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UNDERGRADUATE PROGRAM
DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY
ENGLISH MAJOR

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THEME:

ORAL CORRECTIVE FEEDBACK IN TEACHING LEARNING PROCESS

Research report before obtaining the bachelor's degree in National and Foreign language
Pedagogy, English Major

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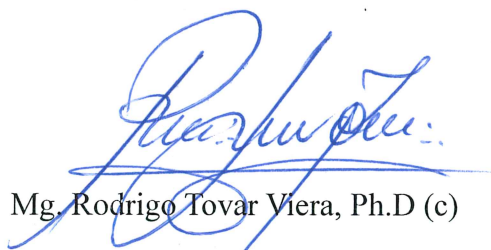
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In my capacity as a supervisor of the research report entitled "Oral corrective feedback in the teaching learning process" researched by Imbaquingo Casco Lady Melany with ID 1004823074 and Sánchez Aguiar Fernanda Aracelly with ID 1850081876, for obtaining the bachelor's degree in National and Foreign language Pedagogy, English Major.

I CERTIFY THAT:

This research report has been fully revised and has the requirements and merits to be submitted for evaluation by the assigned revision Committee and its presentation and defense.

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COMMITTEE APPROVAL

The research report entitled “**ORAL CORRECTIVE FEEDBACK IN TEACHING LEARNING PROCESS**”, has been revised, approved, and authorized for printing and binding, before obtaining the bachelor’s degree in National and Foreign language Pedagogy, English Major; this meets the substantive and formal requirements to hand in for the presentation and defense.

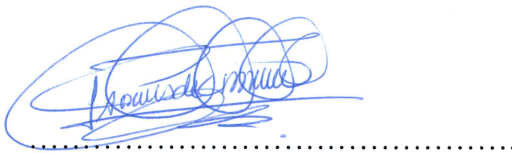
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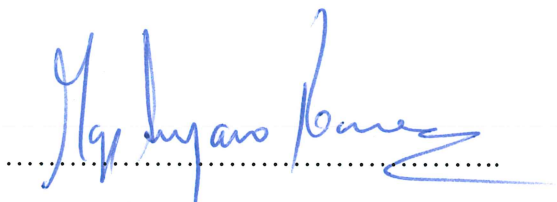
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ABSTRACT

Developing accuracy in speech has become an essential aspect to build meaningful interaction in second-language classrooms, being oral corrective feedback (OCF) the best method to improve it. Thus, this quali-quantitative research approach aims to explore the teachers’ perspectives who use oral corrective feedback in the English classrooms of the "Provincia de Cotopaxi" Educational Unit. The research method used was a case study with three teachers from the English department with more than fifteen years of experience in teaching English. Lyster and Ranta's (1997), as well as Ellis's (2009) categorization of types of oral corrective feedback were used. The data was collected through a survey for teachers, which is composed of 13 questions, of which 12 are closed-ended and 1 is open-ended related to OCF. Furthermore, class observation and a checklist of the types of OCF were used. To obtain more precise results in the comparison and analysis of data, a video recording was also used with a confidentiality agreement from the participants. Finally, the results showed that recast and repetition are the most oral corrective feedback used in the classroom to treat students’ incorrect utterances.

Keywords: accuracy, oral corrective feedback, teachers’ perspectives.

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UNDERGRADUATE DEGREE WORK STRUCTURE

RESUMEN

Desarrollar la precisión en el habla se ha convertido en un aspecto esencial para construir una interacción significativa en las aulas de segunda lengua, siendo la retroalimentación correctiva oral un método para mejorarla. El presente proyecto de investigación se basa en un enfoque de investigación cuali-cuantitativo, el cual pretende conocer las perspectivas de los docentes que utilizan la retroalimentación correctiva oral en las aulas de inglés de la Unidad Educativa "Provincia de Cotopaxi". El método de investigación utilizado fue un estudio de caso con tres docentes del departamento de inglés con más de quince años de experiencia en la enseñanza del inglés. Se utilizó la categorización de tipos de retroalimentación correctiva oral de Lyster y Ranta (1997), así también como la de Ellis (2009). Los datos fueron recolectados a través de una encuesta para docentes, que está compuesta por 13 preguntas, de las cuales 12 son cerradas y 1 abierta relacionada (OCF). También se utilizó la observación de clases y una lista de cotejo de los tipos de (OCF). Para obtener resultados más precisos en la comparación y análisis de datos, también se utilizó una grabación de video con un acuerdo de confidencialidad de los participantes. Finalmente, los resultados muestran que la reelaboración y la repetición son los comentarios correctivos orales más utilizados en el aula para tratar las expresiones incorrectas de los estudiantes.

Palabras clave: precisión, retroalimentación correctiva oral, perspectivas de los docentes.

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1 GENERAL INFORMATION

Theme: Oral corrective feedback in the teaching and learning process

Starting Date: March 2023

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2 PROBLEM STATEMENT

Nowadays, teaching speaking skills in a second language is increasingly important since many people are interested in learning English for communication. Thus, developing accuracy in speaking has become an essential aspect to build meaningful interaction in second-language classrooms (Roosdianna et al., 2018).

One method to enhance accuracy is oral corrective feedback (OCF) (Ellis, 2009). According to (Suzuki, 2004), oral corrective feedback is defined as a technique to draw students' attention to errors and encourage them to change their output. Aura (2009), states that oral corrective feedback knowledge has provided certain improvements in learners' oral proficiency, such as the reduction of learner's errors when communicative activities are developed. However, many English teachers are not familiarized either with the definition or with the oral corrective feedback types, being unable to effectively correct students' inaccurate utterances (Holguín, 2019). Therefore, this study aims to explore teachers' perspectives on giving oral corrective feedback in English classrooms in the "Provincia de Cotopaxi" Educational Unit.

One of the many causes that motivate us to develop this research report is the lack of information about oral corrective feedback strategies for correcting students' wrong utterances among EFL teachers. The teacher's role is to give proper correction of each productive and receptive skill developed during the teaching-learning process.

Another cause is also that teachers do not pay too much attention to the time limit for giving feedback during English classes. Thus, the ability to identify and give feedback to the student's erroneous utterance is low. Consequently, these aforementioned problems can cause many negative effects during the teaching-learning process, such as lack of motivation, poor pronunciation for a long period, language avoidance, and low ability to communicate in the language, among others. Therefore, it is possible to determine that the research problem is based on fundamental causes and effects

The problem of this research seeks to benefit the ELT field as it provides relevant information on the different perspectives of EFL teachers, including some strategies for providing proper feedback. It is so that, taking this into account, the following research questions will support the development of the research:

- What are the EFL teachers' perspectives about oral corrective feedback in class with EGB students from the "Provincia de Cotopaxi" Educational Unit?
- What types of oral corrective feedback do teachers use with EGB students?

3 OBJECTIVES

General objective

To explore the teachers' perspectives using oral corrective feedback in class with EGB students from the "Provincia de Cotopaxi" Educational Unit.

Specific objectives

- To examine the theoretical foundation of oral corrective feedback in EFL classrooms.
- To identify the types of oral corrective feedback that teachers use in EGB students.
- To determine the level of acceptance of each oral corrective feedback used with EGB students.

4 ACTIVITIES AND TASK SYSTEMS IN RELATION TO THE OBJECTIVES PROPOSED

Specific Objectives	Activities	Verification Means
To examine the theoretical foundation of oral corrective feedback in EFL classrooms.	<ul style="list-style-type: none"> • Identify the independent and dependent variables. • Research each variable. • Analyze topics and subtopics. • Select the topics and subtopics 	Theoretical framework

<p>To determine the level of acceptance of each oral corrective feedback used with EGB students.</p>	<ul style="list-style-type: none"> • To apply a teacher's survey. 	<p>Teacher's survey.</p>	<p>open-ended</p>
<p>To identify the types of oral corrective feedback that teachers use in EGB students.</p>	<ul style="list-style-type: none"> • To record an English class. • To analyze the class recorded and the results obtained 	<p>Checklist</p>	

5 JUSTIFICATION

The purpose of this quali-quantitative study was to research the teacher's perspectives using oral corrective feedback in class with EGB students from the "Provincia de Cotopaxi" Educational Unit. The reason why we decided to develop this research was to describe the importance of oral corrective feedback in the English teaching and learning process.

The results of the project will provide an essential theoretical framework about the importance to use oral corrective feedback in EFL classes. Therefore, it describes some strategies that can help teachers to enrich their Communicative Competence (CC) by contrasting students' utterance errors and how these are treated by teachers in class. Besides, it highlights the role of professors to treat pronunciation errors to their learners. Furthermore, the project details how teachers can give adequate oral corrective feedback to students to improve their oral proficiency level.

