

A description of teachers' corrective feedback implementation in the speaking skill at an English institute

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TABLE OF CONTENTS

| | |
|--------------------------------------|----|
| 1. Introduction..... | 4 |
| 2. Resumen..... | 5 |
| 3. Abstract..... | 6 |
| 4. Statement of the problem..... | 7 |
| 5. Research Questions..... | 10 |
| 6. Relevant Definitions..... | 11 |
| 7. Literature Review..... | 13 |
| 8. Methodology..... | 20 |
| 8.1 Type of study..... | 20 |
| 8.2 Context..... | 20 |
| 8.3 Participants..... | 21 |
| 8.4 Methods for data collection..... | 21 |

| | |
|--|----|
| 8.6 Interviews..... | 22 |
| 8.5 Observations..... | 23 |
| 8.7 Questionnaire..... | 23 |
| 8.8 Researchers' role..... | 23 |
| 9. Findings and Discussions..... | 25 |
| 9.1 Explicit Feedback Was Used for Grammar and Meaning Correction..... | 25 |
| 9.2 Implicit feedback was used to correct grammar, meaning, and pronunciation..... | 26 |
| 9.3 Recast was used mostly for making corrections regarding pronunciation; it was also implemented for grammatical and semantic correction..... | 29 |
| 9.4 Clarification was used for grammatical correction..... | 30 |
| 9.5 Metalinguistic clues were used for grammar correction..... | 32 |
| 9.6 Elicitation was used for grammar correction..... | 33 |
| 9.7 Repetition was used for grammar and vocabulary correction... | 34 |

| | |
|---|----|
| 10. Evidence of types of corrective feedback implemented by the teachers..... | 37 |
| 11. Research and Pedagogical Implications..... | 38 |
| 12. Conclusions..... | 39 |
| 13. Appendixes..... | 40 |
| 14. References..... | 46 |

1. Introduction

The current study shows teachers' implementation of corrective feedback in the speaking skill at an English institute, focusing on grammatical structures, vocabulary, and pronunciation. This study highlights the types of corrective feedback that three different teachers use in that institute. Likewise, the study provides a rank where it can be seen that recast was the most implemented type of corrective feedback and repetition was the least used, as it was evidenced in the observations.

This study contains six chapters; the first one is the statement of the problem, in which the importance that the English language has nowadays is enlightened. The second is the literature review which highlights some important theories and definitions that the current study contains. The third chapter covers the methodology that was used, the type of study, the context where the study was conducted, and the data collection methods, The fourth chapter contains the findings and discussions that show a theoretical framework with all the data we collected from the seven classes observed; also, the findings present a questionnaire and an interview we conducted to the three teachers that show up the frequent types of corrective feedback they used, the fifth chapter contains the pedagogical and research implications for possible further investigations and for the teachers to take into account in their own class methodologies; and the last chapter is the conclusion that came up gathering all the information, the data collected, comparing and analyzing other investigations related to our study.

In this study, the main results show that grammatical structures were the first aspect teachers gave feedback to. Moreover, it illustrates how frequent each type of implemented corrective feedback was. Finally, this study shows that while teachers were giving feedback, the students' fluency was not interrupted.

2. Resumen

Este estudio de investigación presenta un marco teórico, describiendo y analizando la implementación de los diferentes tipos de retroalimentación correctiva llevada a cabo por profesores en las clases mientras los estudiantes desarrollan su habilidad de habla. El análisis de los datos implica 7 clases de 50 minutos, una clase a la semana en un instituto de Inglés. Tres maestros fueron observados en diferentes clases de conversación. Se realizó una entrevista y un cuestionario a los maestros al final del estudio. Los resultados indicaron que los maestros implementaron siete tipos de retroalimentación correctiva: *explicit*, *implicit*, *recast*, *clarification*, *metalinguistic*, *clarification clue*, y *repetition*. *Recast* fue el más implementado por los profesores por encima de los otros tipos de retroalimentación correctiva, y *repetition* fue el menos implementado por los profesores. Este estudio destaca la implementación de retroalimentación correctiva en las estructuras gramaticales de los estudiantes.

3. Abstract

This research study presents a theoretical framework, describing and analyzing teachers' implementation of the different types of corrective feedback in the speaking skill during their classes. The data analysis entails 7 classes of 50 minutes each, one class per week at an English institute. Three teachers were observed in different conversation classes. An interview and a questionnaire were conducted to the teachers at the end of the study. The results indicated that the teachers implemented seven types of corrective feedback: explicit, implicit, recast, clarification, metalinguistic, clarification clue, and repetition. Recast led among the other types of feedback implemented by the teachers, and repetition was the least used by the teachers. This study highlights the implementation of corrective feedback to students' grammar structures.

Key words: **Corrective feedback, Recast, Explicit, Implicit, Clarification request, Metalinguistic clue, Repetition, and Elicitation**

4. Statement Of The Problem

When a foreign language is learnt, the learner finds out certain language competences such as the communicative competence which, in Hymes' (1972) words, is the knowledge of both grammar rules and its appropriate use to a given context, in which the user of the language produces a lot of sentences and there is a speaker-listener sharing of knowledge.

The Common European Framework of Reference for Languages (Council of Europe, 2001) has described the communicative competences a user of a language can possess; this communicative competence has three main components: linguistic competence, sociolinguistic competence, and pragmatic competence. The linguistic competence is the way in which learners use the language to communicate taking into account the components that a language has, such as the **lexical** that is the ability to use the vocabulary and grammar of a language -in order to speak, the learner should have a minimum of grammar and vocabulary to organize the uttered sentence-; the **phonological** that is the ability to produce unit sounds -this component includes pronunciation, intonation, and learner's correct pronunciation of consonants and vowels which are necessary to have a good use of the speaking skill-. When foreign language learners acquire this phonological component, they will be able to deal with the **sociolinguistic** function that a language has. Here, they take into account some factors such as exchanging greetings, being engaged in small conversations, and establishing a comfortable interaction with others (Richards, 2006).

Students who are learning a foreign language are expected to learn the four skills: speaking, writing, reading and listening; in our study, the teachers

participating must facilitate the development of oral skills, which is why this study especially focused on speaking skill,. This language skill is the one that students are afraid of using (MacIntyre and Gardner 1991). Speaking is essential for students to see “how well they are doing: both how successful they are, and also what language problems they are experiencing” (Harmer, 2007, p.123). This skill is not only for communicating and for interacting with other people; speaking refers to uttered words one produces using the vocal cords. From a syllable to a sentence, and then to paragraphs, people speak to express their opinions or feelings and even to articulate a sound, according to “The Common European Framework of Reference for Languages” (p. 108).

