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Effects of Corrective Feedback on Secondary and University EFL Learners' Speaking Performance

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Resumen

El objetivo principal de esta síntesis de investigación es analizar los efectos del uso de la Retroalimentación Correctiva Oral (OCF por sus siglas en inglés) en el desempeño del habla de los estudiantes. La información utilizada para esta investigación bibliográfica descriptiva se recolectó de veinte artículos empíricos publicados desde 2011 a la fecha y fueron analizados con precisión. Para lograr el objetivo principal de esta síntesis de investigación, se examinaron los efectos del uso de OCF en las aulas, las percepciones de los estudiantes y profesores hacia OCF, y las preferencias de los estudiantes y profesores hacia los diferentes tipos de OCF. Los resultados demostraron que hay seis tipos de OCF. Estos son: refundición, corrección explícita, repetición, solicitud de aclaración, explicación metalingüística y elicitación. Además, los resultados revelaron que una correcta implementación de estas estrategias OCF tiene efectos positivos en el rendimiento oral de los alumnos porque les ayuda a ser conscientes de sus errores orales; por lo tanto, los estudiantes pueden mejorar su desarrollo del habla. Además, los hallazgos mostraron que los docentes y los alumnos en su mayoría demostraron percepciones más positivas hacia las estrategias OCF. Con respecto a las preferencias de los estudiantes y docentes, la refundición, la corrección explícita, la repetición y la elicitación fueron las estrategias que los estudiantes prefirieron para ser corregidos, mientras que los docentes optaron por utilizar los seis tipos para brindar su respectiva retroalimentación a los alumnos. Por último, sería útil que se desarrollen más investigaciones sobre OCF en Ecuador ya que la mayoría de los estudios relacionados con este tema se realizaron en países asiáticos.

Palabras Claves: Retroalimentación oral correctiva. Desempeño del habla. Estrategias de OCF. Perspectivas de estudiantes y profesores. Preferencias de estudiantes y profesores.

Abstract

The main objective of this research synthesis was to analyze the effects of using Oral Corrective Feedback (OCF) on Learners' Speaking Performance. The information used for this descriptive bibliographic research was collected from twenty empirical articles published from 2011 to date. In order to achieve the main purpose of this research synthesis, the effects of using OCF in EFL classrooms, EFL learners' and teachers' perceptions towards OCF, and students' and teachers' preferences toward the different types of OCF were analyzed. The results demonstrated that there are six types of OCF. These are: recast, explicit correction, repetition, clarification request, metalinguistic explanation, and elicitation. In addition, the results revealed that a correct implementation of these OCF strategies have positive effects on learners' speaking performance since it helps them to be aware of their oral errors; therefore, students can improve their speaking development. Furthermore, the findings showed that teachers and learners mostly demonstrated more positive perceptions toward OCF strategies. Regarding students' and teachers' preferences, recast, explicit correction, repetition, and elicitation were the strategies that students preferred for being corrected while teachers opted to use all the six types to provide the corresponding feedback to the learners. Lastly, it would be useful that more research about OCF will be developed in Ecuador since the majority of the studies related to this topic were carried out in Asian countries.

Keywords: Oral corrective feedback. Speaking performance. OCF strategies. Students' and teachers' perspectives. Teachers' and students' preferences.

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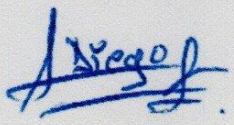

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Diego Arpi and John Rivera

Dedication

This thesis project is dedicated to my dear parents and siblings who have always encouraged me and motivated me to get ahead in life and to reach the goals I have set. Additionally, I would like to dedicate this work to my best friends who have always supported and advised me throughout my career.

Diego Arpi

I would like to dedicate this paper to my parents, especially to my beloved mom Ninfa because she has taught me to never give up and she has always supported me unconditionally in everything throughout my entire life. I dedicate this research synthesis to her because without my mom my life would have no meaning.

John Rivera

Introduction

Oral Corrective feedback (OCF) is considered an essential strategy that allows teachers to provide comments to students on their speaking performance in order to help them to be aware of their speaking mistakes. As Tran and Nguyen (2018) stated, oral corrective feedback plays an important role in teaching and learning English as a second or foreign language because it helps students to improve their language accuracy. For instance, Ananda et. al (2017) argued that it is common that learners make mistakes when they speak the target language because it is part of the process of learning a new language. Therefore, providing OCF to students avoids fossilization and motivates them to produce the English language appropriately (Ananda et al., 2017). Finally, Surlitasari (2015) claimed that a correct implementation of OCF strategies in an EFL classroom can assist learners to decrease their spoken errors and to avoid making these oral mistakes once again during and after speaking activities in order to enhance their speech production.

Consequently, this study aims to analyze the effects of corrective feedback on EFL learners' speaking performance. Additionally, this research synthesis is focused on understanding students' and teachers' perceptions and preferences on the implementation of oral corrective feedback in the EFL classrooms.

Specifically, this study attempts to examine the following research questions: 1) What are the reported effects of using teachers' corrective feedback on secondary and university EFL learners' speaking performance? 2) What are the common reported perceptions from students and teachers on the implementation of corrective feedback in the EFL classroom? and 3) What are the reported preferences from students and teachers toward OCF strategies?

The current research synthesis is organized in six chapters beginning with the background, problem statement, rationale, research questions, and objectives, which shape chapter one. The second chapter contains the theoretical framework and provides key definitions and terms from a variety of authors about the topic of study. In the following chapter, chapter three, brief descriptions of the studies that contributed to answering the research questions are presented in the literature review. Then, in chapter four, an explanation of the methodology is given followed by chapter five which involves the data analysis and its tables with their corresponding descriptions. Finally, chapter six presents the conclusions and recommendations of this research study.

Chapter I: Description of the Research

1.1.Background

Speaking is a productive skill that consists of not only expressing an idea, an opinion, or a statement regarding a specific topic but also interacting with people by using both verbal and non-verbal language; for that reason, most of the time, English as a Foreign Language (EFL) learners try to use the text structure correctly and employ language forms accurately (Nurhajati & Kencanawati, 2020). However, Bagheridoust and Kotlar (2015) stated that "during the process of learning and speaking committing errors is inevitable, but it should be treated properly and in a systematic way" (p.1063). According to Haryanto (2015), making errors is an inevitable part of students' language learning process since they cannot learn and improve their language performance without first systematically committing errors.

