ORAL PRODUCTION IN LANGUAGE LEARNING: AN ANALYSIS OF TEACHERS' FEEDBACK USED TO CORRECT IV SEMESTER STUDENTS ORAL MISTAKES

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INTRODUCTION

Nowadays, learning a second language, mainly English for being considered as the universal language, has gone from being a luxury to becoming a necessity. English has become a universal language and an indispensable condition for professional success. Taking into account that globalization is taking place worldwide, people can have better job opportunities due to the language exchange. English is necessary for work, economic, cultural, tourist and academic issues. In addition, it is required to travel and study, in congresses and in scientific publications. Kachru (as cited in Góngora, 2013) establishes that English is considered the official language of almost 400 million people and the second language and foreign language of many others; in all, more than 1,500 million inhabitants of the world.

In Colombia, this language plays a very important role due to several factors. Colombia has been recognized as a tourist attraction for thousands of foreigners. The Minister of Commerce, Industry and Tourism, María Claudia Lacouture, revealed that Colombia exceeded expectations regarding the number of foreign tourists entering the country in 2016 (2017). It was concluded that when receiving the previous year 5'092.052 tourists were in Colombia, a figure that continues to increase; many of them with the desire to know the Colombian's cultural diversity, among other things. Therefore, Colombia has seen the need to involve gradually English in the most visited places in order to improve tourist communication for a more pleasant stay; this being a factor that benefits those people who master the language.

For years, Colombians have had a bad level of English, but the government has been creating different projects in order to face this. One of the best known projects is "Colombia, very well" which the Colombian president Juan Manuel Santos made public in 2014 (Reyes, 2015). This project was presented by the education minister Maria Fernanda Campo with the objective of strengthening the communicative competences in English for Colombian people, using new technologies (Universia, 2014). It was thought for tourism but then was modified to focus it on education. Colombia very well was thought to last until 2025, but it was renamed as "Colombia, the Most Educated" which was a more complete education project. This was presented by the education minister Parody; it brought many changes in the educational field, especially in English (Ministry of Education, 2015). "Colombia Bilingüe" is one of the parts of the project in which English is included as a second language. This program pretends that all children signed in an official school have the opportunity to learn English since they begin their learning process in school. The Ministry of Education proposes three main strategies to accomplish a better English teaching in official schools like English courses for teachers, an established pedagogical model, materials and pedagogical resources. Also, the department of Quindío has been working in English education with different English training for official school teachers, and also other resources training students. For example, SENA Quindío was the first to have a bilingual laboratory in Colombia. This laboratory allowed hundreds of students to learn and speak in a second language (English), this with the intention of strengthen the touristic industry in the department (López, 2014). It is focused on tourism because it is the aim of SENA and its program.

Today, knowing English means being able to speak fluently and smoothly, expressing ideas with order and clarity in front of an audience. However, when it comes to learning a second language, many people find certain difficulties mostly when speaking or communicating in public. When learning languages, there is a matter that concerns most learners. In the language teaching field, when students learn and produce the language it is essential to consider the accuracy, the fluency and the intonation of the language. The inclusion of all those elements in any piece of the language makes the learner accomplish competence in many areas. In this sense, teachers try to promote enthusiasm in their pupils to express their thoughts the most native-like as possible regarding to all skills of the language (reading, writing, and speaking); however, this belief relies the most upon the speaking part because it is the area in which students tend to present more difficulties. Some would underpin the idea that sometimes the non-accomplishment of a proper pronunciation is related with the critical periods of the process of development or some other would create ways or excuses to avoid accepting their mistakes. In the recent time, people are more opened minded, capable and risky about their cultural identity. Serai (2008) points out "With so many different identities to consider, the term "cultural identity" is used more frequently, so awareness of the definition will assist in understanding one's culture identity"; for example, in terms of aspects such as religion, gender, nationality, clothing, language among many others. For the just mentioned, when learners do not perform correctly in the language, they make an excuse by saying that they do so because of their identity, and that they reflect it through language as well; this type of answer is not as convenient for the teacher as it is for the student.

In addition, if students want to maintain their cultural identity, the teacher cannot prevent them to do so. Instead, the teacher should provide instruction to produce the sounds of the new

language without hindering them. Nonetheless, it is important to highlight the fact that a teacher is the example and the model students want to follow. Teachers do not have to know everything most of the time, but they should find ways to fulfill the students' needs. Once students feel comfortable about the way their teacher produces the language, they feel encouraged to achieve the same or a better level than the one of their instructor. That is why; the importance of the proper production of the language plays an important role in the learners. Cultural identity is relevant, but sometimes this cannot be too fundamental in learning a new language. When the mistakes are made, students need to be aware about them because they need to know the reasons why some matters are not the way they expect them to be. In that exact moment, teachers' role is vital; it might help or not in the learning process. In this research, it is intended to study the feedback corrections teachers make to IV semester modern languages students in their oral production.

1. Statement of the Problem

English Language Teaching has gained a lot of importance due to the dynamics that globalization brings to society. It increases more and more every time because learning a language not only enriches a person culturally and personally, but also in terms of better job positions, taking into account that careers such as international business administration, social communication, marketing, among many others, require English proficiency; therefore, only those people who can master English can get better jobs because they are more qualified for the positions. Knowing a language opens gaps to people wherever they go. There are several reasons for learning English in Colombia; for example, Romero and Mejía (2005) suggest the following: English is the most spread international language, and it is a communication strategic tool in different human development fields. It stimulates students to open their minds, to accept and understand new cultures and to promote the exchange between different societies. It gives the opportunity to apply for scholarships outside the country. It gets better employment opportunities. In the case of English, as a universal language, mostly everyone knows how to manage the language and it is easy to communicate even in a non-English speaking country. In the recent time, if a person wants to succeed in any field it is essential to speak a second language". In this case, English is the one which is selected the most. The aim of proficiency of the language varies according to the necessity speakers are concerned about. For instance, someone whose domain is marketing, the level of proficiency this person is interested in has to do with that domain. Furthermore, there are also people who seek learning English as something more professional and not as a complement to other subjects.

The Common European Framework presents the common reference levels which determine in which level of competence learners are. The levels suggested are six: A1, A2, B1, B2, C1, and

C2. For the two first levels of competence (A1, A2), students can understand and use very basic expressions related to: personal information, places, routines, likes and dislikes among others. Then the following levels (B1, B2) place the learner in a more advanced competence in which the knowledge of the language concerning to the skills (writing, reading, speaking) is high; they are able to understand the main points of the language and produce them as well. Speakers are able to produce written assignments regarding to their personal interest or complex and abstract topics. The communication is easy for them when traveling abroad or being in contact with native speakers because they are more independent. When it comes to the last ones (C1, C2), speakers can use language flexibly and effectively for social, academic and professional purposes and can understand with ease virtually everything heard or read. This is the level of proficiency of the language (Council of Europe p. 24). The institutions or universities which offer courses or careers related to English or languages, certificate students at the end of it with a B2. Nowadays, The Colombian Ministry of Education with its new adjustments has rearranged the curriculum for the Bachelor's Degree in Modern Languages with the resolution 02041of 2016; it has changed the sense of the career in many ways. That is to say, the modern languages programs have to work harder in order not to be out of scope. This resolution states:

> A partir de la vigencia de esta resolución, tratándose de los programas de Español e Inglés, Lenguas Modernas, Lenguas Extranjeras, Español y Lenguas Extranjeras y Filología e Idiomas y Licenciatura en Bilingüismo que tengan énfasis en inglés, se deberá evidenciar que los estudiantes han logrado el Nivel C1 en inglés, de acuerdo con los estándares del Marco Común Europeo de Referencia (MCER), verificados con los resultados de la Prueba Saber Pro, o con exámenes estandarizados de acuerdo con el Marco Común Europeo de Referencia (MCER), o referidos en la Lista Actualizada de Exámenes que publica el Ministerio de Educación Nacional (P. 8).

The department of Quindío has a variety of universities that offer many careers, but the only that is public is the University of Quindío (UQ), which makes it one of the most sought by young

people not only because of the value of registration, but also for its good prestige. The UQ offers many careers, but one of the most sought is the bachelor's degree in modern languages, one of the few accredited careers of the university. For the just mentioned, this program has a higher number of students compared to the other careers. Nowadays, the university has about 1075 modern languages students. Every semester among 80 students are admitted in the career and some of them do not have background knowledge of the language, which is a factor that prevents students from the inclusion and the participation in the classes and mostly in the audio-oral classes. At the moment they start having interaction with the language, it is normal that students make mistakes, these can be provoked by some factors, among the most common are: the fear of speaking in public, lack of vocabulary, the nervousness and general audience pressure which can be provoked by the classmates and professors.

For this reason, teaching a second language is a process that must be accompanied by several aspects that can make the learning process somehow successful. The settings, the resources and the quality instructions students are given are crucial in order to accomplish the aims. Nevertheless, some of these aspects if not used properly can intervene in the students' learning process and their interest and motivation. For example, the lack of appropriate settings to teach (labs) and the lack of instructions from the professors. Students make mistakes in different linguistic features of the language. However, one of the most challenging subjects for them to deal with and to get used to is to master proficiency in oral production. Students are likely to fail when speaking, even if they are in advanced courses; perhaps caused by the fear of speaking in public or the lack of strategies that make them aware of their mistakes.

Many scholars have arrived at the reasons why students tend to make mistakes of this type. Ramírez (2007) advocates: "Students make mistakes for several reasons. Some will support

the idea students are careless, some others the idea of first language interference, translation or overgeneralization of the rules" (p. 41). With the pronunciation mistakes it happens that students sometimes are careless and overgeneralize the rules, but once the mistakes remain, students are not the ones to be blamed. Professors are called to instruct students in a positive way so they do not feel guilty and give up, but if they do not instruct students either the mistakes tend to persist without students noticing it.

In the past years, The Modern Languages Program has researched about feedback strategies only for correcting written essays, so as to improve writing skills in the reading and writing subject. The previous research was made by Garcia and Rico (2015), and it was called Metacognition as a Way to Improve L2 Writing. This research project was worthy for the professors who are using this tool to give feedback to the students in order to make them realize about their own mistakes.

