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Using Corrective Feedback to Enhance Oral Production

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Abstract

This action-research aimed at determining what happens when English learners are exposed to Corrective Feedback to enhance their oral production. It was conducted in a public school in Rionegro, Antioquia with a group of eight graders. Research actions included four strategies of Corrective Feedback; Recast, Repetition, Clarification Request and Explicit Correction involved in oral production activities. Data gathering instruments included research memos, student's reflection, rubrics, and a focus group. Findings revealed that students resorted to writing before producing orally making definite the need for Explicit Correction, students required more than one Corrective Feedback strategy to improve Oral Production and students demanded more time than expected to prepare oral production activities.

Keywords: Corrective Feedback, oral production, writing when producing orally.

Título en español: Uso de realimentación correctiva para mejorar la producción oral.

Degree requirement

This action research project is submitted as a requirement to obtain a bachelor's degree in foreign language education (English- French) at the Escuela de Idiomas, Universidad de Antioquia, El Carmen de Viboral, Colombia.

Acknowledgments

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Second, I want to thank my family for their support in overcoming the difficulties that emerged throughout this research project.

Finally, I want to thank my students who participated in this research project for being part of this process that contributed to my personal and professional growth.

Tabla de Contenido

Preface

I am a student of foreign languages teaching program from a public university in Antioquia, Colombia. I am a teacher interested in learning more about the use of corrective feedback to improve language skills, specifically oral production. The desire for this research has originally come from my willingness in creating meaningful learning experiences by helping students learn a foreign language based on their interests and needs and express themselves orally, leaving aside traditional ways of teaching. This interest came from my own experience as an English learner at school, which was not a rewarding experience as teachers proposed the same activities and topics all the time, they did not promote oral production as a way of sharing ideas in English. This research study was carried out from August 2022 to June 2023. As a pre-service teacher, I conducted the project in a rural public school in Rionegro, Antioquia and I was assigned to observe a group of 26 eight graders. This research project is mainly addressed to educators, who play a very important role in trying to improve the teaching practices and learning experience in EFL contexts.

Kelly Aracely Botero Bedoya

Rionegro, Antioquia, June 20, 2023

Description of the Context

The institution where this action research was carried out was a rural public school located in the countryside of Rionegro, Antioquia (Colombia). The school mission is to develop an inclusive quality education promoting values and non-violence, for the development of the person, the family, society, and the progress of the region. As for the vision, the school wanted to be a leader in the construction of educational, inclusive, social, and effective academic processes based on culture and pedagogy for non-violence. (Institucion Educativa Gilberto Echeverri Mejía, 2023).

Concerning the class, it was an 8th grade and lessons were taught four hours per week. Two hours each class. The main guidelines for the development of the objectives, contents and competences for the school year are based on the Basic Learning Rights (Derechos Básicos de Aprendizaje) by Ministerio de Educación Nacional (MEN). For this class, the institution suggests generating different activities for students to perform appropriately in academic, evaluative, and contextual situations. All this must follow the linguistic, pragmatic, and sociolinguistic competencies and must develop the four basic competences of the English language as reading, writing, speaking, and listening (Malla Curricular, 2020).

Participants in this study included 24 students and my cooperating teacher (CT). Students were 12 girls and 12 boys, whose ages ranged from 12 to 17 years. Most of them were middle-low class students and lived near the institution and its surroundings. They considered English as an important tool to get to know different cultures and to have better academic and professional opportunities in the future. The skill they wanted to improve the most was speaking, including pronunciation (Students' Questionnaire, September 12, 2022). Regarding my cooperating teacher

he has a bachelor's degree in foreign Languages and a master's degree on Gestión de la Tecnología Educativa. He has twelve years of experience in teaching languages, seven years in the current institution. (CT' interview, September 20, 2022).

The major problem that I observed in this class was the lack of spaces for students to speak and produce orally in the target language. Classes focused on the grammatical reinforcement in a written manner affecting students' capacity for thinking, reflecting on their learning process, and producing in the target language. In this way, this study intended to help students to develop the oral skills by using the language in a meaningful way, avoiding the repetition of grammatical items, and gaining more awareness about how the language works through Corrective Feedback (CF).

