

Perceptions of ESL Learners and Teachers Towards the Corrective Feedback

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Over the last few decades, the role played by the corrective feedback (CF) in Second Language Acquisition has become a highly controversial issue. As a facilitator in ESL classroom, the researcher has also noticed both positive and negative aspects of corrective feedback on speaking. Some students correct their errors after receiving the corrective feedback while some make the same error repeatedly. Thus, it can be assumed that sometimes students do not consciously note their errors in speaking. The researcher observes this situation as a new research avenue in Sri Lankan context, which should further be explored. In this context, this study aims to investigate the effectiveness of corrective feedback on speaking through the perceptions of ESL learners and teachers. The research study was carried out among two randomly selected groups of first year IT undergraduates of Sri Lanka Institute of Information Technology (SLIIT). One group was from the Elementary Level (N= 30) while the other group was from the Advanced Level (N= 30). The objective of selecting two different ability groups was to investigate whether the students' perceptions towards the efficacy of corrective feedback is affected by their performance level. Data was also collected from lecturers (N= 6) who teach the first year undergraduates of SLIIT to find out their perceptions towards the effectiveness of corrective feedback. Quantitative data was collected through well-structured questionnaires and analysed using SPSS. Classroom observations are made to obtain a better picture of the perceptions of students. The findings of this research show different perceptions of Sri Lankan ESL learners and teachers towards the efficacy of corrective feedback. Most of the teachers and students believe that corrective feedback is certainly effective. Repetition is the most preferred type of corrective feedback among students of Elementary Level while implicit corrective feedback and explicit corrective feedback are the most preferred type of corrective feedback among students of Advanced Level. Moreover, this research identifies key factors that can be investigated in further research. Thus, this research has important implications for second language teaching and learning in Sri Lankan context.

Keywords: *Corrective Feedback, Efficacy, ESL, Perceptions, Second Language Acquisition*

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