Another important component in the speaking skill is the ***pragmatic*** competence which involves the use of the language for communicative purposes with the aim of interaction that not only depends on the linguistic component (grammar, lexis, among others.), but also on the context of the students, and the ability students have to understand the meaning of the utterance (Thomas and Jenny, 1995). We delineate this theoretical model of communicative competence as it provides a reference to describe to which specific communicative competence components the teachers in this study gave feedback.

Furthermore, in order to have an oral interaction in an English class, it is useful that the facilitators assist learners in their process of learning how to communicate effectively through corrective feedback implementation. Studies indicate that corrective feedback, especially recasts, do help learners to improve their linguistic competence (Milani, 2009;Jarkasl, 2007; Nguyễn Thị Tô Hạnh, (2011).

It is necessary to be aware of the communicative components present in language learning due to the fact that the learner needs to know what it is appropriate to use, and what it is necessary to discard in order to become proficient in the target language. According to Bookhart and Susan (2008), giving feedback also helps to enlighten the way in which the students are learning; it gives the students the opportunity to see how successful they can be and correct their mistakes; feedback will help them to become aware of what they do and how they do it. The authors also point out that giving feedback has two main purposes: it will help students to understand where their learning capacity is, and it will motivate the students to have some power over their own learning. These two main factors help teachers to understand why giving proper feedback to students should be at the top of every repertoire.

Therefore, it is important that the teacher properly provides feedback because it is expected to help the students to improve in most of the components of the communicative competences, and in this way, to reach a good level in the language learning development.

It is relevant that learners who are learning a second language receive feedback in their oral skill due to the fact that students need to be corrected with the purpose of not fossilizing their errors in their interlanguage system (Tornberg 2005). As the author argued, the learners, no matter the age, can internalize some errors in the target language when they are acquiring it, so that errors become fossilized and if students do not obtain corrective feedback in their communication skills, they will face problems at the moment of communicating.

This study focused on how three EFL teachers from Pereira-Risaralda of an English institute implemented the corrective feedback in the speaking skill, and how the English institute EFL students received this feedback. Furthermore, this study analyzed the different types of corrective feedback that the teachers implemented, what was the most and least used by the teacher, and what factors related to language (linguistic, sociolinguistic or pragmatic) and to the learner (age, gender) the teacher took into account.

5. Research questions

1. What learner-related factors do the English teachers take into account to implement corrective feedback?
2. What types of corrective feedback are seen in the English teachers?

General objective

- To determine why and what types of corrective feedback are implemented by the English teacher, and what the student's uptake to corrective feedback is.

Specific objectives

- To determine what is the learner's uptake towards corrective feedback in speaking skill
- To analyze the types of corrective feedback given by the teacher

6. Relevant Definitions

Feedback: Refers to the way in which foreign language students could have an improvement on their performances, and it also allows the teacher to notice student's progress.

The types of feedback, the definitions, and the examples presented below, are taken from Lyster's and Ranta's (1997) framework on types of feedback to speaking of students.

Explicit correction: it shows that student's intervention was incorrect, and the teacher provides the correct form:

S 'He go to school everyday

T: 'no, you should say goes, not go'

Implicit correction: The teacher does not tell the student the error, he repeats again the phrase with the right form.

S: He go to school everyday

T: 'yes, he goes to school every day',

Recast: It involves the teacher's reformulation of all, or part of, a student's utterance, minus the error, recast is usually implicit.

S: why you don't like me?

T: why don't you like me?

Clarification request: the teacher employs phrases to indicate that the message has not been understood. The student's reformulation is required.

T: fourteen

T: Excuse me? (Clarification request)

S: Fourteen

T: fourteen what? (Clarification request)

S: fourteen for a week

T: four times a week? (Recast)

Metalinguistic clues: it contains comments, information, or questions related to the well-formedness of the student's utterance, without explicitly providing the correct form. It also includes metalinguistic information which points out the nature of the error.

S: He go to school everyday

T: 'Don't forget to make the verb agree with the subject'

5. Elicitation. The teacher asks students the correct form by asking questions like (e.g., "How do we say that in English?"), to allow the student to complete the teacher utterance. (e.g., "It's a...")

S: My father cleans the plate

T: Excuse me, he cleans the...?

S: Plates?

6. Repetition. The teacher repeats aloud the student's error to capture student's attention to it.

S: he is in the bathroom.

T: Bathroom?

S: Bedroom. He is in the bedroom.

7. LITERATURE REVIEW

Some studies have shown that the corrective feedback techniques given by the teacher can be various. In the next section, we refer to seven studies which have explored several issues around the concept of feedback in language classrooms, namely the effectiveness of feedback, learner uptake, what types of feedback teachers employ and their frequency. The seven studies and ours hold a relationship due to the fact that we described four of these issues: types, frequency and learner uptake.

Milani (2009) in his research study observed the students' corrective feedback in a speaking classroom at the English Department of Muhammadiyah University of Surakarta. He describes the different kinds of corrective feedback given by the teacher in the speaking classroom; he analyzes the frequency of each type of corrective feedback, and describes the students' perception and responses about the corrective feedback given by the teacher in the speaking classroom. He used three different techniques when collecting the data, namely: observation, interview, and documentation. The research results indicate: Firstly, the types of corrective feedback given by the teacher in speaking classroom include explicit correction, recasts, clarification requests, metalinguistic feedback, and elicitation. Secondly, the frequency of corrective feedback that appears the most in the speaking classroom is explicit correction, and the less used or even never appeared in the speaking classroom is repetition. Thirdly, the students' perceptions on the corrective feedback given by the teacher in speaking classroom are: corrective feedback is good to be applied in the speaking classroom because when the students make an error

and the teacher gives corrective feedback, they will know the incorrect part in their speech.

Jarkasl (2007) in his study identified occurrence in corrective feedback during a daily conversation course and the way the teacher implemented the corrective feedback in the classroom, a speaking class in the English Department at Unikarta Tenngarong throughout six different class meetings; the focus of this study was to improve one specific point in a teacher's technique used in a particular classroom.

This study revealed that teacher's corrective feedback is one factor that influences the English learners' progress. It did not bother the students in building communication. The evidence showed that the teacher applied recast, explicit correction, and clarification request. Recast was the most frequent type of corrective feedback used by the teacher because it did not confuse the students. Three effective corrective feedback criteria occurred in correction given by the teacher: he treated the errors, gave correction without breaking the flow of communication, and did not ridicule the students in giving correction.