Statement of the Problem

During the observations period, I identified that the practice of grammatical structures in a written manner was the rule rather than the development of oral production. Under those circumstances, students were not using the language for communicative purposes, they were not being prepared to perform in real life situations and there was a segregation of the language skills which "would not ensure adequate preparation for later success in academic communication, career-related language use, or everyday interaction in the language" (Oxford, 2001, p.1).

The fact that students did not use the target language to communicate was a problem given that students were always exposed to the same activities about grammatical exercises that did not challenge them to use the language for meaningful purposes. During the observations, I could see that students mainly wrote affirmative, negative, interrogative sentences and performed

fill in the blanks exercises to practice conjugation of verbs, leaving aside spontaneous and purposeful spoken and written production (Observation excerpts, August 8, 19, 22, 29, September 5, 12, 2022). Consequently, with these types of repetitive and limited activities students did not have chances to produce the language to communicate and gain the language awareness that could help them understand how language works.

In addition, students were not being prepared to perform in many real-life situations that occur orally, such as taking an exam, listening to music in English, looking for and reading information on the Internet, among others. As an illustration, students stated in the questionnaire that they wanted to practice and improve their speaking skills to communicate with other people, for having better job opportunities in their future, studying, and getting new experiences (Students' Questionnaire, September 12, 2022, my translation). In this case, students were not learning a language that allowed them to perform in the world, but a language that was restricted to a very limited number of activities that favored language accuracy over language use.

Furthermore, it is important to consider that integrating the four language skills is useful for developing real-life communication and for offering students continuous practice to gain both fluency and accuracy when using the language. As stated by Harmer (2007)

> Any of the four English language skills is rarely done in isolation, when people are engaged in a conversation, they are listening as well as speaking, in order to interact with the person, they are talking to. In the same way, when people are writing a text, they are reading at the same time. (p.12)

By the same token, "in designing activities, teachers should consider all the skills conjointly as they interact with each other in natural behavior, for in real life as in the classroom,

most tasks of any complexity involve more than one macro skill" (Nunan, 1989, as cited in Oxford, 2001, p.13). For instance, students were always exposed to coping written exercises, they did it all the time in a mechanic way. Consequently, they forgot the topics seen and the teacher must remind them over and over to continue practicing the topic. (Observation excerpts, August 19, September 12, November 4, 2022). In other words, without the integration of all the skills, it would be difficult for any teacher to offer continuous practice and follow students' difficulties and progress along the language acquisition process.

As a conclusion, given the problems I described above, the implementation of feedback, which is understood as "any kind of information that learners receive about their performance" (Keer, 2017, p. 1), would serve to enhance language production and aiming at helping students to develop the oral production by using the language in a meaningful way and gaining more awareness about how the language works. Namely, I used four types of Corrective Feedback: Recast, Repetition, Clarification Request and Explicit Correction.

Research Question

What happens when eight grade English learners are exposed to Corrective Feedback to enhance their oral production?

Objectives

General Objective

To identify and analyze what happens when using Corrective Feedback to enhance eight graders' oral production.

Specific Objectives

1. To diagnose student's oral production at an initial stage and to compare their

   enhancement when using Corrective Feedback.

2. To identify students' preferred feedback strategy.

3. To examine how Recast, Repetition, Clarification Request and Explicit Correction help

   students produce more accurate sentences in English.

<p style="text-align:center">**Theoretical Background**</p>

In this section, I introduce the theoretical bases that guide this action research. First, I

present a definition of feedback on students' learning process. Second, I explain the definition

and examples of Recast, Repetition, Clarification Request and Explicit Correction as part of

Corrective Feedback. Third, I present some important actions to consider when giving feedback

to students. Finally, I present the definition of oral production and the criteria that students

acquired and their considerations for language learning.

In this study feedback refers to the process of informing learners about their work in

progress. More specifically, it shows learners their errors when producing orally, these errors

involved lexical resources, grammar range and accuracy and pronunciation; this process guides

them to correct their work in those three aspects. An important point that needs consideration

concerns the purpose of providing feedback. According to Boud (2002, as cited in Noor et al.,

2010), "good feedback is given without personal judgment or opinion, given based on the facts,

always neutral and objective, constructive and focused on the future" (p.7). Thus, feedback

should be seen as a constructive approach on improving students' performance. In the following

paragraphs, I explain the type of feedback used in this research project, namely Corrective Feedback.

