

# STUDENTS' BELIEFS ON CORRECTIVE FEEDBACK IN LANGUAGE LEARNING: BASIS FOR DEVELOPING HIGH SCHOOL STUDENTS' TYPOLOGY

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## ABSTRACT

Corrective feedback has been one disputable concept in language learning for experts argued regarding its effectiveness and possible harmful side-effects. Hence, this study aimed to describe the beliefs systems of students regarding corrective feedback in language learning in terms of self-efficacy, effort, language anxiety, and learning strategy. Participants were 100 grade ten students of Gen. Tiburcio de Leon National High School who answered the validated researcher-made survey questionnaire. The results revealed that students agreed on the efficiency of corrective feedback in language learning which indicates that students have underlying positive beliefs regarding corrective feedback. Data were also analyzed to identify the significant relationship between the beliefs on Oral corrective feedback (OCF) and written corrective feedback (WCF) and their relationship to students' academic performance using Statistical Package for Social Sciences (SPSS). Findings showed that there was a moderate correlation between the students' beliefs on OCF and WCF. Furthermore, students' academic performance has a weak correlation with WCF in terms of self-efficacy and has no correlation to other key concepts of beliefs system. These findings became the bases on developing Filipino High School students' typology on corrective feedback explaining that students had unknowingly held layers of beliefs on corrective feedback which described as frontline belief system and embedded beliefs system. The study recommends that the output must be used as guide or aid to ESL teachers and instructors in delivering student-friendly language learning experience as part of students' holistic development.

**Keywords:** belief system, corrective feedback, typology of learners

## INTRODUCTION

In language learning, the underlying beliefs of students have been analyzed using different perspectives for literature showing that beliefs have greatly influenced learning. Moreover, belief systems have attracted the interest of language experts which leads to the advent of language research mostly focusing on error correction that has been one controversial construct because some believed it helped while other called for its abandonment.

Corrective feedback (CF) is any indication that the target language is utilized incorrectly in which the learners received explicit or implicit correction in line with metalinguistic rules (Lightbrown & Spada, 2013). Furthermore, it also refers to any treatment that the teacher made every time the learners violate rules in second

language production. This CF has been one of the most debatable and arguable topics in the field of second language acquisition (SLA). SLA theorists have expressed their beliefs on how to treat errors. Truscott (1996) as cited by Ferris (2011) as supported by Krashen's Monitor Model introduced that corrective feedback has no significant effect in second language acquisition and should be deserted for it has harmful side-effects which then violates the classic Affective Filter Hypothesis of Krashen (1985).

On the other hand, some believed that CF has positive effects on language development especially those studies within Sociocultural Approach grasped by the established theory of Zone of Proximal Development (ZPD) proposed by Vygotsky (1978). CF based on ZPD refers to grammar correction in a regulated and contextualized format which would further

improve learners' state of development. Zhu and Wang (2019) concluded in their survey research that ZPD-related CF is more effective compared to random CF as demonstrated by Chinese ESL learners on learning English article.

There are numbers of studies in both local and foreign setting regarding corrective feedback and its efficiency and effectiveness in second language learning and development. Though some suggest that CF should be abolished for they believe that it comes with harmful side-effects in affective domain of the learners.

Truscott (1996) as cited in Ferris (2011), as one of the progenitors of this claim, believed that giving feedback or correction on learner's work could never answer the question whether it is effective or not. It only lowers the motivation of the learners in writing using the second language. Another study of Truscott (2007) as mentioned in Ferris (2011) affirmed that CF has no significant effects in language development. In his study in 2007, he pointed out that revised work of the learners from the given teacher's correction has no improvement in accuracy. It has only been pseudo-learning and no improvement in acquisition of any linguistic form at all in the long run.

Theorists also believe that there is a sequence as far as second language acquisition is concerned. CF or any interaction cannot interfere with the order of development for it should go naturally as Pienemann (2007) as cited in Zhang (2014) asserted in his Teachability Hypothesis.

Howbeit, studies in the 20th century showed that CF directly helps students develop language accuracy and fluency. For instance, in the study conducted in University of Santo Tomas, Balanga et al. (2016), investigated Filipino high school students in private institutions, and concluded that the participants are strongly agreed that written corrective feedback helped them improve their grammar and believed that grammar is considered a salient part of academic success.

Hence, corrective feedback has been one controversial topic in the discipline of second language acquisition. Thus, additional research should be done using new participants and research setting. Moreover, the question whether or not corrective feedback is effective on second language acquisition needs to be answered. It is not even certain what kind of CF is identified appropriate in second language learning or if it does not have any positive result at all. Besides, the discussion of whether explicit or implicit

correction is more useful than the other remains unsettled and unanswered. These things made CF a highly researchable topic which welcomes number of studies to finalize if this should be used completely, partially, or should be abandoned at all.