Lyster and Ranta (1997), in their study of Negotiation of form in communicative classrooms, indicated an overwhelming tendency for teachers to use recast in spite of the latter ineffectiveness at eliciting student-generated repair, four other feedback types -elicitation, metalinguistic feedback, clarification request- lead to.

This study that derives from an observational study of six French immersion classrooms in the Montreal area, showed that recast is the most popular technique, and it is the least likely to lead to uptake of any kind. Clarification request, metalinguistic feedback, and repetition are similar in that they are effective at eliciting uptake from the students. According to this study, the most successful technique at eliciting uptake from the students is elicitation.

Suzuki (2004) in his study about corrective feedback and learner uptake in adult ESL classrooms, showed both similarities and differences to those in Lyster and Ranta's study. This study describes and analyzes the patterns of corrective feedback and learner uptake, observed in a different context from that of Lyster and Ranta's study. The database consisted on 21 hours of interaction between three ESL teachers and thirty-one adult ESL students. The interaction was audio taped, transcribed, and then coded according to Lyster and Ranta's corrective discourse model. The results indicated that while the distribution of types of corrective feedback for learner errors showed no major difference from that reported by Lyster and Ranta, the ratio of uptake following certain corrective feedback types greatly differed from their results. Possible accounts for the differences in the results are discussed taking into consideration the aspects of the classroom setting, students' ages, teachers' experience, the target language, and their motivation for participating in language learning programs.

Nguyễn Thị Tố Hạnh (2011) conducted a study on a small group of students, to whom the observations were implemented for only one class. They

showed in their study that corrective feedback is feasible and it needs to be repeated. The kind of explicit corrective feedback that was most frequently used and the most effective in the ESL classrooms settings was recasts, and the explicit correction was more commonly used when providing feedback because, as Nguyễn Thị Tố Hạnh affirmed, it might help learners to carry out of the cognitive comparison between their error and the target form.

LÊ THỊ HỒNG PHÚC (2010) reported on his study about teacher's immediate oral feedback in speaking lessons for 11th-form students. The study was conducted with 10 teachers and 155 students of Nguyen Binh Khiem High School, HaNoi. The researcher highlighted in his study that in terms of teachers' contents, corrective feedback is more commonly used for grammatical mistakes than for meaning ones. The study also reveals that although teacher and students had different preferences on the type of corrective feedback, they agreed in using positive feedback.

Fawbush (2010) conducted a study which took place at a suburban public middle school in the Upper Midwest which has a population of approximately 2,000 students all in 7th and 8th grade. This study about implicit and explicit corrective feedback for middle school ESL learners showed that feedback had a larger effect on the learners receiving explicit feedback than on the learners receiving implicit feedback. These results were drawn since explicit and metalinguistic feedback needed more attention from the learners and made them to correct their errors, while implicit feedback did not allow students to notice their utterances' errors.

After considering all the findings in the studies we have presented, we can make the following assertions regarding the nature of feedback in the language classroom.

First, recasts, explicit feedback and clarification requests are, respectively, the types of feedback with higher frequency in the classroom. Second, it seems that students tend to respond to types of feedback that will clearly tell them what their mistakes are, which is why the studies indicate that metalinguistic and explicit feedback tend to be more effective for learners uptake. Third, the studies indicate that teachers lean towards giving students feedback on their grammatical errors rather than on mistakes dealing with the semantic dimension of language: meaning. Lastly, the studies state that repetition is the type of corrective feedback which occurs the least.

8. Methodology

8.1. Type Of Study

First and foremost, this study was a mixed method approach in which the researches implemented a quantitative research for a specific part of the study, and a qualitative research for another specific part of the study. “a researcher might conduct an experiment (quantitative) and after the experiment conduct an interview study with the participants (qualitative) to see how they viewed the experiment and to see if they agreed with the results”. Tashakkori and Teddlie, (2007).

We described the educational phenomenon of feedback in a natural setting: The classrooms we observed. Additionally, this was a descriptive study due to the fact that it was focused on a specific process that, in this case, was the teachers’ implementation of corrective feedback on the students speaking skill; also it described precise phenomena such as students’ reaction towards corrective feedback, teacher giving feedback, and the types of corrective feedback provided.

Our study is entirely descriptive because we did not set to change the pedagogical situations we observed; there was no intervention. Rather, we wanted to have an idea of the relationship between teachers and students as mediated by feedback on oral skills.

The study involved observing and describing teachers’ and students’ behavior without any interference from the researcher. It also needs gathering as much data as possible in order to describe the study during the analysis. On Key’s (1997) words, “descriptive research is used to obtain information

concerning the current status of the phenomenon to describe what exists”. In our case, that phenomenon was feedback on oral skills.

. As is seen in the descriptive framework, theory guided us in the observations. They were used for organizing and grouping the data collected in seven types of corrective feedback.

As soon as we grouped the data applying the three instruments, we gathered the findings and discussions for each type giving evidence from these instruments.

8.2. Context

This study was conducted at an English institute in 2011, during the months of May, June, and July.

The institute where we conducted this study works for the human development with emphasis on teaching English as a foreign language. As stated in the objectives, the institute intends to educate people in the use of English at an intermediate domain of proficiency, and at a pre-intermediate level in terms of the language. It does so with theory, methodology, and practice of knowledge in the process of learning the English language.

The institute has a study plan that is named “fast learning”, and it is distributed in three levels or standards: A1, A2, and B1 which are divided into learning cycles according to the Common European Framework of Reference for Languages Learning. On the other hand, as the methodology affirmed, the institute brings opportunities in which students are exposed to the foreign

language in real situations similar to what a native speaker is involved in; this has the purpose of assuring a real oral production. As the institute affirmed, they are facilitators towards the English language as a support in the process of learning.

8.3. Participants

The participants of this research project were three men teachers, one of them is a United States native, he is forty years old and whose experience is six years, two of them in the institute; the other two teachers are Colombian, one is twenty eight years old, and the other is thirty five years old, and whose experience is three three years in the institute. These three teachers are in charge of the advanced teaching course.

8.4. Methods For Data Collection

Researchers described and analyzed the corrective feedback implemented by the teachers. The researchers focused on a specific group (students from an English institute) with the aim of doing a specific and detailed description taken into account that the researcher is the first collector of the interviews and observations data.

We implemented a PRIORI approach because the categories were established by the types of feedback according to Smith (2010) categories are specified before the material is examined and they emerge from the material to be analyzed .

