

## Insights from Turkish Learners of English on the Nature of Corrective Feedback in Classroom Interaction

### Abstract

*Purpose* The purpose of this study was to provide insights into learners' perspectives on corrective teacher feedback in classroom interaction.

*Sample* 21 upper-intermediate English as a foreign language learners at the prep. school of an English-medium university in Turkey constituted the sample of the present study.

*Design and Methods* Two lessons of an EFL class were videotaped and analyzed. Further data were collected through stimulated recall. While watching the videotaped lessons, learners were individually asked to recall and think-aloud their mental activities in relation to the instances where they received error correction.

*Results* Congruent with previous research findings, all the participants agreed that they would not prefer their teacher to have a high tolerance for errors and give little corrective feedback. Yet, learners would like to be given the opportunity to self-correct and to be provided with the correct form if they are unable to self-correct.

**Keywords:** *corrective feedback, stimulated recall, learners' perspectives, teachers, classroom research.*

### 1. Introduction

In second language acquisition research, there is no question about the essential role of feedback in learning a second or foreign language. It is widely accepted that exposure to positive evidence alone cannot guarantee success in language acquisition<sup>1</sup>. As Corder (1988, p. 143) states, 'the minimal and indispensable function of