This study addresses some shortcomings of research and studies about corrective feedback in the field of second language acquisition. It focuses on determining the belief systems of the students on the role of corrective feedback in language learning in terms of self-efficacy, effort, language anxiety, and learning strategy, relating the beliefs of students regarding CF and academic performance, and providing possible teaching strategy development plan for teachers on giving correction based on the findings of the study. The purpose of the study is to determine the beliefs on the role of corrective feedback in language learning of the grade 10 students of General Tiburcio de Leon National High School. The study utilized a cross-sectional survey method design in which the researcher collects data at one point in time (Creswell, 2012). The study could provide impact and benefits for ESL instructors or teachers in utilizing treatment of errors committed by the students whenever needed and draw typologies in the belief systems of learners on corrective feedback.

## METHOD

The present study used the combination of cross-sectional survey design and correlational method. Creswell (2012) described cross-sectional survey design as a type of survey design in which the researcher collects data at one point in time. It can examine respondents' current attitudes, beliefs, opinions, or practices (Cresswell, 2012). Correlational method, on the other hand, is a nonexperimental research design that describes a relationship between variables and measures the extent in which the factors are related in one another or do not have any relationship at all (Salkind, 2011). These techniques are used to assess the belief systems of the students on corrective feedback and identify whether students' belief systems have significant relationship with English academic performance.

The focus of these methodologies is to give concrete solutions or answers to the problem to be studied. The data gathered from these techniques were examined quantitatively and the researcher provided an in-depth analysis of the

different areas of the study. The findings of this study were used to come up with summary, conclusion, and recommendation.

### ***Respondents and Setting of the Study***

The study was conducted at Gen. Tiburcio de Leon National High School, one of the largest public secondary schools in the Division of Valenzuela located in Cor. Mercado St. Gen T. de Leon, Valenzuela City. The researcher chose this school to be the research locale because by conducting the study in this school, the community and all the stakeholders would benefit from its results the most. With all the existing department policies and orders stating child protection and promoting child-centered learning experience, teachers should never force students to learn new things through scolding or giving punishment, but instead teachers must have to think new strategies on how to motivate students by understanding their beliefs towards learning.

Specifically, one hundred Grade 10 students of Gen. Tiburcio de Leon, National High School were randomly selected from twenty heterogeneous sections, served as the respondents of this study. The population is estimated to be 865. Using the online sampling calculator [www.surveymonkey.com](http://www.surveymonkey.com) with 90% confidence level and 10% margin of error, the sample should be at least 87. The researcher had floated 100 questionnaires and was able to retrieve all. The samples were carefully chosen through a fishbowl method from 20 sections in the tenth grade.

The selected Grade 10 students answered the researcher-made survey questionnaire to assess their beliefs systems on corrective feedback in language learning. The responses were collected and interpreted to come up with the findings and were computed for correlation with their English academic performance that led to students' typology.

### ***Instrumentation and Validation***

The survey questionnaire used in the study followed the correct process of validation and reliability testing of the main instrument to be used in this study. The researcher-made survey questionnaire is a 24-item survey assessing the beliefs systems of the students on corrective feedback in language learning in terms self-efficacy, learners' effort, language anxiety and

learning strategies of students in both oral and written correction. The instrument has undergone four stages relating to validation and reliability testing process. First, content validation by the experts, then the survey questionnaire was validated by language experts in different institutions focusing on how the questions are constructed to the extent that the selected respondents understood them easily and to ensure that there were no ungrammatically written questions.

After content validation, the researcher conducted a pilot testing followed by an interview with the selected respondents. The survey questionnaire was administered to the students on the same grade level as the selected participants to help the researcher determine if the respondents can answer the survey questions. The researcher made some changes based on the feedback from the students who answered the questionnaire for pilot testing. Next, the survey questionnaire underwent structural validation or factor analysis and came out with the following variables- self-efficacy, learners' effort, language anxiety and learning strategies.

The survey questionnaire was validated by both language experts and statistician to determine that the test scores or responses of the students can be used to interpret the concept or construct assumed to be measured. Lastly, the responses of the students were analyzed in terms of stability and consistency in reliability testing using Special Packages for Social Sciences (SPSS) and were double checked by experts. The responses given during the pilot testing must be nearly the same for multiple times at different times.

The computed Weighted Mean of the students' responses was used to assess and describe the belief systems of the students on corrective feedback in language learning specifically on oral and written corrective feedback in language learning and their academic performance in English. The responses were described using the Likert Scale from [www.researchgate.net](http://www.researchgate.net). The correlation of the data was computed using Spearman Rank Order Correlation since the variables were non-parametric. Spearman Rank Order Correlation is a non-parametric measure of strength and direction of association existing between variables on an ordinal scale, it is denoted by the symbol 'rs' (or the Greek letter  $\rho$ , pronounced rho).