The study also involved fieldwork which means that the researcher must physically go to the context where the participants carried out the activities relevant to this research in order to observe students' and teachers' behavior, and to collect specific information that helped to answer the research questions. The methods that the researchers implemented to gather the data are observations, interviews, and questionnaires.

8.5. Interviews

This research project implemented interviews to collect data specifically at the beginning the study, when the researchers conducted an interview to each teacher (See appendix C for the format). The researcher implemented this method to get teacher's perception toward the English classes. "Interviews are particularly useful for getting the story behind a participant's experiences. The interviewer can pursue in-depth information around the topic. Interviews may be useful as follow-up to certain respondents to questionnaires, e.g., to further investigate their responses" (McNamara, 1999).

In our study, interviews were useful because they gave us first-hand information from the teachers' voices. They told us how they gave feedback and on what they focused.

8.6. Observations

The researchers observed the classroom setting and the participants' behavior toward the phenomenon of corrective feedback during each class for a period of 2 months (See appendix A for observation format). As it was stated by Wayland (1998), "the aim of observing is to gain a close and intimate familiarity with a given group of and their practices through an intensive involvement with

people in their natural environment, usually over an extended period of time”. The researchers observed different groups within their learning environment in order to obtain specific data concerning how the teachers’ corrective feedback implementation in the students speaking skill process is. (See appendix A)

8.7. Questionnaire

Researchers conducted a questionnaire to the three teachers after the observations, in order to obtain more evidence about the teachers’ corrective feedback implementation, and to store specific information about moments in the classes the types of feedback and the frequency. Action research is conducted by teachers and for teachers. It is small scale, contextualized, localized, and aimed at discovering, developing, or monitoring changes to practice (Wallace, 2000). (See appendix B for Questionnaire format).

8.8. Researcher’s Role

The researchers were complete observers which means that, as Gold (1958) affirms, “The researcher does not take part in the social setting at all”. The researchers did not interfere in the class, neither in the teachers’ and students’ behavior; they took notes because they needed to obtain as much data as possible to do the analysis for the study. This was analyzed by two researchers, who had the same roles for the data collection: one researcher’s role was observer, meaning that he observed the students’ and the teachers’ behavior toward corrective feedback in the speaking skill taking place at the EFL classroom, and the role of note-taker which means that the researcher took notes about what the teacher and students do in the EFL classroom, taking into

account corrective feedback used by the teacher. The data analysis was made with grounded theory, as Glaser and Strauss argued (1967) “that much of current research is primarily the verification of theory or the development of theory through logical deduction rather than from the experimental data itself”. we analyzed all the instruments and saw what tendencies as the types of corrective feedback came out from these instruments.

We used a consent letter format for our study (see appendix D)

9. Findings And Discussion

For analyzing the data we collected, we used a theoretical framework which has all the data from the seven classes observed; we also conducted a questionnaire and an interview for the three teachers. We were based on definitions of types of corrective feedback to analyze the teachers from Lyster and Ranta's (1997) model and the distribution of the seven types of corrective feedback used by the teachers

9.1. Explicit Feedback Was Used for Grammar and Meaning Correction

During the 7 observed lessons, the teachers focused on grammatical aspects such as how to use the modal verbs, and meaning aspects such as how to use words in specific contexts. The teachers corrected mistakes by saying what the mistakes were, and they gave the grammatical and lexical correction. In the questionnaire, the three observed teachers agreed that they frequently tell the students what the mistake is and correct it. In the interviews, one of the teachers said that he uses this type to correct the students.

OBSERVATION JUNE 28TH:

| Mistakes | Teacher's correction | Learner's uptake |
|--|---|------------------------|
| Hello! Can you pass me Roberto please? | Teacher waited until they finish and corrected "it sounds like Spanish you should say: can I speak to Mr. Roberto, please?" | Student only said: ok. |

QUESTIONNAIRE:

| | | | | | |
|--|--------------|-----------------------|-----------------|--------------|-------------|
| 1. You tell the student what his mistake is and then correct it. | A: always | B: frequently 3 | C: sometimes | D: rarely | E: never |
|--|--------------|-----------------------|-----------------|--------------|-------------|

INTERVIEW # 2:

“Why do you give feedback?” “I usually say the mistake they did and repeat the sentence with the correct form.”

This finding is different to what Milani (2009) found in his study about corrective feedback in speaking at the English Department of Muhammadiyah University of Surakarta. The results in the author’s study indicate that the type of corrective feedback that most appeared was explicit correction. In our case, explicit correction was a type of feedback the teachers implemented according to what they stated in the questionnaire (*see column B in table above*). In addition to the results in the questionnaire, during the class observations we conducted, the teachers did not frequently use this type of feedback; only in two out of seven observed classes, explicit feedback occurred. Recast, on the other hand, was the type of feedback most frequently used. (*See finding 3 below*). As evidence of the lack of explicit feedback the next sample shows us emphasis on recast:

OBSERVATION 28TH :

| Mistakes | Teacher’s correction | Learner’s uptake |
|--|------------------------------------|--|
| Hello! Mr. Clark office, you’re talking to Sandra. | Teacher corrected: this is Sandra! | Student only said: this is Sandra. and continue talking. |

In the next findings **9.2, 9.3, 9.4, 9.5, 9.6, 9.6, and 9.7** continues the tendencies that although there are another types of feedback there is a linguistic competence relationship between them as: grammar, semantics, and pronunciation.

9.2. Implicit feedback was used to correct grammar, semantic, and pronunciation.

During the 7 observed lessons the teachers used implicit feedback by repeating what the students have said but in a correct way. They focused on grammatical aspects such as how to use the correct syntactic features in statements produced by the students. Also, the teacher paid attention to correct verb conjugation. Additionally, the teachers focused on different pronunciation aspects. In the questionnaire, two of the three teachers agreed that they do not frequently tell students what the mistakes are; however, they provide students with structures of the well-formed statements.

OBSERVATION MAY 31ST:

| Mistakes | Teacher's correction | Learner's uptake |
|---------------------------|--|------------------------------|
| I travel around the world | Yes, you would travel around the world | Student didn't say anything. |

OBSERVATION JULY 5TH

| Mistakes | Teacher's correction | Learner's uptake |
|------------------------------|---|---|
| My dad was very "busy"(basy) | Teacher corrected the word pronunciation: Your dad was very busy. | Student repeated the word with the right pronunciation. |

QUESTIONNAIRE:

| | | | | | |
|--|--------------|-----------------------|-----------------|----------------|-------------|
| 2. You do not tell the student the mistake, but you repeat the sentence in the correct way | A: Always | B: Frequently 2 | C: sometimes | D: Rarely 1 | E: never |
|--|--------------|-----------------------|-----------------|----------------|-------------|

INTERVIEW # 2:

“What do you do when students make a mistake?” “I just try to correct it, but if it is the same mistake a lot of times, I just do it like one or two times, because the idea is not to frustrate them, so I just repeated the same that he said by doing it in the right way”.