Likewise, in EFL classroom contexts, speaking has received less attention because some teachers claimed that there is a belief that providing feedback avoids successful communication (Mendelson, 1990, as cited in Alkhammash & Gulnaz, 2019). For that reason, Alsolami (2019, as cited in Unsal, 2020) stated that to master the target language, adequate practice and feedback help students to foster their learning process as well as to improve their English skills. Similarly, Aguilera (2020) claimed that the use of corrective feedback during students' speaking performance is considered an explicit teaching tool that boosts not only students' learning process but also learners' awareness. Moreover, the use of Corrective Feedback (CF) in English as a Foreign Language (EFL) classes can help students both to reduce their speaking mistakes and to avoid committing these errors again during classes (Surlitasari, 2015).

Subsequently, teachers have included corrective feedback during their classes since it promotes students' speech and improves learners' speaking performance considerably (Ozturk, 2016). In fact, as mentioned by Haryanto (2015), when teachers apply their corrective feedback strategies in students' utterances, students may have the possibility to increase their interest and comprehension; as a result, they will be successful in communicating orally.

In the same sense, considering the importance of CF, and the actual use of CF in today's classes especially in the area of speaking, it seems essential to do more research about the advantages and disadvantages of teachers' corrective feedback on EFL learners who are at secondary and university levels since it can help students to improve their utterances.

1.2. Problem Statement

Mastering speaking skills is extremely important in EFL classrooms if a speaker wishes to be understood by a listener since it creates good interaction between them (Unsal, 2020). Moreover, due to oral communication involves linguistic efficiency, it is one of the most important components of students' English language learning process; however, many EFL learners get confused when using the target language since they tend to be influenced by their first language (Haryanto, 2015). In addition, as Subandowo (2017) affirms, learners' mother tongue not only produces an interlanguage process experienced by each learner but also "causes changing English pronunciation in their intonation and articulation" (p. 207), which causes interference in students' oral communication.

Unfortunately, the limited exposure to the target language in EFL contexts makes students feel both afraid and anxious of speaking in front of their classmates which means

that not participating during classes may be a way to protect themselves from being laughed at (Genidal, 2020). According to the Ecuadorian curriculum (2016), secondary EFL learners have English classes from 3 to 5 hours per week; consequently, the reduced number of hours for teaching English might be seen as the main reason why educators neither use updated teaching strategies, techniques or methodologies nor apply corrective feedback during their teaching language class, as Haryanto (2015) states.

This research synthesis aims at identifying the effects of corrective feedback on EFL learners' speaking performance who are at secondary and university levels. Additionally, this synthesis aims to understand the perceptions and preferences from students and teachers on the implementation of corrective feedback in the EFL classrooms.

1.3.Justification

Dewi (2015) argued that due to inappropriate correction or negative feedback from teachers, learners' willingness to perform and participate in a speaking class might be limited; consequently, students hardly ever reach native-like diction. As explained by Fitriana et al. (2016), educators need to not only repair students' mistakes so that they can prevent them from committing the same errors on another occasion but also to make them closer to acquiring the target language so that pupils can stay motivated.

Corrective feedback, according to Unsal (2020), is crucial in the learning process since learners know the correct spelling of the words and the adequate manner of the interaction of the English language. A study carried out by Unsal (2020) showed that corrective feedback plays a key role in teaching as it highlights learner's errors that allow them to gradually eliminate such mistakes in an extended period of time. As mentioned by Fan (2019), when teachers use corrective feedback, students have "a useful way of

improving their communicative ability to use a target language" (p. 197). In fact, when teachers use CF in their classes, learners develop a higher understanding of the formal features of the input (Deyker, 1994). Hence, many studies in second language acquisition (SLA) have shown that the adequate use of oral corrective feedback can improve the noticing, acquisition, and retention of students' language forms.

Based on what has been presented in this section, several effects of corrective feedback in the development of EFL students' speaking performance who are at secondary and university levels are analyzed. Also, we consider that the research on the improvement of speaking performance may help English learners to find possible solutions to the issues that students and teachers currently experience. Therefore, this research synthesis might be significant for EFL teachers to determine the importance of using corrective feedback to improve oral competence.

1.4.Research Questions

The research questions that guide this study are the following:

1) What are the reported effects of using teachers' corrective feedback on secondary and university EFL learners' speaking performance?
2) What are the common reported perceptions from students and teachers on the implementation of corrective feedback in the EFL classroom?
3) What are the reported preferences from students and teachers toward the OCF strategies?

1.5. Objectives

1.5.1. General objective

- To identify the effects, perceptions, and preferences that have been reported on the use of corrective feedback on secondary and university EFL learners' speaking performance.

1.5.2. Specific objectives

- To analyze the effects obtained from the implementation of teachers' corrective feedback in the EFL classroom as reported in 20 empirical studies.

- To describe the most common perceptions from students and teachers on the implementation of oral corrective feedback in EFL speaking classes.

- To recognize the preferences from students and teachers toward OCF strategies.

Chapter II: Theoretical Framework

This section provides a wide understanding of the concepts and theories regarding corrective feedback and its impact on students' speaking performance. The theoretical framework will be divided into three sections which will deal with information related to the definition and the importance of the speaking skill and corrective feedback.

2.1 Speaking performance and its Importance

2.1.1. Definition of Speaking

Through speaking we can build connections, influence decisions, and encourage change. The ability to grow in the workplace and in life would be practically impossible without speaking skills. Celce-Murcia (2001) argues that the action of speaking a language is related to understand that language because speech is the most important means of human communication. Consequently, speaking skill focuses on building utterances, creating definitions, and acquiring information so that students might communicate and employ the language intelligently and satisfactorily (Rao, 2019).

