studies (c.f. Bargiela, 2003; Lyster & Ranta, 1997). However, instances of uptakes are neither instances of learning (Lyster, 1998; Lyster & Ranta, 1997, 2013) nor the sole criterion of the corrective feedback usefulness (Larsen-Freeman, 2001); instead, uptakes refer to a range of possible responses provided by the students following corrective feedback. Students' uptakes in this study were merely used to indicate the sign of noticing or the students' perception of feedback right after the feedback is given. Furthermore, students' uptakes were used as an indicator of

whether or not the students become aware of the corrective feedback given by their lecturers.

By considering the importance of explicit and implicit corrective feedback; thus, the substance of corrective feedback should not only be seen merely from its function as a tool for noticing target exemplars in the input, but also as a tool to strengthen the students' language skill development.

The Lecturers' Preferences

The lecturers' preferences in providing corrective feedback may be formed "years even before the lesson begins" (Brown, 2007). The lecturers' perspectives toward corrective feedback are related to their beliefs on how their students learn foreign language and also their views on some factors such as the importance of the corrective feedback to the instructional focus of the lesson, their opinions of the possibility to generate student's uptake, and also their empathetic values about their students' current language development (cf. Brown, 2007).

Related to the lecturers' beliefs on how their students learn foreign language, the Speaking lecturer saw the importance of reducing his students' anxiety by minimizing interruption in the classroom interactions. Thus, he preferred to provide his corrective feedback indirectly in the last ten minutes and discussed the problem without even mentioning the name of the students who produces incorrect utterances. It was observed that his strategy was successful in giving opportunity for the students to practice speaking freely without being discouraged by the lecturer.

Unlike the Speaking lecturer, the Grammar lecturer preferred to treat problems directly after the production of a deviant utterance was based on her perspective on the importance of grammar course and also the core problems of Indonesian EFL students in learning grammar. Indonesian EFL students, as she said, often trapped in the L1 language system which is totally different to the target language system. Therefore, it is her responsibility to guide the students to internalize the target language system. This goal will be hard to reach if the treatment is given much later after the error occurs. When the treatment is delayed or ignored, she argues that the students might perceive that nothing is wrong with his or her deviant utterance.

When talking about the instructional focus of the lesson, it can be perceived that CLT approach has shift the focus of instruction in Speaking and Grammar classes. Brown (2007) advocates that in CLT, the focus on students' flow of comprehension and production and the focus on formal accuracy of production are complementary principle underlying communicative techniques. In other word, this principle suggests a balance of the instructional focus on meaning and form to achieve the overall goal of communicative competence. Related to this

principle, it is already discussed in the previous chapter that the corrective feedback in Speaking and Grammar classes were employed as a medium to cater the instruction, other than the actual focus of instruction of the lessons (c.f. Ellis, 2008). Thus, by providing corrective feedback, the Speaking lecturer could instruct form in his class (which was assumed as focusing its instruction only on meaning) and the Grammar lecturer could instruct meaning in her class (which was assumed as focusing its instruction only on form).

Particularly in the Speaking class, corrective feedback in meaning-focused classes is regarded as incidental focus-on form (Basturkmen, Loewen, & Ellis, 2004) or unplanned instruction of target language form. In present study, the Speaking lecturer felt the need to provide corrective feedback to almost all types of error as he believes that he should integrate all aspects of communicative competence in the lesson. This phenomenon is explained by Al-Magid (2006), which mentions that incidental attention to form or corrective feedback does not predetermine what kinds of form should be taught. Instead, the forms emerge from the communicative tasks performed in EFL classroom.

The principle of CLT also emphasizes the importance of context in the instruction. Related to corrective feedback, Lyster and Saito (2010b) argues that the learning which results from corrective feedback provided during contextualized language use is more likely to transfer to similar contexts of spontaneous oral production than learning that might result from decontextualized language analysis (Lyster & Saito, 2010b). For this reason, it is suggested that corrective feedback is most likely to be effective when provided within the context of meaningful and sustained communicative interaction (c.f. Lyster, Saito, & Sato, 2013; Lightbown, 2010).