This finding is similar to what Ben Fawbush (2010) found in his study about implicit and explicit corrective feedback for middle school ESL learners. The results stated that explicit feedback showed better results than implicit feedback. In our case, implicit correction was a type of corrective feedback that teachers frequently used in the questionnaire (*see column B in the table above*); also eight events during seven observations occurred. It was implemented for grammar semantics and pronunciation, in few cases with a positive response from the student since almost all the time that was applied by the teacher; the student did not correct the mistakes and continued with the conversation.

9.3. Recast as feedback for pronunciation, grammar and semantics.

During the observations, the teachers focused on giving feedback on words' pronunciation and structural components such as the use of the prepositions

and tenses. They also focused on meaning, i.e. how to express specific ideas. The teachers only repeated the word or the part of the sentence which was incorrectly produced by the student, but using the correct form in order for the students to be aware of their mistakes. In the questionnaire, teacher one used this type of feedback in the classroom sometimes; teacher two rarely used this, and teacher three never uses his type in his class. In the interviews none of the teachers said anything related to recast.

OBSERVATION MAY 31ST:

| Mistakes | Teacher's correction | Learner's uptake |
|--|--|--|
| All the persons should retired since (sains) 35 years. | The teacher corrected only the pronunciation of since. | The student repeated the correct pronunciation of since. |

OBSERVATION JUNE 19th:

| Mistakes | Teacher's correction | Learner's uptake |
|-------------------------------------|------------------------------|--|
| My dream is travel around the world | Teacher corrected: To travel | The student repeated all the sentence "my dream is to travel around the world" |

QUESTIONNAIRE:

| | | | | | |
|---|--------------|------------------|-------------------|----------------|---------------|
| 6. Talk to the student and, in the conversation you correct the mistake without telling the student explicitly what the mistake is. | A: always | B: frequently | C: sometimes 1 | D: rarely 1 | E: never 1 |
| | | | | | 30 |

This finding is related to what Jarkasl (2007), Lyster and Ranta (1997), and Nguyễn Thị Tố Hạnh (2011) found on their studies. According to Jarkasl's (2007) study, teachers employed recast in order to correct the errors without breaking the flow of the conversation, and this type of corrective feedback did not confuse the student. Lyster and Ranta's study (1997) revealed that recast was the technique most applied by the teacher. Finally, as Nguyễn Thị Tố Hạnh (2011) affirmed in his study, the most frequent type of corrective feedback was recast since, for example in our study students became more aware of their grammatical competences after giving feedback.

The current study revealed, according to what the teachers stated in the questionnaire, the frequency of use in corrective feedback varied (sometimes, rarely, and never are in the questionnaire above); however, the teachers more frequently used this type of feedback in the classes observed in view of the fact that 19 events in which the teachers applied this type occurred during seven classes applied in grammar, semantics and pronunciation, having an effective result in the student's response.

9.4. Clarification was used for grammatical correction

During the seven lessons observed the teachers used clarification request to elicit grammar correction from the students. The teachers corrected grammatical mistakes by making questions which needed students' statements reformulation. In the questionnaire, the three teachers disagreed. One of them

said that he frequently uses phrases to indicate that the message has not been understood; the other teacher does it sometimes, and the last rarely does it.

OBSERVATION MAY 31ST

| Mistakes | Teacher's correction | Learner's uptake |
|-----------------------------------|--|-------------------------------------|
| Childrens are more disrespectful. | teacher asked the student: childrens?? | Repeated only the word. "Children". |

OBSERVATION JUNE 19TH:

| Mistakes | Teacher's correction | Learner's uptake |
|------------------------------|-------------------------------------|--|
| My father was seeing a movie | Teacher asked the student: Seeing?? | Student said: Mmm, watching, watching a movie. |

QUESTIONNAIRE:

| | | | | | |
|--|--------------|-----------------------|----------------------|-------------------|-------------|
| 3. Use phrases to express that the message was not understood. | A: Always | B: frequently 1 | C: Sometimes 1 | D: Rarely 1 | E: never |
|--|--------------|-----------------------|----------------------|-------------------|-------------|

This finding is related to what Imam Jarkas (2007) and Lyster and Ranta (1997) found on their studies. According to Imam Jarkas' (2007) study about corrective feedback, clarification request was not very common; however, recast was the most used by the teacher because it did not confuse students. Lyster and Ranta (1997) affirmed in their study that clarification request is effective at eliciting uptake from the students. In our case, in three out of the seven observed classes, clarification request occurred, it was implemented only in grammar and

only two teachers applied in their classes, even though the student's response to this feedback was positive in all the three events.

9.5. Metalinguistic clues were used for grammar correction

According to the data collected, the teachers focused on grammatical errors specifically those related to rules of tenses and question structures.

The teachers corrected the students by giving information related to the English rules, without saying what the mistakes are. In the questionnaire the three teachers observed always used this type to correct the students. In the Interviews none of the teachers said they used this type of feedback to correct the mistakes. And in the observations three events occurred in the classes.

OBSERVATION may 31st:

| Mistakes | Teacher's correction | Learner's uptake |
|---|--|---|
| My husband stad up when he see an old person. | Teacher said: Don't forget the "s" for third person. | Repeated only stands up and continue talking. |

QUESTIONNAIRE:

| 5.Use metalanguage for the student to understand his mistake | A: Always 3 | B: Frequently | C: Sometimes | D: Rarely | E: Never |
|--|----------------|------------------|-----------------|--------------|-------------|
| | | | | | |

This finding is similar to what Lyster and Ranta (1997) reported in their study about negotiation of form in communicative classrooms. Their study revealed

that metalinguistic feedback is effective at eliciting uptake from the students, in other words, the students' response to their mistakes. According to the questionnaire implemented in this study, the teachers stated that they always apply this type of feedback in their classes; nevertheless, in the classes observed the teachers used this technique sometimes, and in two out of seven classes this type was applied. Metalinguistic along with repetition and clarification request were the least used by the teachers in their classes.

