The Influence of Different Corrective Feedback on the Enthusiasm of Primary School Students in English Classes

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Abstract. China has gradually promoted the development of English education in primary schools. How to use evaluation language to improve the initiative of primary school students to learn English and protect the enthusiasm of primary school students to learn English have been highly concerned by English teachers. Based on the comparison and analysis of six different types of corrective feedback, this paper analyzes the advantages of each type of corrective feedback and the application of different types of corrective feedback in the classroom and obtains the corrective feedback suitable for English teachers to use in the classroom of elementary school students. Through research, it is found that the rational use of corrective feedback is conducive to improving the efficiency and enthusiasm of students in learning English, and is an effective means for English teachers to promote the classroom. Therefore, English teachers must understand and flexibly use different corrective feedback in the classroom to actively respond to the prospect of universal English education in China.

Keywords: Corrective feedback, Primary school students**,** Clarification requests**,** Metalinguistic feedback**,** Elicitation.

1   Introduction

According to Long, his interaction hypothesis emphasizes the importance of interaction and comprehensible input when children learn a second language. That is, acquisition can happen when students are provided with comprehensible input, comprehensible output, and corrective feedback. It's the teachers' responsibility to create a suitable and helpful learning environment for students. Swain further emphasizes the importance of interactions between teachers and students. From Swain, evaluation feedback discourse can propel students to focus on language form and language meaning. Through this process, students can improve their output accuracy by reorganizing their answers and more mutual communication and interactions between teachers and students can be achieved. Later, research conducted by Lyster and Ranta had founded that oral feedback in an immersive classroom is groundbreaking, affirms the positive role of corrective

feedback, and makes its effect widely recognized and concerned. Thus, corrective feedback gained large amounts of attention [1].

Observing the English classes, how teachers respond to their students' errors largely impacts students' activity and performances during the English classes, especially for students at young ages. Young English learners have the characteristics such as a lack of confidence, unable to understand new knowledge, low motivation to acquire English as a second language, and unstable affective filter. Therefore, in such circumstances, teachers need to how to use corrective feedback wisely to encourage new learners. Besides, building up confidence for the students, another important point for teachers to achieve is to assure a class with an enthusiastic learning atmosphere. A relaxed, interesting class is beneficial for students to express their feelings and thoughts which lay a conducive foundation for them to acquire language. Using corrective feedback correctly and suitably just suits the case for creating a friendly language learning environment for students. However, teachers have different academic backgrounds There are Chinese teachers and foreign teachers among the teachers, and the theoretical basis of second language acquisition is uneven. At present, there are many studies on the application of corrective feedback in classroom teaching at home and abroad, but the characteristics of younger students' English classes determine that the application of corrective feedback is more complex, and more influencing factors need to be considered [2]. Hence, research on the use of corrective feedback strategies and the positive role of corrective feedback in children's English teaching has laid a solid foundation for improving the quality of children's English learning and for the country to cultivate more qualified international talents.

This study analyses the Influences of different corrective feedbacks on the enthusiasm of young students (Grades 1-6) in English classes. This study is of significance from theoretical and practical aspects.

Theoretically, lots of linguistics had proposed the importance of mutual interaction and understanding during English classes. Efficiently using corrective feedback can largely improve the learners' learning quality and efficiency. Moreover, since various corrective feedbacks have different outcomes for the students, educators need to know how to give feedback correctly and wisely.

From a practical aspect, teachers' responses are somewhat determining the students' English learning motivation and passion and even the development of the children. How to use corrective feedback to help students realize their errors at the same time protect their learning passion is worth pondering [3].

Therefore, this study can give English teachers some insights into how to improve the quality of teachers' discourse in English classes and help teachers raise the awareness of adopting corrective feedback properly in their teaching and consciously improve their corrective feedback skills to induce successful repair.

2   The Theory of Corrective Feedback

Based on the research, metalinguistic feedback plays an important role in improving students' English acquisition and recasts cannot effectively promote pupils' learning of English [4]. However, since explicit correction, clarification requests, elicitation, and repetition are also commonly used in the classes, this study will discuss all these six corrective feedbacks (see Table 1).