The implication of this principle was shown by the Grammar lecturer, as she always tried to highlight context in every discussion; therefore, the teaching of grammar would not be focused solely on form but on how to put it on appropriate contexts. The lecturer provided her corrective feedback in such a way that the students feel the corrective feedback was part of their discussion. She treated students' problems by putting it in a discussion, connect it with real life situation, and ask the students to confront the problems with their background knowledge through negotiation of errors. Hence, her strategy was observed as not disturbing the flow of communicative interaction in the classroom.

The strategy of the Grammar lecturer to make corrective feedback as part of discussion implied another function of corrective feedback. As it already explained by the lecturer in the interview, it can be inferred that corrective feedback in her class were used as mean to diagnose the students'

difficulties related to the topic. Guided direct corrections through discussion, as she explained, were used to dig more information from the students, so that she would understand more about her students' problems. Moreover, the lecturer could elaborate explanation based on the errors that the students made. Therefore, it can be understood that the Grammar lecturer preferred to employ prompts to respond students' erroneous utterances since she wanted to examine further her students' problem. Whenever she realized that the problem was beyond her student's current ability, later on she would change her corrective feedback into reformulation and provide a brief explanation about it.

Prompts which were dominant in Grammar class were seen as an attempt to promote active control of grammar (Fotos, 2001). The lecturer realized this benefit of corrective feedback as she mentioned that she intentionally withheld the correct answer through prompts to activate her students' criticality. Moreover, prompts were also chosen since its feature that provides greater possibility of generating students' uptake.

To generate more uptakes, both of the lecturers realized the importance of shifting their students' attention toward their corrective feedback. The Speaking lecturer expected that by providing corrective feedback, his students would realize their error and avoid repeating the same error in the future. Therefore, he always aimed to make their corrective feedback noticeable. It can be seen from the Speaking lecturer strategy to provide discrete time to discuss the problems and to provide explicit corrective feedback in most of his response toward wrong utterances.

Similar to the Speaking lecturer, the Grammar lecturer also expected that by providing corrective feedback, their students would realize their error and avoid repeating the same error in the future. Furthermore, she expected that her students could reinforce their language skills ability from her corrective feedback as well. Therefore, Grammar lecturer always tried to combine both explicit and implicit corrective feedback to shift the students' attention to the incorrect form, initiate repair, and in the same time consolidate their emergent language knowledge and skills.

Finally, the lecturers' preferences of their corrective feedback were also formed from their empathetic judgment toward their students' current language development. This notion is closely related to the role of the lecturers in CLT approach. In CLT, part of the lecturer responsibility is to provide appropriate corrective feedback on students' errors. Lyster, Saito, & Sato (2013) argues that EFL learners valued grammar instruction and corrective feedback more than the ESL learners since they have very few or almost no opportunity to use target language outside the classroom. Therefore, in most EFL situations, students are totally dependent on the

teacher for useful corrective feedback (Brown, 2007). However, we should remember that in CLT, the role of the lecturers is that of facilitator and guide. Hence, the lecturers should value their student's linguistic development empathetically and provide appropriate corrective feedback based on their judgment.

In the present research, the Speaking and the Grammar lecturers explained that their corrective feedback preferences were based on their opinions toward student's linguistic development. The Speaking lecturer valued their students already good enough in their linguistic development; thus, he chose to delay and keep his corrective feedback minimum to avoid language anxiety and humiliation. Meanwhile, the Grammar lecturer felt that her corrective feedback could be an effective tool to detect students' current linguistic development. The implication of her view on students' linguistic development can be seen from her decision to use reformulations or prompts, or combination of the categories. As Lyster (2004) explains that reformulations are more effective to treat problems which is beyond student's current abilities and prompts are more effective to treat problems which is within student's current abilities.

The Reflection of CLT in Corrective Feedback in EFL Classroom Interactions

Speaking Class Interactions

When communicative approach started to emerge, its supporters argued that teaching meaning in order to communicate was the most important thing in second language classroom. However, as the time goes by, meaning focused instruction, even though effective in developing fluent oral communication skills, yet does not result in high level of linguistic or sociolinguistic competence, and that "some kind of form-focused instruction should therefore be incorporated in communicative classroom context" (Al-Magid, 2006).