## FINDINGS AND DISCUSSION

### *Belief System of Students on Corrective Feedback in Language Learning*

**Table 1.** Frequency distribution of responses on corrective feedback in language learning in terms of self-efficacy

| ORAL CORRECTIVE FEEDBACK                                                                                                                     | 5  | 4  | 3  | 2 | 1 | AVERA-GE | DESCRIPTIVE EQUIVALENT |
|----------------------------------------------------------------------------------------------------------------------------------------------|----|----|----|---|---|----------|------------------------|
| 1. I believe that spoken correction given by my English teacher helps me learn the language.                                                 | 51 | 41 | 4  | 2 | 2 | 4.37     | Agree                  |
| 2. I believe I'll be able to speak fluently when my teacher corrects my speaking errors.                                                     | 51 | 39 | 6  | 2 | 2 | 4.35     | Agree                  |
| 3. I believe that if my English teacher corrects my speaking errors at the beginning, it would be easy for me to correct them in the future. | 51 | 34 | 14 | 1 | 1 | 4.31     | Agree                  |
| OVERALL MEAN                                                                                                                                 |    |    |    |   |   | 4.34     | Agree                  |
| WRITTEN CORRECTIVE FEEDBACK                                                                                                                  | 5  | 4  | 3  | 2 | 1 | AVERA-GE | DESCRIPTIVE EQUIVALENT |
| 4. I believe that written correction given by my teacher helps me understand and learn grammatical features of English language.             | 44 | 36 | 15 | 2 | 3 | 4.16     | Agree                  |
| 5. I believe I'll be able to write comprehensively when my teacher always gives correction on my written errors.                             | 36 | 43 | 13 | 5 | 3 | 4.04     | Agree                  |
| 6. I believe that when my English teacher always corrects my written errors, I will be confident to write effectively in the future.         | 39 | 39 | 12 | 7 | 3 | 4.04     | Agree                  |
| OVERALL MEAN                                                                                                                                 |    |    |    |   |   | 4.08     | Agree                  |

Table 1 shows the summary of the responses of the students about their beliefs on corrective feedback in terms of self-efficacy. Questionnaire item number has garnered the highest average mean of 4.37 with descriptive equivalent of 'Agree' in OCF while the item number four had the highest average mean of 4.16 in WCF with descriptive equivalent of 'Agree'. The data simply shows that the students believe that both oral and written correction given by the language teachers may help them learn the language meaningfully in the future. Students have agreed about the efficiency of teachers' correction in both oral and written formats in language classroom. It has acquired 4.34 overall mean for oral corrective feedback with descriptive equivalent of 'Agree' and 4.08 overall mean for written corrective feedback with the same descriptive equivalent of 'Agree'. This means that students have considered corrective feedback in various formats as an effective way of gradual language learning which helped them

become fluent speaker of the target language which means that correction is an integral part of learning.

The results support the claims of Kang and Han (2015) which stated that correction in any form helps the students acquire language accuracy in second language class. In addition, Mekala and Ponmani (2017) also supported the students' responses in the present study. Their experimental study concluded that direct written corrective feedback significantly improved the writing proficiency of ESL learners. These studies have arrived with the same results as the present study. Thus, students believed that correction employed by the language teachers may positively help them achieve their maximum language potentials in both oral and written language in the future since student respondents agreed with all the items listed above on table 1. It is indeed language learners believed that corrective feedback made second language learning meaningful.

**Table 2.** Frequency distribution of responses on corrective feedback in language learning in terms of effort

| <b>ORAL CORRECTIVE FEEDBACK</b>                                                                                                  | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> | <b>AVERAGE</b> | <b>DESCRIPTIVE EQUIVALENT</b> |
|----------------------------------------------------------------------------------------------------------------------------------|----------|----------|----------|----------|----------|----------------|-------------------------------|
| 7. I immediately correct my speaking errors with the help of teacher correction.                                                 | 33       | 45       | 13       | 7        | 2        | <b>4.00</b>    | <b>Agree</b>                  |
| 8. I try to correct myself when my teacher signals that I commit errors by repeating them using higher tone.                     | 21       | 23       | 37       | 14       | 4        | <b>3.40</b>    | <b>Neutral</b>                |
| 9. I try to remember the revised form or corrected form given by my English teacher when my teacher corrects my speaking errors. | 34       | 38       | 21       | 7        | 0        | <b>3.99</b>    | <b>Agree</b>                  |
| <b>OVERALL MEAN</b>                                                                                                              |          |          |          |          |          | <b>3.80</b>    | <b>Agree</b>                  |
| <b>WRITTEN CORRECTIVE FEEDBACK</b>                                                                                               | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> | <b>AVERAGE</b> | <b>DESCRIPTIVE EQUIVALENT</b> |
| 10. I immediately rewrite my composition with the correction written by my English teacher.                                      | 15       | 49       | 31       | 4        | 1        | <b>3.73</b>    | <b>Agree</b>                  |
| 11. I try to rewrite my composition even my teacher just crosses out the errors without providing correction.                    | 10       | 35       | 40       | 10       | 5        | <b>3.35</b>    | <b>Neutral</b>                |
| 12. I always consider the commentaries written by my English teacher on my composition.                                          | 38       | 29       | 23       | 7        | 3        | <b>3.92</b>    | <b>Agree</b>                  |
| <b>OVERALL MEAN</b>                                                                                                              |          |          |          |          |          | <b>3.67</b>    | <b>Agree</b>                  |

Table 2 shows the summary of the responses of the students about their beliefs on corrective feedback in terms of learner's effort. Questionnaire item number seven has garnered the highest average mean of 4.00 with descriptive equivalent of 'Agree' in OCF. On the other hand, the item number eleven had the lowest average mean of 3.35 in WCF with descriptive equivalent of 'Neutral'. This indicates that students looked forward with the correction given by the language teachers in written tasks.