2.1   Explicit Correction

Though this method is highly valued in higher grades and accepted by both teachers and students because of its high efficiency, teachers who teach lower grades students are not recommended to use this kind of feedback frequently. Since children in elementary school are between the ages of six to twelve, it's hard for them to master another kind of foreign language in such a short time, so using explicit correction can sometimes do harm to students' learning passion and cause some bad effects such as unwilling to learn English and even become holistic to studying. Therefore, teachers shouldn't use explicit correction frequently. Only when the mistake is made by the whole class or the mistake is exceedingly absurd can the teacher resort to explicit correction.

2.2   Recasts

Recasts are a clever and implicit way to correct the students and it's also a very important method for teachers to use. When using it for feedback, teachers can effectively respond to students' responses in a more natural way, and at the same time provide support to students in the use of target language to improve the quality of students' language output. In this process, the communication between teachers and students on a certain content is not interrupted. It is an ideal learning state to pay attention to language learning while using language communication [5]. However, sometimes, especially in grammar classes, recasts only provide the correct form, without analyzing the reasons, and informing the learners of the errors, which seems to protect the self-esteem and confidence of learners. But this process lacks comprehensible input, which is difficult to promote learners to correct language errors and output by themselves and cannot effectively help second language acquisition. Recasts require a high level of learners' abilities in all aspects. For language beginners in primary schools, there is not enough concentration and understanding [4].

2.3   Clarification Requests

Clarification requests require learners to re-analyze their interlanguage system, to obtain the development of the target language form, including a more systematic and deeper cognitive process. When learners accurately notice their corrective intentions, this kind of output-driven feedback can stimulate deeper processing of the target language and have a long-term effect on the development of the target language. [6]. Since

clarification requests can be easily used during the classes, efficiently protect the students' self-esteem and guide the learners to think about their errors, this kind of corrective feedback has become more and more popular during English classes.

2.4   Metalinguistic Feedback

Metalinguistic feedback can attract more attention of learners to errors and provides a communicative environment for learners. According to the interaction hypothesis (Long), interaction creates a condition for the incomprehensible party to have the opportunity to be informed, which enables both parties to negotiate meaning or form, thus improving the comprehensibility of language. From Krashen's "Input Hypothesis" theory, language acquisition is based on the acceptance of understandable language input, and the language input is slightly higher than the current level of language competence of the learner (i+1). When language errors occur, metalanguage feedback provides learners with understandable language input in time [4].

2.5   Elicitation

Elicitation is one of the most important corrective feedback for teachers to make comments in lower grades. Through classroom conversation, the role of discourse can be changed through explanation, elaboration, and guidance, extend classroom communication, realize the benign interaction of classroom activities, activate the classroom atmosphere, expand students' thinking, effectively help students correct their inherent mistakes, provide more opportunities for students' language output, and realize the co-construction of classroom ecology between teachers and students [7].

2.6   Repetition

Teachers don't point out students' errors directly but repeat some of the students' answers, changing tones and pitches, and pausing to prompt the students to correct themselves. This form of guidance can stimulate students to think actively and arouse students' awareness of their answers, so it can be seen as an effective teaching method to encourage students to improve their thinking and learning process [8].

Table 1. Different Kinds of Corrective Feedback

Type	Examples	Explanations	Effects	Drawbacks
Explicit correction	S1: The dog runs fastly. T1: 'Fastly' doesn't exist. 'Fast' does not take-ly. That's why I pick 'quickly'. S2: It was not until the Spring Festival was drawing near did they make up their mind to make a journey with their parents. T2: You should say "It was not until... that...". Try again.	1. Teacher clearly indicates that what the student had said was incorrect. 2. Teacher provides the correct form.	Clearly pointing out the wrong answer and providing the right answer can help students be aware of the correct answer and remember it.	May sometimes discourage students' learning attitudes.