On the other hand, it is important to understand that writing is not the only subject or skill the program should focus on. Oral production is a key subject for the development of a second language. Under those circumstances, as a high quality program, it needs to supply strategies to every language skill in order to fulfill students' learning needs. In that sense, it is important to search about the different feedback strategies provided by the professors of the program in order to correct their students' oral production.

In relation to all the above mentioned, it is relevant that the Program of Modern Languages analyze different strategies to fulfill students' needs by means of feedback. Taking this into account, the following research questions and objectives arise:

1.1 *G*eneral research question.

How does teachers' feedback influence the oral production of IV semester students in the audio-oral component?

1.1.1 *S*pecific research questions.

What mistakes do IV semester students make during oral interaction?

Which methods do teachers use to provide feedback?

Which opinions do students have about feedback?

Which perceptions do teachers have about feedback?

1.2. *G*eneral research objectives.

To analyze the influence of teacher's feedback in the oral production of IV semester students in the audio-oral component.

1.2.1 *S*pecific research objectives.

To identify the types of oral mistakes students make during oral interaction.

To describe the methods used by teachers to provide feedback.

To analyze the students 'opinion regarding the feedback provided by the teacher.

To analyze the teachers' perception about feedback.

2. Justification

Many researches have been carried out with the purpose of improving students' oral production. Some of them have focused on certain aspects of the oral production such us presentations, interviews, among others. But too few have taken into account the oral production mistakes as a whole. In order to improve students' oral production, it is necessary to apply some feedback strategies. The feedback given to students during their oral production is important and necessary because the continuity and the tendency of the mistakes are factors closely related with the participation of teachers' feedback. Once students receive the comments about their mistakes many answers arise; for instance, motivation to improve or a demoralization to continue. Cajiao (as in El Tiempo 2017) states that "La tragedia de la evaluación es cuando no hay retroalimentación. El que recibe solo el resultado queda desconcertado. Los profesores a veces solo ponen una nota y ni siquiera ponen una observación, nadie puede preguntar". It means that in cases in which the feedback is not provided, students are likely to remain with the mistakes because they are not aware of them.

First of all, it is necessary to emphasize that what is intended to study are the different feedback methods used by professors of the modern languages degree, specifically in the Audio-Oral subject. Taking into consideration that feedback is a very important factor, since it is a process that generates information, it is especially important to stop and think about what is done with this information, how it is systematized but, above all, how it is interpreted and communicated in order to have a practical use for students. Considering the aforementioned, it is intended that this research project allows observing the shortcomings that exist in the different feedback methods in order to improve them. It is an aspect that would benefit the students of modern languages of the University of Quindío (UQ), since they would have the opportunity to

receive more effective feedback, which would possibly make the students more whole as future professionals.

Furthermore, this project will allow to study the way in which the student can gain confidence when speaking in public and to lose the fear of being a speaker of this foreign language; besides allows studying what would be the most effective way for the teacher provides feedback to the students.

This research Project can be useful for any teacher who works feedback in oral production, but it is addressed to modern languages English teachers and students of this program. This project is addressed to the UQ because it studies their context and their current situation on the subject (feedback in the oral production). It can benefit teachers, but also students because it gives an importance to feedback in the oral production because sometimes it is unnoticed. For this reason, it is intended to improve the academic performance concerning to Audio-Oral subject in the career, in order to form better teachers.

3. Theoretical framework

In this chapter, the researchers present the most relevant concepts for this study. For analyzing in depth its subject of study it is necessary to define and understand the following concepts:

3.1 Language skills.

Language skills are the abilities or capabilities which make a learner be able to comprehend and produce a language. These skills are reading, listening, writing and speaking. Some of them are receptive as reading and writing given that learners just focus on doing the process of understanding. On the other hand, there are some skills which are productive as writing and speaking since they encourage the learners to look into meaningful activities; that is not to say, that by means of listening and reading learners do not extract meaning, but it is not as evident as in productive skills (Harmer, 1991). In the receptive skills, it is common to acquire knowledge through intensive or extensive aims. In the intensive one, learners study different subjects under the guidance of a plan or curriculum. In the extensive one, learners learn by gist or pleasure, they by their own read or listen to something they get along with. Nonetheless, both are extremely necessary in order to achieve good results. In the productive skills, such as terms of intensive and extensive are not strictly attached because writing and speaking occur in different scenarios which enable learners to interact in different situations which vary according to distinct contexts. In regular communication, people employ various language skills not in isolation, but one behind the other, otherwise, communication would not be meaningful (Hinkel, 2006). It is the case of the speaking skill which requires the learners to know proper grammar, pronunciation, and vocabulary in order to communicate their ideas coherently. For that, all

language skills depend on one another at the moment of communication. In teaching language skills, it is required the integration of all of them.

3.1.1 Oral production.

Oral production is conceived as one facet of overall oral proficiency that involves the production of foreign language words and the way those words are blended together to create meaning; that is to say, any piece of the language produced by a speaker with the purpose of eliciting meaning is considered part of the oral production (Llanes and Muñoz, as cited in Dolosic, Brantmeier, Strube and Hogrebe, 2016). Tasks eliciting oral production, can be simple question-and-answer tasks, oral interviews, dialogues, games, sketches, oral presentations and all the activities that make learners strive to create meaningful output (McKay as cited in Szpotowicz, 2012). The oral production is considered as a subject of difficulty considering that learners present problems to communicate in the target language; perhaps because of their poor knowledge about the language, the lack of vocabulary, the lack of strategies and the fear of speaking in public.

3.1.2 Speaking skill.

In the speaking and oral interaction, it is essential for learners to articulate phonological features of the language comprehensibly in which they make stress, rhythm and intonation of the words properly, but above all that they speak fluently so they can be understood (Nunan, 1991). Besides that, Byrne (as cited in Urrutia and Vega, 2009) points out that the main goal of teaching the productive speaking skill will be oral fluency since a speaker who transmits his/her ideas intelligibly, reasonably, accurately and without any hesitation, is a speaker who is pleasant for the listener to listen to. In that sense, conversations can be more spontaneous and speakers can

understand and be understood with less struggle. It is relevant to mention that for a conversation to be successful is not only important the speaking skill mastery, but also the combination of paralinguistic features such as body language, facial expressions, the tone of voice and all the aspects that affect particularly conversations (Thornbury and Slade, 2006). Given that conversations happen in real time, and in different contexts, speakers need to interact with one another. Overall, learners tend to face some difficulties when producing speaking tasks due to anxiety factors. They tend to make oral mistakes when they have to present individual activities, limited time, they are being partnered, and they are exposed to spontaneous activities or when teachers make constant interruptions (Padmadewi, 1998). Learners are constantly immersed into pressure since they are exploring areas that might be difficult to handle. For students to overcome these difficulties and fears; the role of teachers is fundamental, the interaction teacher-student needs to be strong so students can be aware of the change, do not get frustrated and do not give up.

3.2 Interaction.

Interaction is an extended concept used for different study fields. This project focuses the concept on Teacher-student interaction which is seen as "The communication between the teacher and their students, it is a fundamental aspect to consider in the moment to analyze the context of what is going on in the classroom" (Alzate, 2015). This is a fundamental concept for this project because it helps the researchers to explain their own purpose.

What some authors say is that interaction can be understood by "looking at the content and the organization of preceding talk, and what I say also establishes the context for whatever happens after what I say" (Sert, 2015). In foreign language teaching process, interaction has an indispensable role. This role is graduated by the teacher which has the responsibility of setting

topics, setting materials, giving directions, giving and taking responses. Also, the teacher intermediates contributing in learning process activities, they provide feedback, all of this with the purpose of making students getting a good output. The sharing of experiences and the encouraging students to speak more in the class and share their own experiences has to do with the teachers, they should regulate these sharing of experiences because oral interaction should have a balance for being effective (Rohmah, 2017). Domination should not be allowed, students need more opportunities for creating topics for these oral interactions.

Communication is the main purpose of learning a language, and interaction will help students to encourage themselves to use the language they want to learn. Teacher's role as part of this interaction is fundamental because as is said, teachers have to use different resources to contribute in the learning process of their students; in this way, it will encourage students to interact more so they feel part of something, an important role in it. With the aforementioned, it is important to say that this study gives more importance to a specific part of teacher-student interaction, Feedback.

3.2.1 Feedback.

Teachers have different roles in the classroom; they work as controllers, leaders and so on, but one of the most important roles is as providers of feedback. "It is widely recognized that feedback is an important part of the learning cycle, but both students and teachers frequently express disappointment and frustration in relation to the conduct of the feedback process." (Spiller, 2014). That is why feedback is that important because it is necessary for the learning and teaching process and it has to be well developed. For improving it, first teachers or researchers have to analyze it.

Feedback is a fundamental part of improving and maintaining teaching and learning process "it is a description of facts, perceptions, and feelings, it is a way to help, it is a natural process in different contexts of life, it is precise and concrete, and it is a process of continuous dialogue" (Ávila, 2009). Feedback brings information which has to be analyzed to see how it is systematized, but most important, interpreted and communicated to students by the teacher. Feedback is a way of providing information about the process of students and performance and how to improve the same one.

3.3 Mistake.

According to Philip, (2015), a mistake is a phenomenon that refers to a failure in the performance of the student when using incorrectly the rule of language already known. Besides, it was claimed that using students' mistakes as a follow-up tool, teachers can see what has been learned or has not been learned, in order to fill gaps in students' learning process. On the other hand, Brown (as cited by Gutiérrez, Oriana, Miquilena, and Rosannys, 2009) gives a clear idea of how errors and mistakes differ from one another. He states that an "error" is a systematic deviation that cannot be corrected by the student due to ignorance of the rule or function of the language.

3.3.1 Error.

Philip (2015) defines error as "an unsuccessful bit of language"; it means a bad use of language. Besides, he exposes that errors are important because they provide indicators of problems that a learner may have in learning a language, in terms of grammar patterns of pronunciation features. In addition, it is claimed that errors are the bases for a successful learning process of a foreign language; since, in its different stages, it is riddled with obstacles for the

student. In this sense, students make innumerable errors which can serve as a tool to be aware and do not make them again.

Another perception about error is the one exposed by Astolfi (2004), who stipulates that it means an intimate and painful failure, since the students' errors cause that teachers doubt of themselves and they think about the ineffective of their teaching method. In daily life error is something very common and for most, it is a source of anguish and stress and sometimes of frustration, which are common feelings that every human being crosses of fear to err in public.