2.1.2. The Importance of Speaking

Ur (1996) stated that speaking, a productive skill, is considered the most essential skill among the four English language skills. Moreover, Boonkit (2010) cited that "speaking is one of the four macro skills necessary for effective communication in any language, particularly when speakers are not using their mother tongue" (p. 1305). Moreover, speaking is seen as "the skill that the students will be judged upon most in real-life situations" (Brown & Yuke, 1983 as cited in Rao, 2019, p. 8). Likewise, the speaking skill demands the simultaneous use of different elements such as grammar accuracy, vocabulary knowledge, oral fluency and accuracy, and articulation, which are

considered fundamental elements of the speech process (Kurniati, Eliwarti, & Novitri, 2015).

2.2. Corrective feedback and Its Importance

2.2.1. Definition of Feedback

Merriam Webster Dictionary defined feedback as "the transmission of evaluative or corrective information about an action, event, or process to the original or controlling source". According to Ramaprasad (1983), feedback is related to the "information about the gap between the actual level and the reference level of a system parameter which is used to alter the gap in some way" (p. 4). In the same line, feedback is considered an essential component of learners' learning process since it applies both explained criteria and skilled assessment (Duhlicher, 2019).

2.2.2. Definition of Corrective Feedback

To develop this research synthesis, first it is important to consider the definition of corrective feedback. So, it has been defined by Chaudron (1977) as "any reaction of the teacher which clearly transforms, disapprovingly refers to, or demand improvement of the learner utterance" (p. 31). Moreover, corrective feedback is a form of teachers' strategy of giving instructions since it focuses on students' pronunciation, grammar, tone of voice and other aspects of language learning (Spada & Lightbown, 1993 as cited in Alkhammash & Gulnaz, 2019). Likewise, Aguilera (2020) pointed out that corrective feedback is a "systematic practice that involves the learner and the person [...] This person can be a professor or a classmate, it depends on the situation and the rules of the classroom" (p. 60).

2.2.3. Definition of Oral Corrective Feedback

Calsiyao (2015) has defined oral corrective feedback (OFC) as “a means of offering modified input to students which could consequently lead to modified output by the students” (p. 395). Oral corrective feedback is a frequently used feature in classroom in which the instructor tries to correct not only learners’ erroneous utterance through speaking interaction but also “improve students’ skills in EFL classrooms worldwide” (Aguilera, 2020, p. 58).

2.2.4. Types of oral corrective feedback

According to Lyster and Ranta (1997), explicit correction, recasts, clarification requests, metalinguistic feedback, elicitation, and repetition are the six types of corrective feedback that are the most frequent strategies of correcting learners’ errors.

First, Suryoputro and Amaliah (2016) explained that in explicit correction, teachers indicate students' utterance errors, identify the errors and provide the accurate form right after. For instance, if a student says “on January”, the teacher will say “not on January, in January”. Then, the students and the teacher say, “It will start in January.”

Second, according to Tran and Nguyen (2018), recast refers to “a teacher’s implicit correction of students’ erroneous utterances without indication that the utterance is ill-formed or incorrect” (p. 112). For example, when a student says, “she go to school by bus.” The teacher answers, “Oh, she goes to school by bus.”

Thirdly, Ananda et al. (2017) mentioned that clarification requests focus on asking learners to either reformulate or restate their utterance mistakes in a clearly or accurately form. An example of this type of feedback is when the learners say, “She eat pizza.” The teacher says, “Pardon?” Consequently, the students realize their mistake and say, “She eats pizza.” cite

Fourthly, Lyster and Ranta (1997) explain that metalinguistic feedback contains metalinguistic questions or information about the accuracy of the students' utterance in terms of grammatical, lexical, or phonological features which point to the nature of the error but attempt to elicit the information from the student. For example, when the students are having a conversation, and one of them says, "Alex never play soccer with us." The teacher states, "Do we say he play soccer with us?" As a result, the students answer, "Oh, no. Alex never plays soccer with us.

Fifthly, elicitation is seen as a technique that is used by the teacher to "directly elicit the correct form from the student" (Lyster & Ranta, 1997, p. 48). According to Tran and Nguyen (2018), there are three techniques that teachers follow which consists of asking questions to the students, repeating the learners' inaccurate statement, and letting the student conclude the teacher's utterance as well as reformulating the utterance. For instance, when the students say, "Mark dance at the party." The teacher says, "Say that again, please. He...' so that they reformulate and say, "Mark dances at the party."

The last one is repetition; Ananda et al. (2017) stated that repetition is "when the lecturer repeats the student's error and changes the intonation to draw student's attention to indicate that there is a problem" (p. 178). An example of this situation is when the students say, "Pedro have three dog." Consequently, the teacher says, "Pedro have (emphasis) three dog (emphasis)." The students correct the mistakes and say, "Pedro has three dogs."

Chapter III: Literature Review

This chapter provides an overview of some studies about the corrective feedback on secondary and university EFL learners´ speaking performance. It has been divided into the following sections: effects of using oral corrective feedback in learners' speaking performance, students' perceptions toward OCF, and students and teachers' preferences toward the different types of OCF.

3.1. Effects of using Oral corrective feedback in learners' speaking performance

Speaking is one of the most demanding skills in learning English as foreign or second language because it permits learners to communicate with others. Therefore, teachers have to know how to correct this skill appropriately. The following studies provide an important insight about the effects of using oral corrective feedback in learners' speaking performance.

An important study that dealt with the effects of OCF in EFL classrooms was developed by Dehgani et al. (2017). The goal of this research was to determine the effectiveness of using oral corrective feedback in beginner and low intermediate learners' speaking achievement. The participants selected were 370 Iranian male students; they were divided in two groups: a control group and an experimental group. For achieving the aim of this study, a quasi-experimental design was used. Moreover, a Cambridge Proficiency Test was used to evaluate the students' speaking proficiency; it helped to have homogenous groups. Then, a speaking test was also administered to evaluate learners' speaking skills. Dehgani et al. (2017)' study results showed that "students hold a positive attitude toward teachers' corrective feedback instead of being afraid of being corrected by the teacher in the classroom" (p. 288). Moreover, the findings concluded that the

implementation of OCF in speaking activities had a positive effect on learners' speaking achievement.