The direct beneficiaries are students from the "Provincia de Cotopaxi" Educational Unit since the focus of this project was to research the teacher's perspectives on using oral corrective feedback during EFL classes to strengthen the importance of using oral

corrective feedback to treat error utterances in their Oral Communicative Competence (OCC). Likewise, there are indirect beneficiaries who are the English teachers from the "Provincia de Cotopaxi" Educational Unit because they will realize the importance of using oral corrective feedback in EFL classes to become autonomous and active learners through the search and selection of adequate strategies to incorporate it into the class so that they are meaningful in English learning process.

6 SCIENTIFIC AND TECHNICAL FOUNDATION

6.1 Background

Faris & Budiatri (2020) researched the titled How teachers treat pronunciation errors in young learners' class, which aims to research what corrective feedback teachers use to treat young learners' pronunciation errors and the reasons behind the decision. One of the main aspects mentioned in the research was that students usually can understand and learn pronunciation more effectively when the teacher is tightly taking part in the modeling and corrective utterances that show students a significative difference. The research has mainly been studied using a quantitative approach as it benefits the development of the study. The researchers concluded that the corrections of pronunciation to students have to be explicit to achieve a better improvement in young learners' pronunciation; mentioning also how unaware of the importance of corrective feedback in EFL classes.

Haryanto (2015), on the other hand, carried out case study research that aimed to describe teachers' corrective feedback strategies used by teachers, among others to develop speaking activities in an English course. Using five samples of experienced teachers that belonged to the Daffodils English course, corrective feedback on pronunciation was given to students. The study showed by data analysis that there were almost four types of corrective feedback strategies that were used by the experienced teachers from the Daffodils English course. In conclusion, it was determined that the strategies used to provide corrective feedback to students were based on the models of speaking activity employed during the class activity.

Rodriguez & Perez (2022) aimed qualitative research to identify improvements in the students' learning process through the application of effective corrective feedback. Meaningful data was collected from different sources, such as articles, books and observations, and guides on the authors' own experiences. Through the data analysis, it was clear that teachers must focus on creating a collaborative work environment since the main goal is to develop efficient corrective feedback. In conclusion of the research, corrective feedback is a strategy that can help students during the teaching-learning process, making special stress on how important is the teacher's role in making sure that feedback is collaborative to develop their language skills effectively.

Holguín (2019) carried out descriptive research aimed to provide important and quality information on the effect and effectiveness of feedback in young learners in the English language learning process, which could be useful for teachers, specifically for basic-level teachers. For the development of the research, a sample of 20 English students and 3 English teachers of the second level of general English was selected randomly applying respectively surveys and interviews. Through data analysis, it was determined that the mother tongue, as well as the foreign language, are tightly related to each other, but also show their differences in language, also the role of the teacher is important during these classes since the main objective of the class must be corrective feedback. In conclusion, it's mentioned that the importance of teachers getting knowledge of which methodology is appropriate for the students is quite high to develop better language learning.

Aguilera (2020) carried out descriptive, analytical, and correlational research that aimed to analyze the different preferences for oral corrective feedback (OCF) in EFL classrooms at ESPOCH, located in Ecuador. Through the qualitative and quantitative approach, was possible for the researchers to collect data related to descriptive and analytical aspects. So, it's that the results show that both main participants of the teaching-learning process, think that the corrective oral feedback is very important and necessary, as well, teachers and students coincide in mentioning that the OCF must be applied once the student has ended participation in the classroom. In conclusion, both, students and teachers, mention

that the OCF must be always in a kind way that helps students to improve their learning instead of turning the idea completely the opposite.

6.2 Theoretical Framework

6.2.1 Oral corrective feedback

Despite scholars like Krashen (1982) and Truscott (1999) advising against correcting students' spoken errors, Ellis et al. (2006) concur that oral corrective feedback (OCF) is a useful strategy for enhancing linguistic abilities in learners. Corrective feedback focuses on how to deal with mistakes and advises teachers. It has been defined and elaborated by scholars in a variety of ways since the demands and levels of learners who make mistakes and the approach of teachers towards these errors may alter in actual practice (Öztürk, 2016).

Chaudron (1988) defines corrective feedback as any teacher conduct that occurs after an error and aims to let the student know that the error occurred. Li & Vuono (2019) held the definition of oral corrective feedback as comments on a learner's production or comprehension of a second language. According to Li (2021), it is the responses from teachers to student's incorrect utterances, which are important as they highlight linguistic aspects that teachers and students still need to fully acquire (Lyster et al., 2013).

On the other hand, Sheen (2007, as cited in Öztürk, 2016) describes corrective feedback as an effort made by a teacher to get a learner to focus on the grammatical correctness of the utterance that is produced by the learner. It is clear that corrective feedback, unlike traditional teaching approaches, attracts students' attention to linguistic patterns as they occur incidentally during sessions with a primary focus on meaning or communication (Chu, 2011).

6.2.2 Types of oral corrective feedback

The classification of oral corrective feedback made by Lyster & Ranta (1997) is one of the most notable. They divide it into six categories: recast (replacing an incorrect phrase to display the proper form without mentioning the error specifically), explicit correction (providing details that highlight the student's error), clarification requests (demonstrates that the student's statement was not clear and requests that they restate it), metalinguistic feedback (comments, details, or inquiries that cause learners' utterances to be changed), elicitation (encourages self-correction in the learner and directly elicits the reformulation), and repetition (repetition the incorrect utterances with emphasis in the intonation). Ellis (2009) adds a category called paralinguistic signal (identifying a mistake with a gesture, a facial expression, or by offering a hint of the right response).

Following that, these categories are divided into two major CF categories: reformulations and prompts. Recasts and explicit corrections are examples of reformulations because both give learners goal reformulations of their non-target output. In addition to reformulations, prompts may also include elicitation, metalinguistic hints, clarification questions, and repetition to encourage students to self-correct (Lyster & Ranta, 1997).

According to Lyster and his colleagues', feedback taxonomy, numerous research has examined the usage patterns and efficacy of various feedback forms, finding that recasts were the most popular among teachers but that prompts led to quicker student uptake (Wang & Li, 2021).

6.2.3 Negotiation of meaning and form

Sheen 2011 (as cited in Wang & Li, 2021) emphasizes that not all CF in foreign language contexts results from a communication breakdown; teachers can use it to call the students' attention to form even in circumstances where they understand one another. This indicates that CF can incorporate both form and meaning negotiation.

To overcome communication problems and move toward mutual comprehension, learners and their interlocutors engage in exchanges known as negotiation of meaning (Pica et al., 1989). It is regarded as a characteristic of real language usage since it occurs in both mother-child dyads during first language acquisition and in dyads between native and non-native speakers during genuine conversation (Long, 1996 as cited in Lochtman, 2002).

In contrast to the concept of **negotiation of meaning**, negotiation of form was first articulated by (Lyster & Ranta, 1997). Negotiation of form arises when the teacher makes a correction move, that is when he or she points out a formal error and gives the student the chance to fix it on their own.

Negotiation of form occurs when the learner corrects or tries to correct the mistake. No negotiation has occurred if there is no response to the teacher's perspective learner correction. Negotiation of form occurs when the learner corrects or tries to correct the mistake. However, if there is no response to the teacher's perspective learner correction, no negotiation has occurred (Lyster & Ranta, 1997).

Negotiations of form in corrective feedback may present learning opportunities for foreign language learners by assisting them in noticing the gap (Schmidt & Frota, 1986 as cited in Lochtman, 2002) between their utterance and the target language and by assisting them in producing accurate output within the course of meaningful interaction (Lyster & Ranta, 1997).

6.2.4 Learner uptake

Regarding learner uptake, Heift (2004) defines it as student reactions to corrective feedback in which learners strive to repair errors they have made. Wang & Li (2021) remarks that the students' immediate responses to oral corrective feedback are defined as learner uptake. A student's response that comes right after receiving feedback from the teacher and that in some way responds to the teacher's desire to call attention to a

particular quality of the student's original utterance is referred to as uptake. Even when the teacher may not have a clear linguistic focus, the learner understands the general intent (Lyster & Ranta, 1997). Consequently, an explanation of uptake exposes what the student tries to do with the teacher's comments. If there isn't any interest, the topic is continued, usually by the same or a different student or by the teacher (Lyster & Ranta, 1997).

Lyster & Ranta (1997) contrasted correct or successful uptake, referred to as repair and they simply accept that they have made a mistake, which also falls under the heading of needs-repair. Student utterances with the same or a different fault, hesitations, etc. are further instances of needs-repairs. When there is no learner uptake, the teacher may either continue the topic or make use of another form of corrective feedback to have the students repeat the right response. Another option is also to make sure they adjust themselves. There is a good chance that students have picked up on the oral corrective feedback when they repeat the teacher's correction or when they self-correct.