One more definition of 'error' worth mentioning was provided by Lennon (as cited by Philip 2015). Who said that an error is "a linguistic form or combination of forms which, in the same context and under similar conditions of production, would, in all likelihood, not be produced by the speakers' native speaker counterparts". It means that, the error is the inappropriate use of language, or what would not be found in the production of a native speaker.

4. State of the Art

In this section some studies in relation to the topic of the study will be broadly analyzed, these are organized hierarchically by levels: international, national and local.

4.1 International studies.

Making mistakes is not something which students should be afraid of. Mistakes show that there are some features of the language students have to mold, when they make mistakes and realize of them, the process of learning a language becomes significant. It can be possible to the extent teachers intervene as mediators providing corrective feedback; otherwise, corrections cannot be made. In their study, Aranguiz and Espinoza (2016) analyzed the use of different types of corrective feedback strategies in Primary schools in the Chilean context. The aim of the study was to encounter the type of feedback strategies, the type of mistakes teachers correct and which type of feedback strategies were more effective. The study was a descriptive one, since it described the events. In order to collect the data, some feedback strategies were determined before the observations: Recast, elicitation, clarification request, metalinguistic feedback, explicit correction, repetition and translation. In the same way, teachers focused on three types of linguistic mistakes: pronunciation, vocabulary and grammar. After the mistakes were identified, it was observed the attitude of students toward mistakes: repair, needs repair and no repair.

At the end of the study, researchers could find that in the Chilean classrooms the most common used strategy was explicit correction due to the lack of use of the target language in the classes. That is to say, the English classes are not entirely taught in English, instead they are taught in the mother tongue. In this way, the level of students was low and the use of explicit correction facilitates students' understanding of their mistakes. The types of mistakes made by

students were pronunciation, grammar and vocabulary mistakes. However, they also made content mistakes which were about problems related to information or knowledge of a topic.

It is worth mentioning that the context is one of the main factors when trying to provide feedback. Sometimes, teachers come to the classrooms with very good tools which very few can be implemented. As it was found out in the study the lack of knowledge from the students did not make possible the usage of more strategies that would have served more than the one implemented.

Additionally, Oral production is one of the domains in which students usually have more difficulties when learning a second language. Sometimes the mistakes persist either due to the absence of strategies to eradicate them or improve them. In the article "Corrective oral feedback in the classroom of English as a Foreign Language (ILE)", an investigation was carried through a micro ethnographic study done in Chile and with the purpose of investigating a topic that had been little investigated; feedback. The research was carried out through observation and data collection by means of rubrics applied by teachers to assess student mistakes and attitudes which were measured by means of a questionnaire on the Likert scale. On the other hand, this study analyzed the corrective oral feedback during the teaching and learning process from English I to English V of the Bachelor of Education in Foreign Languages of the UNEFM, focused on the identification of mistakes in oral production and the identification of the types of oral corrective used by teachers. As for the results, it was found that the errors that students make are both phonological and syntactic.

The phonological ones may persist more in V semester students and the syntactic ones in I semester students. Considering the mistakes, teachers use explicit corrective feedback as the

strategy to provide feedback. Students are capable or realizing that they have made mistakes even when teachers have not corrected them yet. However, some students do not receive the feedback pleased because it is made in the exact moment the mistake happens and in front of the class; it is the only way feedback can be more effective. This event creates in the students some discomfort given that they take feedback as something negative about their performance rather than positive. It is very important to take into account that this study finishes saying that although feedback is an effective method is not a successful factor in order to avoid students make more mistakes; on the contrary; it is a factor that contributes to the persistence of them.

In the first levels of second language learning students make innumerable mistakes in which proper feedback provided by the teacher is vital for a meaningful learning. However, the responsibility of building a good knowledge in language is not only in the teacher, it is also in the student's interest and hard independent work.

On the other hand, it is important to understand that students may have some perceptions in relation with the strategies implemented when corrective feedback is provided. In their study Ananda, Febriyanti, Yamin and Mu'in (2017) focus on students' preferences toward oral corrective feedback given by teachers. The aim of this research was to describe speaking I class students' preferences toward oral corrective feedback from their teacher at English Department of LambungMangkurat. For the purpose of making possible the study, the researchers collected data by questionnaires and teachers' observations which were based on Lyster and Ranta types of oral errors corrective feedback: Repetition, elicitation, metalinguistic feedback, clarification request, recast and explicit correction.

It was found out that students' preferences toward oral corrective feedback are strongly related with repetition, elicitation and clarification request. Among the most relevant, students chose repetition as the most preferred. By doing repetition, teachers encourage students to self-correct so in that way they can be more conscious about the mistakes they have made. Students assured that these corrective feedback strategies are very useful as long as they are made immediately in the classroom. When feedback is provided in private, students tend to forget the correction they need to make and the learning process is not meaningful at all.

When teaching a new topic or implementing something new in the classroom to students, it should rely upon students' needs and not upon teachers' perceptions. Sometimes, teachers force students to work with activities that may not be comfortable and meaningful for them. How feedback is given, affects the way students face the difficulties they have toward the language. If it is provided incorrectly, students do not take it seriously, but if instead; it is provided correctly, students can make a huge progress and overcome some of the mistakes that they make constantly. Knowing, that there are types of feedback may be of great help for teachers to change the traditional ways in which feedback has been given throughout years.

In the same way, Westmacott (2017) studied the different perceptions that undergraduate students may have when providing indirect written corrective feedback (WCF). She initially gave their students direct WCF but she found out they did not strive to correct their mistakes as much as they did with the indirect one. That is why; this study was intended to examine the change from providing direct to indirect, coded feedback and explored the responses of six learners to the two types of feedback, in order to know which the most successful method was. In order to carry out this study, the researchers collected data through semi-structured interviews

and questionnaires. Besides that, teachers examined students through essays, in first instance; they had to present one essay as a draft and return a final with the mistakes already corrected.

In the outcomes, it was discovered that although students had a little struggle getting used to the implementation of indirect instead of direct WCF; they preferred the indirect one since it had a number of advantages. According to students' perceptions, the most relevant benefit is a more active response from learners; that is to say, students strive for knowing which their mistakes were. They realize what they are doing wrong without being told by someone else. Another crucial aspect perceived by students, was that through indirect feedback they reinforce their grammatical knowledge because they start to understand the reasons why they write in the way they do. In general, students agreed upon the fact that they prefer to receive some sort of WCF than none. Critics are very important because if students do not receive critics by their teachers it means they are doing everything correctly but, in fact, they never know if they made or not mistakes. On the other hand, when some comments are provided, these encourage students to improve and become a better version of what they did in the past.

This study is strongly related with the implementation of feedback. Regardless of the field it focuses on, it is of great help to see how feedback (indirect) contributes to students' learning process. It is noteworthy to mention that as it was found in the study; students look for feedback comments because in that way they can test their knowledge.

4.2 National studies.

There are different types of evaluation, and one of the more meaningful is External evaluation. In evaluation, it is needed to take into account different points of view to relate and build a complete dimension of it. Jurado (2014) focuses in afro descendants and indigenous

common schools. To make this project possible the author gave the schools involved some workshops. The workshops implemented came out with some results which were shared with half of the institutions involved, the other half received the result only years after. This sharing strategy was primordial to come out with the conclusion.

This study came out with different results, for instance; it was found out that the different governments used in this study receive information about the quality of education in school by the tests applied, but teachers and directives do not use them to improve because these organizations which applied the tests (ICFES) do not give importance to feedback. Another finding was that countries are informed of social factors related to school (unfairness or problems in educative system) as it was just mentioned; this information is not share with teachers. Some workshops used in this research found out that the teachers do not have enough knowledge of agency approaches. Also, it was discovered the necessity of discussing with the teachers the results of these tests to innovate progressive qualification of learning, for students and teachers. It came out that knowledge of trajectory and conditions can be constructed by exploratory practice of external evaluation, it is necessary to identify the priorities with the adequate follow up to apply well the projects. Finally, the author last conclusion focuses on the importance of external evaluation in educative system function, it was found that it is more than a part of the system; it tells where the school is going to, it gives a lot of useful information like analysis of results for the creation of educative politics. As it was stated in this study, "Teachers can be informed of primary sources. It is the evaluation as formation and as auto evaluation: From the intellectual feedback that every human being needs."

This study focuses on the external evaluation that at the end comes as the analysis that teachers from different countries should be allowed making considering state tests. The

importance of external evaluation in education is marked, and it is showed in the results that it is not implemented. The sharing of information and its analysis are underlined in this research and they can be seen as the feedback teachers do to the students, but they are not allowed to provide this analysis or "feedback" for these exams.

On top of that it is significant to be aware of the perceptions teachers have about the feedback they provide. Muñoz, Palacio, and Escobar (2011) emphasize on the importance of teachers' conceptions regarding to their assessment practices. Nowadays, there are many methods to evaluate students; some of them are more effective than others. This may be due to the different beliefs teachers have about which method is more adequate to evaluate students. This can be reflected when evaluating or providing feedback to students. That is why; this study was intended to examine teachers' perceptions about assessment, in general, and, in particular, about their beliefs and practices as regards the oral and writing assessment systems. In view of the aforementioned, it is possible to analyze the acceptability or availability of students towards different evaluation strategies implemented by teachers. In a Language Center (LC) of a private University in Medellin it was carried out a study that aimed to answer which were the LC teachers' current beliefs about assessment in general and about the LC oral and writing assessment systems. In addition to know if these beliefs match the assessment practices promoted by the LC.

At the moment of examination of teachers' perceptions, it was applied the Brown's four main conceptions: Accountability of schools, Improvement of teaching and learning, Certification of students' learning and Irrelevance to the work of teachers and students' learning. In order to implement this method, researchers made interviews, and wrote a report of experiences. The first stage of the process was about teachers' description regarding to what they

had done before in terms of assessment (techniques, instruments, criteria, record keeping, etc.) and what they do nowadays. In the second stage, it was taken into account a list of the most relevant reasons for teachers changing their assessment practices

The study came across most teachers agreed on the fact that assessment is essential in the learning and teaching processes given that it strengthens teachers' work and students' weaknesses. Furthermore, teachers support the belief of assessment as a formative purpose rather than a summative one; thus, teachers can analyze what is necessary to improve in their teaching practices and students' learning processes. Teachers assured that it was not only by their own beliefs they started to realize about the importance of summative assessment but, due to some external factors like their educational initiatives (Seminars and conferences). They pointed out that the use of rubrics is a factor that contributes in a more critical and objective way in order to make students' assessment. These teachers' assumptions need to be in constant transformation because education and societies change every day. Overall, the study itself serves to take into account teachers' conceptions as a guide to new researches and to foster meaningful teacher change in assessment beliefs and practices and to make adjustments, if necessary, to the already implemented assessment systems.