To be able to provide pedagogical means for real life communication in the classroom, many EFL classrooms now adopted Communicative Language Teaching (CLT) approach which offers balance on both form and meaning in complementary way, including the Speaking class in the present study. Ellis (2008) recommends that one way to accommodate instruction on form in a meaning-focused classroom such as the Speaking class is by the provision of corrective feedback. Corrective feedback in meaning-focused classes is regarded as incidental focus-on form (Basturkmen, Loewen, & Ellis, 2004) or unplanned instruction of target language form.

The unplanned instruction of the form can be seen from the variety of grammatical errors which were treated by the Speaking lecturer. In other word, although the Speaking class within CLT approach should accommodate the instruction of form, yet the

lecturer did not necessarily provide a carefully planned grammar material in isolated pieces. This phenomenon is explained by Al-Magid (2006), which mentions that incidental attention to form does not set up what kind of form should be taught. Instead, the forms emerge from the communicative tasks performed in EFL classroom. From the observation, it can be seen that the form taught by the lecturer originated from the students' errors in communication. The lecturer took notes on the errors of his students' utterance and treated it using corrective feedback in separate session. By providing corrective feedback to treat the errors as it emerged from the students' communicative needs, the lecturer maintained the suggestion to balance the instruction without having to provide too much grammar explanation.

The other reflection of CLT in the provision of corrective feedback in the Speaking class was seen from the employment of corrective feedback as a strategy to attend accuracy. Brown (2007) advocates that in CLT the focus on students' flow of comprehension and production and the focus on formal accuracy of production are complementary principle which is also the core of communicative techniques. Therefore, sometimes, fluency may be more dominant than accuracy to keep the students fully engaged in a meaningful language practice. We can see the implication of this principle in the Speaking class, where activities focusing on fluency were seen as more important during the class discussion, and in the last ten minutes, the lecturer guided the students to focus on correctness as he provided his corrective feedback toward students' erroneous utterances. The provision of corrective feedback as accuracy work which deals with students' grammatical or pronunciation problems is in line with Richards (2006) suggestion in balancing accuracy activities to support fluency activities. The problem with fluency task such as what was observed in the discussion in the Speaking class was on the students' dependence on vocabulary and communication strategies, and there is a little motivation to use accurate grammar or pronunciation. Hence, the follow up activities involving lecturer's corrective feedback was very beneficial to attain the ultimate goal in foreign language learning which comprise both accurate and fluent use of the target language.

Related to the teacher roles in CLT, part of the teacher responsibility is to provide appropriate corrective feedback on students' errors. Lyster, Saito, & Sato (2013) argue that EFL learners valued grammar instruction and corrective feedback more than the ESL learners because they have very few or almost no opportunity to use target language outside the classroom. Therefore, in most EFL situations, students are totally dependent on the teacher for useful corrective feedback (Brown, 2007). In present study, it can be seen that the Speaking

lecturer also bore this responsibility; he was willing to give corrective feedback toward his students' erroneous utterance.

However, we should remember that in CLT, the role of the teacher is that of facilitator and also guide. The teacher should value student's linguistic development empathetically while in the same time provide appropriate corrective feedback based on their judgment. In present study, the Speaking lecturer explained that his corrective feedback preference was based on his opinions toward student's linguistic development. The lecturer valued their students as already good enough in their linguistic development; thus, he chose to delay and keep his corrective feedback minimum to avoid language anxiety and humiliation.

Grammar Class Interactions

Previous research in immersion classrooms showed that, even though students in these classes may attain high levels of communicative ability, unfortunately they were unsuccessful in developing adequate levels of metalinguistic knowledge required to produce target language which is grammatically accurate and also sociolinguistically appropriate (Lyster & Saito, 2010a, cf. Swain, 1993). Contrastively, traditional grammar class which focuses its instruction only on form may be successful in developing students' language accuracy, but fail to develop real-life communication ability. As the result, the students may be not well equipped with tools for generating unrehearsed language performance outside the classroom (Brown, 2007). To be able to provide the instruction of real life communication, today's grammar class including the Grammar class in present study adopted Communicative Language Teaching (CLT) approach which proposes fair instruction on both form and meaning.