9.6. Elicitation was used for grammar correction

During the 7 observed lessons, the teachers focused the feedback they provided on grammatical aspects such as how to use tenses correctly. The teachers corrected mistakes by asking students some questions about the correct form of sentences to encourage them to state the sentence correctly. In the questionnaire the three teachers disagreed; one of them said that he always uses questions for the students to be able to correct the mistake by themselves; another teacher frequently uses them, and the last of them rarely does it.:

OBSERVATION MAY 31st:

| Mistakes | Teacher's correction | Learner's uptake |
|--|--|---|
| Many years ago people was more polite. | Teacher asked the student: What verb to be we use in past for plural?? | Student immediately repeated all the sentence "many years people were more polite". |

OBSERVATION JUNE 19TH:

| Mistakes | Teacher's correction | Learner's uptake |
|--|---|--|
| I was having a shower when my wife come in | Teacher asked the student: Your wife what?? (making gestures and signs backwards) | Student answer: Mm yesss!! My wife came in. |

QUESTIONNAIRE:

| | | | | | |
|---|-------------------|-----------------------|-----------------|-------------------|-------------|
| 7. Use questions for the student to be able to correct the mistake by himself | A: always 1 | B: frequently 1 | C: sometimes | D: rarely 1 | E: never |
|---|-------------------|-----------------------|-----------------|-------------------|-------------|

This finding is similar to what Lyster and Ranta (1997) reported in their study about negotiation of form in communicative classrooms; they found that the most successful technique at eliciting uptake from the students is elicitation. In our study, teachers frequently used this type since four events happened throughout seven classes. According to the questionnaire, two of the three teachers implement this type in their classes (*see column A and B above*).

9.7. Repetition was used for grammar and vocabulary correction

During the lessons observed, the teachers used repetition to focus on grammatical aspects such as the correct use of conditionals, and they also focused on vocabulary and how to use correctly a certain word in a context. The teachers repeated the student's error by asking it in the form of a question. According to the information in the questionnaire, teacher one always uses this type of feedback to correct the students; teacher two frequently does this in his classroom, and teacher three rarely uses this corrective type. In the interviews, teacher one agreed that he uses this type in his classes.

OBSERVATION JUNE 26TH

| Mistakes | Teacher's correction | Learner's uptake |
|------------------------------------|----------------------|--|
| If students don't study much more. | Excuse me don't???? | Student didn't say the entire phrase, Ss only said the auxiliary. "Didn't" |

OBSERVATION JUNE 28TH:

| Mistakes | Teacher's correction | Learner's uptake |
|------------------------------|--|---|
| I have a bad notice for you! | Teacher asked to the student: notice?? | Students asked: how do you say noticia in English? teacher answered: news. And the student repeated the sentence: I have bad news for you |

QUESTIONNAIRE:

| 7. Use questions for the student to be able to correct the mistake by himself | A: | B: | C: | D: | E: |
|---|----------|--------------|-----------|----------|-------|
| | Always 1 | Frequently 1 | Sometimes | Rarely 1 | Never |

INTERVIEW 1: What do you do when students make a mistake?

"Well, I just answered, I usually take the sentence that they say to me and if they make a mistake, I correct it, and make them repeat it, that way they acknowledge their mistake".

This finding correlates to what Novi Milani (2009) observed in his research study: "the analysis of corrective feedback in speaking classroom" at English Department of Muhammadiyah University of Surakarta. He found that repetition feedback was the least used by the teachers; the current study showed during the class observations that repetition feedback was not very common since only

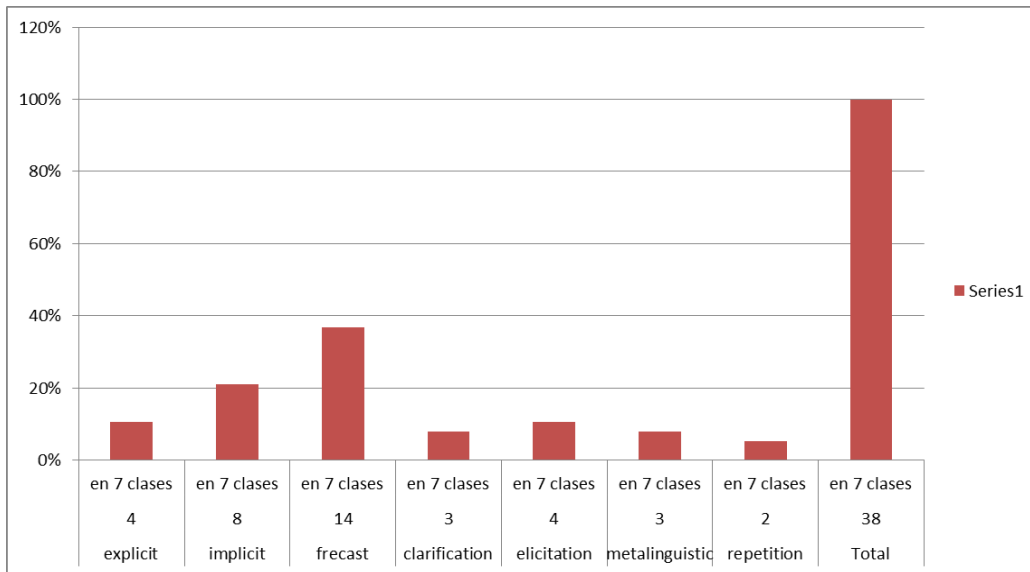
two events during seven classes occurred; nevertheless, two teachers in the questionnaire stated that they frequently use this type of corrective feedback. Repetition and metalinguistic feedback were the least applied in the classes.

Evidence of Types of Corrective Feedback Implemented by The Teachers

In the following chart, it can be evidenced the frequency of each type of corrective feedback implemented by the teacher in the seven lessons observed.

In the table the first column there are seven types of feedback given by the teacher; the second column is the mistakes the students made in each type of feedback; the third column are the classes that were observed during the study, and the last column is the total percentage of mistakes the students made in each type of feedback during all the classes observed.

| Types of corrective feedback | Mistakes | Classes observed | Total of mistakes in percentage |
|-------------------------------------|-----------------|-------------------------|--|
| explicit | 4 | en 7 clases | 11% |
| implicit | 8 | en 7 clases | 21% |
| recast | 14 | en 7 clases | 37% |
| clarification | 3 | en 7 clases | 8% |
| elicitation | 4 | en 7 clases | 11% |
| metalinguistic | 3 | en 7 clases | 8% |
| repetition | 2 | en 7 clases | 5% |
| Total | 38 | en 7 clases | 100% |



9.8. Grammar as the first linguistic component getting most feedback.

In this section we show evidence to support why in the lessons that we observed grammar received most attention in feedback; the feedback on students' grammar use was given through six types of corrective feedback (explicit, implicit, recast, clarification, metalinguistic clue, and elicitation).