Similarly, Tesnim (2019) carried out a mixed method study to find out whether the use of OCF affects positively or negatively on Tunusian learners' speaking skills (grammar, vocabulary, fluency and pronunciation). 23 participants took part in this experimental research; three were teachers and 20 were first year university EFL learners. A pre-test, a post-test, and oral presentations were used for collecting data. Respecting grammar, the researchers identified that students in the pre-test showed a poor grammar competence; then when the OCF strategies were applied the students' scores increased from the pre-test to the post-test. Conversely, the scores obtained in the pre-test in vocabulary, fluency and pronunciation did not present any change when the post-test was applied. Therefore, the findings demonstrated that "immediate and explicit OCF was able to positively affect EFL learners' grammatical development; yet, it was not helpful to ameliorate the learners' utterances in terms of vocabulary, fluency and pronunciation" (Tesnim, 2019, p. 138).

Another study that has a relation with the previous study was developed by Chu (2011). The aim of this study was to investigate if OCF strategies have a positive effect on learners' accuracy. The participants were students from a Chinese university. They were divided in three classes; a control class (did not receive any type of OCF) and two experimental classes (received OCF). Besides, a speaking test that showed some images were used as a pretest and a post-test, and classroom observation were the instruments. After six weeks, the results showed that the experimental classes significantly improved the accuracy in speaking English in their post-test, whereas the control group did not show any improvement. Moreover, the researcher concluded that the output-prompting

strategies, such as repetition, clarification requests, metalinguistic explanations, and elicitations had a positive effect in learners' oral English accuracy.

Likewise, Irawan and Salija (2017) led a study at an Indonesian senior high school and its objective was to determine the effects on the types and methods of oral feedback utilized by teachers in EFL classroom interactions. This study also looked into why teachers use oral feedback in EFL classroom interactions. The method used by the researcher was descriptive qualitative research. The participants were two English teachers and twelve pupils. Audio recording, field notes, and an interview were used. The teachers employed five categories of oral feedback, namely evaluation feedback, corrective feedback, descriptive feedback, interactional feedback, and motivational feedback, according to the findings of this research. Oral feedback was used by the teachers in the following ways: providing evaluative statements to students' work or performance, explicitly or implicitly indicating and correcting students' errors, informing students' achievement and learning improvement strategies, clarifying and embellishing some ideas on students' responses, and providing motivational statements.

Moreover, Tavakoli and Zarrinabadi (2018) conducted a sequential explanatory mixed methods study with the purpose of knowing how explicit and implicit corrective feedback affected Iranian English language learners' (EFL) L2 willingness to communicate in English (WTC). The outcomes of quantitative analysis were sequenced by follow-up qualitative data to explain the acquired results. Explicit and implicit corrective feedback were given to groups of low-intermediate Iranian EFL learners to see their effectiveness in facilitating L2 WTC. According to the findings of quantitative data analysis, implicit corrective feedback had no effect on L2 WTC, although explicit

corrective feedback did. Also, explicit corrective feedback improved language learners' L2 WTC by boosting their L2 self-confidence, according to qualitative data analysis.

Another important study for this section was developed by Tran and Nguyen (2018). They conducted a descriptive study that used a qualitative method to provide insights into the strategies teachers used to provide corrective feedback on their students' speaking performance, as well as the distribution of student uptake in an EFL context. Classroom observations were used to investigate the effects of two teachers' approaches of providing oral CF on the speaking performance of fifty students at a private high school in the Mekong Delta region. The results show that clarification request, recast, and metalinguistic cue were found to be helpful CF movements in assisting students in recognizing their errors. The percentage of repair uptake, on the other hand, showed that metalinguistic cue, recast, and explicit correction were more helpful in helping students rectify their errors than the other oral CF techniques.

In addition, the study developed by Zhai and Gao (2018) investigated the impact of teachers' CF on the complexity of English as a Foreign Language (EFL) speaking tasks by conducting different kinds of speaking task experiments among 24 university students in China. This study reveals that CF has distinct effects on EFL oral production depending on task complexity, according to the examination of first-hand data. Moreover, the study's results showed that the impacts of five categories of CF are graded from largest to smallest in a complex speaking activity, as follows: metalinguistic feedback, confirmation check, recast, clarification request, and repetition. Finally, the findings demonstrate that the use of metalinguistic feedback, confirmation and recast OCF strategies had a positive effect on learners because they could realize their own mistakes during complex speaking tasks whereas in clarification request, and repetition strategies

learners had a negative effect due to these strategies did not allow them to recognize their errors during the development of complex speech production activities.

3.2. EFL learners' and teachers' perceptions towards oral corrective feedback

The perceptions of the learners are a fundamental feature in assessing the application and development of the different methods and techniques used in the classroom. For instance, the following studies deal with useful information about the learners' and teachers' attitudes when using CF.

An important study regarding the attitudes of learners and teachers about corrective feedback was developed by Roothooft and Breeze (2016). For this research study, 395 students and 46 EFL teachers from Spain were asked about their thoughts and sentiments towards oral CF. The instruments that researchers used were two different questionnaires; one for the teachers which was written in English and another one for the students which was written in Spanish to make this more comprehensible for learners from all levels. The results related to teachers' and students' perspectives towards oral CF demonstrated that learners preferred to be corrected all the time, but teachers did not consider it necessary because "it could be unhelpful/discouraging if done insensitively or in a way that makes them feel silly" (p. 326). When it came to CF types, students were far more positive than teachers about explicit types of CF like metalinguistic feedback. Furthermore, learners reported that they would react favorably to having immediate CF on their oral production, despite the teachers' concerns about possible negative reactions to CF.

In the same line, Corrales and Diaz (2016) conducted a study whose main goal was to highlight students' and teachers' perceptions towards Oral Corrective Feedback in

an English Language Teaching Program. The research study was developed in Colombian University. Individual interviews, observations, and virtual questionnaires were the instruments applied to 7 male and female teachers, and to 15 male and female learners in order to collect reliable evidence about teachers' and students' perceptions. The result revealed that teachers perceive OCF in a positive way due to the fact that they are conscious about the importance of providing it to improve speaking skills. Also, teachers explained that whether OCF is not provided in a conscious way it can cause negative effects on their students' speaking performance. Finally, the results showed that students' perception regarding OCF was also positive because they noticed that their teachers provide OCF in order to help them to improve their oral communication abilities.