Corrective feedback is defined to any feedback provided to a learner that contains evidence of learner error of language form. By corrective feedback**,** Ellis (2009) suggested different strategies, and given the time limitations for the development of this project, I used only four of them, as follows:

Recast

 The teacher repeats the mistake or the incorrect expression and changes the expression immediately in some way (e.g., phonological, syntactic, morphological, or lexical). Example:

S: *Why you don't like Marc?
T: Why don't you like Marc?

Explanation: In this case, the teacher is correcting one syntax error that is the word order when asking questions. In the example the student used the auxiliar word after the pronoun and when asking questions, the auxiliar word goes before the pronoun. The, the teacher corrects the sentence with the proper word order.

Repetition

The teacher repeats the learner expression by highlighting the error making stress on it. In this case, is expected that learners come up with the mistake and correct it. Example:

S: *I will showed you.
T: I will SHOWED you.

S: I'll show you.

Explanation: In this case, the students is making an error in the conjugation of the verbs in future tense. For that reason, the teacher makes emphasis stressing on the conjugation error 'showed'. In this type of sentences, to say something in the future tense, we use the auxiliar 'will' plus the verb in infinitive form.

Clarification Request

The teacher mentions that he or she has not understood what the learner said and then asks for clarification, using some clarification expressions. Example:

T: How often do you wash the dishes?

S: Fourteen.

T: Excuse me! (Clarification Request)

S: Fourteen.

T: Fourteen what? (Clarification Request)

S: *Fourteen for a week.

T: Fourteen times a week? (Interrogative Recast)

S: Yes. Lunch and dinner.

Explanation: In this case, Clarification and Recast can be used in the same situation, which is possible for a better understanding. For the question word 'how often', it is recommended to give complete and long answers. When we ask for clarification, it is possible to use many expressions as: 'Excuse me'; '[…] what?'; 'Can you say that again?'; 'Can you repeat please?', 'The idea was not clear', etc.

Explicit correction

The teacher shows that an error has been committed, recognizes the error, and gives the corrected form of the sentence. Example:

S: *The dog runs fastly.

T: "Fastly" doesn't exist. "Fast" does not take - ly. You should say "quickly".

Explanation: In this case, the teacher identifies the error in the adverb. The word 'fast' is an adverb because it is describing the way that the dog runs but we do not add the suffix 'ly' to it because sometimes in grammar there are exceptions as in this case that the correct word is 'quickly'.

By providing corrective feedback it is suggested for teachers "to be sensitive to the individual differences and preferences of their students. Rather than relying on their intuitive understanding, however, teachers may consider carrying out a survey with their classes in which students discuss their attitudes towards feedback" (Kerr, 2017, p.4). In this study, students' necessities, opinions related to feedback, as well as reactions and suggestions for improving and offering them a meaningful learning through Corrective Feedback are considered. This with the purpose of making them feel comfortable and engaged during the study.

When students believe that their process of learning will improve when receiving clear and immediate feedback, teachers can utilize more feedback of this kind. In this way, Harmer (2001, as cited in Fitriana, & Setiawan, 2016) added that

in treating students' errors, teacher needs to consider the purpose of the lesson, whether it emphasizes on the accuracy (such as activity with a piece of grammar, a pronunciation

exercise, or vocabulary enhancement) or it focuses on fluency which let students to use the target language as fluent as possible. (p. 47)

Also, teachers must know the expectations of their learners to avoid negative emotional responses when receiving feedback of any type that could affect their learning process. Because "feedback or inappropriate corrective feedback may affect students to stop learning and cause fossilization" (Fitriana, & Setiawan, 2016, p. 47). In this case, students will only respond if they feel that it is something that will help them to improve (Kerr, 2017).

Regarding oral production, according to Herrera and González (2017), it is defined "as the capacity of expressing oneself verbally for communicating, based on the linguistic rules of a language" (as cited in Hernández & Arturo, 2019, p. 25). The present study analyzed oral production into three important criteria: Lexical resources, grammatical range and accuracy, and pronunciation. These criteria are defined by the Institutional English Language Testing System IELTS (2007, as cited in Cambridge University Press & Assessment, 2022) as follows:

Lexical resources: This aspect refers to the range of vocabulary the person can use to express ideas, attitudes, and opinions. The key indicators are the variety of words used, the words that a person can use to have a communicative interaction.