Nevertheless, the data simply show that the students agreed that students' effort after the correction has been made really plays vital role in language development. Students believed that their effort after the teachers' correction in both oral and written formats in language classroom contributed meaningfully in language learning. As shown in the data, OCF has acquired 3.86 overall mean with descriptive equivalent of 'Agree' and 3.67 overall mean for written corrective feedback with the same descriptive equivalent of 'Agree'. This means that students have considered learners' effort as vital part of language learning. Correction without effort means nothing at all.

The results were in contrast with the findings of Ferris (2011) which concluded that corrective feedback does not have any positive effect the in the long run since the respondents believed and agreed that corrective feedback given by the

teachers may help them become second language speaker in the future through continuous practice and efforts in learning the target language.

On the other hand, Linh (2018) concluded on an experimental study that language skill might be enhanced more if the students know how to handle feedback employed by the teachers or instructors constructively. It is also an effort of the learners to find ways to self-correct their language errors as shown in item one of Oral and Written Corrective Feedback to fully acquire their full language potential. Some of the efforts that students can be accomplished after receiving feedback are self and peer correction, in fact, students agreed and had a strong belief after the responses had a somehow higher mean score about the functionality of self-correction as their effort in language learning based on Table 3.

Balderas and Cuamatzi (2018) believed that knowing how to correct his/her own mistake is already learning. They then emphasized that language learning should not always be about language proficiency in speaking or in writing. It is sometimes about errors awareness, which is for example student-centered language learning. To add, they also claimed that self-correction after teachers' given feedback has positive effects on language proficiency. Language learning may also come after critically assessing their errors in speaking and writing.

**Table 3.** Frequency distribution of responses on corrective feedback in language learning in terms of language anxiety

| ORAL CORRECTIVE FEEDBACK                                                                                                                                              | 5  | 4  | 3  | 2  | 1  | AVERAGE | DESCRIPTIVE EQUIVALENT |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|----|----|----|----|---------|------------------------|
| 13. I am confident during oral activities like recitation because it's okay for me to commit errors and be corrected.                                                 | 23 | 27 | 37 | 12 | 1  | 3.59    | Agree                  |
| 14. I feel motivated when my teacher uses negative words in correcting my errors. (e.g., You have committed grammatical errors again, Go back with your books., etc.) | 10 | 30 | 26 | 20 | 40 | 3.02    | Neutral                |
| 15. I believe that my willingness to speak fluently increases every time my teacher corrects my errors during recitation.                                             | 29 | 43 | 23 | 4  | 1  | 3.95    | Agree                  |
| OVERALL MEAN                                                                                                                                                          |    |    |    |    |    | 3.52    | Agree                  |
| WRITTEN CORRECTIVE FEEDBACK                                                                                                                                           | 5  | 4  | 3  | 2  | 1  | AVERAGE | DESCRIPTIVE EQUIVALENT |
| 16. I feel motivated every time my teacher returns my compositions full of correction or revision marks.                                                              | 17 | 48 | 25 | 10 | 0  | 3.72    | Agree                  |
| 17. I am confident during English writing composition activities because it's okay for me to commit errors and be corrected.                                          | 25 | 34 | 34 | 5  | 2  | 3.75    | Agree                  |
| 18. I believe that the thoughts of committing errors and being corrected motivate me to write comprehensively.                                                        | 22 | 38 | 34 | 4  | 2  | 3.74    | Agree                  |
| OVERALL MEAN                                                                                                                                                          |    |    |    |    |    | 3.74    | Agree                  |

Table 3 shows the summary of the responses of the students about their beliefs on corrective feedback in terms of language anxiety. Item fourteen has garnered the lowest average mean in OCF with 3.02 average mean with descriptive equivalent of 'Neutral'. This shows that students do not want harmful words from the teacher when giving feedback which may affect language learning. On the other hand, all items in WCF had almost the same average mean of 3.74 with descriptive equivalent of 'Agree'. This indicates that students feel motivated when their teacher corrects their written errors.

Further, the data simply show that the students believed that the correction given by the teachers really motivated them to achieve more in learning the language. Students agreed that teachers' correction in both oral and written formats in language classroom contributed meaningfully in language learning. As shown in the data, OCF has acquired 3.52 overall mean

with descriptive equivalent of 'Agree' and 3.75 overall mean for written corrective feedback with the same descriptive equivalent of 'Agree'. This means that the role of correction in language class has been positively seen as effective by the ESL learners.