Several features of CLT approach may reflect in the Grammar lecturer's preference in providing corrective feedback. Jacobs and Farrell (2001) suggests some paradigm shift on the classes applying CLT, which seems to be appropriate to explain the reflection of CLT in the provision of corrective feedback in this class. One of the components in this shift is how teacher provide greater attention on diversity among learners and viewing these difference not as barrier to learning but as resources to be recognized, catered to, and appreciated. The component of appreciating individual differences was shown by the Grammar lecturer when she provided her corrective feedback mostly direct and personal. In the interview, the lecturer explained that she can elaborate explanation based on the mistakes that her students made. She believes that her corrective feedback would be beneficial to cater the instruction. In the end, not only the one who made mistake that will learn from

the corrective feedback that she provided but also the rest of the students in the classroom.

CLT also emphasizes the importance of context in the instruction, as an attempt to connect the classroom with the world beyond. Related to corrective feedback, Lyster and Saito (2010b) argue that the learning which results from corrective feedback provided during contextualized language use in the classroom is more likely to transfer to other similar contexts of spontaneous oral production than learning that might result from de-contextualized language analysis (Lyster & Saito, 2010b). For this reason, many researchers suggest that corrective feedback is most likely to be effective when provided within the context of meaningful and sustained communicative interaction (c.f. Lyster, Saito, & Sato, 2013; Lightbown, 2010).

The implication of this principle is shown by the Grammar lecturer, as she always tried to highlight context in every discussion; therefore, the teaching of grammar would not be focused solely on form but on how to put it on appropriate contexts. The lecturer provided her corrective feedback in such a way that the students feel the feedback is part of their discussion. She treated students' problems by put it in a discussion, connect it with real life situation, and ask the students to confront the problems with their background knowledge through negotiation of errors. Hence, her strategy was observed as not disturbing the flow of communicative interaction in the classroom.

Since the role of the teacher in CLT is facilitator and guide; thus, they ought to be caringly value their student's linguistic development to be able to provide appropriate corrective feedback. In the interview, the Grammar lecturer clarified that her corrective feedback preferences were based on her values toward her student's linguistic development. She felt that her corrective feedback could be an effective tool to detect students' current linguistic development. The implication of her view on students' linguistic development can be seen from her decision to use reformulations or prompts, or combination of the categories. This is in line with Lyster's (2004) explanation that reformulations are more effective to treat problems beyond student's current abilities and prompts are more effective to treat problems within student's current abilities.

The observation finding in the Grammar class which reveals that the lecturer provided more prompts suggests that the lecturer encourage the students to be critical. It reflects one of the components of CLT—nurturing critical thinking skills. The lecturer explained that by withholding the answer, she tried to make the students more critical of their own mistake. Prompts, she continued, were used as guidance to make the students realize that something is incorrect with their sentence.

To wrap up, the provision of corrective feedback could be seen as a reflection of the application of CLT in EFL classroom. Moreover, corrective feedback should be regarded as an important aspect of CLT: (1) it enables teacher to provide instruction beyond the actual focus of the lesson; (2) it balances the focus on meaning and form in the language classroom; (3) it improves accuracy when fluency is dominant; (4) it enables teacher to bring form into real-life context; (5) it acts as a tool to diagnose student's problem and their current linguistic development; and most importantly, (6) it may nurture student's criticality.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Lyster and Ranta's (1997) model and its coding categories proved to be applicable to observe the types and the frequency of corrective feedback in EFL class interactions of present study, with only minor revisions: namely, the addition of *reinforcement* as a separate feedback category. The categories from this taxonomy were clarified further using the newest categorization by Lyster, Saito, and Sato's (2013) model which divides Lyster and Ranta's (1997) coding categories based on its explicitness (i.e. explicit and implicit) and also its feature in withholding correct answer (i.e. reformulations and prompts). Results obtained by applying the models and its coding categories in the present study have shown that in both classes, the lecturers employed all types of corrective feedback.