Grammatical range and accuracy: This criterion refer to the correct and appropriate use of the grammar. The principal indicators of grammatical range are the difficulty of the spoken sentences, the correct use of sentence structures.

Pronunciation: This aspect refers to the ability to produce a clear and understandable speech. The key indicators are focused on the amount of effort to produce caused to the listener and the unintelligible speech produced by the participant. (p.5)

For giving feedback during oral activities teachers must have into consideration the stage of the lesson, the activity, the type of error made, and the students who are making that error. Therefore, the purpose of the lesson will influence the teacher to provide appropriate types of correction for students who make errors.

To conclude, Corrective Feedback is an effective tool to facilitate the students' learning process, specifically to enhance their oral production in terms of lexical resources, grammatical range and accuracy and pronunciation. The actions that conducted the implementation of corrective feedback described above will be detailed in the following section.

Action Plan

To answer the research question stated for this project three actions were developed over a period of four months. The first action was to allow students to demonstrate their oral skills to diagnose their oral production. They performed with an activity named 'Talk for a minute' at the beginning of the process for registering their oral production skills and based on their performance provide students with feedback. Later, students answered some questions to check their preferences about corrective feedback strategies.

The second action was to apply some preparation exercises and activities in which students could practice their speaking skills and prepare themselves to perform in two oral production activities (Role play and Conversation) Those activities were carried out each two

weeks to measure their advance in oral production and all the time I provided students with Corrective Feedback to explain to them their errors in terms of lexical resources, grammatical range and accuracy and pronunciation. This with the purpose of guiding and helping them to achieve the final version of their oral production activity.

The third action was the presentation of one final oral production activity like the diagnosis 'Talk for a minute' previously applied. The purpose of this action was to evaluate students' oral production at the end of the process to register their advances and progress after doing oral production activities and providing students with Corrective Feedback.

Data was collected by means of research memos, students' audio tapes, students' reflection, rubrics, one survey at the beginning of the process and one focus group at the end. Research memos were written and codified every oral production activity completed. Students' audio tapes were analyzed and codified with a rubric. The survey was tabulated. The focus group was transcribed and codified.

Development of actions

The development of actions in this action research was hindered by time constrains due to school extracurricular issues that affected the correct application of all the actions strategies planned for this project.

In the first action, I diagnosed students' oral production without giving them Corrective Feedback through an activity that consisted in talking for one minute about one experience of the past. In that activity students had to describe the experience using seven complete sentences, that is Subject + Verb + Complement, with the knowledge they had. In that diagnosis students had to

include vocabulary about family members, places, action verbs and time expressions. During the

presentations, most of the students used the mother tongue to express their ideas and in other

cases, students used mixed English and Spanish. In addition, students used very limited

vocabulary about family members, action verbs, time expressions and places.

In the second action students were asked to do two oral production activities. As a part of

the first oral production activity, students were assigned to do one role play in pairs using verb

'to be' in past. The idea was to create a conversation talking about one topic of the past. I gave

them some ideas that could be familiar for them as: teacher and student talking about a past

exam, one person sharing his/her last vacation, sharing his/her last birthday, talking about last

movie but students could choose another one of their preferences. In this role play students had

to create a conversation including five questions and five answers and each student played a

different role, the person who asked and the person who answered those questions. In this

activity students were asked to include affirmative and negative sentences as well as questions

using verb 'to be' in past. Students could use the dictionary at all the times, and I was helping

them attempting to utilize the strategies for Corrective Feedback. Nevertheless, that day, students

only asked for written feedback not oral feedback. Because of students' desire to receive written

feedback and lack of time, we could not have a rehearsal of the presentation. Consequently, I did

not have the opportunity to use Corrective Feedback before the presentation. Later, I asked

students some questions about their reactions and thoughts about the activity, and most of them

requested for more time to prepare the presentation to have better results.