Ellis et al. (2001), on the other hand, state that a student action that could be elective is uptake. A concentration on form, for instance, does not require the student to make an uptake move. The uptake step happens in instances where students have shown a knowledge gap. Specifically, by making a mistake, asking a question, or not responding to a teacher's query. This uptake move happens in response to a previous action in which another participant (often the teacher) gives information about a linguistic trait either overtly or implicitly (Ellis et al., 2001).

6.2.5 Pronunciation

The term pronunciation is explained by Kang et al. (2017). It is frequently used in a very broad sense to refer to both the phonetic and phonological fields as well as the prosodic characteristics of longer speech segments, including phrases, sentences, and texts. Phonetics focuses on the quantifiable acoustic and articulatory characteristics of speech sounds, whereas phonology examines the more abstract elements of linguistic sound systems and how they are conceptualized during language processing (Kang et al., 2017).

Xodabande (2017) considered pronunciation as one of the most difficult components of learning and teaching a language, which is crucial for effective communication. Furthermore, Cook (1996 as cited in Quoc et al., 2021) suggested that the articulation of sounds is the only way to define English pronunciation. The same definition was adopted by Richard and Schmidt (2002 as cited in Quoc et al., 2021), who defined pronunciation as the act of articulating certain sounds.

6.2.6 The importance of teaching English pronunciation

To learn English, pronunciation is essential (Yates & Zielinski, 2009). However, if teachers do not provide guidelines and regulations, learners will not be able to enhance comprehensible pronunciation. For students to acquire English pronunciation efficiently, EFL teachers need to find better ways to teach, such as giving directions or feedback. According to James (2010 as cited in (Pourhosein, 2016), the following fundamental levels can be used to understand acceptable pronunciation. In level 1, the listeners cannot grasp what the speaker is saying. When forming English words or sentences, the speaker either uses incorrect prosodic elements or incorrect sounds. Hişmanoğlu (2006), on the other hand, remarks that teaching pronunciation is necessary for good oral communication. However, teachers rarely emphasize the teaching of this skill in English lessons, even though it is crucial for understanding the English language (Morley, 1991).

The primary goal of teaching and learning English in today's classes is to enable students to communicate effectively in English, thanks to the influence of communicative language teaching (CLT). Unfortunately, not all teachers are aware of the importance of pronunciation. Teachers place a strong emphasis on vocabulary and grammar, but pronunciation does not appear to be one of their top priorities (Quoc et al., 2021). According to Harmer (2001), teachers neglect teaching pronunciation because of a lack of high-quality, appropriate teaching and learning resources and a lack of time to practice it.

6.2.7 Importance of correct pronunciation in English learning

Pronunciation is crucial in English learning to communicate our opinions. Thus, speaking with the proper pronunciation is overriding for every speaker (Kobilova, 2022). There are many dialects of English used around the world, and there is no one pronunciation that is used consistently. As a result, people frequently encounter alternative pronunciations and mispronunciations (Kobilova, 2022). According to Kriedler (1989 as cited in Almaqrn & Alshabeb, 2017), clear and accurate pronunciation is crucial for language learning because without it, learners run the risk of not being understood and being misunderstood by native English speakers. Prashant (2018) remarks that while learners with poor pronunciation will not be understood even if their grammar is impeccable, those with strong communication skills are more likely to be understood even when they make mistakes in other areas. Students with poor pronunciation avoid speaking English and have less opportunity to pursue higher education. When words sound differently, the listener may infer different meanings from them, and when this occurs, it is extremely clear that proper communication has not taken place.

Kobilova (2022) points out that two key factors influence how we pronounce words incorrectly. Children who speak their native or first language learn to respond to the sounds and tones that their elders use frequently while speaking to them. Children in English-speaking nations eventually begin learning the language; they typically speak with an accent from their native languages. But in our nation, where English is a second language, kids are exposed to incorrect sounds and tones from their teachers and other adults, and they are more likely to pick up bad pronunciation. Their insufficient exposure to the appropriate language variety is the main cause of this.

6.2.8 Speaking

The term speaking has been defined in a wide variety of ways by language acquisition experts. Speaking is defined in the Webster New World Dictionary as saying things aloud, communicating through talking, expressing an opinion, and giving a speech (Nunan, 1995 as cited in Leong & Ahmadi, 2017).

According to Leong & Ahmadi (2017), one of the most crucial abilities to cultivate and improve for effective communication is speaking, being also one of the most challenging facets of language learning. It might be challenging for many language learners to express themselves verbally. In general, they have trouble adequately expressing themselves in a foreign language. Torky (2006) states that speaking is characterized as the generation of auditory signals intended to elicit various verbal reactions from a listener. It is regarded as methodically blending sounds, following rules inherent to the language, to create coherent utterances.

Speaking is an effective language acquisition skill. It involves verbal communication as well as other crucial components like grammar, vocabulary, tone, and so forth. It is an essential component of daily interaction, and most frequently, a person's ability to talk clearly and fluently forms the basis of that impression (Rizqiningsih & Hadi, 2019). To produce, decode, and receive messages using verbal and non-verbal symbols, speaking is a complex interactive process involving the speakers and listeners. Speaking, then, is a tool that enables speakers to communicate organized, developed ideas to listeners in a clear, efficient, and accurate manner (Tram, 2020).

6.2.9 The importance of speaking skills in the English classroom

Dilobar (2022) emphasizes the value of instilling speaking abilities in students. The author claims that to achieve our deeds in this interconnected world, we must communicate our ideas and thoughts with those who inhabit it. Every English language learner wants to strengthen their speaking abilities to compete in today's global world. Additionally, the majority of employment decisions are based on a person's communication abilities, particularly their speaking abilities.

Rao (2019) points out that the classroom is the best setting for learning effective communication skills, particularly speaking skills. To improve their students' speaking abilities in English classes, teachers must comprehend the difficulties faced by English language learners and work to employ a variety of instructional tactics in their classrooms.

This is feasible for the teachers when they update their approaches and resources and apply the most recent ways of instructing speaking abilities.

If students are not given the chance to speak or are not taught how to speak in the language classroom, they may quickly lose motivation and interest in learning. Therefore, it is important to teach appropriate exercises, make speaking in class enjoyable, increase general learner motivation, and create a joyful, lively environment in the English language classroom (Pirnazarova et al., 2019).

6.2.10 Strategies for improving speaking skills in English language learners

Since some EFL/ESL students have a severe fear of making mistakes and others are simply shy, English teachers must employ a variety of approaches to help their students improve their speaking abilities. This is true even of natural English speakers. In general, most students enjoy playing games in class, and it is not uncommon for them to request more games as they become more enjoyable. It is certain that the student's speaking abilities significantly increase when they practice these activities in a fun setting to help students overcome their speaking challenges, teachers' speaking skills are crucial. Speaking lessons are designed to give students the ability to communicate in the target language and handle basic interactive tasks (Brown & Yule, 2000). Teachers have a wide range of options for tactics they can employ to effectively teach speaking skills. The many techniques or approaches used by teachers in the teaching-learning process are known as teaching strategies. Several experts suggest role-playing, drills, games, image description, and storytelling as effective teaching methods for speaking (Razi et al., 2021).

6.2.11 Language

Chomsky (2006) argues that "language is an innate capacity with which humans are born, known as the Language Acquisition Device (LAD). The LAD enables individuals to acquire knowledge of the universal grammar that underlies all languages" (p.4). It means Universal grammar is what allows individuals to understand any language structure. In the same way, Pinker (1994) proposed a cognitive approach to language, emphasizing the

role of innate cognitive abilities in language acquisition. He argued that language is facilitated by a specialized language acquisition device (LAD) in the human brain. It device allows children to acquire language rapidly and effortlessly, utilizing cognitive processes such as pattern recognition and rule formation. In addition, Skinner (1957) contributed to the understanding of language through his behaviorist theory. He emphasized the role of conditioning and reinforcement in language acquisition. According to Skinner (1957), language is learned through operant conditioning, where individuals acquire language skills by imitating and being reinforced for correct linguistic behaviors.

Furthermore, Rosamond (2019) noted an important Saussure's contributions to language definition, in the sense that:

Saussure's answer is that language is a system of signs. Noise is only considered language when they are used to convey ideas; otherwise, they are considered simply noise. Furthermore, for sounds to convey ideas, they must be part of a system of rules linking sounds to concepts. They must, in other words, be part of a system of signs. The first principle of Saussure's theory of language concerns the essential quality of the sign. The linguistic sign is arbitrary. A particular combination of signifier and signified is an arbitrary entity. This enigmatic principle, if properly understood, is central to one's conception of language and linguistic method (p. 27).

Therefore, language is primarily a system of sounds that only affects human beings to communicate with others. This process leads to dominating the complex system of words, sentence structures, and grammar of a language. In this way, language serves to transmit concepts, ideas, feelings, and circumstances between two or more people (Rosamond, 2019).