As it was concluded in this study, teachers think that the evaluation is essential for students' learning process. Therefore, it is considered as a tool to encourage students to study, but it needs to be improved in order to be applied to the educational system which allows knowing a learning process more fruitful for the students and therefore a feedback with more solid bases. Similarly, Teachers' perceptions about assessment contribute to understand the reasons why teachers assess students in the way they do or why they do not assess them in a formative way.

In addition, it is important that teachers are conscious of feedback but it is also important they put it in practice. Raquel-Tamayo and Cajas (2017) analyze corrective feedback, with a particular emphasis on the teaching of language centered on meaning. They explain that it is necessary for students to interact with their teachers in order to receive proper feedback. Thus, one of the biggest challenges for teachers is to provide appropriate feedback which is less intimidating and more effective during communicative interactions. That is why; this study was intended to compare and describe the effectiveness of the strategies of metalinguistic and recast feedback on student uptake during oral interactions and identify the types of strategies that can best facilitate, through proper feedback, the development of language skills. In order to know the effectiveness of the two feedback strategies aforementioned, it was conducted a non-experimental study which involved thirty participants distributed in two classes. One group of 16 students was exposed to metalinguistic feedback and the other group of 14 students to recast, who attended to the English Foreign Language Program at a public university in Ecuador. With the purpose of comparing the effectiveness of the two feedback strategies mentioned above, four target structures were adopted: omission of the subject, auxiliary use in questions, subject-verb agreement, reported statements. The selected structures emerged from a survey that was administered to a sample of English teachers from the university's Language Center.

The study met with the fact that students who were exposed to metalinguistic feedback outperformed their schoolmates who were provided with the other strategy. Besides, it was shown that students repaired more errors after being exposed to feedback strategies. This indicates that exposing students to the target structures in combination with consciousness-raising activities such as error correction can improve their production. Taking into account that as it was stated in this article, the effectiveness of the metalinguistic feedback may be correlated

to students' self-realization of their mistakes facilitated through comments, information, or questions related to the well-formedness of the student's utterance, without explicitly providing the correct form.

This study is of great contribution, bearing in mind that it studies in a very broad way the most effective corrective feedback strategies that can be provided to students, especially when speaking or in their oral interactions. No other study so closely linked to it had been found; that is why, it is intended to take into account their results and probably implement them to this project.

In the same sense, feedback should be taken as something positive in students' learning process. Osorio and Mendoza (2014) focused on analyzing and understanding how feedback is provided to preschool students of ages between three and four, and the role that parents play in the teaching and learning process of their children. In the same way, it was pretended to analyze the perceptions that parents and teachers have on the use of feedback in the learning process at this level. The use of formative assessment in the teaching-learning process with pre-school students requires that feedback be provided at an opportune moment and in an effective manner to guarantee a successful formative academic process. That is why; this study was intended to examine how the use of effective and timely feedback can contribute to the academic process of preschool students. In the same way, it was intended to know how the preschool teachers support the training process of their students through the use of an effective and timely feedback. Finally, it was pretended to study what perceptions parents have of the descriptive report delivered each two-month period and how they use it for the development of their children. In order to examine how feedback is provided to pre-school students between three and four years of age, a case study was adopted, for which four students with learning problems from a specific classroom

were chosen. The children's observation sessions were held daily for two hours during two months. Similarly, teachers and parents were monitored monthly; to parents to know how feedback was provided to children at home and to teachers in order to know the interaction between both (student-teacher) during the teaching-learning process.

In the findings, it was revealed that all the teachers carried out feedback in some way with their students. They argued that the idea was to stimulate children's learning so that they were motivated and interested in enriching their knowledge. Similarly, it was found that the process of feedback in the classroom occurred throughout the teaching and learning process and not only when formal evaluations are made. As feedback strategies, the use of different activities to reinforce knowledge, skills, processes and competences is shown. Besides, through the analysis of the feedback process, it was realized that children, through the realization of questions, while performing the activities in their daily processes, give a positive response when they are given feedback. This is evident in their answers, joys, motivation and changes in their performances, activities, experiential experiences among others.

In light of what was stipulated in this work, it is important to take advantage of the mistakes that students make in class so that the evaluation is formative. Furthermore, it is stated that students should not be penalized for these mistakes since this can affect their motivation and self-esteem. On the contrary, it is necessary to promote a dialogue around the mistakes that students make and thus achieve new knowledge. In this way, students become more active participants and begin to understand that success in their process does not depend so much on their ability to give the correct answer but on learning to do it in another opportunity every time better.

4.3 Local.

In learning and teaching process is important to be aware and to understand the knowledge students are acquiring, that is why many research projects have been carried out taking into account metacognition. One of them is the project applied in the University of Quindío "Metacognitive Challenges to Correct Paragraphs and Essays" (García and Rico, 2015) which proposed to implement a chart to correct students writing in modern language program. In order to achieve researchers' purposes it was applied different strategies: interviews, the participation of students to write some essays, and a chart with different mistake categories to evaluate students' essays (syntactic, pragmatic and semantic).

Through the data collected it was revealed that; first, the project proved that is relevant to consider metacognition into a second language classroom, especially in writing classes. Second, the researchers found out that the chart used was accepted and could be applied to this university easily. Finally, students felt comfortable with the usage of the chart because they clarify the aspects they were making mistakes without knowing.

"Metacognitive Challenges to Correct Paragraphs and Essays" is a study which addresses a topic in the written skill and had positive impact on students. In the same way, this study can contribute to research in other areas as well as the oral production.

5. Methodology

This chapter presents the approach, design and method in which the study is carried out.

5.1 Approach.

This study is developed under a qualitative approach, taking into account that it allows a deeper analysis of the context. Qualitative research can be defined as the study of people based on what they say and do in the social and cultural scenario. Its objective is to provide a research methodology that allows researchers to understand the complex world through lived experiences from the point of view of the people who live them. In the same way, it is supported by Hernández-Sampieri et al, (2010), who stipulate that it models an inductive process contextualized in a natural environment, this is due to the fact that data collection establishes a close relation between research participants, subtracting their experiences and ideologies. In addition, the variables that are used are not defined with the purpose of being manipulated experimentally, and this indicates that a subjective reality is analyzed to having an investigation without replication potential and without statistical foundations.

5.2 Design.

A qualitative research study has different possibilities of designs. Hernández-Sampieri et al., (2010) defined different types of designs for qualitative researches: grounded theory, ethnographic, narrative, action research and phenomenological. As they state "Ethnographic designs intend to describe and analyze ideas, meanings, knowledge and groups, cultures and community practices" (p. 496). This design is the closest to the study intention, which analyzes feedback ideas in modern languages students and professors. Inside the ethnographic design there are some subcategories which specify the intention, for example; realist or mixed, critical,

classic, micro-ethnographic, cultural cases studies, and meta-ethnography. The one which helps this study to fulfill its objective the most is the micro-ethnographic design because the researches will observe and analyze a specific community in order to understand and to interpret different points of view and phenomena related to feedback in the oral skill.

5.3 Type of research.

Based on the designed chosen, this study is analyzed under a casual study type given that it pretends to study or describe a fact that happens among a community, a group or a single individual (Hernández-Sampieri et al., 1997, p 33). A case study is defined as a systematic unit or entity with some limits and characteristics that are closely related with the context it happens (Elger, and Stake as cited in Hernández-Sampieri 1997). In this case, the main purpose of the study is to analyze the knowledge of an individual (teacher) in the face of a group of people (students) regarding some specific techniques that are implemented to provide feedback. The purpose of this type of research is to explain the causes of a problem and to describe the experiences lived by the population studied.

5.4 Contextual Aspects.

The following presents the context and population chosen:

5.4.1 Context.

The study takes place in the modern languages program of the University of Quindío. The program was founded in August 27th, 1967 as "the modern languages program" with face-to-face and daytime classes. In 1986, the program changed its name for "The Bachelor's Degree in Modern languages". In 2003, the program started the nighttime classes for the community. On

the other hand, the bachelor's degree in modern languages has been accredited consecutively as a high quality program since 2010. This program is located on the second floor of the faculty of education of the university. It is equipped with two laboratories, each one with 31 student computers and headphones which are used to perform the audio-oral classes. The rest of the classes can be taken in any classroom of the faculty. Each floor counts with an assistant that is in charge of the operation of the projectors and speakers for each classroom.

Regarding the academic area of the modern languages program, its plan of study is based on 160 credits students have to accomplish during 10 semesters of the career. In the first 4 semesters, students take classes of the English component that is divided in 3 components: Grammar, Reading-writing and Audio-oral. In addition, students take 3 semesters of Spanish. Besides that, they have to take 4 subjects that are mandatory under the law such as: *constitución política, medio ambiente, deport eformativo and creatividad empresarial.* In the same way, they have to take 4 other subjects that they are free of choosing. They also start taking classes of linguistics and reading and writing separately. From the fifth semester on, students start taking classes of French until eight semester and some of the subjects of the branch of linguistics as well such as: phonetics and phonology, morphosyntax and semantics and pragmatics. Furthermore, students take classes of methodology during 3 semesters in order to be prepared for the pedagogical practice in the two last semesters of the career. In the eight semester, the program offers three electives which students are free to choose; it is composed by: bilingualism, translation and French. In that same semester, they start preparing their research project in the seminar research course.

The University of Quindío counts with certain policies that it has in general about the entire institution. La política academico-curricular of the university (PAC) is one of them, it has as a purpose the development of the students, professors and professionals taking into account the responsibility the university has with the region of Quindio and "la region cafetera". This document is engaged to the national regulations, focusing on the institutional guidelines and the education trending. This is with the purpose of keeping the right of University autonomy that every institution has to create and modify its own curricular structures. All in all, The University of Quindío is focused on a reflexive spirit underlining thinking freedom and ideological pluralism.