Further, corrective feedback does not really harm one's feelings, especially when it has been given positively in proper language context. This was in consonance with the conclusion of the study conducted by Zhu and Wang (2019) which mentioned that students looked forward to the correction of teachers after they had committed language errors. In fact, they preferred restating their utterances with the help of the teachers so that they could familiarize themselves with the correct form of the target language. Therefore, language anxiety was never an issue in corrective feedback even though previous studies told us that correction is harmful.

**Table 4.** Frequency distribution of responses on corrective feedback in language learning in terms of language strategy

| ORAL CORRECTIVE FEEDBACK                                                                                                                                | 5  | 4  | 3  | 2 | 1 | AVERAGE | DESCRIPTIVE EQUIVALENT |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|----|----|----|---|---|---------|------------------------|
| 19. I believe that analyzing how my English teacher explicitly corrects my speaking errors and provides revisions helps improve my oral fluency.        | 33 | 47 | 16 | 3 | 1 | 4.08    | Agree                  |
| 20. I believe that analyzing how my teacher reformulates or revises everything I have said when I commit speaking errors helps improve my oral fluency. | 33 | 52 | 14 | 0 | 1 | 4.16    | Agree                  |
| 21. I believe that correcting myself every time I commit speaking errors helps improve my oral fluency.                                                 | 41 | 42 | 17 | 0 | 0 | 4.24    | Agree                  |
| OVERALL MEAN                                                                                                                                            |    |    |    |   |   | 4.16    | Agree                  |

| WRITTEN CORRECTIVE FEEDBACK                                                                                                                                | 5  | 4  | 3  | 2  | 1 | AVERAGE | DESCRIPTIVE EQUIVALENT |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|----|----|----|----|---|---------|------------------------|
| 22. I believe that comparing my written errors and teachers' correction written above helps improve my writing accuracy.                                   | 25 | 51 | 14 | 8  | 2 | 3.89    | Agree                  |
| 23. I believe that crossing out errors without providing correction helps improve my writing accuracy.                                                     | 23 | 23 | 25 | 22 | 7 | 3.33    | Neutral                |
| 24. I believed that written commentary of my English teacher explaining my errors and giving techniques to correct them helps improve my writing accuracy. | 56 | 25 | 14 | 1  | 4 | 4.28    | Agree                  |
| OVERALL MEAN                                                                                                                                               |    |    |    |    |   | 3.83    | Agree                  |

Table 4 shows the summary of the responses of the students about their beliefs on corrective feedback in terms of learning strategy. Item twenty-one has garnered the highest average mean of 4.24 with descriptive equivalent of 'Agree' in OCF. This shows that students usually applied self-correction after receiving corrective feedback to avoid committing the same mistakes in the future. On the other hand, item number twenty-three had the lowest average mean of 3.33 in WCF with descriptive equivalent of 'Neutral'. This indicates that students looked forward with the correction given by the language teachers in written tasks since they believed that these corrections improved their language proficiency gradually.

Nevertheless, the data showed that the students agreed that strategies on how to learn from the correction given by the teacher have a positive impact in language development. Students believed that their learning strategy after the teachers' correction in both oral and written formats in language classroom contributed meaningfully in language learning. As shown in the data, OCF has acquired 4.16 overall mean with descriptive equivalent of 'Agree' and 3.83 overall mean for written corrective feedback with the same descriptive equivalent of 'Agree'. This means that students have considered their learning strategies of students after receiving correction may improve their language skills in both oral and written communication using the second language.

Furthermore, survey statements on this part of the questionnaire were anchored on Mitchell et al. (2013) after providing distinction on types of Oral Corrective Feedback employed by

language teachers. They then introduced the following: Explicit correction, recasts, and repetition. In Written Corrective Feedback, Ellis (2013) has introduced the most comprehensive types of Oral Corrective Feedback as follows Direct Corrective Feedback, Indirect Corrective Feedback and Metalinguistic Corrective Feedback. These types of correction would guide the researcher in crafting typological framework of Filipino high school learners which could help second language learners and instructors in handling such students.

The results support the claims of Zhai and Gao (2018), they believed that teachers should have proper pedagogical practice in giving feedback especially those strategies- explicit correction, recasts, metalinguistic correction based on the study conducted. However, findings of the current study were in contrast with the study conducted by Faqeih (2012), he concluded that students preferred to be corrected through recasts over metalinguistic correction while the present study garnered a higher computed mean for metalinguistic correction as seen in questionnaire item 24 compared to recast on questionnaire item 22. This simply indicates that belief system on corrective feedback has unique characteristics that may vary from one person to another.

### ***Relationship between Oral Corrective Feedback and Written Corrective Feedback***

Table 5 shows the correlation between of the students' beliefs about oral corrective feedback and written corrective feedback in language learning using spearman rank order correlation.