Likewise, Khunaivi (2015) in his research article "Teacher's and Student's Perceptions of Corrective Feedback in Teaching Speaking of Iranian Students in Islamic Azad University" looked at founding out the typical spoken errors in speaking performance, and to explore how teachers and learners perceive OCF. The findings demonstrated that the most common learners' spoken errors were pronunciation error, grammatical error and lexical error. Besides, teachers' perceptions towards OCF were that CF helped them to recognize the lack of the students' speaking abilities; therefore, the teachers gave the students their respective feedback in order to avoid fossilization. The last result revealed that "the students' perceptions on corrective feedback were that they had very good responses about corrective feedback that were given by the teachers in the classroom" (Khunaivi, 2015, p. 14).

Muyashoha (2019) led descriptive quantitative research whose objectives were to recognize learners' perspective respecting OCF provided in communicative activities, and to learn how OCF is delivered to students. For this study, 64 students from a Public

Speaking course of English Education Study Program at IAIN Palangka Raya were selected. A questionnaire and observation were the instruments that the researcher used to collect the relevant data. The findings revealed that most of the students have a positive perception toward oral corrective feedback because it helped them to improve their language accuracy. Moreover, the researcher observed that students produced many errors in some aspects, such as, vocabulary, grammar, and pronunciation and these are corrected by teachers using four of the six types of OCF; they are recast, repetition, explicit correction, and giving for clarification. Finally, Muyashoha (2019) stated that it is important to provide OCF immediately and not after the class because it aids students to understand what the errors are and how to fix them together; therefore, all learners can learn from others' mistakes.

Another important study to consider for this section was developed by Septiana et al. (2016). The purpose of this research was to investigate students' perception toward OCF. In this descriptive qualitative study, the researchers implemented a questionnaire to collect the data. In this study, 33 Indonesian students were selected for this research. The results demonstrated that most of the learners have a positive perception on OCF, whereas only a few students presented a negative attitude when teachers correct them in speaking activities. Furthermore, Septiana et al. (2016) noticed that learners felt that they learn more if their instructors corrected them every time. Students really feel comfortable when their teachers correct their mistakes without learners realizing that the teacher was correcting them. Finally, "the students like when their teacher explicitly tells them that they make the errors by giving the correct form of what they said" (p. 22).

Similarly, Mendez and Cruz (2012) conducted a descriptive study at a Mexican institution with the goal of identifying the perceptions of English as foreign language

instructors concerning corrective feedback and how it is really used in their classrooms. The data was gathered using a semi-structured interview and a questionnaire. The findings demonstrate that oral remedial feedback is seen positively by teachers in general. Some instructors, however, consider it optional since they care about their students' sentiments and emotions. In this regard, teachers have a high concern for individual traits such as personality, attitudes, motivation, and beliefs that sometimes have positive or negative impact on oral corrective feedback.

Furthermore, the research presented by Gomez et. al (2019) explained a qualitative case study of teachers' attitudes toward spoken corrective feedback among college-level English as a foreign language. The research was carried out at the University of Southern Mexico, which provides a five-year BA in English language instruction (ELT). The six instructors in this study were all English I, III, V, and VI professors. The participants were between the ages of 29 and 49. Besides, face-to-face interviews were conducted with the participants utilizing a recorder and a methodology devised by the researchers. To avoid misunderstandings or anxiety difficulties, the data was collected in Spanish, the teachers' first language. The data revealed that emotions, whether those experienced by the teacher or those assumed by the teacher to be experienced by pupils, have the greatest impact on the instructors' views on OCF and tend to dominate the other components. Besides, the findings imply that both the cognitive and affective components play a very important role in teachers' decisions whether to apply OCF in the classroom. The author highlighted that non-emotional cognitive or acquisition processes, as well as the interaction of specific linguistic elements and OCF, were largely absent from participants' reported beliefs. This could be due to a lack of understanding of such processes.

3.3. Students and Teachers' preferences toward the different types of oral corrective feedback

Oral Corrective Feedback (OCF) is widely used in EFL courses to help students improve their oral skills. As a result, it is critical to figure out how students prefer to be corrected, as well as how teachers prefer to correct students' mistakes.

Hassan and Yalcin (2018) developed a distinctive study at the University of Salahaddin. The main purpose of this descriptive research was to investigate students' and teachers' preferences on OCF. A total of 100 (43 males and 57 female) Iraqi students were chosen in this study. The researcher used a questionnaire and an interview for collecting the respecting data. After seven weeks of the study, Hassan and Yalcin (2018) concluded that:

> Instructors and learners preferred teacher feedback, self-correction, immediate feedback, and students' responsibility for correction. Moreover, the most preferable type of corrective feedback among learners was elicitation. The results also confirmed that there exists a difference between teachers' and learners' preferences of corrective feedback in oral communication skills as well as a difference between learners' preferences based on gender (p. 765).

Similarly, Sultana (2015)' research study focused on finding out what type of OCF is the most preferred and used by teachers in the classroom. In order to collect the important data, survey questionnaires and classroom observation were implemented to 15 English teachers from two different schools of Bangladesh. After that, the collected data were analyzed by both quantitative and qualitative methods. The first result of the study is that nine teachers preferred to use recast feedback because learners can quickly identify in which part they are failing. Second, four teachers liked to use explicit correction

because they could help students to indicate learners' mistakes most of the time. Third, 2 instructors stated that they preferred to use meta-linguistic, elicitation, and repetition feedback. Lastly, none of the teachers preferred to use clarification requests. Consequently, "most of the teachers considered Oral Corrective Feedback is very important for them to use it as a guide line in their teaching profession, as well as, it helps to improve their feedback giving and interact with their students" (Sultana, 2015, p. 57).

In the same vein, Lubis et al. (2017) carried out a descriptive study whose aims were to determine teachers' preferences and attitudes towards OCF. To obtain the data, open- and close-ended questionnaires and interviews were applied to 19 Indonesian English teachers. The study' results showed that 10 of out of 19 teachers preferred giving feedback in the middle of the speaking activity. For instance, 3 teachers preferred clarification requests, 4 were pleasant with explicit corrections, 2 used elicitations, and 1 leaned toward paralinguistic signals. On the contrary, 9 instructors chose to impart it at the end of the performance. For example, 4 wrote down students' mistakes and waited until the end of the oral presentation to let them know, 3 did not use notes, 1 preferred to not take notes but at the end of the presentation provided a reward, and 1 collected the students' mistakes and gave feedback when the oral activity was finished.