Apart from that, el Proyecto Educativo Uniquindiano (PEU) is the expression of the academic principles that guide the work of the educational actors of the University of Quindío. A statement that is based on the conviction that the well-being of human beings and their environment, as well as academic quality, must be the horizon of every educational institution. In the same way, the present educational project is *Uniquindiano* because students, teachers, administrators and the other university actors that make up this institution assume it as their own, as a real commitment and main guide of our actions. The PEU is understood as a process based on academic quality and, in particular, on the commitment to transform the context and improve the overall quality of life of all the subjects involved.

5.4.2 Population.

The study is carried out with fourth / 4th semester students and teachers of the modern languages program, specifically those in the audio/oral component. This was the population

chosen given that students who take this subject are being prepared to present the Michigan test and they have a good level of English when performing oral tasks.

5.5 Data collection techniques and instruments

In this study, the following data collection techniques and instruments will be implemented.

5.5.1 Survey.

Surveys are used in any professional field and as a tool for researchers who need information about different situations or problems. Hernádez-Sampieriet al. (2010,p 58) consider the survey a design, more specifically no experimental research in which population results are pretended to be generalized. For the present study, the survey is applied to 5 students coursing fourth semester. This instrument (**Appendix 2**) is applied in order to know and analyze the perception of students and teachers regarding feedback and its importance in developing oral skills. The survey is applied before the class observations take place.

5.5.2 Observation.

Observation consists on the valid, reliable and systematic search of behaviors (Hernández-Sampieri et al; 1997). This technique has been used throughout the years and is still considered as one of the most effective and useful strategies to collect data. In order to observe, it is important to understand the difference between "observing" and "looking". Oxford Dictionary (2006) defines the term observe as "the action of watching someone or something

closely". On the other hand, to look is defined as "the act of gazing in a particular direction" (p. 536). In this sense, observation is the process of analyzing things more closely and in detail because the aspect of phenomenon observed has an aim. On the contrary, the act of looking does not have a concrete purpose. For observing, researches can implement the use of some instruments that help them to make the work much easier. For example, pictures, recordings, videos, diaries among many others. Besides that, it is necessary to have very good bases on theories and topics that can guide researches on the process. For this study, the purpose of the observation is to gather information related to feedback strategies provided by teachers in the classroom. The researchers observe a total of 4 classes.

5.5.3 Interview.

The interview allows a direct approach to individuals. It is considered a very complete technique: while the researcher is asking and accumulating answers, he is able to capture opinions, sensations and moods which enrich the information and facilitate the achievement of the proposed objectives. In other words, the interview is a technique with which the researcher intends to obtain information in an oral and personalized way. Information based on lived experiences and subjective aspects of the person such as beliefs, attitudes, opinions or values in relation to the situation that is being studied. Sierra (1998) states that the interview is an effective instrument of great precision, since it is based on human research; although it has a problem of delimitation due to its widespread use in the various areas of knowledge. Similarly, the interview is considered a private and cordial meeting, where one person goes to another and tells his story or gives the version of events, answering questions related to a specific problem. For this reason, interviews (**Appendixes 3 and 4**) are part of the data collection techniques. These are implemented in order to analyze students' perceptions and teacher's perceptions about feedback

(5 students and 1 teacher). The instruments mentioned above were previously validated by several researchers of the area of research of the bachelor's degree in modern languages.

5.6 Research Ethics.

Nowadays research is a fundamental tool for the development of knowledge, for this reason it is necessary to have information that can be trusted, for which people must be careful in the ethical aspects related to the publication of a work. Research ethics is the area of philosophy which works with the moral and the obligations with human beings, the philosophy of man (Buendía and Berrocal 2001). Research ethics involves the participation of human beings given that they are exposed to surveys, interviews and questionnaires (Hernández-Sampieri et al., 2010). In order to prevent people and keep the confidence on researching it has been created ethics comities around the world. Most of the time, these committees are formed by members of the community of interest, in this case, education agents. These agents have to keep a continuum education in the subject and be involved in innovation. (Koepsell and Ruiz, 2015).Therefore, in this study important information has been cited to recognize the work of other researchers or people who have studied relevant issues; thus, the information presented is true and without any plagiarism. Besides that, the information collected and the participants immersed in the study are under complete confidentiality and privacy. In that sense, an informed consent (Appendix 1) is used so participants can know their rights and choose to be part of the study.

5.7 Timetable.

Activity	August	September	October	January	February
Students' survey	X				
Class observations		X	X	X	X
Teacher's survey	X				
Analysis of data				X	X
Conclusions					X
Final work					X

5.8 Budget.

Concept	Price
Photocopies	$ 25.000
Transportation	$ 90.000
Total	$ 105.000

6. Data Analysis

After analyzing the information collected in the class observations, interviews, surveys and document analysis, and taking into account the research questions, the following categories emerged:

Fig. 1- Categories and Subcategories Scheme (Illustration made by the researchers)

CATEGORIES	SUBCATEGORIES
1. Most common mistakes evidenced in students' oral interaction	▪ Grammar mistakes identified in the students' oral performance ▪ Oral mistakes recognized during class observation ▪ The way students' L1 influences L2.
2. The most frequent provided by the teacher during students' oral performance	▪ The use of rubrics to assess oral presentations ▪ Students' mistakes corrected by explicit feedback. ▪ The implementation of clarification request for correcting oral mistakes. ▪ Teacher's original corrective feedback strategy
3. Fourth semester students' perceptions about the feedback they receive	▪ Students' positive opinion regarding feedback comments. ▪ Students' negative opinion regarding feedback comments.
5. Teacher's perspective about corrective feedback	

Fig. 2 -Identification of Subcategories Scheme (Illustration made by the researchers)

7.1 Most common mistakes evidenced in students' oral interaction.

Another fundamental aspect for the analysis of this category is related to the mistakes and the changes in grammatical accuracy during the student's oral interaction. Taking into account that there are some factors that influence the students' language performance.

7.1.1 Grammar mistakes identified in the students' oral performance.

The extract below was gathered in a personal interview that was made to one of the students. The student gave his point of view about the way the teacher provided it.

Extract 1 - Students' Interview 2

> **(1)**   **In:** *How do you feel when your teacher corrects your mistakes? Support your answer.*
> **S002:** *I feel very good because Marce is a really nice professor.*
> **In**: *Yes, She's.*
> **(5)**   **S002:** *yeah, she's really nice. The way she correct us, his amazing. She give us like really good feedback, which help us in order to, to improve or I don't know...our skills.*

In the previous conversation between a student and the interviewer in line number 5 it is evident several grammatical mistakes on the student's answers of both the use of the third person and possessive pronouns.

Analyzing the above it can be inferred that during the students' learning process many grammatical mistakes can be made. It can be produced by several factors of which among the most relevant are the nervousness, the lack of knowledge about the language and the fear to speak in public. Oral production is considered as a subject of difficulty considering that learners present problems to communicate in the target language; perhaps because of their poor knowledge about the language, the lack of vocabulary, the lack of strategies and the fear of speaking in public (McKay as cited in Szpotowicz, 2012).

7.1.2 Oral mistakes recognized during class observation.

In the following extract from a class observation, it can be observed the interaction between the student and the teacher. In this conversation is evident the student's attitude towards learning a second language in another country where the English culture takes place. However, some pronunciation mistakes and grammar mistakes were constantly made.

Extract 2 - Class Observation 2

> **T:** *going to the place!*
> **S:** *Yeah or if there is someone else. Someone that talks that language so ~~yu~~ start to talk to them like to be more in their culture and ehhh the way from home which is when ~~yu~~ travel to a country where the language yu are learning is spoken. So it's like ~~yu~~ are forced to learning.*
> **AS:** *Ehh while we were reading the article we found many different words we didn't know. For example _____ ~~yu~~ know what does it mean?*
> **T:** *What is it?*
> **S:** *_____ umm it means limitations. Gains which is the result of yur job ummm pursue which is*
> **T:** ~~*Pursue*~~*! (Phonetic transcription) /pərˈsjuː/! /pərˈsjuː/!*

In the previous extract of a classroom interaction some pronunciation mistakes were evidenced, especially with the pronoun *you* whose phonetic pronunciation is **/ju/.** However, the student simultaneously pronounced **/yu/**.

Examining the evidence just presented, it can be inferred that the students' mother tongue is much immersed in the students' English dialect. As it is observed in the Spanish pronunciation of the letter Y. Taking into account that learning English is especially challenging for students, whose mother tongue has some different and relevant pronunciation features (sounds). It is the case of the speaking skill which requires the learners to know proper grammar, pronunciation, and vocabulary in order to communicate their ideas coherently and prevent mother tongue

interferences. For that, all language skills depend on one another at the moment of communication. In teaching language skills, it is required the integration of all of them (Hinkel, 2006).

7.1.3 The way students' L1 influences L2.

Extract 3 - Class observation 3

The following extract   was collected during class observation 3 whose topic was focused on the grammatical aspect of the conditionals. Through this can observed the big influence L1 has on L2 students' oral performance.

> **(1)** **S:** *With* ~~*responsibility*~~ *(audience laughing). I don't want to…*
> **AS:** *How are you going to support yourself? How are you making money for yourself?*
> **AS***: Stealing obviously!*
> **S:** *Bueno, the reason you learnt all for instance well not good things I think. Mostly the prison is to adjust a person and to improve a person. Recover from the bad ways and to correct him in the good ways and I'm going to be a good person (audience laugh).*

In the previous extract it is observed not only pronunciation mistakes, but also the influence of L1 on L2 taking into account the sentences structure based on the mother tongue background knowledge.

Analyzing the above it can be inferred that the interference, or involuntary influence of native language on the bilingual competence and performance, continues to be one of the most common situations students face when learning a second language. It is claimed that given prolonged exposure or a high level of L2 proficiency, L1 influence on L2 can be evidenced in competence, performance, and processing on all language levels phonology, morph syntax, lexis, semantics, pragmatics, rhetoric and in the conceptual representations (Boyd, 1993). Considering

that L2 influence will be most significant in an L2 environment where learner actively interact each other. Thus, L1 would be less immersed   in the student's context what would be helpful for him to facilitate the second language acquisition.