6.2.12 Levels of language

Linguistic experts have considered language as a complex communication system that must be analyzed by multiple levels or subcomponents. Rosamond (2019) indicated that the levels involved in language development are phonology, morphology, lexicon, syntax, semantics, pragmatics, and discourse, which form a central part of language learning. The control of syntax and morphology is undoubtedly a very essential part of this process, while other levels receive variable attention and some are treated as semi-autonomous fields of specialization. The same is often true of pragmatics, lexical development, and L2 phonology. Similarly, within language development, there is no clear demarcation between lexis and grammar, as the two are interdependent. It means, within language development, these levels are essential for the language learning process, as they are a fundamental part of a person's development from an early age.

6.2.13 Structure of language

Language structure, emphasizes the organizational patterns that exist within a linguistic system. Gleason & Ratner (2022) say that language structure includes everything from sound inventories, word formation, and grammatical rules to speech structure and communication characteristics based on an analysis across and within languages. According to Gleason & Ratner (2022), there are six linguistic structures.

The first structure is Competence and Performance. It is characteristic when a speaker who masters the syntactic rules of a language possesses linguistic competence. It means competence in this context refers to the internal, mostly subconscious, knowledge of the rules, and not to the way the individual speaks in a specific situation. And the other hand, the performance consists of the expression of the rules in everyday speech. However, error performance is not considered to be a reflection of the underlying competence of the speaker. (Gleason & Ratner, 2022)

The second structure is phonology. Gleason & Ratner (2022) explain that "the phonology of a language includes all the important speech sounds it uses, the rules for combining them to form words, and things like the stress and intonation patterns that go with them" (p. 8). It means without specialized training it is difficult to describe the sounds we make when we speak. It is even more difficult to explain the rules of how those sounds are combined. In addition to this, Gleason and Ratner (2022) indicate that each language has a unique set of significant sounds, which are groups of sounds with different variations.

The third structure is morphology which also intervenes in the language system. Gleason & Ratner (2022) states that "combined morphemes can be used to change a word or meaning into another word which may be a different part of speech" (p.9). Thus, on the morphological level of a language, it is possible to attribute meaning to the parts of words and to explain how morphemes are fused to form a word.

The fourth structure is semantics. Gleason & Ratner (2022) state that "the semantic system includes our mental dictionary or lexicon" (p. 9). These words are connected in intricate networks, making it difficult to learn their meanings. In this way, verbal thinking ability follows language use. However, proficiency in the language requires knowing how to form grammatical sentences.

Finally, in pragmatics structure, language must be used in social settings to serve multiple purposes. Gleason & Ratner (2022) notes that "pragmatics, another term for the social uses of language, refers to the use of language to express one's intentions and get things done in the world" (p.10). In this way, language structure plays a crucial role in language development. As children acquire language skills, they gradually learn the rules and patterns that govern sentence formation, word order, grammar, and syntax. It is the process that begins with the acquisition of basic vocabulary and progresses to the construction of more complex sentences as language skills develop.

6.2.14 Learning

Piaget (1973) defined learning as the process through which an individual constructs knowledge by actively engaging with their environment. His constructivist theory holds that learning occurs when new information is assimilated and adapted to pre-existing cognitive structures. So the individual must actively participate in this process to make sense of the context. Thus, another significant contribution is Bandura's theory of cognitive learning, which emphasizes the importance of cognitive processes in learning. According to Bandura's (1986) theory, people learn by imitating and observing others. People can acquire new behaviors and skills through this process, also known as modeling or observational learning. In addition, Vygotsky (1978), affirms that “learning is a social phenomenon that occurs through interactions with others and the cultural artifacts and tools of a particular community” (p. 124). In this way, learning can be defined as a multifaceted process that involves the acquisition of knowledge, the construction of meaning, social interaction, cognitive processes, and lifelong adaptation.

6.2.15 Learning theories

The first theory is Behaviorism, proposed by Skinner. It focuses on observable behaviors and the role of stimuli and responses in learning. This theory supports that learning occurs as a result of reinforcement and the connection between particular stimuli and reactions (Skinner, 1965). Behaviorists argue that external factors shape behavior and that repeated practice and reinforcement lead to the development of desired behaviors.

The second theory is Social Constructivism, advocated by Lev Vygotsky. It emphasizes the social and cultural aspects of learning. This theory posits that learning is a collaborative process mediated by social interactions and cultural influences (Vygotsky, 1978). He proposed the concept of the zone of proximal development (ZPD), which suggests that individuals learn best when working with others who are more knowledgeable, enabling them to gradually acquire new skills and knowledge.

The third theory is Connectivism, proposed by George Siemens. It recognizes the impact of technology and the networked environment on learning. This theory highlights the significance of networks and digital connections in accessing and sharing information (Siemens, 2005). It means learning is an ongoing process of connecting to diverse sources of knowledge and developing the ability to navigate and filter information effectively.

In this way, understanding learning theories is essential for designing effective educational experiences. Behaviorism, social constructivism, and connectivism offer valuable insights into the learning process, each emphasizing different aspects. By considering these theories, educators can develop pedagogical strategies that align with learners' needs and foster meaningful learning experiences.

6.2.16 Multiple intelligences

Today, several researchers believe that there are various forms of intelligence and that each of them has its strengths and weaknesses, intelligences rarely function independently of each other (Chen et al., 2009). These intelligences increase as people learn new skills or solve problems, sometimes they can complement each other's work (Gardner, 1999). Gardner's theory of multiple intelligences can provide students with a better understanding of various areas of knowledge of how they learn. Students can adapt information to their learning when they can recognize which type of multiple intelligence they employ when learning new material (Bilash, 2009). Then, students can not only understand the information more clearly, but they can also understand the material when it is taught to them in a different way (Bilash, 2009).

Multiple intelligences can be incorporated into language learning tasks that contribute to their development during the process. Thus, Antunes (1999) argues that Gardner, contrasts that these regions would be made up of eight and, therefore, a person's brain would contain eight distinct locations that house diverse intelligence. Although the scientist recognizes that the number eight is somewhat subjective, certain intelligences define what he calls multiple intelligences. Therefore, these would be verbal or linguistic

intelligence, mathematical logic, musical intelligence, bodily-kinesthetic intelligence, naturalistic intelligence, and personal, intrapersonal, and interpersonal intelligence. In addition, Gardner (1999) explains that as people learn new skills or solve problems, these forms of intelligence are activated simultaneously and may even support each other.

For example, writing song lyrics requires both linguistic and musical intelligence. Linguistic, intrapersonal, and interpersonal skills are required in a role-play in which learners may need to express their emotions while being mindful of the emotions of others. Bodily-kinesthetic and interpersonal skills are used in a task in which participants must mimic the title of a movie for others to guess. Multiple Intelligences Theory (MIT) is a great tool for teachers to use to create engaging lessons that give students practice in using new languages (Antunes,1999). For that, these various intelligences are seen as personal tools that each person possesses to make sense of new information and store it in a way that makes it easy to retrieve when needed for use. They reflect a pluralistic view of individual differences in learners. No one intelligence is considered more valuable than any other, and they are all of equal value. Everyone possesses them in some capacity, although each person will usually be more talented in some than in others (Antunes,1999). Thus, Gardner's theory of multiple intelligences serves as a rebuttal to a conventional, wholly biological view that would lead students to believe that intelligence is fixed and would make working harder than necessary to achieve academic goals seem futile.

6.2.17 Brain regions connected to language

In a brief history of language and the brain, Franz Fall made a significant contribution in 1758 when he postulated that language is located in the left frontal lobe. Fall was the first to suggest a connection between specific brain regions and functions (Friederici, 2017). Also, Marc Dax proposed that the left hemisphere was involved in language. It was based on his observations that left hemisphere lesions result from language impairment (Manning & Antérion, 2011). Consequently, that language has its first recorded empirical evidence. It is represented in specific areas of the brain, according to a clinical case in the late nineteenth century (Friederici, 2017).

The different parts of language, such as grammar and lexicon, may be located in various parts of the brain. The connection between language and the brain could be evidenced in living individuals while language is developing. Therefore, it is possible to think of the linguistic network as consisting of several cortical areas in both the left and right hemispheres. It means the linguistic network and its sensory input systems such as the auditory cortex for auditory language, the visual cortex for sign language, and output systems such as the motor cortex for articulation and signing, interact over time under the influence of some subcortical structures that are not specific to language but may serve as a relational system (Friederici, 2017).