**Table 5.** Correlation between the belief systems of students on oral corrective feedback and written corrective feedback

| Elements                           | N   | Spearman's rho (r) | Sig. | Interpretation       |
|------------------------------------|-----|--------------------|------|----------------------|
| OCF and WCF in terms Self-Efficacy | 100 | .593               | .000 | Moderate Correlation |
| OCF and WCF in terms of Effort     | 100 | .248               | .013 | Weak Correlation     |

|                                  |     |      |      |                  |
|----------------------------------|-----|------|------|------------------|
| OCF and WCF in Language Anxiety  | 100 | .298 | .003 | Weak Correlation |
| OCF and WCF in Learning Strategy | 100 | .358 | .000 | Weak Correlation |

A Spearman's rank-order correlation was run to determine the relationship of the responses of the students based on their beliefs in oral corrective feedback and written corrective feedback in terms of self-efficacy, effort, language anxiety and learning strategy after answering the validated questionnaire. The results of the statistical treatment reveal the following: it can be noted that there was a "moderate" correlation between the Oral Corrective Feedback and Written Corrective Feedback in language learning in terms of Self-Efficacy ( $r_s = .593$ ,  $p = .000$ ). In terms of effort, there was a "weak" correlation between the Oral Corrective Feedback and Written Corrective Feedback in terms of Learner's Effort ( $r_s = .248$ ,  $p = .013$ ). In addition, a "weak" correlation between the Oral Corrective Feedback and Written Corrective Feedback in terms of Language Anxiety ( $r_s = .298$ ,  $p = .003$ ) has been computed statistically. While there was a "weak" correlation between the Oral Corrective Feedback and Written Corrective Feedback in terms of Learning Strategies ( $r_s = .358$ ,  $p = .000$ ).

This indicates that there are minor similarities in students' responses as far as their beliefs are concerned in oral corrective feedback and written one in language learning in terms of self-efficacy, effort, language anxiety and learning strategy. Based on the data, the respondents have taken oral corrective feedback and written corrective feedback with the same beliefs with regards to the importance of CF in language learning.

The results showed contrast to the Tavakoli and Zarrinabadi (2018) claim. They believed that Oral and Written Corrective Feedback were two uniquely different variables. To conclude, written corrective feedback did not affect or even improve students' willingness to communicate using a second language and it has no significant effect in language accuracy. The contrasting results also made belief systems a unique variable which requires numbers of study with different participants to further understand the concept.

### ***Academic Performance of Students in English***

**Table 6.** Academic performance of the students in terms of the grades in English

| Grades | Frequency | N   | Mean  | Median | Mode |
|--------|-----------|-----|-------|--------|------|
| 75-80  | 28        | 100 | 85.68 | 86     | 80   |
| 81-85  | 25        |     |       |        |      |
| 86-90  | 23        |     |       |        |      |
| 91-95  | 18        |     |       |        |      |
| 96-100 | 6         |     |       |        |      |

Table 6 indicates that the respondents have somehow different academic performances. Moreover, Duran-Zipagan and Batang (2011) concluded that the beliefs of the students really affect academic performance. The connection of these two variables would be tested in the present study.

In this study, academic performance referred as the overall appraisal the students acquired in English in the previous grading period which served as the basis of identifying and describing what kind of ESL learners the students were. This set of data could also be used to correlate with their beliefs in corrective feedback in both oral and written forms. The results of the Spearman's rank-order correlation

of academic performance and beliefs on corrective feedback may be very useful to all second language teachers for possible policy recommendation and/or pedagogical alignment and development.

### **Relationship between Academic Performance and Beliefs on Corrective Feedback**

Table 7 shows the correlation between of the students' beliefs about corrective feedback in language learning and their academic performance in terms of quarterly grades in English subject using spearman rank order correlation.



**Table 7.** Correlation between the belief systems of students and their academic performance in terms of the grade in English

| Spearman's rho | Academic Performance In terms of Grades In English | Correlation Coefficient | Self-efficacy-OCF | Self-efficacy-WCF  | Learner's effort-OCF | Learner's effort-WCF | Language Anxiety-OCF | Language Anxiety-WCF | Learning Strategy-OCF | Learning Strategy-WCF |
|----------------|----------------------------------------------------|-------------------------|-------------------|--------------------|----------------------|----------------------|----------------------|----------------------|-----------------------|-----------------------|
|                |                                                    |                         | .025              | .231 <sup>**</sup> | .108                 | .195                 | -.64                 | .078                 | .063                  | -.011                 |
|                |                                                    |                         | .805              | .021               | .287                 | .052                 | .525                 | .441                 | .533                  | .915                  |
|                |                                                    |                         | N                 | 100                | 100                  | 100                  | 100                  | 100                  | 100                   | 100                   |

It can be inferred from table 7 that there was a “weak” correlation between the academic performance in terms of the grades in English and Written Corrective Feedback in Self-Efficacy ( $r_s = .231$ ,  $p = .021$ ). This indicates that the respondents’ beliefs on Written Corrective Feedback in terms of Self-Efficacy and their academic performance have shown a very minimal pattern or similarities which means that students, regardless of the academic performance have similar beliefs in terms of Self-Efficacy in Written Corrective Feedback.