As a part of the second oral production activity, students were assigned to do a

conversation talking about the COVID-19 pandemic. The idea was to create a conversation in

pairs sharing anecdotes about the pandemic or confinement using the verb to be in past and past progressive. For that, I gave students some ideas of topics for the conversation, such as classes during the pandemic, positive or negative experiences, a shocking experience, a COVID-19 experience or describe how their lives were during the pandemic. In this activity students had to create a conversation including eight complete sentences, and students had to exchange roles, so both could ask and answer the questions. When they had the conversations ready, they had to memorize and rehearse. In that rehearsal, I provided Corrective Feedback as much as they needed. After that all, of them presented their experience report to their classmates.

In the third action, students did an individual final oral production activity called 'Talk for a minute'. Students had to tell one meaningful experience for them by using the knowledge acquired during the classes; that is the linguistic aspects: verb to be in past, past progressive and simple past. For that, I gave them some ideas, such as the best or the worst day of my life, one important day or my best birthday but they could choose another one if they wanted. The idea was to narrate the experience in eight complete sentences answering to these questions: With whom were you? When did it happen? What were you doing? What happened? Where did it happen? During the creation of the narration, I offered Feedback all the time. After they had all the information ready, they had to memorize, report the rehearsal, record the audio with a duration of 1 minute and share it with the teacher. In that rehearsal students were just reading; they did not memorize, and I did not have the opportunity to use Corrective Feedback before the final version because of lack of time and students' desire to receive written feedback.

Data analysis

Data was analyzed using the five stages proposed by (Burns 2010): assembling the data; coding the data; comparing the data, building interpretations, and reporting the outcomes. As a first step of assembling the data, I brought together the data, then, I started assigning codes and categories, organizing the data according to those codes, and comparing the data in order to build interpretations. Finally, I report was presented with all the findings and conclusions.

Findings and Interpretations

This study aimed at determining what happens when eighth graders are exposed to Corrective Feedback to enhance their oral production. This section illustrates the results obtained from the data analysis, which revealed three findings namely: Students Resorted to Writing before Producing Orally, Students Required more than One Strategy of Corrective Feedback, and Students Used more Time than Expected to Prepare Oral Production Activities. In the following paragraphs I provide an in-depth explanation of each finding.

Students Resorted to Writing before Producing Orally Making Definite the Need for Explicit Correction

Data revelated that during the development of all oral production activities, more specifically, 'diagnosis', 'role play', 'conversation' and 'talk for a minute'; all students made use of writing to organize what they would say and concrete ideas about language use before performing the oral activity. This situation made students demand for feedback on writing, more than on speaking. Data also evidenced that Explicit Correction was the strategy of Corrective Feedback that better helped them internalize the mistakes they made. This result could be

evidenced in my research memos, where I described the kinds of questions students asked while preparing their oral activities. In the following lines I provide some examples:

Example 1:

S: Was in 2021

T: ¿Qué le falta a esta oración para ser una oración completa?

T: Recuerda, S+V+C, entonces tu deberías decir: It was in 2021. It es el sujeto de la oración, was el verbo y in 2021 el complemento[1]. (Research Memo, Role Play Preparation, March 24th, 2023)

Example 2:

S: was how the movie?

S: Pero no pues que cuando es pregunta primero va el was?

T: Si, pero cuando es con wh question primero es la wh question y en este caso después el was. How was the movie?[2] (Research Memo, Role Play Preparation, March 24th, 2023)

Example 3:

S: That day, I nervous.

T: ¿Qué le hace falta a esa oración para ser una oración completa? Es decir, S+V+C

T: Remember, the subject is I, the verb is missing. The verb in this case is was, and the complement nervous.[3] (Research Memo, Talk for a Minute Preparation, May 10th, 2023)

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[1] **S:** Was in 2021
  T: What is missing in this sentence to be a complete sentence?
  T: Remember, S+V+C. So, you should say: It was in 2021. It is the subject of the sentence, was is the verb and in 2021 is the complement (my translation).
[2] **S:** Was how the movie?
  S: But no, when is the question first goes was?
  T: Yes, but when it is a question, first goes the wh question and in this case after goes was. How was the movie?
[3] **S:** That day, I nervous.
  T: What is missing in this sentence to be a complete sentence? It means, S+V+C.
  T: Remember, the subject is I, the verb is missing. The verb in this case is was, and the complement nervous. (My translation)

These extracts from class feedback evidence how students felt more comfortable producing and organizing their thoughts and ideas in a written manner before attempting to speak, even more if it is about speaking accurately. So, writing for students represented somehow a way to both demonstrate what they have grasped and asking questions about aspects that were not completely clear, and it also served as a tool to support their oral production. Accordingly, explicit Correction seemed to be the most accurate strategy to support written production because it helped students to understand and correct their mistakes.

