

Effect of Corrective Feedback Mechanism on the Performance of Grade VI English Language Students in Private Sectors Schools in Karachi

Erum Khan¹

S.M. Danish²

Dr. Muhammad Yousuf Sharjeel³

Abstract

Several Pakistani secondary school students from various popular institutes undergo a variety of problems and difficulties due to their inability to demonstrate a genuine and natural skill to use English language in real life. The situation under which English at the secondary level is taught in Pakistan is not as favorable to teaching and learning of the language as it ought to be. The courses taught lack precise curricular objectives as English language teachers are not prepared with resourceful academic tools. The majority of English language teachers depend upon outmoded instructional modus operandi. In addition, inapt textbooks are selected to teach English as a Second Language and language teaching amenities are not operational with audiovisual aids; the examination system is flawed as it lacks determining achievement and the education system is deficient of an observation and feedback system.

The paper serves as a measure to identify the current gaps in teaching quality of English teachers in secondary school and the impact of corrective strategy and its significance on writing skills of Grade VI private sector English language students with emphasis on mechanism and explanations on various aspects of language learning.

The study shows that corrective feedback strategy has a significant impact on writing skills, linguistic mechanism, explanations and written corrective feedback on various aspects of language learning. Students' responses in essay questions affect their overall English language performance under the principles of corrective feedback mechanism.

Key Terms

Skill-oriented language teaching, secondary students, linguistic competency, conventional language teaching styles, language-deficient performance, Corrective feedback, language tools