

## **Effectiveness of Explicit Corrective Feedback in Learning English**

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### **Abstract**

*This study has been aimed at contrasting the consequences of explicit and implicit corrective feedback on pupils of second language. Furthermore, in this research, corrective feedback is categorized into different types and their effect on ESL/EFL learners was also analyzed. A 5-point likert-scale was utilized in this study which was responded by teachers of English subject. After the responses have been collected, SPSS has been used to do all the estimation techniques involving correlation and frequency distribution which represented that explicit type of corrective feedback has a huge influence on the language skills of the learner specifically with their command on the second language. A total of 150 teachers have responded to the questionnaire. The sampling of this particular research were the instructors of English language center of Quetta city, Baluchistan. This thesis emphasizes teachers to adopt the technique of providing overt kind of "Explicit" corrective feedback in a very productive and strategic method and make EFL/ESL learners aware of the techniques through which they can enhance their linguistic skills. Teachers had better not focus upon the feedback rather they ought to take on distinguish methodologies of corrective feedback. In addition, it would be significant for educators to inquire "the way of handling errors on advanced and elementary levels". Undoubtedly explicit kind of feedback is more efficient and productive as it can be observed easily but instructors must acquire the types of corrective feedback according to students caliber and course levels*