Students Required more than One Corrective Feedback Strategy to Enhance Oral Production

During the process of giving feedback to students on oral production, which only happened once during the conversation activity, it was evident that Corrective Feedback done in isolation did not work completely to correct mistakes. Students requested more than one Corrective Feedback strategy to correct or understand the error made. In the following lines I provide some examples from the feedback offered during the preparation of the conversation activity:

Example 1:

S: I was playing [mispronounced] Fifa.

T: Playing? *Repetition*

T: I was playing Fifa *Recast*

S: Playing Fifa [well pronounced] (Research Memo, Conversation Preparation, April 14th, 2023)

Example 2:

S: with was it exhausting [mispronounced]

T: What? *Clarification request.*

S: with was it exhausting [mispronounced]

T: Why was it exhausting? *Recast* (Research Memo, Conversation Preparation, April 14th, 2023

Example 3:

S: I was winning the year [it was a question, not affirmative sentence]

T: Was I passing the year? *Recast*

T: Tú estabas ganando el año?

T: Tú estás preguntando, entonces cómo se dice? Tu dijiste que tu estabas ganando el año. *Explanation guided (Explicit correction)*

S: I was passing the year.

T: No, tu dijiste. Yo estaba ganando el año.

S: Were you [mispronounced] passing the year?

T: Were you passing the year? [Well pronounced] *Recast***.**

S: Were you passing the year?[4] (Research Memo, Conversation Preparation, April 14th, 2023)

Moreover, during the focus group, when asked about the type of feedback that helped the

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[4] **S:** I was winning the year.
 T: I was passing the year?
 T: Were you passing the year?
 T: You are asking. So, what do you say? You said that you were passing the year.
 S: I was winning the year.
 T: No, you said. I was passing the year.
 S: Were you passing the year?
 T: Were you passing the year?
 S: Were you passing the year? (My translation)

most, students referred to the need for different strategies to become more aware of the mistakes.

Some students stated that:

> Student 1: No, yo creo que es mejor la primera. [Recast] Si, es mejor la primera o las dos porque puede que yo no sepa como se dice. Entonces yo voy a decir ¿Cómo así?

> Student 2: Usted nos tiene que decir como se dice.

> Teacher: O sea, que si yo les repito el error, ¿ustedes no caen en cuenta como se dice?

> Student 3: En algunas palabras sí, pero en otras no.

> Teacher: ¿Qué tipo de feedback te ayudó más? Cuando yo implementé 'Clarification Request'

> Student 1: No funciona, porque si yo no lo sé y usted me dice que lo repita. Yo voy a decir lo mismo porque no sé cómo se pronuncia o cual es el error[5]. (Focus Group, May 10th, 2023)

> Additionally, as reported in the research memos, while students were doing the rehearsal

of the conversation activity, and I was giving Corrective Feedback to them, and I reflected the

following

> I noticed that Clarification Request and Repetition strategies were not enough for
>
> students to come up with the correction of the mistake. So, I had to move to Recast or
>
> Explicit Correction to help the students understand and correct the error. (Research
>
> Memo, Conversation Preparation, April 14th, 2023)

> From the data presented above, it can be inferred that the participants in this research

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[5] **S1:** No, I think the first one is better. [Recast] Yes, the first one is better or both because maybe I do not know how to say. So, I am going to say: How is this?
 S2: You have to say how it is said.
 T: It means that if I repeat the error, you did not come up with the correct way to say it?
 S3: In some words, yes, but in others not.
 T: What type of feedback helped you the most? When I implemented a Clarification Request.
 S1: It does not work because if I do not know and you say, 'repeat it'. I am going to say the same because I do not know how to pronounce it or what the error is. (My translation)

project demanded more than one type of Corrective Feedback since it was required to cater to the diverse needs of the students and target different areas of improvement (grammar, vocabulary, and pronunciation). Furthermore, different learners seemed to respond better to different types of feedback, therefore providing a variety of feedback types could help ensure that all learners receive the support they need to improve their language skills. Ellis (2009), states that Explicit Correction could help learners identify and correct specific errors in their language use, while recasts helped learners notice and internalize correct language forms.