Specifically, Wernicke's area and Broca's area constitute the main components of the functional language network of the left hemisphere. These areas are responsible for word and sentence processing in all known languages. Eventually, the homologous areas of the right hemisphere are also part of the language network and are used to process prosodic information, such as the melody of a sentence. The network of different brain regions is connected by fiber bundles, which provide pathways that ensure the transmission of information from one region to another. There are pathways connecting the frontal and temporal lobe regions of each hemisphere, as well as fiber bundles connecting the left and right hemispheres and enabling communication between the two hemispheres (Friederici, 2017). For this reason, the relationship between the brain and language is complex and multifaceted. Several researchers have shown that language processing involves several regions of the brain, including the left hemisphere, which is dominant for language in most people. The brain-language connection highlights the importance of understanding cognitive and neural processes in teaching and learning. It concludes that there are many different parts of the brain involved in the relationship between language and the brain.

6.2.18 Relationship between teaching and learning

One of the most crucial activities in helping people develop the knowledge and attitudes necessary to be responsible citizens is teaching. Benzerroug (2021) explains that teaching is the process by which someone assists others in their learning. It means teaching is a set of activities with many facets and dimensions, including not only knowledge but also

reactions and gestures in imparting knowledge, questioning, clarifying, listening, encouraging, discussing, persuading, and being persuaded.

Therefore, Benzerroug (2021) defines "teaching as the act of guiding, helping learners develop new vocabulary, skills, and behaviors, and enabling them to interact and communicate" (p.55). It implies an integral development, including its social, cognitive, and psychological facets. For the teaching process to achieve its objective, learning, it must be carefully planned and organized. As a result, to develop the student's learning capacity, the teacher must develop a teaching strategy, create a conducive environment and provide good resources in different facets of his or her personality (Benzerroug, 2021).

On the other hand, learning is the process of assimilating new information and skills into behavior. According to Davis et al., (1994), there are three categories of learning: cognitive (about theories, facts, and problem-solving), affective (about feelings and emotions), and psychomotor (about new skills and a new way of doing things). In the same way, Benzerroug (2021) indicates that learning is the process by which experience or repetition leads to changes in behavior. It means any action performed by an individual in an environment is considered behavior.

To ensure effective learning, teaching must be oriented towards the inclusion of the learner as the central element of the educational process. The learner must feel the pleasure of learning. It means the learner's role in their learning must be an integral part of all teaching. Thus, learning is defined as the adaptation of the individual within an environment (Benzerroug, 2021). As a result, the main relationship between language teaching and learning lies in the objectives pursued, which are mainly interaction and communication. Benzerroug (2021) noted that "The purpose of language learning and teaching is associated with the use of that language in a real communicative situation" (p.55).

6.2.19 Teaching learning strategies

A group of skills that students use to understand several tasks is known as learning strategies. Rubin (1987) argues that learning strategies are any operation, step, plan, or routine used by the learner to facilitate the acquisition, storage, retrieval, and use of information. Rubin distinguished between learning strategies that support learning directly and those that support it indirectly. She separated direct learning strategies into six categories (clarification/verification, tracking, memorization, guessing/inductive inference, deductive reasoning, and practice) and indirect learning strategies into two categories (creating practice opportunities, and practice tricks). According to Rubin (1987), who pioneered much of the work in the field of strategies. There are three types of these: social, communication, and learning strategies.

Likewise, Wenden (1987) argues that language learning behaviors, such as mastering and controlling the meaning of a second or foreign language, cognitive theory, such as students' strategic knowledge of language learning, and affective insight, like that of the students, they can use to define language learning strategies.

All language learners employ language learning strategies when processing new information, either consciously or unconsciously. Since the language classroom is similar to a problem-solving environment where language students are likely to find novel input and challenging tasks assigned by their instructors, the student attempts to find the quickest or easiest way to complete the task, that is, using language learning. The use of strategies is inevitable. Researchers have identified and described the language learning techniques employed by language learners when handling new information and completing tasks (Hismanoglu, 2000).

6.2.20 The teacher and student's role in the teaching-learning process

A teacher plays an important role in providing an engaging teaching and learning environment to their learners. Dolmans et al., (1994) argue that a teacher's approach to

teaching their students has a significant impact on the educational field. So, effective teaching is a dynamic process and a complex operation. Likewise, Albanese (2004) argues that student participation in the teaching and learning process can only be successful or unsuccessful depending on the role of the teacher. It means, the teacher typically controls classroom instruction in the traditional learning and teaching environment, and students simply listen to the teacher's transmission of knowledge.

According to Luan (2008), for successful and efficient interaction in the classroom, the teacher must choose the correct didactic strategies and methods when delivering the instruction. Further, Harmer pointed out that the goal of teaching is to change the way students behave and think, and that the teacher is the main factor influencing how students behave. The way a teacher conducts lessons has an impact on how students behave and learn. Eventually, if teachers' roles differ according to the approach taken, teachers will want to know in which aspects of the pedagogical approach they stand out (Harmer, 2001). However, Luan notes that in a traditional learning environment, students play a passive role, allowing them to assimilate and regurgitate information only passively. Therefore, it has proven difficult to create a dynamic, student-centered learning environment in which students can actively participate in the teaching and learning process (Luan, 2008).

According to Mohd (2014), to ensure that learning occurs effectively, the learner must also be aware of their preferred learning style. The learner must know their learning methods is also a crucial step for the teachers to take in this circumstance. It means the instructor's role is to plan the materials, activities, and learning environment for the students. In addition, if the student is comfortable with the instructors' approach based on their preferred learning styles, they will pay more attention and understand more clearly (Mohd, 2014). Further, Harmer (2001) argues that the constructivist learning theory explains how students can actively participate in the moderation of knowledge during a teaching and learning process, and how teachers can act as facilitators. Thus, the modern student-centered approach to teaching and learning does not require teacher submission.

7 METHODOLOGY

7.1 Research approach

This study used a quali-quantitative research design to research teachers' perspectives using oral corrective feedback in class with EGB students from the Educational Unit "Provincia de Cotopaxi". It will be done through a teacher's survey and a checklist. According to Kelle (2001, as cited in Alexander et al., 2008), researchers employ a variety of techniques mostly because they want to learn more about the subjects they research. Despite there are numerous methods to obtain more knowledge, mixed methods have been applied to improve the precision and level of confidence in study findings.

7.2 Research method

Gustafsson (2017) remarks that the social and life sciences frequently employ the research methodology known as the case study. Using this strategy, a complex and broad topic or phenomenon can be condensed into a digestible study question or questions. The researcher acquires a deeper understanding of the phenomenon than would be possible with just one type of data by gathering quantitative datasets about it (Heale & Twycross, 2018).

This research project uses a case study since it aims to research a small group of teachers from the English department in the Educational Unit "Provincia de Cotopaxi". It will be examined the teachers' perspectives on oral corrective feedback in their natural environment.

7.3 Research context and participants

This research will be carried out in the Educational Unit "Provincia de Cotopaxi", an urban institution divided into two sections, A and B. The participants will be three English teachers, who have 9 to 20 years of experience teaching English to kids and teenagers. Currently, the teachers teach ninth-grade, fourth-grade EGB, and fifth-grade EGB.

7.4 Data collection process

The instrument used in the current study was a survey (see Appendix 6), which is composed of 13 questions related to corrective oral feedback. Also, it is divided into two categories according to the research questions. In addition, a checklist (see Appendix 5) was used to identify the types of oral corrective feedback employed by teachers during their English classes. To obtain more accurate results in the comparison and analysis of the results, a branded cell phone (Galaxy A32 24 Mpx and 34 Gb) was used to record the observed class for 45 minutes. Within the data collection process, triangulation was a technique and tool used in the data collection process, it allows the use of several methods for the union and validation of data by merging data from two or more sources. In other words, it is a research strategy that helps to improve the validity and credibility of the findings and to mitigate the presence of any research bias.

This research applied methodological triangulation because it analyzed the teacher's perspectives using oral corrective feedback in the English class with EGB students. Also, this method of analysis seemed more feasible to follow, contributing to the confirmation of findings, more complete data, greater validity, and a better understanding of the phenomena studied. In addition, it allowed us to use more than one type of method for the object of study.