Nevertheless, the results of Spearman rank-order correlation have shown that the beliefs of the students on corrective feedback in both oral and written formats do not have any relation to their academic performance in English except in terms of Self-Efficacy in Written Corrective Feedback. This only justifies that beliefs on corrective feedback are a very unique that may be varied from one person to another. Further, students having the same academic performance do not really have the same beliefs on corrective feedback which simply means that in language learning students’ beliefs must be analyzed and treated carefully and fairly since students have different beliefs on corrective feedback regardless of their academic performance based on statistical data of the present study.

The relationship of academic performance and beliefs of an individual has concluded differently in the study conducted by Vecaldo

(2017). He then recommended that teachers should find ways to realize and draw positive beliefs from the students for better academic performance. Another study that opposes the claim of the present study, Hulin and Yulian (2016) examined the relationship of students’ beliefs and English achievement of Chinese Second language students. The results proved general positive effects of students’ beliefs in their English language achievements.

### ***Typological Framework of High School Students on Corrective Feedback***

The present study sought to develop a typology or classification or general type of learners in archaeology, psychology or social sciences. In this study, it refers to the type of the students classified depending on their belief systems on corrective feedback in language learning which made them unique from other foreign students, based on the results of the survey given to Grade 10 students of Gen. Tiburcio de Leon National High School. The distinct type of Filipino High School students was presented using a comprehensive table with appropriate description as guided by different experts cited in Mitchell et al. (2013) for Written Corrective Feedback since these expert’s types of correction have been the most comprehensive ones and have been widely used in the field of linguistics.

**Table 8.** Frontline belief system of Filipino high school students

| Frontline Belief System                                                                                                                 |                                                                                                                                                                            |                          |
|-----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Oral Corrective Feedback                                                                                                                | Written Corrective Feedback                                                                                                                                                | Correlation              |
| <b>Oral Language Proficiency-</b> It is believed that correction helped them learn the language.                                        | <b>Language Accuracy Building-</b> It is believed that correction given in writing activity led to language accuracy.                                                      | <b>Self-Efficacy</b>     |
| <b>Explicit Correction-</b> It involves identifying the errors of the students and providing their correct forms (e.g., you should say) | <b>Direct Corrective Feedback-</b> It involves identifying errors of students by crossing out or inserting missing elements and writing the appropriate form above errors. | <b>Learning Strategy</b> |

|                                                                                                                                                                                                        |                                                                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Recasts-</b> It involves the revision or reformulation of the all the parts of the learners’ utterances, minus the mistakes.                                                                        | <b>Metalinguistic Correction-</b> It is a technique provides enough explanations on the nature of errors that students committed in language class through a commentary written on students’ papers. |
| <b>Learning Through Correction-</b> Students learned aspect of language every time they got corrected.                                                                                                 | <i>Language Anxiety</i>                                                                                                                                                                              |
| <b>Self- Correction-</b> This refers to indirect corrective feedback in which the students would be given a chance to correct themselves and to make possible alterations of their committed mistakes. | <i>Effort</i>                                                                                                                                                                                        |
| <b>Embedded Belief System</b>                                                                                                                                                                          |                                                                                                                                                                                                      |
| <b>Oral Corrective Feedback</b>                                                                                                                                                                        | <b>Written Corrective Feedback</b>                                                                                                                                                                   |
|                                                                                                                                                                                                        | <b>Indirect Corrective Feedback-</b> It is a type of correction focuses only in identifying errors by crossing them out without providing any revisions.                                             |
|                                                                                                                                                                                                        | <i>Learning Strategy</i>                                                                                                                                                                             |
| <b>Use of Negative Words-</b> It refers to the use of negative words in correcting my errors. (e.g., You have committed grammatical errors again, Go back with your books., etc.)                      | <i>Language Anxiety</i>                                                                                                                                                                              |
| <b>Repetition-</b> It is a strategy that is done when the teacher repeats students’ errors by adjusting the tone of the voice to highlight errors and asks them to analyze the errors committed.       | <i>Effort</i>                                                                                                                                                                                        |
| <b>Embedded Belief System</b>                                                                                                                                                                          |                                                                                                                                                                                                      |
|                                                                                                                                                                                                        |                                                                                                                                                                                                      |

Table 8 summarized the beliefs of Filipino High School students on Corrective Feedback in language learning. Filipino High School students as type of second language learner can be described as learners who held layers of belief systems about corrective feedback. These said layers were given coined names as follows: Frontline belief system- these are the beliefs that were clear and evident to the learners which could easily be seen or identified by the language teachers or even learners themselves; Embedded belief system- these beliefs were unknowingly existed to the Filipino learners in which students had indefinite perspective on whether these things or concepts might help them or not; Lastly, Non-compensatory belief system- these are beliefs that are unfamiliar and considered unacceptable to Filipino learners for some underlying reasons. The following paragraphs described some principles and classroom implications of the said belief systems.