7.2. The most frequent feedback strategies provided by the teacher during students' oral performance.

In the process of assessing students in their oral production it is very common the use of strategies that enable them the opportunity to revise and modify their mistakes. That is why, teachers implement the use of feedback corrections. In this section, will be seen the use of rubrics, explicit feedback and clarification request.

7.2.1 The use of rubrics to assess oral presentations.

Extract 4 - class observation

In this class students were presenting an oral activity in groups of 3. The topic was about dreams so students had to talk about its types. In the following extract it can be seen the strategy the teacher used in order to assess students' performance.

<table>
<tr><td colspan="2">SPEAKING EVALUATION RUBRIC</td><td></td><td>SCORE
(0 – 10)</td></tr>
<tr><td colspan="2">Speaker's name: Monni
Activity: Oral Report.</td><td></td><td></td></tr>
<tr><td>ASPECTS</td><td>CRITERIA</td><td></td><td>POINTS</td></tr>
<tr><td>Grammar and Vocabulary</td><td>The speaker is accurate and makes use of syntactic forms and a great variety of vocabulary in order to meet the communicative task.</td><td></td><td></td></tr>
<tr><td>Discourse Management</td><td>There is evidence of the speaker's ability to express ideas and opinions in coherent, connected speech so as to convey information and to express or justify opinions.</td><td></td><td></td></tr>
<tr><td>Pronunciation and Intonation</td><td>The speaker is able to produce comprehensible utterances to fulfill the communicative task. It includes production of individual sounds, appropriate linking of words, use of stress and intonation to convey the intended meaning.</td><td></td><td></td></tr>
<tr><td>Arguments quality</td><td>The speaker expresses thoughtful, coherent and convincing/effective arguments which respond accordingly to the question asked. There's not redundancy in the information presented.</td><td></td><td></td></tr>
<tr><td>Fluency</td><td>The speaker maintains a balanced pace with rare repetitions in the delivery of the speech. There are not long pauses and/or hesitation.</td><td></td><td></td></tr>
<tr><td colspan="4">/ð/ vs /θ/ pronunciation. Very good explanation.
- (twice) not (two)</td></tr>
</table>

During the class observation, it was perceived students performed different activities regarding oral production. In order for the teacher to grade them, she took into consideration several criteria by means of a rubric. The rubric was divided by 5 categories: grammar and vocabulary, discourse management, pronunciation and intonation, arguments quality and fluency. At the end of the rubric there was a space for recommendations. In this case, it can be seen that the student has some recommendations in terms of pronunciation of the /**θ**/ **vs** /**ð**/ and grammatical mistakes as in the case of two instead of twice. The use of rubrics has a positive effect on students' performance given that "the primary purpose of the assessment is formative, or to give feedback to learners to support them in improving their performance, then more performance levels (and more performance criteria) give the learner more specific information about the features of the performance that need attention (Wolf and Stevens, 2007). The rubric is a guide for students; as soon as they present an oral task they will have the evidence of their mistake. In this way, they can better themselves and improve their weaknesses.

7.2.2 Students' mistakes corrected by explicit feedback.

Extract 5 - class observation 2

The preceding extract took place in a class observation in which students were practicing conditionals with hypothetical situations the teacher proposed. Some students made some mistakes and for that the teacher used the next corrective strategy:

(1)   **T:** *You could meet someone famous if?*
                S: *if I would be famous too.*
(3)   **T:** *if I would be famous too?*
                S: *If I were famous too*

(5)   **T:** *No, if I was famous too or if I were we can use both.*
        AS: *But when writing only were.*

In the very moment students made mistakes, the teacher employed the use of explicit feedback as can be seen in extract above. First, she started by clarification request **(line 3)** and then she directly corrected the mistake the student was making. In this conversation, students were practicing II conditional. The teacher asked one of her students "You could meet someone famous if?" and then the student answered "If I would be famous too". In this sense, she made an explicit correction by saying "No, if I was famous too or if I were, we can use both" **(line 5)** and then another student added "But when writing, only were". The teacher's intervention was a way of making the student aware that even he was not making a pronunciation mistake, the form in which he formed the sentence was not appropriate. "Explicit correction clearly indicates that the student's utterance was incorrect, the teacher provides the correct form" (Tedick, 1998).

7.2.3 The implementation of clarification request feedback for correcting students' mistakes.

Extract 6 - class observation 3

The next extract was collected by means of class observation. Students were making oral presentations in the laboratory. The teacher picked up some groups to talk about some topics in relation with an article they have read before. While students were presenting their task some of them made several mistakes as can be seen below. The teacher implemented a corrective feedback strategy.

        S: *What does resilience means?*
        T: *What does /rɪˈzɪliəns/ mean?*
        S: *It's like meaning what you don't know?*
(4)   **T:** *It's what what?*

S: *Admiting what you don't know*
T: *Admiting what you don't know. Yeah like kind of like*

In this extract it can be observed that there was a conversation between teacher and student. Evidently, the student was making a mistake; he was using a wrong word in order to express his idea. Immediately, the teacher realized of his mistake and she intervened by saying "What, what?" **(Line 4)** Then the student was aware that instead of meaning he should say admitting. In this case, the teacher did not directly correct the student but let him know there was something wrong in the way he was eliciting meaning. This type of feedback is indicated "by using phrases like "Excuse me?" or "I don't understand," the teacher indicates that the message has not been understood or that the student's utterance contained some kind of mistake and that a repetition or a reformulation is required" (Tedick and Gortari, 1998).

7.2.4 Teacher's original corrective feedback strategy.

Extract 7 - class observation 1

The next extract was gathered at the end of a class observation. The teacher was making some recommendations to her students taking into account they were close to present the Michigan exam. The recommendation was the following:

> **T:** *Some of you need to improve in terms of pronunciation. Remember the Michigan exam is coming soon and I want you all to pass. Okay, please close your eyes, bend your head and raise your hand! I going to pass by your place and if I touch your thumb it means you need to work a little harder. Guys you can come and talk to me or you can contact me on WhatsApp so I can let you know what your weaknesses are* (After students opened their eyes).

In the extract above it can be perceived the teacher implemented a strategy that she considered the most appropriate at the moment. Her intention was to make some of her students aware that they needed to enhance their oral skills without revealing their names in front of the whole classroom. That is why, she chose a more private way by means of touching their thumbs.

Feedback, "is a description of facts, perceptions, and feelings, it is a way to help, it is a natural process in different contexts of life, it is precise and concrete, and it is a process of continuous dialogue" (Ávila, 2009). The aforementioned, supports the way in which this teacher decided to provide feedback. She voluntarily helped their students without making them feel embarrassed.

7.3 Fourth semester students' perceptions about the feedback they receive.

When the teacher provides feedback to students, they may experiment different emotions which create different perceptions, opinions or thoughts regarding feedback. These perceptions can vary, but this variation can be divided into two different subcategories: A positive perception and a negative perception.

7.3.1 Students' positive opinion regarding feedback comments.

Most of the students have positive perceptions of the different ways the teacher provides feedback and the different types they know about. They most of the time feel pleasant with the feedback they are provided because it helps them in their learning process. In the figure above, students' positive perceptions are presented.
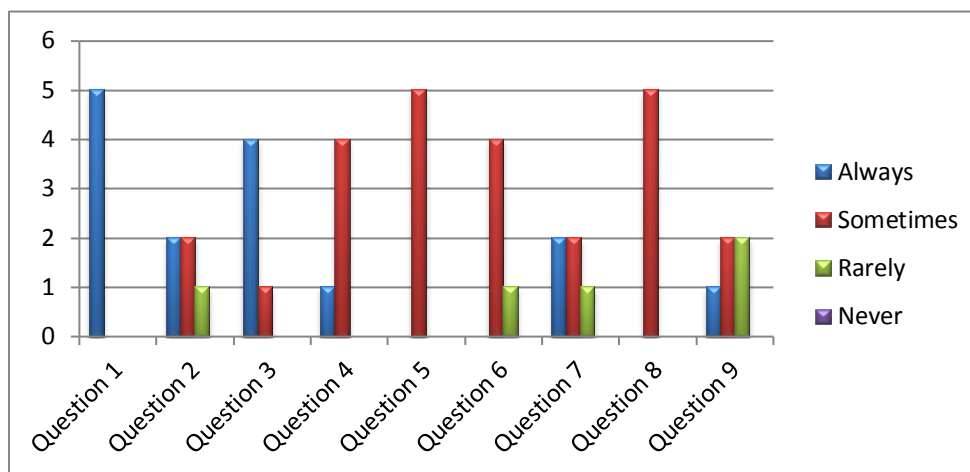
Fig.3 –Students' survey results (Illustration made by the researchers)

The prior Figure (**figure 3**) is based on the Survey applied to 5 students of fourth semester in the Modern languages program. It can be detected that students consider feedback is a fundamental part in their learning process. Likewise, the interaction between teacher and students is essential for the learning process (Rohmah, 2017). Notwithstanding, Even when students accept the importance of feedback they do not give the appropriate importance all the time. However, they consider that teachers give importance to feedback more often by providing it regularly, and most of the time students consider this provision helpful. Correspondingly, the regular use of tools for providing feedback helps the students to be aware of mistakes almost all the time. Finally, Teachers provide feedback in public and also in private, but they consider that usually they apply this provision is in public.

The following extract was collected by means of an interview made to one of the students. It portrays the emotions the interviewed has when he is corrected by the teacher.

Extract 8 - students' interview 3

> **In:** *How do you feel when your teacher corrects your mistakes?*
> *Support your answer!*
> **S003:** *Comfortable, she just...she does it in a very natural way and*
> *that makes you realized your mistake and I think is helpful for you to*
> *have such an interaction with the professor.*

It is clearly perceivable in Extract **7** that this student has a positive perception about the way the teacher provides the feedback. The student sees interaction as a helpful tool for the realization of mistakes that the students might not perceive by themselves.

Correspondingly, students perceive feedback in a positive way by the model or the role the teacher reflects for them. In the following interview's extract, the interviewed explains his feelings and his perception about the feedback his teacher provides.

Extract 9 - students' interview 5

> **In:** *How do you feel when your teacher corrects your mistakes?*
> *Support your answer!*
> **S005:** *mmm...when the teacher corrects me it....Well, I think that it*
> *helps me a lot because I don't learn if I don't hear it from an expert*
> *or from someone that emmm actually know a lot about the topic that*
> *like give a confidence in me and it is pretty helpful.*

Additionally, in the **Extract 9** it can be observed that students see the teacher as an authority in knowledge, so they take the feedback as a learning tool for their confidence and their learning process.

