

EDUCATIONAL ARTICLE: THE IMPORTANCE OF STRATEGIC CORRECTIVE FEEDBACK IN CLASSROOM ENVIRONMENT

by:

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“Nice try (student’s name), who else wants to answer?”. One common practice that teachers usually do during a class discussion is to leave a student hanging on his denied answers, without providing a clear response which indicates that the student’s answer is right or wrong and that he is being corrected by the teacher. Giving corrective feedbacks to students is not a mere blurting in haste resulting to an automatic response or a confusingly random comments or opinion about the student’s answering. It requires an attentive decision from a teacher and is not done automatically as it has immediate impact to the student’s motivation to learn. According to an article from The Wing Institute at Morningside Academy, corrective feedback is of paramount importance in teaching and learning process and in the holistic performance of a teacher in a classroom as it contributes a substantial part in students’ achievement and academic outcomes. There are several ways on how to correct students’ error, but teachers tend to less perform the most efficient strategies that really help students gain long-term learning.

Teachers, sometimes, unintentionally refuse to correct a certain student’s error by calling another student’s name to answer, which can be considered a mistake as it might result to confusions for students making them think either the answer is correct or it is an error. Moreover, most teachers tend to just rely on repetitious way of correcting students or what we call recasting which happens when a teacher just restates the student’s answer and then eventually corrects it by directly uttering the right answer. According to Sarris (2020) in an American English webinar, teachers need to be careful in giving corrective feedback to students in order not to stifle them or to shut them down to the point that

they lose their confidence to answer again or to express their ideas and skills in front of the class. Therefore, it is crucial for teachers to use strategies in giving corrective feedbacks such as, first, allowing students to notice that they've been corrected, and giving them chances or clues to think and to self-correct that provides a pathway to bring the learning into the storage of long-term memories so that they can retain the lesson and be able to retrieve it whenever the circumstance require.

The manner of giving corrective feedback needs to be comprehensive, in order to carefully adjust with the learners' capabilities to understand their errors and the target learning. One thing that teachers need to keep in mind is the fact that there is always a chance for students to improve no matter how big or small the error is. Patience is a substantial virtue in teaching profession, and it can be highlighted in giving corrective feedbacks to students that are always prone to error, as the goal of teachers is not merely to be perfectionists in gauging students' academic performance but rather to take an enormous part in developing learning and improving the skills of students which they can use for a long period of time, or in other words, for their future success.

References:

Sarris, J. (2020) Strategic Corrective Feedback in the EFL Classroom. American English Live Teacher Professional Development Series. <https://youtu.be/M25Wc57Zd7M>