Evidence of explicit feedback: two teachers emphasized on grammatical aspects to apply explicit feedback by repeating the entire sentence with the correction and saying what the mistake was.

The table below, in the first column, shows the mistakes that the students made; the second column shows how the teachers corrected the students and the third column what the learners did after they got the feedback.

June 26th

| Mistakes | Teacher's correction | Learner's uptake |
|------------------------------------|--|--|
| I would <u>traveled</u> every week | Teacher said all the sentence: "yes, you would travel every week, <u>no traveled</u> " <i>(underlined section is explicit correction)</i> | The student repeated the entire phrase again with the mistake. "I would traveled every week". |

June 28th

| Mistakes | Teacher's correction | Learner's uptake |
|-----------------------------------|--------------------------------|------------------------------------|
| I'm sorry, he isn't in the house. | Teacher corrected: say at home | Student repeated: he isn't at home |

Evidence of implicit feedback: one teacher implemented this feedback by repeating the sentence with the correct grammatical structure, without saying what the mistake was to the student.

May 31st

| Mistakes | Teacher's correction | Learner's uptake |
|--|---|--|
| My grandma have good memory, she remembers everything. | Teacher corrected: "My grandma has good memory" | The student repeated all the sentence with the correct form: "my grandma has good memory". |

June 26th

| Mistakes | Teacher's correction | Learner's uptake |
|---------------------------|--|------------------------------|
| I travel around the world | Yes, you would travel around the world | Student didn't say anything. |

Evidence of Recasts: two teachers corrected the student mistake by saying only the correct form of the word.

July 5th

| Mistakes | Teacher's correction | Learner's uptake |
|---------------------------|----------------------------|--|
| I haven't sleep very much | Teacher corrected: "slept" | Student corrected the word and continued talking: "slept". |

May 31st

| Mistakes | Teacher's correction | Learner's uptake |
|-----------------------------------|--|---|
| Childrens are more disrespectful. | teacher asked the student: childrens?? | The student repeated only the word. "Children". |

Evidence of Clarification requests: one teacher implemented phrases or questions to point out the students that they made a mistake.

July 5th

| Mistakes | Teacher's correction | Learner's uptake |
|---|--|---|
| my mother is too busy to see my cellphone | Teacher asked the student: your mother what? | Student answered with the correction: my mother was too busy. |

Evidence of Metalinguistic Clues: two teachers applied this type of feedback by implementing comments about the English structures and grammar rules on the board.

June 26th

| Mistakes | Teacher's correction | Learner's uptake |
|----------------------------|--|--|
| I didn't send her flowers. | (the teacher wrote the structure on the board) The structure in the second conditional is: would + verb infinitive not the auxiliary did. | The student changed the sentence, he made it in affirmative form. "I would send her flowers". |

May 31st

| Mistakes | Teacher's correction | Learner's uptake |
|--|--|---|
| My husband stand up when he see an old person. | Teacher said: Don't forget the "s" for third person. | Repeated only stands up and continue talking. |

Evidence of Elicitation feedback: two teachers used this type by giving some information about the mistake, and by asking the student what would be the correct form of a structure, in order for the students to be aware of their grammatical mistake.

May 31st

| Mistakes | Teacher's correction | Learner's uptake |
|--|--|---|
| Many years ago people was more polite. | Teacher asked the student: What verb to be we use in past for plural?? | Student immediately repeated all the sentence "many years people were more polite". |

June 26th

| Mistakes | Teacher's correction | Learner's uptake |
|--------------------------|--|--|
| If she has lot of money. | Don't confuse if I change the order of the conditional. <u>How should the verb tense be?</u> | Student was still confused and made the sentence wrong. "If she have lot of money". |

9.9 Use and meaning of vocabulary as the second linguistic component getting most feedback.

In this section we show evidence that support why semantics was the second linguistic component receiving varied feedback, which was given through three types of corrective feedback: explicit, implicit, and recast.

Evidence of explicit feedback: one teacher corrected the students by giving a suggestion on how he should say the sentence in a correct form, and repeat the question with the correct semantic form.

June 28th

| Mistakes | Teacher's correction | Learner's uptake |
|---------------------------------|---|--|
| Do you want to leave a message? | Teacher corrected: it's better if you say: would you like to leave a message? | Student repeated: ok, would you like to leave a message? |

Evidence of implicit feedback: one teacher gave the corrective feedback by repeating the entire sentence with the correct form of the sentence, without saying what the mistake was.

May 31st

| Mistakes | Teacher's correction | Learner's uptake |
|------------------------|--|---|
| If I say her a secret. | Teacher repeated and corrected: If a told her the secret | The student didn't correct the word and continue talking. |

Evidence of recast feedback: two Teachers applied this type of feedback by asking and repeating to the student the mistake in order for the student to be aware of his mistake.

July 12th

| Mistakes | Teacher's correction | Learner's uptake |
|---|---------------------------------|---|
| I don't like big cities, it's horrible. | Teacher only said its terrible? | The student laughed and said: sorry, terrible |

June 28th

| Mistakes | Teacher's correction | Learner's uptake |
|--|------------------------------------|--|
| Hello! Mr. Clark office, you're talking to Sandra. | Teacher corrected: this is Sandra! | Student only said: "this is Sandra", and continue talking. |

9.10 Pronunciation as the third linguistic component getting most feedback.

In this section we show evidence that supports why pronunciation was the third linguistic component implemented by the teacher; the feedback on students' pronunciation component was given through two types of corrective feedback: implicit and recast.

Evidence of implicit feedback: one teacher corrected the mistake by repeating the entire sentence with the correct pronunciation of the word.

July 5th

| Mistakes | Teacher's correction | Learner's uptake |
|------------------------------|---|---|
| My dad was very "busy"(basy) | Teacher corrected the word pronunciation: Your dad was very busy. | Student repeated the word with the right pronunciation: "my dad was very /basy/". |

Evidence of recast feedback: two teachers implemented this type of feedback by correcting the mistake and using the correct pronunciation.