> Recasts on the grounds that they were often ambiguous (i.e., learners had difficulty in determining when they were corrective and when they were not) and maintained that output-prompting strategies were preferable because they enabled learners to increase control over linguistic forms that they had partially acquired. (Ellis, 2009, p.10)

This assertion was confirmed by the students in this research when affirming the need for more explicit correction.

Students Demanded More Time than Expected to Prepare Oral Production Activities

During the development of oral production activities, on multiple occasions, students required more time than expected to prepare and complete the oral activities. As evidence, my research memos registered that "five hours of class was not enough time for students to prepare the role play. Also, it was a big challenge for me as a teacher to give feedback to all of them" (Research Memo, March 22nd, 2023). Even though they were working in pairs, the process of helping and guiding each group of students was time demanding due to students having a lot of doubts and mistakes to correct and it was necessary to support all the students with their process. To illustrate, as reported in the research memos "As a consequence of that, students did not have

time to do the rehearsal orally and they did not memorize their dialogues which ended up with students reading their dialogues instead of performing the role plays" (Research Memo, March 22nd, 2023).

Students' reflection also demonstrated that, certainly, time was not enough for them to accomplish the objective of performing the role play. One question was proposed to know their opinions about that first oral production activity. The question was: "What can be different next time?" A significant number of students agreed that they needed more time to prepare writing and to memorize what they will say. They even stated that they would like to have more time to do the oral activities better. The following images illustrate what they said:

Figure 1

Student 1 Reflection to the Question What can be different next time?".
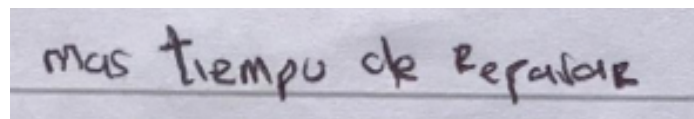
Figure 2

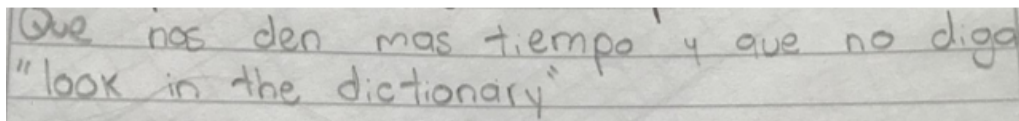*Student 2 Reflection to the Question What can be different next time?".*

Figure 3

Student 3 Reflection to the Question What can be different next time?".
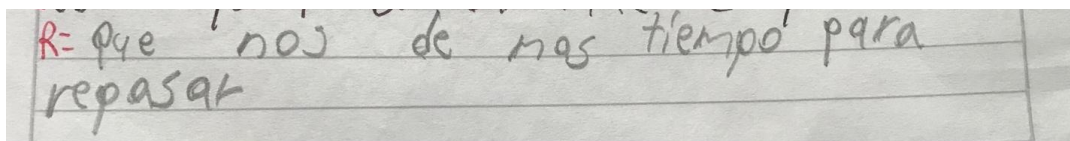
mas tiempo de Repasar

Figure 4

Student 4 Reflection to the Question What can be different next time?".

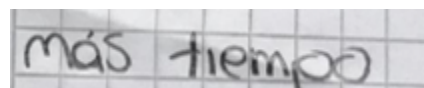Que nos den mas tiempo y que no diga "look in the dictionary"

Figure 5

Student 5 Reflection to the Question What can be different next time?".

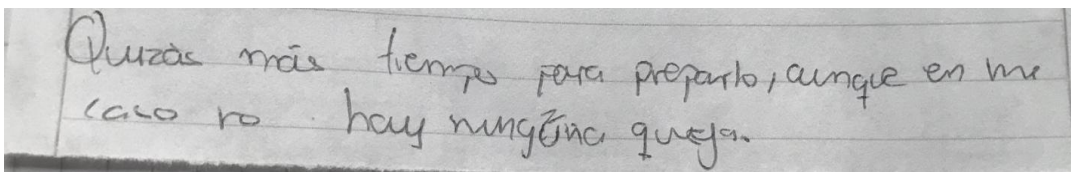R= que nos de mas tiempo para repasar

Figure 6

Student 5 Reflection to the Question What can be different next time?".

más tiempo

Figure 7

Student 7 Reflection to the Question What can be different next time?".