Another relevant research conducted by Aguilera (2020) aimed to look into students' preferences for Oral Corrective Feedback (OCF) in EFL classes at ESPOCH. In this study, qualitative and quantitative methodologies were used, as well as descriptive, analytical, and correlational components of research. The findings showed that both students and instructors believe OCF is necessary and useful. Students and instructors alike think that OCF should be granted once a student has completed his participation. Furthermore, content and form mistakes should be remedied in accordance with the

opinions of students and teachers. Furthermore, students and lecturers preferred recast and repeat of error as their favorite types of OFC.

Ananda et. al (2017) carried out research to determine which types of oral error corrective feedback students prefer, how and when oral error corrective feedback should be delivered in a way that students prefer. The subjects of this study were 76 students from the English Department of Lambung Mangkurat University who were enrolled in the Speaking I course in the 2015 batch. The individuals were given a questionnaire to conduct the data using the total sampling technique. The findings revealed that students favor repetition as the most desired type of vocal error correction feedback. Second, when it comes to how oral error feedback should be supplied, most students prefer that the professor provide corrective comments privately or individually for each mistake made by the students. Finally, the majority of children like to be corrected instantly in the classroom. Overall, the students were enthusiastic about receiving oral error correction feedback. However, the instructor should think about what type of feedback to provide students and how to give it to them in order to help them improve their English skills.

Similarly, Rashti and Tous (2016) performed a study at an Iran University for the same purpose. In this study, 100 Iranian EFL learners (50 elementary and 50 upper-intermediate) took part in the research. A questionnaire was used to gather the appropriate data. Findings illustrated that for the elementary learners, the types of OCF preferred were elicitation and explicit feedback. In contrast, they did not consider recasts as an important strategy. Furthermore, upper intermediate students opted for repetition and elicitation. Finally, they did not lean so much toward recast.

Chapter IV: Methodology

The present research synthesis, which has been defined by Norris and Ortega as "the systematic secondary review of accumulated primary research studies" (2006, p. 4), was exploratory and bibliographical.

The articles were selected through databases such as Scopus, Taylor and Francis, EBSCO, and Google Scholar. In order to collect information from relevant studies about the effects of corrective feedback on EFL young learners' speaking performance, two criteria were taken into account. First, the studies must be peer-reviewed journal articles and/or books that are written in English; moreover, the articles and books had to be published since 2011 to assure reliable and current data in the research field of oral corrective feedback on EFL students' speaking performance. Second, the articles used were empirical studies and there were no restrictions with the design of the articles which were quantitative, qualitative, and mixed methods. In the same vein, the key terms were: 1. oral corrective feedback, 2. speaking performance, 3. strategies, 4. students' and teachers' perspectives, 5. preferences.

Additionally, some journals such as *International Journal of Instruction, European Journal of Foreign Language Teaching, Language Teaching and Educational Research, International Journal of Basic Sciences & Applied Research, English Education Journal, English Language Teaching, World Scientific News, An Interdisciplinary Journal and Journal of Applied Linguistics and Language Research* among others were reviewed. Finally, this exploratory bibliographical research finalizes with its analysis, conclusions and some recommendations.

Chapter V: Data analysis.

For this research synthesis 20 articles were collected and analyzed to answer the research questions about the Effects of Corrective Feedback on EFL Learners' Speaking Performance. The research articles were classified in five categories: year of publication, the location of the studies by continent, the impact of different types of corrective feedback used in classrooms, EFL learners' and teachers' perceptions towards oral corrective feedback, and Students' and Teachers' preferences toward oral corrective feedback.

5.1. Year of publication of the studies.

Table 1

Year of publication

Year of publication	Author(s)	No. of studies
2011-2015	Chu (2011); Mendez and Cruz (2012); Sultana (2015); Khunaivi (2015)	**4**
2016-2020	Rashti and Tous (2016); Roothooft & Breeze (2016); Corrales and Diaz (2016); Septiana et al. (2016); Dehgani et al. (2017); Irawan & Salija (2017); Ananda, Febriyanti, Yamin & Mu'in (2017); Lubis et al. (2017); Tavakoli & Zarrinabadi (2018); Tran & Nguyen (2018); Zhai & Gao (2018); Hassan and Yalcin (2018); Tesnim (2019);	**16**

	Muyashoha (2019); Gómez, Hernández, & Perales (2019); Aguilera (2020)

N= 20

Table 1 presents the number of the studies according to the year of publication. They were divided into two periods of time which correspond to 4 years each. Most of the studies (16) have been published since 2016 to 2020 and 4 of them were published from 2011 to 2015. According to the data in this table, it is easy to realize that in the last 4 years the number of studies about this topic has increased considerably. Therefore, this fact proves that OCF has become a significant topic for research. For instance, Aguilera (2020) pointed out that the study focused on oral corrective feedback has increased in the last years because many instructors are interested in knowing how and when implemented it appropriately to correct students' mistakes during oral production activities.

