TEACHER'S CORRECTIVE FEEDBACK AND STUDENTS' UPTAKE IN 
ESL CLASSROOMS IN A PUBLIC SECONDARY SCHOOL IN 
MALAYSIA 

AINATUL BASIRAH BINTI OTHMAN 
2009668994 

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FAKULTI PENDIDIKAN

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LATIHAN ILMIAH INI TELAH DIKEMUKAKAN UNTUK MEMENUHI SEBAHAGIAN DARIPADA SYARAT UNTUK MEMPEROLEHI IJAZAH SARJANA MUDA PENDIDIKAN DALAM PENGAJARAN BAHASA INGGERIS SEBAGAI BAHASA KEDUA (TESL) DENGAN KEPUJIAN

PUAN NADIA AINUDDIN DAHLAN TARIKH

(PENYELIA)

PROF.DR. MOHD MUSTAFA BIN MOHD GHAZALI TARIKH

DEKAN FAKULTI PENDIDIKAN
DECLARATION

“I hereby declare that the work of this exercise is mine except for the quotations and summaries which have been duly acknowledged”

3/6/2013

DATE

AINATUL BASIRAH OTHMAN

2009668994

PENGAKUAN

“Saya akui karya ini adalah hasil karya saya sendiri kecuali nukilan dan ringkasan yang setiap satunya telah saya nyatakan sumbernya”

3/6/2013

DATE

AINATUL BASIRAH OTHMAN

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First and foremost, I would like to thank God for His work. I have been treated with kindness and cooperation from a lot of people throughout this entire experience and I am truly grateful. I would also like to thank my parents for their continuing support. Their enduring presence is one of the things that keep me going despite life’s challenges. I would also like to thank my supervisor, Mdm Nadia Ainuddin Dahlan for her continuing mentoring and support. Her warm guidance has made this entire process an enriching experience, something positive that I could reflect and learn from. I would also like to thank the school administrators as well as the teachers whom I have worked closely with throughout the period of data collection. Without their warm cooperation, this study might not have taken place smoothly. Finally, I would like to thank all individuals who have been involved directly or indirectly in helping me go through this process. The study would not have been completed as successfully without each and every bit of cooperation and kindness.
ABSTRACT

The study aimed to investigate corrective feedback and uptake that occurs in ESL classrooms in a public secondary school in Malaysia. It looked at the kind of corrective feedback that teachers give to students when they made spoken errors as well students’ response or uptake following the given corrective feedback. The study was sparked by similar studies in the field particularly the one done by Lyster and Ranata (1997) which indicates that certain types of corrective feedback is more effective in eliciting students’ uptake. The study involved 174 Form 3 students from four classes; two classes of the higher English proficiency and another two classes of the lower English proficiency. The researcher observed 12 hours of English lessons in order to find out the kind of corrective feedback which teacher employed as well as students’ uptake following it. The researcher also interviewed the two English teachers observed in the classroom observation in order to find out more on their corrective feedback practice. The study found recast to be the most preferred corrective feedback and also the least likely to lead to students’ uptake.

Students were most likely to produce uptake following metalinguistic feedback, elicitation and repetition. Metalinguistic feedback was also found to be most effective in leading towards student-generated repair as opposed to teacher-generated repair. The interview revealed that teacher’s choice of corrective feedback was not guided by formal knowledge on corrective feedback and uptake but by instinct and practicality. The findings were followed with discussion on implications as well as several recommendations.