7.5 Data analysis

For data analysis, the methodological triangulation technique was used, which consisted of data validation by cross-checking a video recording of the observed class, a checklist, and a survey of 13 questions, of which 12 questions are closed and 1 open. The data were observed and analyzed, and then the 13 survey questions were classified into two categories, according to the two research questions. The first category answering the first research question is composed of (items 1, item 2, item 3, item 4, item 7, item 8, item 9, item 10, item 11, item 12, item 13). However, there is a special feature in this group. By using the Likert scale, it was necessary to represent them in three different figures. And these are Figure 1: Familiarization with oral corrective feedback types; Figure 2:

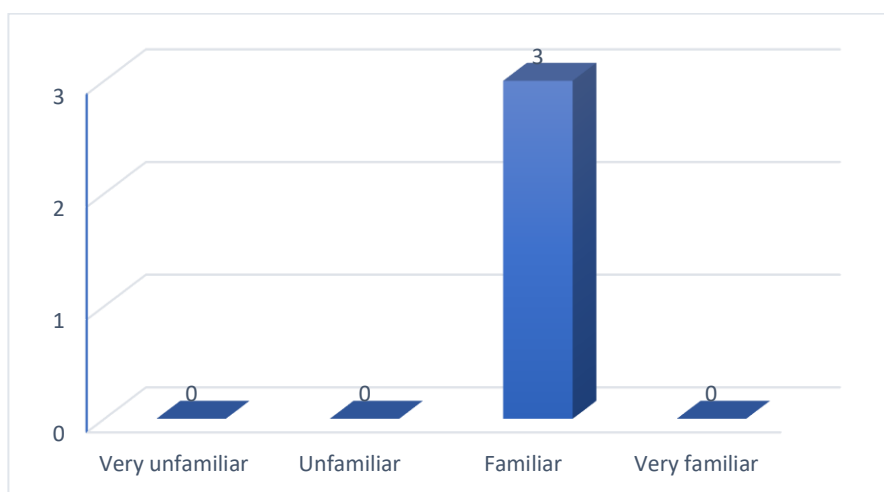
Importance of using oral corrective feedback; Figure 3: Frequency of using oral corrective feedback The second category that answers the second research question is composed of (item 5 and item 6). That is Figure 4: Types of oral corrective feedback used by teachers. However, item 6 was an open-ended question for teachers. Likewise, the data obtained from the checklist were represented in three tables adapted from (Faris & Budiarti, 2017). These are Table1: Corrective feedback used by teacher A; Table 2: Corrective feedback used by teacher B; Table: Corrective feedback used by teacher C. Finally, video recording was used to obtain more accurate results when comparing and analyzing the data obtained with the checklist during the observed class to avoid biases in the research. It is important to mention certain aspects that were taken into account for categorizing the two research questions: RQ.1: Consider the number of questions, allow enough time to complete the survey, and consider that teachers may not have previous knowledge of the topic. RQ.2: Use the video material, consider video time, consider video confidentiality, take notes on the checklist, and tabulate the data obtained. This information was useful to complement the two research questions.

8 ANALYSIS AND DISCUSSION OF RESULTS

RQ1: What are the EFL teachers' perspectives about oral corrective feedback in class with EGB students from the "Provincia de Cotopaxi" Educational Unit? (Items 1, 2, 3, 4, 7, 8, 9, 10, 11, 12, 13)

Analysis of the survey, which is represented in Figure 1 (below) indicates that teachers A, B, and C are familiarized with the types of oral corrective feedback (OCF). It implies that the teachers should know the OCF types and how to apply them in the classroom. However, in the observation class and video recorded it was seen that teachers did not address appropriately the errors made by students. Teachers sometimes did not allow students to make mistakes, since they gave them the answer without the student even trying to answer. The cause might be that most cultures consider errors as something we should avoid or prevent because they can lead to even unfortunate occurrences. Therefore, dealing with them is difficult (Hernández & Reyes, 2012).

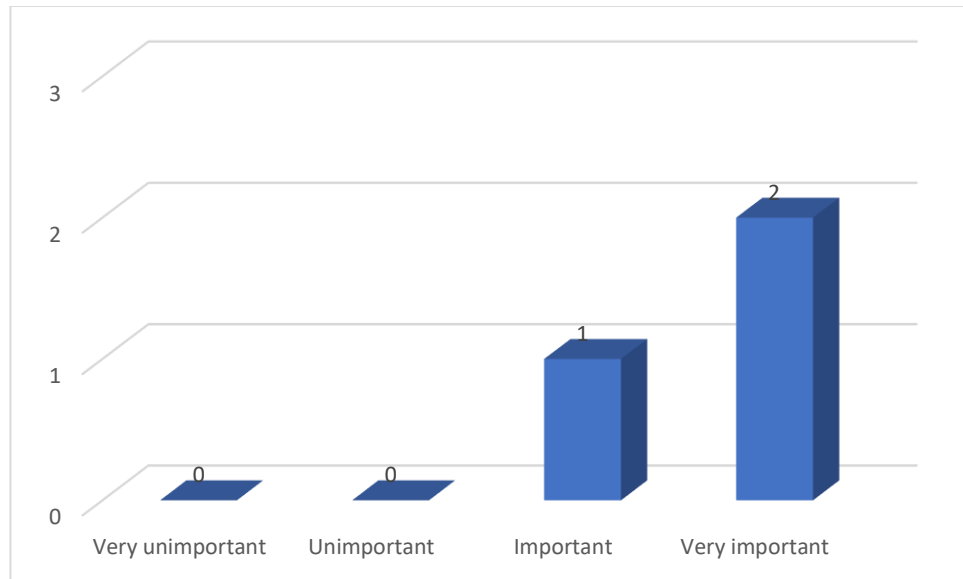
Figure 1: Familiarization with oral corrective feedback types



Based on the level of importance presented in Figure 2 below, it is evident that 1 teacher (B) considered that OCF is important. Thus, he sometimes used it in the classroom (see Figure 3 below). He regards it as important to correct students' utterances. Furthermore, 2 teachers (A and C) responded that OCF is very important to correct students' utterances. Thus, they often use it (see Figure 3 below). This claim is supported by Ellis (1986), who claims that giving students corrective feedback would help them learn languages better. Furthermore, teachers can help students reduce the likelihood of making the same

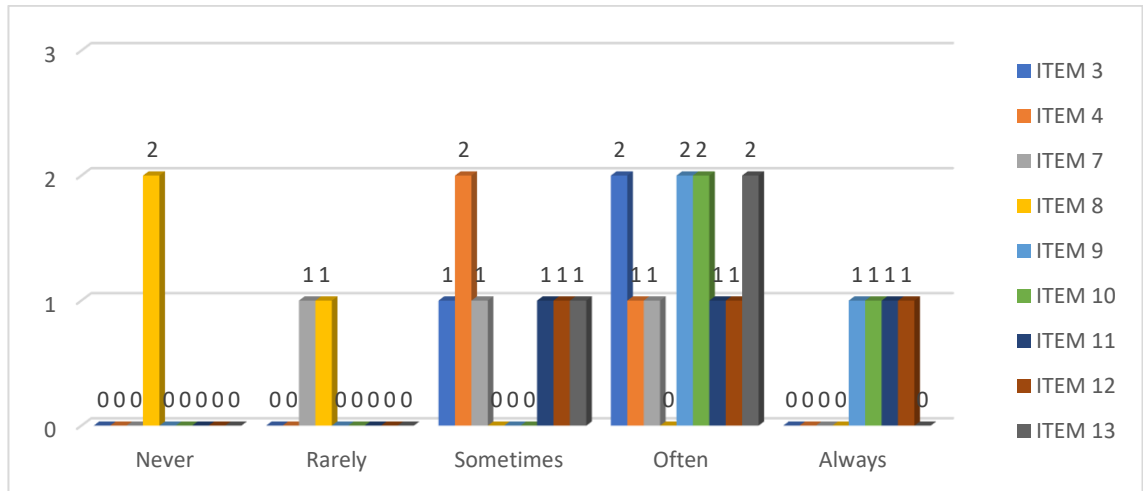
mistakes again by giving oral corrective feedback. When teachers fail to correct students' L2 use mistakes, the mistakes eventually turn into fossilization.

Figure 2: Importance of using oral corrective feedback



All teachers had different outlooks about the importance of OCF. The cause might be that every teacher has a different perspective on the function and significance of corrective feedback (CF) in English as a foreign language (EFL) instruction. This may rely on their prior education and training, teaching experience, and personal language learning journey, among other factors (Hernández & Reyes, 2012). Although all teachers have around 15 years of experience or more, their academic level is not the same. This makes their perspectives different.

Figure 3: Frequency of using oral corrective feedback



RQ2: What types of oral corrective feedback do teachers use with EGB students? (Items 5 and 6)

Regarding the survey results about the types of oral corrective feedback that teachers used the most with EGB students, figure 4 below, shows that one teacher (A) used metalinguistic feedback. However, she commented: “When students make mistakes, I usually reformulate a part of the incorrect utterance so students take into account the error and have the opportunity to correct it”. Despite her response in the survey that she used metalinguistic feedback, her comment alludes to the use of recast. This is proved in the analysis of the observation class and video recorded (see Table 1), showing that she employed explicit correction to treat 1 error and recast to treat 5 errors. Thus, it can be appreciated that the teacher did not know OCF.