July 5th

| Mistakes | Teacher's correction | Learner's uptake |
|---|--|--|
| I'll check his cellphone, he is my <u>child</u> /tchi:ld/ | Teacher corrected the pronunciation: child | Student repeated the word with the right pronunciation. "/chaid/". |

May 31st

| Mistakes | Teacher's correction | Learner's uptake |
|--|--|--|
| All the persons should retired since /sains/ 35 years. | The teacher corrected only the pronunciation of since. | The student repeated the correct Pronunciation: /si:nce/ |

10. RESEARCH AND PEDAGOGICAL IMPLICATIONS

Research implications

A further investigation is to apply an experimental method where you can observe and analyze one feedback over another feedback, to see what kind of feedback is more effective like comparison among all types of feedback.

This study describes how teachers implement corrective feedback in the speaking skill to students in a Colombian English institute. A possible further research from this study would be on how teachers could apply corrective feedback emphasizing on the grammatical aspects of the language so that teachers could inquire which type of corrective feedback is most frequently implemented to correct this grammatical feature to determine if it is worth to give feedback as many times in this way.

Also the questionnaire could be a contribution of other possible studies in corrective feedback implementation in where the teachers can answer what knowledge they could have about the different types of corrective feedback.

Pedagogical implications

The results indicate what types of corrective feedback could be useful in the student's uptake and which ones could not. Meanwhile professors that read this study could use all the types of corrective feedback they think are relevant in their contexts.

Another possible pedagogical implication is that the teacher be aware in what moment they give corrective feedback and how they do it. And the needs of the teachers of being aware of their own context and the different variables such as:

students, age, gender, type of ability if writing or speaking when they provide feedback.

11. Conclusions

The current study reveals to what aspects of communicative competences the teachers give feedback. We can conclude that linguistic competences is the one that teachers focus more on when they give feedback, such as grammar, pronunciation, and semantics. Another conclusion we draw from this study is that recast is the type of feedback teachers used the most.

The findings also show that repetition was the least used by the teachers, and recast was the most implemented over the other types. During the seven lessons observed in the study, grammar corrections were the most seen, and the students did not always repeat what they were talking when the teachers correct them. as well, during the study was seen some students did no care the teacher`s corrections, they continued talking with the mistake.

Teachers should provide feedback as frequent as possible in a concerned and supportive way, and they should be aware of the different kind of students that might be found in a language learning scenario; for this reason, they must consciously decide which kind of feedback will adjust better for a specific group of students. In that way, students will be able to improve and overcome the fear to speak

12. Appendices

Appendix A: Filed notes

| Types of corrective feedback | OBSERVATIONS |
|-------------------------------------|---------------------|
| Explicit correction | |
| Implicit correction | |
| Clarification request | |
| Metalinguistic clue | |
| Elicitation | |
| Repetition | |

Appendix B: Questionnaire

Dear teacher, we are currently developing our thesis project as a requirement to graduate from *Licenciatura en Lengua Inglesa, Universidad Tecnológica de Pereira*. The name of our project is: *A theoretical analysis of corrective feedback in the speaking skill and learners' uptake*.

The aim of this questionnaire is to collect information about the way you correct students while they are speaking. The information we gather will be used only for our research purposes. The questionnaire is anonymous so you don't have to write your name. We appreciate your help.

Please rate the frequency of the events below based on this table:

| 1 | 2 | 3 | 4 | 5 |
|---------------|-------------------|------------------|---------------|--------------|
| Always | Frequently | Sometimes | Rarely | Never |

When a student makes a mistake while speaking, you

| | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. tell the student what his mistake was and you correct it. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. don't tell the student the mistake, but you repeat the sentence in the correct way | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Use phrases to express that the message was not understood. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. use metalanguage for the student to understand his mistake | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Talk with the student and, in the conversation you correct the mistake without telling the student explicitly what the mistake is. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. repeat the mistake intonating it as a question | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Use questions for the student to be able to correct the mistake by himself | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

We are grateful for your support!
Mariana Blandón
Gloria Franco

Appendix C: Teacher's interview

- Do you employ speaking activities in the classes?
- What kind of speaking activities do you use?
- What factors do you take into account to choose the topics in the class?
- Are your students active in the speaking activities?
- When a student is talking, do you correct him when he or she makes a mistake?
- How do you correct your students when they make a mistake?
- What factors do you take into account to correct your students?

Appendix D: Consent to participate in research

• INTRODUCTION

Mariana Blandon and Gloria Maria Franco, students of the English teaching program at the *Universidad Tecnológica de Pereira*, request your approval and support in conducting a research study with some students and three teachers from an English institute. This research study will

contribute to our thesis project which is one of the graduation requirements. We request your approval and support in order to be able to reserve classroom space.

- **PURPOSE OF THE STUDY:**

- **PROCEDURES**

1. The teachers, who participate in this research study at the English Language University, will ask for permission to the English teacher to be able to observe and analyze their class.
2. There are no risky processes or procedures
3. The observations are designed to last eight weeks; 2 hours per week for a total of 16 hours of English class.
4. There is no payment incentive for participating in this study.

- **POTENTIAL RISKS AND DISCOMFORTS**

1. There is no foreseeable risk involved in participating in this teacher study research.

- **CONFIDENTIALITY**

Any data or personal information obtained in connection with this study which may identify the institute or any of the participants, will remain confidential and will be only disclosed with your permission.

1. Pseudonyms will be used in all documentation related to this research project. All the data and information gathered will be used solely for this research project and for no other purpose. The data and information (with pseudonyms) will be only furnished to the *Universidad Tecnológica de Pereira* as the thesis (research) component required for graduation.
2. If there are audio -or videotaped record involved, only the candidates (Mariana Blandon and Gloria Maria Franco) will have access to them. They will only be used or shown to meet the research requirement and for no other purpose. Once the research is complete and the thesis project has been accepted, as well as the candidates graduate, any recordings will be erased.

- **PARTICIPATION AND WITHDRAWAL**

The participants may choose whether to participate in this study or not. They may also refuse to answer any questions they do not want to answer and still remain in the study. “By signing this consent form, you are not

waiving any legal claims, rights or remedies because of your approval or support in this research study”.

- **IDENTIFICATION OF INVESTIGATORS AND REVIEW BOARD**

If you have any questions or concerns about the research, please feel free to contact:

Mariana Blandón

Gloria María Franco

Tel: 314 849 8162

Tel: 300 6228685

Sahiris64@hotmail.com

gloria938@hotmail.com

SIGNATURE OF RESEARCH PARTICIPANT

I understand the procedures described above. My questions have been answered to my satisfaction, and I agree to participate in this study. I have been provided a copy of this form.

Name of English Conversation I course teacher

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