5.2. Location of the studies

Table 2

Location

Author/Place	**N° of studies**	**Location**	**%**
Sultana (2015) /Bangladesh;Khunaivi (2015)/Indonesia; Irawan & Salija (2017)/Indonesia; Septiana et al. (2016)/Indonesia; Lubis et al. (2017)/Indonesia; Tavakoli and	**14**	**Asia**	**70%**

Zarrinabadi (2018)/Iran; Rashti and Tous (2016)/ Iran; Dehgani et al. (2017)/Iran; Hassan and Yalcin (2018)/Iraq; Arabia; Tran & Nguyen (2018)/ Vietnam; Chu (2011)/China; Zhai and Gao (2018)/ China; Ananda et. al (2017) / Indonesia; Muyashoha (2019) /Indonesia.			
Gomez et. al (2019) / Mexico;) Mendez and Cruz (2012) /Mexico; Aguilera (2020) / Ecuador; Corrales and Diaz (2016) /Colombia	**4**	**America**	**20%**
Tesnim (2019)/Tunisia	**1**	**Africa**	**5%**
Roothooft and Breeze (2016)/ Spain	**1**	**Europe**	**5%**

N=20

Table 2 illustrates the locations by continents where the 20 research studies analyzed were conducted. As shown in table 2, the majority of the studies about OCF were carried out in Asia with 14 studies which represents 70%. Therefore, it is noticeable that Asian countries like: Indonesia, China, Iran, Iraq, Vietnam, Saudi Arabia, and Taiwan are more interested in researching Oral Corrective Feedback in EFL learners. On the other hand, three of the articles (20%) were developed in America specifically in Mexico,

Ecuador, and Colombia; it means that Latin American countries are starting focusing on knowing more about OCF. For instance, Aguilera (2020) suggested that Ecuadorian English teachers should "continue providing Oral Corrective Feedback in the classroom because it is positive for students and boosts the teaching -learning process" (p.75). Finally, data also indicates that in African and European countries, to be specific Tunisia, and Spain, researchers have conducted few studies regarding corrective feedback.

5.3. Effects of using Oral corrective feedback in learners' speaking performance.

This category aimed to answer the first research question regarding the effectiveness of using implicit and explicit OCF strategies. For this section, seven studies were analyzed.

Table 3

Effects of using OCF strategies

Category	**N° of studies**	**Authors**
Students' speaking achievement	2	Dehgani et al. (2017); Irawan and Salija (2017)
Grammar, vocabulary, fluency and pronunciation.	1	Tesnim (2019)
Willingness to communicate and learners' confidence	1	Tavakoli and Zarrinabadi (2018)
Language accuracy	1	Chu (2011)
Rectify students' errors	2	Tran and Nguyen (2018) Zhai and Gao (2018)

Table 3 indicates the effects of using implicit and explicit OCF strategies in EFL learners' speaking performance. As shown in table 3, authors like Dehgani et al. (2017), Tesnim (2019), Irawan and Salija (2017), Tavakoli and Zarrinabadi (2018), Tran and Nguyen (2018), Chu (2011), and Zhai and Gao (2018) demonstrated that using OCF

strategies correctly had a great positive impact on learners' language performance. Tesnim (2019) argued that a better implementation of OCF strategies help learners to improve their grammar competence, vocabulary, pronunciation, and fluency. Moreover, the results of Chu (2011) study revealed that using strategies such as repetition, clarification requests, metalinguistic explanations, and elicitation feedback had a positive effect on improving learners' language accuracy. Besides, Tavakoli and Zarrinabadi (2018) showed that explicit oral corrective feedback in classrooms had affected positively in students' willingness to communicate in English; consequently, it has boosted their confidence in the development of any speaking activity. Moreover, Zhai and Gao (2018) suggested that teachers have to be well trained in how to use implicit and explicit oral corrective feedback strategies because learners need to be aware of their speaking mistakes. Finally, data also show that negative effects were not presented in the studies.

5.4.EFL learners' and teachers' perceptions towards oral corrective feedback

This segment dealt with the second research question regarding EFL learners' and teachers' perceptions towards OCF. Moreover, seven research articles were chosen to answer the research question.

Table 4

Teachers' and Students' perceptions

Authors	Perception	N° of studies
Roothooft and Breeze (2016) Corrales and Diaz (2016); Mendez and Cruz (2012); Gomez et. al (2019); Khunaivi (2015): Muyashoha (2019);	Positive	7

Septiana et al. (2016)		
Septiana et al. (2016) *; Mendez and Cruz (2012) *	Negative	2

*Studies appear in more than one category.

Note: The studies of Septiana et al. (2016) and Mendez and Cruz (2012) also presented both positive and negative students' and teachers' perceptions.

Table 4 displays the positive and negative learners' and teachers' points of view toward OCF. The analysis revealed that the research studies of Roothooft and Breeze (2016) Corrales and Diaz (2016), Gomez et. al (2019), Khunaivi (2015), Muyashoha (2019), Septiana et al. (2016) and Mendez and Cruz (2012) presented positive students' and teachers' perceptions. In fact, their research studies demonstrated that students reacted positively when they were corrected after and during their oral production activities. Besides, teachers thought that using OCF could help them to be aware about their students' sentiments and emotions; therefore, they have to know where and when to provide OCF in EFL learners. On the contrary, the negative perception from learners and instructors that studies of Septiana et al. (2016), Mendez and Cruz (2012) presented were that 1. OCF should be eliminated because most of the teachers did not use it correctly and 2. learners feel pressured and uncomfortable when they are corrected during and at the end of speaking activities. Furthermore, teachers should encourage their learners to work in pairs or groups because ST-ST and T-ST feedback is better than teachers' oral corrective feedback. Finally, learners showed that they were satisfied with teachers' oral corrective feedback because it helped them in the improvement of their language accuracy (Muyashoha, 2019).

5.5. Students' and Teachers' preferences toward the different types of oral corrective feedback.

In this section, six studies related to students and teachers' preferences toward the different types of OCF were analyzed to answer the third research question. The information was divided into two categories: 1. Learners' preferences on OCF strategies, and 2. Teachers' preferences on OCF strategies.

5.5.1. Learners' preferences on OCF strategies

Table 5

Learners' preferences on OCF strategies

Studies	**Learners' preferences**					
	Oral Corrective feedback type.					
	Recast	Explicit correction	Repetition	Clarification Request	Metalinguistic explanation	Elicitation
Hassan and Yalcin (2018)						X
Aguilera (2020)	X		X			
Ananda et. al (2017)			X			
Rashti and Tous (2016)		X	X			X

Table 5 analyzes students' preferences toward OCF strategies. Data demonstrated the following results: First, Hassan and Yalcin (2018) reported that students preferred to be corrected with one of the six OCF strategies. This is: Elicitation. Learners opted for this type because it allows them to reformulate their utterances and help them to correct their own oral errors by themselves. Secondly, in Aguilera (2020) study's results, students

were more conscious about their errors when their teachers used Recast and Repetition OCF strategy. Third, Ananda et. al (2017) demonstrated that learners were enthusiastic receiving oral corrective feedback with the repetition strategy. Lastly, Rashti and Tous (2016) found that most of the student participants preferred to be corrected all the time with the explicit, repetition and elicitation strategy.