> Quizás más tiempo para prepararlo, aunque en mi caso no hay ninguna queja.

Also, the same situation related to time happened during the talk for a minute preparation, students did not have time to prepare and practice the audio for the final activity. To illustrate, I reflected on this issue in my research memos as follows:

> When they were supposed to rehearse their talks, I noticed that they were asking questions about writing, not about speaking. When the moment of rehearsing was over, I understood students had many difficulties writing their texts, were not able to memorize the text and ended up reading it" (Research Memo, 'Talk for a Minute' Preparation, May 10th, 2023).

In this occasion the lack of time due to some class cancelation for extracurricular activities in the school, was a relevant inconvenient for students to successfully accomplish the objective of the activity.

This finding indicates that when corrective feedback is given to improve oral production, students require additional time to prepare for oral activities, and teachers need sufficient time to offer feedback. It could also hint that students need to invest extra effort and time to understand the feedback they receive, revise their speech, and ensure they incorporate the correct forms and structures in their oral communication.

Conclusions and Implications

This research had the purpose of analyzing what happened when students were exposed to four specific types of Corrective Feedback to enhance their oral production. From the data analysis, I could conclude that Explicit Corrective Feedback was a good tool to support students while they were preparing their oral production activities in a written manner, as a first step. It could also be evidenced that one single Corrective Feedback strategy was not sufficient for students to understand and correct their mistakes and, finally, that oral production activities demanded a lot of time and effort from students and the teacher.

In addition, this research project entailed some implications for teachers' practice in an EFL context. First, the process of giving Explicit Feedback to enhance oral production, especially with beginners, implies that teachers give students opportunities to produce in a written manner to refine and review the language they have grasped, experiment with different sentence structures and vocabulary choices before expressing themselves orally. Second, instead of relying on a single Corrective Feedback strategy, it is suggested to employ a range of strategies to have a more effective learning process. It is important to keep in mind that students respond differently to various types of feedback. Using different types of feedback could better respond to students' language levels, learning preferences, and specific challenges to support their language acquisition. Finally, considering that preparing oral activities is time demanding, it is important for teachers to allocate sufficient time in their lesson plans to accommodate these activities and give students time to prepare themselves, giving elements of creativity and choice, and fostering a supportive and positive learning environment to keep students motivated to invest

their time and effort in improving their oral skills and providing the opportunity to reflect in their performance.

As for further research, it would be good to adapt specific Corrective Feedback strategies according to students' specific language acquisition needs and preferences during oral production activities, considering each feature of language. Further research on the topic could include making a comparative analysis of the Corrective Feedback strategies to investigate their effectiveness in supporting students' understanding and correction of their mistakes during oral production activities. Making a close analysis of the effectiveness of each one of the strategies used in this study can give a clearer idea of how each one supports students' language acquisition in different ways, considering the diverse needs of students.

Reflection

In first place, my teaching process allowed me to explore and put into practice the knowledge acquired in the licensure program, I mean I moved on from the theory to practice. Moreover, I would also say that I learned a lot from the unexpected and uncomfortable situations that were occurring in the classroom and the context, since they obligated me to make constant considerations and improvements to respond to my students' wants, needs, and goals. I have been open to learning and improving my teaching practice to bring students a good learning environment and I have always considered the negative and positive aspects which make my teaching process very enriching.

In the second place, my research process allowed me to realize that I would have like to do more for my students and have better results with the project and sometimes I realized that

this study limited me to do my teaching process as planned because of time constrains and data to collect. And my purpose at the beginning was to offer students interest and motivation to learn English in a fun and exciting way and finally I think that I could not achieve it.

Finally, considering the whole process during my life at the University and my experience as a teacher, I am very conscious that the teaching process it is not always perfect even if you have everything planned but it is something that let you always be open to change and improve. It is something that I learned during this long but wonderful process that I see as satisfying and enriching relevant process for my personal and professional growth.

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