Moreover, students prefer private feedback without rejecting the different ways of feedback provision. In the incoming extract of the interview 3 the student expresses his opinion about the utility of the feedback provided.

Extract 10 - students' interview 3

> **In**: *Do you think that the way in which feedback is provided is useful? Why?*
> **S003:** *amm Yes. I said it before because she does it in both ways, like in public but also in private and she like likes to keep the, the identity of the person to, to keep it unknown. Uh, I think you have seen the activities that she made like the other day by everybody had to close their eyes and you have to leave your hand and she's going to touch you if you have ah problems and you had to later on searcher. So I think there are good ways. And yes, they're good.*

In the preview extract, it is remarked the amity students feel when they are corrected in private. Students may feel like their identity or they weaknesses are protected and safe. They feel confident in the different types of feedback, but they have a preference for being corrected in private. Likewise, students understand the importance of the interaction in their learning process "In teaching process, the teacher may set a topic and material, give directions, give and take the responses, determine who contributes in teaching and learning activities, provide feedback to the students, and so forth in order to make the students get the output effectively" (Rohmah, 2017). That is why students understand the importance of the interaction because it helps them to improve and to realize their own mistakes. "The quality of teaching and learning process in the classroom is mainly determined by teacher and students in how they interact with each other actively" (Rohmah, 2017).

7.3.2 Negative perception.

Conversely, some students might get to feel in a negative way by the techniques the teachers can use for providing feedback. In the posterior extract of the interview 2, the student expresses his preference in private feedback provision.

Extract 11 - students' interview 2

> **In:** *In which way would you like to be corrected? In private, in public, or by rubrics? Why?*
> **S002**: *I think is better she corrects in private because I, in that case, I don't feel bad or something like that or embarrassed.*

Taking into account the previews extract some students ought to feel embarrassed by the feedback provision in public. That is why some students prefer to be corrected or to receive feedback in private to avoid embarrassment "It is widely recognized that feedback is an important part of the learning cycle, but both students and teachers frequently express disappointment and frustration in relation to the conduct of the feedback process." (Spiller, D. 2014). According to some authors negative feedback (mistakes) should be provided in private "positive feedback can be offered in public or in private. However, negative feedback can only be given in private" (Clearrock, 2015). Nevertheless, is it more useful to apply an immediate feedback provision "The reason posited for this greater effectiveness of direct feedback is that it provides unambiguous, immediate information about the correct version, thereby enabling learners to notice the gap more efficiently between their current performance and the target feature" sustains (Westmacott, 2017). That is to say, even when students might feel some embarrassment at the time they are corrected in public, it is essential for their learning process.

7.4 Teacher's perception about corrective feedback.

While the teachers provide feedback they can grow different kind of perceptions. These perceptions might oscillate by their feelings when providing, the improvement in students' performance or the manner they provide feedback.

> **In:** *The third question is "How do you feel when providing feedback comments to students?"*
> **001:** *How do I feel? Ummm, I don't know. I've never thought about that. I guess I feel like I'm doing my job, right. I feel like I am bettering them, I am making then aware of their mistakes. Ummm, what do you by how do I feel? Do I feel bad?*
> **In:** *Yes*
> **001:** *No, not at all. I, I mean that's what I am here for, right? To help them, to correct them, to better them. So like in terms of like feeling sorry or feeling bad no because I know how to do it. I try not to make anyone feel bad. So if I can correct them in the way that I trained to do then I feel fine with correcting them.*

Paying attention to the preceding extract, the teacher experiments positive feelings and confidence about the job she does providing feedback. The knowledge she has about feedback strategies gives her the capacity to provide feedback without hurting any susceptibility of her students. She does not feel in a negative way because she provides feedback to help them improve and be better.

> **In:** *Okay teacher, fourth one "Do you see an improvement in students' performance after receiving feedback comments?*
> **T001:** *It depends on the student, right. If the students is very auto, like very auto critical. I've just made up a word, I don't know. Ehmm, like if the student like internalizes what I say then yes, there would be an improvement, but we see everything: the student who doesn't care or you know it goes through one ear and then out of the other. Usually, I see improvements in the students that are more dedicated to better themselves. They don't care they are not going to better themselves, right.*

The previous extract was taken from an interview made to a teacher where she exposes her opinion regarding feedback comments on students. As it can be perceived, the teacher states that students' progress after receiving feedback comments depends mainly on students' determination in learning and improving the language. Taking into account that there are some students who accept the recommendations by the teacher because they want to advance and

improve their English level. However, there are some others who just do not care about that and that is also seen in their performance.

Extract 12 - teacher's interview

This extract was collected from the interview that was made to the teacher. One of the question was "Do you consider feedback comments need to be provided in the very moment mistakes are made or in private? Why? She answered that:

(1)   **T001:** *I think maybe it depends on the student and it depends on the semester. If I know if the student is very shy and he doesn't like to talk, you know, and the student is talking I'm going to let him talk without any hesitation. I don't care if he is making any mistake. Like as long as he is talking that's what I want. Maybe if I know that the student is very shy and doesn't like to participate then maybe I will write him because I usually, always, every time they are doing a presentation or something I have a rubric.*
If it's a student that I know it's more prone to receiving feedback then I will do what I told you. I'll stop and I'll say "she play?" and then he will say "oh no, she plays". So it has a lot to do with knowing your students and maybe the level in which they are.

From the teacher's point of view, the way in which feedback should be provided depends specifically on the student and on the semester. She assures that there are moments in which she needs their students to talk and it does not matter the mistakes they are making; she will let them talk anyway. On the other hand, knowing students is a key point in order to determine which way is more appropriate to correct them. For example, if the student is very shy, she prefers to write down comments for him, but if the student is more prone to receive feedback she will make the comment in the very moment the mistake is made **(line 1)**

Analyzing the above it can be inferred that Feedback is one of the most powerful influences on learning and achievement. However, its success depends on the student's attitude and a good accompaniment on the part of the educator. Since for feedback comments to have

positive effects on the students' learning process, they must internalize all the corrections the teacher makes through rubrics or comments in the very moment. In the same way, it is important that teachers have a friendly and kind attitude when providing feedback in order not to cause anxiety and frustration to students. Taking into account that feedback is a fundamental part of improving and maintaining teaching and learning process "it is a description of facts, perceptions, and feelings, it is a way to help, it is a natural process in different contexts of life, it is precise and concrete, and it is a process of continuous dialogue" (Ávila, 2009). Feedback brings information which has to be analyzed to see how it is systematized, but most important, interpreted and communicated to students by the teacher. Feedback is a way of providing information about the process of students and performance and how to improve the same one.

7. Conclusions

This study was attempted to answer some questions regarding feedback comments in IV semester students of the audio-oral course: What mistakes do IV semester students have during oral interaction? Which methods do teachers use to provide feedback? Which opinions do students have about feedback? Which perception do teachers have about feedback? This research approached the questions by means of surveys, interviews and class observation.

Based on the research findings and the discussion above, the answers of the above questions can be concluded as follows.

After analyzing the data collection, it was concluded that the most common mistakes students made when speaking are mainly grammar mistakes, oral mistakes and the way in which L1 influences L2. All those mistakes are made because of some factors such as: the fear to speak in public, the lack of knowledge of their target language and the predominance the native language has on the students' performance when learning a second language; aspects that can be significantly improved with the student's determination and dedication, and a good formative guidance such as teachers.

Regarding the methods implemented to make corrective feedback, it was deduced the teacher used a large amount of strategies. Among the most common: the use of rubrics, explicit feedback, clarification request feedback and the teachers' original corrective feedback strategy. Whenever students were making any oral intervention, the teacher was very attentive to the way in which they talked so she could provide feedback in the most convenient way.

Furthermore, students create both types of perception, positive and negative when they receive a feedback provision. In fact, in the present study it can be perceived that most of the

students feel comfortable and secure with the different types of feedback teachers apply. That is because students understand the importance of the interaction with the teacher and the realization of mistakes with the feedback provided. However, some of them feel more comfortable and prefer to be corrected in private because they might feel embarrassed by being corrected in public.

Concerning the teacher's perception, she is positive about the feedback given to students. That is because the teacher has confidence about the knowledge and the way she provides feedback. Also, she assures that even when student's feelings might be affected, it may help them to improve and get better. However, she selects the most appropriate method to provide feedback depending of the personality of the students, to avoid hurting their feelings. On the other hand, even when she applies feedback in a proper way, it depends of the student's determination to improve.

8. Limitations

This study had to face few limitations for its development. To begin with, the program director's signature of the Informed consent was the nearest limitation this study had. This signature affected the development of the study because it did not allow the starting of the data collection on time. Another limitation and the most problematic was the National Strike. This strike did not permit to observe the classes scheduled for the research. Also, it did not allow receiving the tutoring needed on time. The last limitation was the shortcut of the semester that did not permit a broad analysis.

9. Projections and Recommendations

This study could evidence the use of helpful strategies regarding the oral production. The researchers will take them and apply them in their professional life as teachers. This gives the bases on how to better approach students at the moment of making mistakes. On the other hand, this study is just the start of the research on oral corrective feedback strategies. It will be researchers' duty to continue studying on it.

The conclusions of the study enable to provide some recommendations to the way feedback might be considered. First, the study suggests teachers to apply the different types of feedback analyzed in this research. Second, it might be good that students take feedback as a base for their learning process.

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APPENDIXES

Appendix 1 – Informed Consent

CONSENTIMIENTO INFORMADO [1] PARA PARTICIPAR EN LA INVESTIGACIÓN

TÍTULO DEL PROYECTO: Producción oral en el aprendizaje de una lengua extranjera: Un análisis de la retroalimentación usada por los profesores para corregir los errores de los estudiantes de cuarto semestre

Su institución educativa ha sido seleccionada para participar en este proyecto de investigación a realizar por los estudiantes Natalia Antía Hortua, Luisa Fernanda Garcia Garcia y Natalia Arcila Arévalo; y dirigida por la profesora Paola Alzate Ortiz, docente del Programa Licenciatura en Lenguas Modernas de la Universidad del Quindío.