Figure 4. Types of oral corrective feedback used by the teachers

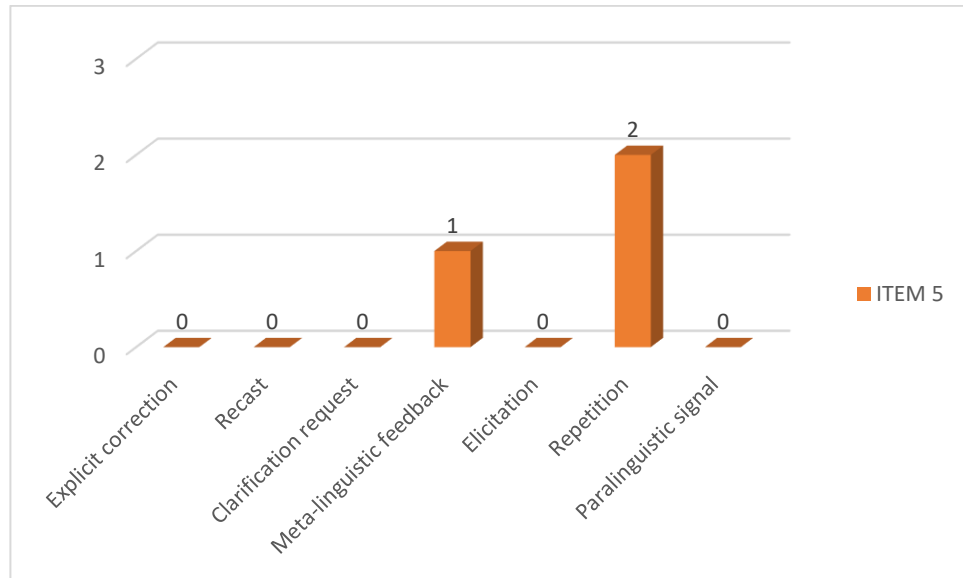


Table 1. Corrective feedback used by teacher A

Corrective feedback types	Incorrect student's utterances	
	Occurred	Treated
	8	6
Explicit correction	-	1
Recast	-	5
Clarification request	-	-
Metalinguistic feedback	-	-
Elicitation	-	-
Repetition	-	-
Paralinguistic signal	-	-

Adapted from (Faris & Budiarti, 2017)

On the other hand, two teachers (B and C) responded in the survey that they used repetition. It was observed that teacher B used recast to treat 1 error and repetition to treat another (see Table 2). Teacher B commented: "When students make mistakes, I ask the student to repeat the incorrect utterance into a correct one". According to what she mentioned she used clarification requests to correct her students' errors. However, it was observed that she used repetition and recast, showing a lack of knowledge

Table 2. Corrective feedback used by Teacher B

Corrective feedback types	Incorrect student's utterances
---------------------------	--------------------------------

	Occurred	Treated
	3	2
Explicit correction	-	-
Recast	-	1
Clarification request	-	-
Metalinguistic feedback	-	-
Elicitation	-	-
Repetition	-	1
Paralinguistic signal	-	-

Adapted from (Faris & Budiarti, 2017)

In the observation class, teacher C used recast to treat 3 errors, elicitation to treat 1 error, and repetition to treat another error (see Table 3). He commented:

“When students made mistakes during speaking practice, I usually list the words or underline them on the whiteboard. After that, I suggest to the class a repetition practice. I rarely correct individual oral mistakes because kids could feel unmotivated to continue learning or practicing English. As an English teacher, I always try that students feel comfortable and motivate to learn English”.

According to what was mentioned by teacher C, the fear of demotivating students by correcting errors may be one of the principal causes of why teachers do not prefer using OCF in classes. This is also supported by Truscott (1999 as cited in Roothoof & Breeze, 2016), who states that rectifying students’ mistakes could result in negative emotions like rage or shame, curbing the desire of teachers to use OCF.

Table 3. Corrective feedback used by teacher C

Corrective feedback types	Incorrect student’s utterances	
	Occurred	Treated

	6	5
Explicit correction	-	-
Recast	-	3
Clarification request	-	-
Metalinguistic feedback	-	-
Elicitation	-	1
Repetition	-	1
Paralinguistic signal	-	-

Adapted from (Faris & Budiarti, 2017)

All teachers used recast to correct their students' utterances. According to Nabei & Swain (2002), recast is the most often employed form of corrective feedback to rectify students' mistakes. This might be caused by the implicitness of the recast, which fits the traits of young learners who are prone to lose interest in learning English (Nikolov, 1999 as cited in Faris & Budiarti, 2017). Oral corrective feedback, in general, was accepted by all the teachers, recast and repetition being the most used. In teacher A's class occurred 6 errors and 5 of them were treated with a recast. In teacher B's class, 2 errors were treated; one of them with recast and the other with repetition. Finally, in teacher C's class 5 errors were treated; 3 of them used recast, one using elicitation, and another using repetition. According to Lyster et al. (2013), recast has also gained popularity since it is less intimidating and restricting.

To sum up, despite teachers having different perspectives about the significance of oral corrective feedback, they consider that it is important to correct students' mistakes. However, they seem to be afraid of its use because of demotivating students by correcting errors.

Among the most used types of OCF are recast and repetition. In the survey carried out, they answered that they used a different type of OCF from the one they used in class, showing a lack of knowledge when trying to correct students' errors. Finally, it was

evidenced that the most accepted type of OCF was the recast, being the most employed in the classroom.

9 RESEARCH IMPACTS

This project would have an educational impact since it could provide a theoretical guide for teachers to become more familiar with the use and application of the different types of oral corrective feedback in English as a foreign language class. Furthermore, this study could be used by other researchers as a basis for future projects related to the subject. In addition, the different challenges encountered during the development of the research could be analyzed by other colleagues to avoid setbacks in the instruction process.

In addition, the project also encourages teachers to give oral corrective feedback in a meaningful way in English classes. If students' utterances are properly corrected by teachers, they would be able to actively interact with the target language with their ideas or expressions with respect and empathy, without feeling obligated to do anything. They would acquire greater oral skills to become competent human beings in different social contexts.

10 CONCLUSIONS AND RECOMMENDATIONS

8.1. Conclusions

The theoretical framework used in this research project is based on oral corrective feedback, a method to improve speaking accuracy in the English language. The main authors of this method are Lyster and Ranta (1997), as well as Ellis (2009). This research project arose from the identification of the teachers' lack of knowledge about the OCF types to correct students' erroneous utterances. The results obtained are overriding for teachers since they became familiarized with OCF, and for future researchers, who will find new problems in the educational field from this research.

Recast and repetition were the most predominant types of oral corrective feedback used by teachers from the English department at this institution. In first place was recast, being the most used in the classroom by the three English teachers, and repetition in second place, since just two English teachers used it to correct students' mistakes.

In general, the three teachers have a favorable perspective on the use of oral corrective feedback in the classroom. They strongly believed that it is primordial in the teaching-learning process. All the teachers indicated that they only sometimes applied OCF to deal with the errors that occurred. However, they must learn more about OCF types since in the classroom observation, it was evident that the teachers were not very familiar with the appropriate use of oral correctives.

8.2. Recommendations

The purpose is to enable teachers to become aware of the importance of different types of oral corrective feedback to avoid the fossilization of linguistic errors. In addition, teachers should understand that by providing oral corrective comments, they help students to have better speaking skills. From this research, it was found that teachers' lack of knowledge of OCF is an important issue to consider. It may be interesting for future researchers to research the variables that affect teachers' oral corrective feedback to students. Students may be the focus of research to learn more about their preferences for the types of oral corrective feedback they receive from their teachers.

Next, teachers should give explicit and implicit corrections to students with different types of OCF, without focusing on one or two types. It is important to know the use of other types of oral corrections (explicit correction, recast, elicitation, reformulation, paralinguistic signal) that can help the teacher to give adequate treatment to the expression errors according to the needs of each student.

Finally, teachers need more familiarization with the adequate use of the different types of oral corrective feedback, which should be adapted to the needs of each student. It can be concluded that teachers visualize oral corrective feedback as a crucial component of second language teaching and learning because it teaches students to use the correct form of the language after it has been corrected.

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UNIVERSIDAD TÉCNICA DE COTOPAXI

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

FORMULARIO DE CONSENTIMIENTO INFORMADO

Yo, CASTRO CHANGO ANA BEIÉN con número de cédula 0502966880 rectora de la Unidad Educativa "Provincia de Cotopaxi" certifico que me han informado acerca de la participación voluntaria de los docentes Ana Olmos, Mariana Cevallos, y Edison Herrera, pertenecientes al área de inglés. Asimismo, la participación de los estudiantes de 9^{no} año de EGB paralelo "D", 5^{to} año de EGB paralelo "E", y 4^{to} año de EGB paralelo "D" en el proyecto de investigación denominado "**Oral Corrective Feedback in teaching learning process**" desarrollado por las estudiantes **Imbaquingo Casco Lady Melany y Sánchez Aguiar Fernanda Aracelly**, estudiantes de octavo ciclo de la Universidad Técnica de Cotopaxi.