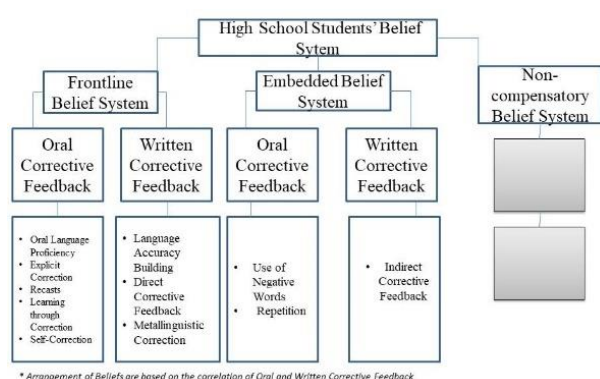
Based on the results of data analysis and statistical computation together with the literature provided by language experts, frontline belief system can be described as concepts or practices that they have considered useful and

effective in language classroom. This implied that English as Second Language learners in the Philippines always looked forward to the correction of the errors, they had committed in language class regardless of whether it is oral or written for they believed that this thing would help them in the future to become fluent conversationalists of the target language.

Further, students also believed that correcting themselves opened an opportunity to assess their own mistakes which led to reach their full language potential. In addition, giving them the correct forms, changing the complete utterances of the mistakes, or recasting errors was very beneficial for they were exposed in correct language use. In written activity, students believed that language accuracy is being developed when teachers correct the written errors and write the correct form above or when the teacher writes comments on students' works. These implications were in consonance with Ozmen and Aydin (2015) which claimed that students' language proficiency could be attained through constructivist teaching. Thus, Corrective Feedback really contributed to a meaningful language learning experience of the students.

Secondly, embedded belief system refers to the beliefs of students regarding corrective feedback which the effectiveness is quite questionable due to students' emotional or affective state. After careful examination of the data, these classroom implications were evidently provided. Filipino high school students had some issues about how they should be corrected for they felt embarrassed when corrected using some mean or negative words which supported by the classic Affective Filter Hypothesis of Krashen as mentioned by Ferris (2011). Students are also unsure and unsatisfied when the language teacher repeats using higher tone as signal when a student committed errors for, they looked forward to direct correction. In written activity, crossing out errors without providing any correction does not help them at all since written corrections and commentaries helped them acquire language accuracy. Lastly, non-compensatory belief system does not have any items on it which means that students agreed that correction is one integral part of language learning.

As recommended, the output of the present study which summarized the "Typological Framework of High School Students on Corrective Feedback in Language Learning" must be presented to other second language teachers or instructors through LAC sessions. This may possibly help them craft new strategies in handling students especially when they commit errors.



**Figure 1.** Typological framework of high school students on corrective feedback

The study indicatively highlights its main contribution through a typological framework presented in Figure 3. It could be gleaned that Filipino students' belief system is characterized by the dominance of frontline beliefs on oral corrective feedback on oral language proficiency, recasts, learning through correction, and self-correction. However, students pursue

language accuracy building and metalinguistic correction when corrected during writing endeavors. These systems play a role as possible components of students' skills and even part of their learning style eventually reaching automaticity in terms of utilization.

Embedded systems are considered neutral beliefs that students may find quite controversial whether to use them or not. The possible impact of these feedback mechanisms is still unaccounted; however, students recognize their role in the learning in oral communication and in writing. These are highly evident during use of negative words, repetition, and indirect corrective feedback.

Finally, the framework presents that corrective feedback becomes non-compensatory noting that students disagree on the role of corrective feedback and do not possess any belief system that feedback is not essential in oral and written activities. The double negatives in this statement explain that students are compensatory to the effects of corrective in learning which explains that for Filipinos, this domain is basically non-existent. The gray area of the paradigm however provides fertile ground for further research and inquiry and for this reason it is still included in the typology.

## CONCLUSION

Students have underlying beliefs on corrective feedback in language learning known as frontline and embedded beliefs in both oral correction and written one since all the gathered overall mean fell under 'Agree'. This simply indicates that students believed that corrective feedback given by the teacher helped them improve their language proficiency. This also shows that students considered corrective feedback in various formats as gradual way of language learning which is beneficial in the future;

Statistically, there is a significant relationship between the students' beliefs on Oral Corrective Feedback and Written Corrective Feedback. This means that corrections employed by the teachers in both forms affect one another. This indicates that corrective feedback helped students in improving their language proficiency as shown on their beliefs.

Based on the data, respondents have somehow different academic performances based on their quarterly grades in English during the previous quarter, statistically, there was a weak correlation between academic performance

of the respondents and Written Corrective Feedback in terms of Self-Efficacy. This simply shows that there were no significant relationships between academic performance and other types of correction aside from the WCF in terms of Self-Efficacy. This indicates the individuality of beliefs system that students had in corrective feedback as part of their language learning.

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