The Speaking lecturer intended to make his corrective feedback noticeable, it is known from the use of explicit correction as the most dominant in his class as well as other explicit corrective feedback. Furthermore, reformulations and prompts in this class were employed in the same proportion. On the other side, in Grammar class, it can be deduced that the lecturer intentionally withhold the correct answer to negotiate the acceptable form with the students. It can be seen from the use of elicitation as the most dominant type of corrective feedback responding the student's erroneous target language production as well as other prompts. Moreover, both explicit and implicit corrective feedbacks were appeared to be used in the same proportion.

Both of the lecturers provide corrective feedback to treat all types of error being observed. It was an indication that the lecturers were no longer focusing their instructions merely on meaning or on form. Instead, corrective feedback in EFL classes which adopts CLT approach can be utilized as a medium to integrate the teaching of all language skills—other than the classroom's actual focus of instruction. This assumption is in line with Ellis (2008) suggestion that one way to cater instruction on form in a meaning-focused language classroom

or meaning in a form-focused language classroom is by the provision of corrective feedback.

Related to the explicitness of the corrective feedback, it can be perceived that implicit corrective feedback was more successful in minimizing distraction in the flow of communication (c.f. Kim, 2004); yet, it was known that explicit corrective feedback generated more students' uptakes. However, uptakes do not represent learning (Lyster, 1998; Lyster & Ranta, 1997, 2013). Uptake is not also the exclusive criterion of the corrective feedback usefulness (Larsen-Freeman, 2001). Thus, students' uptakes in this study were merely used to indicate the sign of noticing or the students' perception of feedback right after the feedback is given.

Furthermore, the examination of the advantage of reformulations and prompts in the two CLT-adopted classes under studied lead to conclusion that the lecturers' reformulations act as tool for noticing target exemplars in the input; while the lecturers' prompts act as tool to consolidate students' current language knowledge and skills.

Interview with the lecturers helped the researchers to understand their perspectives on their corrective feedback preferences. The lecturers' corrective feedback preferences may be formed years even before the lesson begins (cf. Brown, 2007). It was known that the lecturers perspectives are related to their beliefs on how their students learn foreign language and also their views on some factors such as the importance of the corrective feedback to the instructional focus of the lesson, their opinions of the possibility to generate student's uptake, and also their empathetic values about their students' current language development.

Further implications of the findings were related to the analysis of the reflection of CLT within the corrective feedback patterns in Indonesian EFL classroom interactions. Based on the analysis, it is known that corrective feedback could be seen as a reflection of the application of CLT approach in Indonesian EFL classroom interactions. Corrective feedback in EFL classes should be regarded as an essential aspect of CLT since it enables teacher to deliver lessons beyond its actual focus; balances the focus on meaning and form in the language classroom; improves accuracy whenever fluency is dominant; enables teacher to bring form into real-life context; acts as a tool to diagnose student's problem and their current linguistic development; and also nurtures student's criticality.

Suggestions

Based on the research conclusions, it is recommended for Indonesian EFL teachers, to do thorough analysis to their students' current level of language development and also their level of anxiety, so that the teachers would be able to provide appropriate

corrective feedback. Secondly, teachers need to balance their corrective feedback to treat all aspects of communicative competence in order to maximize students' language development. Next, teachers need to provide implicit and explicit corrective feedback in combination to make sure that the students aware of the treatment and in the same time not distracting the flow of communication in the interaction. And finally, teachers need to employ corrective feedback in such a way to activate students' criticality in analyzing problems, stimulate their background knowledge of the form, and increase their understanding on the usage of the language in the real life situation.

With regard to present research limitations, the researcher suggests future researchers to conduct research investigating corrective feedback patterns by using the newest corrective feedback taxonomy proposed by Lyster, Saito, and Sato (2013). Moreover, there is also a large gap in the literature comparing students' and teachers' perceptions of corrective feedback. Lyster, Saito, and Sato (2013) wrap up the findings from several researches which found that students expected more explicit corrections than their teachers tend to give. In other side, it was also found that teachers usually afraid of over-correcting their students, however their students wish for thorough, but selective, corrective feedback. Thus, more case studies focusing in students and teachers corrective feedback preferences would be very beneficial in the advancement of this research area.

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