	S2: It was not until the Spring Festival was drawing near that they made up their mind to make a journey with their parents.			
Recasts	S1: Why you don't like Mark? T1: Why don't you like Mark? S2: He said you are rude to him. T2: Oh, he said you were rude to him. S3: What the time should we go swim? T3: What the time should we go swimming?	1. Teacher doesn't correct the answer clearly. 2. Teacher reformulates the student's answer. 3. Teacher always uses implicit ways instead of introducing by "Use this word", "You should say", or "You mean".	1. Indicate the students the right answer. 2. Can well protect students' learning passion.	Students may be unaware of their errors.
Clarification requests	T1: How often do you wash the dishes? S1: Fourteen. T1: Excuse me? S1: Fourteen. T1: Fourteen what? S1: Fourteen times a week. T2: What are the two main points of the news report? S2: There is damage. T2: Yeah! The damage caused by the typhoon. S3: It's very strong! T2: What do you mean by strong?	1. Indicate to students that either their utterance has been misunderstood by the teacher or the utterance is incorrect that a repetition or a reformulation is required. 2. A clarification request includes phrases such as 'Pardon me…', 'What do you mean by…?'	1. Give students' chances to revise their answer. 2. Benefit for protecting students' self-esteem.	Students may be unaware of their errors.
Metalinguistic feedback	S1: We look at the people yesterday. T1: What's the ending we put on verbs when we talk about the past? S1: e-d. T2: Now make a sentence using "the more... the more". S2: The more you eat, the more fat you will become. T2: You know we can't use "the more fat" here. S2: Oh yes, the more you eat, the fatter you will become.	1. Metalinguistic comments generally indicates that there is an error over grammatical somewhere. 2. Teacher generally provides either some grammatical terminology that refers to the error or a word definition in the case of lexical errors. 3. Teacher won't provide the correct form explicitly.	1. Give students' chances to revise their answer. 2. Arouse students' awareness of grammatical problems.	1. Sometimes it's hard and obscure for students to understand. 2. May discourage students learning passion sometimes.
Elicitation	S1: My father cleans the plate. T1: Excuse me, he cleans the---? S1: Plates! S2: I don't know how to describe it. Maybe the methods that work. T2: Do you notice what people do before the typhoon? S2: They prevent the typhoon's damage. T2: So you mean preventative...?	1. Teacher elicits the correct form from the students. 2. Teacher uses questions to elicit correct forms. 3. Teacher occasionally asks students to reformulate their utterance.	1. Give students' chances to revise their answer. 2. Arouse students' awareness of their errors.	Sometimes students may misunderstand teachers' meaning.

	S2: Preventative measures.			
Repetition	S1: He is in the bath room. T1: Bathroom? Bedroom. He's in the bedroom. S2: We is… T2: We is? But there are two people, right? You see your mistake? You see the error? When it's plural it's 'we are'.	1. Teacher repeats students' answers. 2. Teacher adjusts their intonation so as to highlight the error.	1. Give students' chances to revise their answer. 2. Arouse students' awareness of their errors.	it may discourage students.

3 Suggestions

What kind of corrective feedback is more effective in the actual teaching operation has always been a matter of concern. It is also very common that corrective feedback is cross-used and coordinated in English teaching. The selection strategy of error correction feedback should be based on the following points.

3.1 Based on Learners' Different Language Levels [9]

Low-level learners need clearer corrective feedback such as explicit correction, and metalinguistic feedback to clearly point out the errors in their target grammatical form, urge them to compare their interlanguage with the correct target language, and consolidate their mastery of the grammatical form through modified output [3]. However, while ensuring that low-level learners can accurately understand their mistakes, teachers also need to protect students' learning enthusiasm and adopt appropriate incentives to ensure that students' learning enthusiasm is not frustrated [10].

3.2 Based on Different Types of Errors

When there are obvious grammatical errors in the student's answers, the teacher should use metalinguistic feedback. However, when the students have verb tense errors, third-person singular errors, and singular and plural errors caused by carelessness, teachers can use other kinds of corrective feedback such as clarification requests, and elicitation.

3.3 Based on Different Students

Based on the fact that corrective feedback can not only affect the classroom effect but also affect the students' English learning, teachers should choose what kind of corrective feedback to use according to the student's personality, learning situation, acceptance ability, and other factors in the class. At the same time, different types of corrective feedback can be integrated to provide better development for students' English acquisition [3].

4   Conclusion

There are increasing numbers of teachers using corrective feedback today, showing that English teachers have gradually changed their role from a commander to a participant in the classroom and have equal and free contact with students. Based on large amounts of research and data, corrective feedback provides students with the chance to realize their gaps and revive their errors to achieve the learning goals. The appropriate use of corrective feedback can provide students with adequate knowledge, share emotional experiences with them, and perform an active class operation. With the correct use of corrective feedback, teachers can not only give students the correct language form but also interact with students' emotions and achieve resonance. It is useful to mobilize students' learning enthusiasm, lead the engine, reduce anxiety, and improve self-confidence. It can also promote classroom interaction to be smoother and more continuous, to maximize classroom efficiency.

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