Entiendo que este proyecto de investigación tiene como finalidad investigar las perspectivas de los docentes por medio de la retroalimentación correctiva en clase en el proceso de enseñanza aprendizaje, mismo que será llevado a cabo en la Unidad Educativa "Provincia de Cotopaxi", que consistirá en la recopilación de datos por medio de una grabación de una clase de inglés y una breve encuesta a los docentes que será realizada en el periodo académico 2022-2023.

Estoy en conocimiento que la información de los participantes se mantendrá confidencial y sus datos personales no serán divulgados en el proyecto. Por lo tanto, acepto el desarrollo de este proyecto de investigación, pues además he recibido una copia del presente documento.

Firma de la rectora institucional:

Cédula: 0502966880

Fecha: 31/05/2023

Correo electrónico: anab.castroc@educacion.gob.ec

12.2 Appendix 2: Teacher informed consent

UNIVERSIDAD TÉCNICA DE COTOPAXI

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

FORMULARIO DE CONSENTIMIENTO INFORMADO

Yo, **Ana Lucía Olmos Caisaguano** con número de cédula **0502672025**, docente de Inglés de la Unidad Educativa “Provincia de Cotopaxi” certifico que me han informado e invitado a ser partícipe del proyecto de investigación denominado “**Oral Corrective Feedback in teaching pronunciation**” desarrollado por las estudiantes **Imbaquingo Casco Lady Melany y Sánchez Aguiar Fernanda Aracelly**, estudiantes de octavo ciclo de la Universidad Técnica de Cotopaxi.

Entiendo que este proyecto de investigación tiene como finalidad identificar las perspectivas de los docentes por medio de la retroalimentación correctiva para tratar los errores de pronunciación de los estudiantes, mismo que será llevado a cabo en la Unidad Educativa “Provincia de Cotopaxi”, que consistirá en la recopilación de datos por medio de una grabación de una clase de inglés y una breve encuesta que será realizada en el periodo académico 2022-2023.

Estoy en conocimiento que mi información se mantendrá confidencial y mis datos personales no serán divulgados en el proyecto. Por lo tanto, acepto participar voluntariamente, pues además he recibido una copia del presente documento.

Firma del participante:

Cédula:

Fecha:

Correo electrónico:

12.3 Appendix 3: Parents informed consent

UNIVERSIDAD TÉCNICA DE COTOPAXI

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

FORMULARIO DE CONSENTIMIENTO INFORMADO

Yo, _____ con número de cédula _____, padre de familia del estudiante _____ de _____ año de Educación General Básica del paralelo _____, certifico que me han informado que mi hijo/a va a ser partícipe del proyecto de investigación denominado “**Oral Corrective Feedback in teaching and learning process**” desarrollado por las estudiantes **Imbaquingo Casco Lady Melany y Sánchez Aguiar Fernanda Aracelly**, estudiantes de octavo ciclo de la Universidad Técnica de Cotopaxi.

Entiendo que este proyecto de investigación tiene como finalidad identificar las perspectivas de los docentes por medio de la retroalimentación correctiva para tratar los errores de pronunciación de los estudiantes, mismo que será llevado a cabo en la Unidad Educativa “Provincia de Cotopaxi”, que consistirá en la recopilación de datos por medio de una grabación de una clase de inglés que será realizada en el periodo académico 2022-2023.

Estoy en conocimiento que la información de mi hijo/a se mantendrá confidencial y sus datos personales no serán divulgados en el proyecto. Por lo tanto, acepto que mi hijo/a participe voluntariamente, pues además he recibido una copia del presente documento.

Firma del padre de familia:

Cédula:

Fecha:

Correo electrónico:



UNIDAD EDUCATIVA
"PROVINCIA DE COTOPAXI"
RECTORADO
Pujilí-Ecuador

Acuerdo de confidencialidad

En Pujilí a 31 de mayo del 2023, por una parte, los señores **IMBAQUINGO CASCO LADY MELANY Y SANCHEZ AGUIAR FERNANDA ARACELLY**, estudiantes de 8vo Ciclo de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Cotopaxi y por otra parte la **Master Ana Belén Castro Chango**, en calidad de Rectora de la Unidad Educativa "Provincia de Cotopaxi" suscriben la presente acta de confidencialidad.

La señora Rectora de la Unidad autoriza para que las alumnas arriba mencionadas realicen el proyecto de investigación denominada "ORAL CORRECTIVE FEEDBACK IN TEACHING PROCESS", con las compañeras docentes Licenciadas Ana Olmos, Mariana Cevallos y Edison Herrera, las alumnas de la UTC, se comprometen a mantener en secreto y mantener la confidencialidad de la información recabada, y no permitirán que se divulgue.

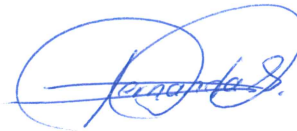
Este acuerdo tendrá validez a partir del momento en que quede firmado por ambas partes, y se extenderá de forma indefinida.

Y en virtud de lo establecido anteriormente, ambas partes firman por duplicado este acuerdo.


M.Sc. Ana Belén Castro Ch.
RECTORA E.



Srta. Lady Melany Imbaquingo Casco
ALUMNA U.T.C.



Srta. Fernanda Aracelly Sánchez Aguiar
ALUMNA U.T.C.

12.5 Appendix 5: data collection instruments (observation guide)

TECHNICAL UNIVERSITY OF COTOPAXI
FACULTY OF SOCIAL SCIENCES, ART, AND EDUCATION
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES
OBSERVATION GUIDE

Subject: English	Class:
Teacher:	Date:
Objective: To investigate teachers' perspectives using oral corrective feedback in class with EGB students in the "Provincia de Cotopaxi" Educational Unit.	

	Yes	No	Observation
1. Explicit correction The teacher provides direct and explicit correction of the error made by the student.			
2. Recast The teacher rephrases the student's incorrect utterance into a correct one without explicitly pointing out the error.			
3. Clarification request The teacher asks the student to rephrase the utterance after indicating it is not understandable.			
4. Metalinguistic feedback The teacher provides linguistic feedback about the error without revealing the answer directly.			
5. Elicitation The teacher pauses to give the students a chance to self-correct by adding the appropriate word or phrase.			
6. Repetition The teacher repeats the mistake made by the student by emphasizing the error with intonation.			
7. Paralinguistic signal The teacher employs nonverbal cues to point out mistakes or to encourage the right response.			

Adapted from (Faris & Budiarti, 2018)

12.6 Appendix 6: Teachers' survey

SURVEY

INFORMATIVE DATA

- **How long have you been teaching English?**

- a) More than five years
- b) More than ten years
- c) More than fifteen years

- **How old are you?**

- a) 30-40
- b) 40-50
- c) 60-70

- **What is your academic level?**

Maestría a fin

Maestría por especialidad

PhD.

1. Are you familiarized with the types of Oral Corrective Feedback?

- a) Very unfamiliar
- b) Unfamiliar
- c) Familiar
- d) Very familiar

2. Do you consider that Oral Corrective Feedback is important to correct a student's utterance?

- a) Very unimportant
- b) Unimportant
- c) Important
- d) Very important

3. How often do you use oral corrective feedback in the classroom?

- a) Never
- b) Rarely
- c) Sometimes

- d) Often
- e) Always

4. Do you address all the errors that happened during the class?

- a) Never
- b) Rarely
- c) Sometimes
- d) Often
- e) Always

5. Which oral corrective feedback do you use the most?

- a) Explicit correction
- b) Recast
- c) Clarification request
- d) Meta-linguistic feedback
- e) Elicitation
- f) Repetition
- g) Paralinguistic signal

6. How do you apply the oral corrective feedback you use in your class?

7. If your student makes an error, do you provide direct and explicit correction?

- a) Never
- b) Rarely
- c) Sometimes
- d) Often
- e) Always

8. Do you reformulate the entire or part of the wrong word or phrase to demonstrate how it should be said while avoiding explicitly stating the mistake?

- a) Never
- b) Rarely
- c) Sometimes

- d) Often
- e) Always

9. Do you use words such as “what, sorry, or pardon me” ... to provide feedback?

- a) Never
- b) Rarely
- c) Sometimes
- d) Often
- e) Always

10. Do you correct your student’s error by providing feedback on the type of linguistic error?

- a) Never
- b) Rarely
- c) Sometimes
- d) Often
- e) Always

11. Do you provide your students with a chance to self-correction?

- a) Never
- b) Rarely
- c) Sometimes
- d) Often
- e) Always

12. Do you use intonation to highlight your student’s mistakes?

- a) Never
- b) Rarely
- c) Sometimes
- d) Often
- e) Always

13. When your student makes a mistake, do you employ nonverbal cues to encourage the right answer?

- a) Never
- b) Rarely

- c) Sometimes
- d) Often
- e) Always