Por favor lea la siguiente información y formule las preguntas que considere necesarias, antes de decidir si participa o no en el estudio. Su participación es **absolutamente voluntaria**.

PROPÓSITO DEL ESTUDIO: Explorar las estrategias de retroalimentación implementadas por los profesores del componte audio-oral a la hora de corregir a sus estudiantes de cuarto semestre. Está población, es una cuyo nivel de inglés está siendo monitoreado y pulido ya que sigue un proceso de preparación para el examen Michigan. De este modo, se puede analizar como los profesores de este componente hacen comentarios de retroalimentación y qué aceptación reciben por parte de sus alumnos.

TIEMPO DE DURACIÓN: Un (1) semestre

PROCEDIMIENTO: Durante el tiempo que dure el estudio se llevarán a cabo las siguientes actividades:

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[1]*Adaptado del original creado por Silvia Valencia Giraldo, Ph.D. (Directora de la Maestría y Doctorado en Ciencias de la Educación de la Universidad del Quindío*

Observación de clase: Se realizarán observaciones durante sesiones presenciales donde se grabará a los estudiantes y docente interactuar, la cual se acompañará con la toma de notas de campo. Los observadores no participarán activamente en la dinámica de la clase.

Encuestas: La encuesta estará dirigida a un grupo focal de cinco (5) estudiantes; esta tendrá algunas preguntas que estarán en relación con la retroalimentación que los estudiantes reciben por parte de los docentes del componente audio-oral. Esta encuesta se realizará antes de que la observación tome lugar.

Entrevistas: Las entrevistas serán estructuradas y semi-estructuradas. Se escogerá un grupo focal de cinco (5) estudiantes y (3) profesores.

Todas estas actividades tendrán lugar en la institución. Las grabaciones en audio y en video se realizarán de manera que perturben lo menos posible las actividades de clase. Los estudiantes investigadores localizarán los equipos de grabación en un lugar estratégico que permita calidad del sonido, o en el que usted sugiera. Conjuntamente con usted estableceremos un cronograma de trabajo según su convenienciay la de los estudiantes, de tal manera que no se interfiera con las actividades académicas, culturales o recreativas de su institución.

CONFIDENCIALIDAD: Se utilizarán nombres ficticios de la institución (a menos que no sea inconveniente mencionar el nombre de la universidad), profesores y estudiantes para mantener su identidad en el anonimato. Habrá estricta confidencialidad con la información que se recolecte.

DIVULGACIÓN DE RESULTADOS: Contaremos con su autorización y la de la institución para la utilización de videos o grabaciones de audio.

INCOMODIDADES Y RIESGOS: Es natural que sienta incomodidad con la presencia de los estudiantes investigadores en su clase. Esto sin embargo, será pasajero pues estableceremos una relación

de cordialidad y colaboración que hará que Usted se familiarice con esta situación. No pretendemos evaluar de ninguna manera su trabajo y desempeño, sino más bien ofrecerle herramientas que posibiliten el crecimiento profesional y personal. Las observaciones o los resultados del proyecto no tendrán incidencia alguna en las evaluaciones que realicen sus superiores, por cuanto existirá absoluta reserva de nuestra parte en este sentido.

Siéntase libre de pedir cualquier explicación o de manifestar cualquier inconveniente que surja en el proceso

PARTICIPACIÓN: Usted tiene todo el derecho de participar o no hacerlo. Si decide hacerlo, puede retirarse en el momento que usted lo considere, sin ninguna consecuencia. De la misma forma, puede negarse a contestar preguntas que no quiera responder.

BENEFICIOS: Los beneficios se verán reflejados en la comunidad académica (docentes y estudiantes) ya que los resultados de este análisis pueden servir como insumo para propuestas de metodología de la enseñanza del inglés, específicamente la habilidad oral.

Usted podrá verificar cualquier información en con la docente asesora del proyecto:

Paola Alzate Ortiz

palzate@uniquindio.edu.co

Programa Licenciatura en Lenguas Modernas

Facultad de Educación

Universidad del Quindío.

Dirección: Avenida Bolivar Calle 12 Norte

Agradecemos su autorización para contar con usted como participante en este proyecto.

Fecha de la socialización del presente Consentimiento Informado:

Nombre: _____

Cargo: _____

Firma: _____

Appendix 2 – Feedback Survey

Questions	Always	Sometimes	Rarely	Never
1. When is feedback important for students' learning process?				
2. How often do students give importance to feedback?				
3. How often do teachers give importance to feedback?				
4. How often is feedback provided by teacher helpful?				
5. How often do teachers provide feedback to students?				
6. When does the teacher use certain tools for providing feedback to students?				
7. How often does feedback help students to be aware of their mistakes?				
8. How often do teachers provide feedback to students in public?				
9. How often do teachers provide feedback to students in private?				

Appendix 3 – Students Interview:

1. Which are the most common mistakes you make when speaking?

2. When you make a mistake while speaking in English, in which way does the teacher correct you?

3. Do you feel comfortable when your teacher corrects your mistakes? Why?

4. Do you think that the way in which feedback is provided is useful? Why?

5. In which way would you like to be corrected?

Appendix 4- Teacher interview:

1. Regarding speaking, which are the most common mistakes students make?

2. Do you correct students when they make these types of mistakes? How?

3. How do you feel when providing feedback comments to students?

4. Do you see an improvement in students' performance after receiving feedback comments?

5. Do you consider feedback comments need to be provided in the very moment mistakes are made or in private? Why?

Appendix 5 – Conventions

T: teacher

S: Student

AS: Another student

In: Interviewer

T001: Teacher's interview

S002: Second student interviewed

S003: Third student interviewed

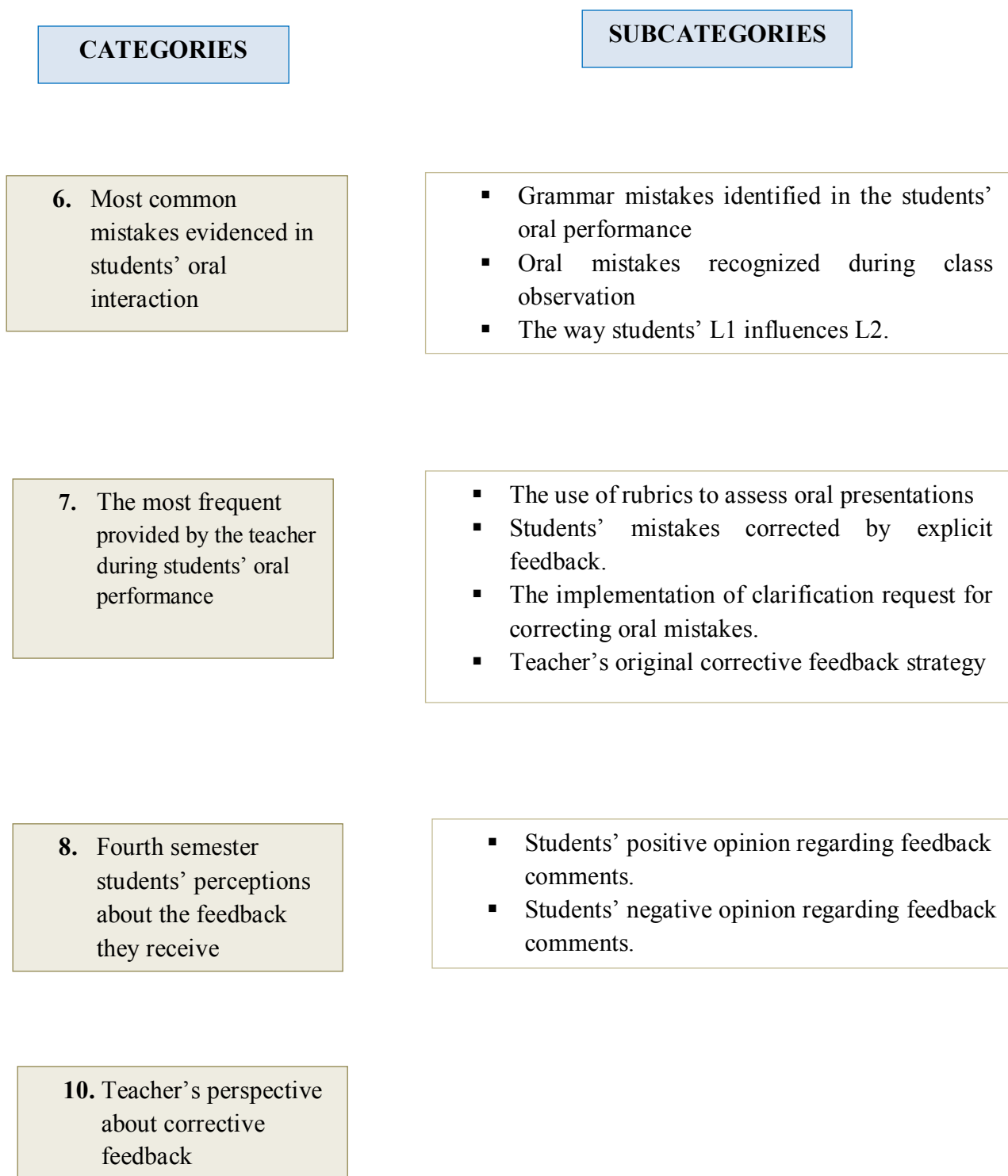**S004:** Fourth student interviewed

S005: Fifth student interviewed

Abc: Grammar mistake

~~**Abc**~~ : Pronunciation mistake

Appendix 6 - **Fig. 1-** Categories and Subcategories Scheme

Appendix 7 – Fig. 2- Identification of subcategories scheme

CATEGORIES

SUBCATEGORIES

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6. Most common mistakes evidenced in students' oral interaction

- Grammar mistakes identified in the students' oral performance
- Oral mistakes recognized during class observation
- The way students' L1 influences L2.

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7. The most frequent provided by the teacher during students' oral performance

- The use of rubrics to assess oral presentations
- Students' mistakes corrected by explicit feedback.
- The implementation of clarification request for correcting oral mistakes.
- Teacher's original corrective feedback strategy

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8. Fourth semester students' perceptions about the feedback they receive

- Students' positive opinion regarding feedback comments.
- Students' negative opinion regarding feedback comments.

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10. Teacher's perspective about corrective feedback

Appendix 8 – Fig. 3- Students' survey results