5.5.2. Teachers' preferences on OCF strategies.

Table 6

Teachers' preferences

Studies	**Teachers' preferences**					
	Oral Corrective feedback type.					
	Recast	Explicit correction	Repetition	Clarification Request	Metalinguistic explanation	Elicitation
Hassan and Yalcin (2018) *						
Sultana (2015)	X	X	X		X	
Lubis et al. (2017)		X		X		X

*Studies appear in more than one category.

Note: The study of Hassan and Yalcin (2018) * also appears in this table because it has information about both teachers' and students' preferences on OCF.

Table 6 shows teacher' preferences on OCF strategies. The analyzed data illustrate that the teacher participants in Hassan and Yalcin (2018) *'s article did not prefer to use any of the implicit and explicit OCF strategies because "they tended to believe that the use of different types of corrective feedback depends on learners' language levels" (p.

773). Furthermore, Sultana (2015) demonstrated that teachers focused more on using Recast, Explicit correction, Repetition, and Metalinguistic explanation to correct learners' oral mistakes. According to Lubis et al. (2017), teachers were satisfied when they used Explicit correction, Clarification Request, and Elicitation to correct their students' speaking performance. Finally, teachers preferred to implement the strategies mentioned in the previous table because students feel more comfortable when teachers help them to rectify their mistakes during speaking activities.

Chapter VI: Conclusions and Recommendations

6.1. Conclusions

The main purpose of this exploratory bibliographic research was to analyze the Effects of OCF on EFL learners' speaking performance. It was fulfilled by analyzing the findings of 20 research articles that have provided the essential information related to the effects of using OCF in EFL classrooms, students' perceptions toward OCF, and students and teachers' preferences toward the different types of OCF. Furthermore, information from the theoretical framework has been considered to write the conclusions.

Regarding the first question about effects of using OCF in learners' speaking performance, seven of twenty studies contributed with essential information to conclude that the implementation OCF strategies have positive effects: the improvement of students' speaking performance, grammar, vocabulary, fluency, and pronunciation; the willingness to communicate; the enhancement of learners' confidence, language accuracy, and the rectification of students' errors. Dehgani et al. (2017) stated that a correct implementation of OCF strategies plays a vital role in improving learners' speaking abilities. According to Irawan and Salija (2017) and Zhai and Gao (2018), teachers who are really interested on their students' oral achievements are always in constant training to understand each one of the OCF strategies in order to help their learners to master their speaking skills and be aware of their speaking errors. Moreover, grammar, vocabulary, fluency and pronunciation are important skills that teachers should take into account in correcting students' mistakes. For instance, Tesnim (2019) noticed that teachers who deliver an immediate OCF feedback during oral activities aid to ameliorate learners' grammar, vocabulary, fluency and pronunciation development. In the same vein, Chu (2011) concluded that the use of the output-prompting strategies, such as repetition,

clarification requests, metalinguistic explanations, and elicitation in the classroom help to improve learner's accuracy. Finally, students realize when their teachers are aware about their improvement in speaking; as Tavakoli and Zarrinabadi (2018) stated, students boost their confidence and their willingness to communicate when teachers really understand how and when to provide their respective feedback. Hence, it can be drawn to a conclusion that a good implementation of OCF strategies causes positive effects on EFL learners' speaking performance.

With respect to the second research question, it is important to consider learners' and teachers' perceptions towards OCF. From the analyzed papers, positive and negative perceptions were identified. First of all, the studies of Roothooft and Breeze (2016) Muyashoha (2019), Corrales and Diaz (2016), Mendez and Cruz (2012), and Gomez et. al (2019) revealed that learners had a positive perception toward OCF strategies when teachers correct them during and after any oral activity. Also, teachers noticed that when they applied OCF, it helped them to be aware about their students' feelings and emotions so for that reason teachers have to be well prepared to provide OCF to their learners. In contrast, Septiana et al. (2016), Mendez and Cruz (2012) demonstrated that teachers and students presented negative attitudes toward OCF. For instance, learners were uncomfortable when teachers corrected them during their oral presentations because they felt pressured and forgot what they had to say. Besides, some teachers thought that it is better to eliminate OCF since some of them do not know how to apply it correctly and it could be prejudicial in their students' oral development. To sum up, all the positive teachers' and students' perceptions outweigh negative ones supporting the fact that teachers and learners have positive attitudes and perceptions towards the implementation of Oral Corrective Feedback strategies.

Finally, in relation to the third research question regarding the OCF strategies, the studies analyzed agreed that they are divided into implicit and explicit types. The implicit strategies are: recast, repetition, and clarification request. The explicit ones are: explicit correction, metalinguistic explanation, and elicitation. Indeed, teachers and learners have their preferences toward each one of them. For instance, Hassan and Yalcin (2018) mentioned that learners preferred to be corrected by any OCF strategy as long as these help them to realize how to correct their mistakes by themselves. Besides, teachers believed that it is mainly important to recognize students' speaking levels to know which of these OCF strategies to use so that students can receive their respective feedback during their oral presentations.

In conclusion, it can be assumed that OCF is an essential strategy that teachers should apply correctly to encourage their learners to rectify their oral mistakes and to ameliorate their speaking development successfully.

6.2. Recommendations

Oral corrective feedback is an important strategy that teachers should use in teaching English as a second and foreign language because it allows instructors to encourage learners to realize how important it is to receive feedback during and after any speaking activity. Moreover, OCF might make students interested in improving their speaking skills because they are able to recognize their errors when they are performing an oral activity.

Additionally, for further research in this subject, it is recommended that investigators explore in-depth the Effects of Oral Corrective in Ecuador, specifically in Cuenca. It would be interesting to conduct experimental research in order to understand

what the effects of using OCF are. Finally, it would be also helpful to recognize Ecuadorian teachers' and students' perspectives and preferences toward OCF in order to explore and comprehend the attitudes and the preferences that they have toward the six OCF strategies.

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Appendix

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