

**USING CORRECTIVE FEEDBACK FOR ERROR CORRECTION IN ORAL
COMMUNICATION SKILLS.**

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ABSTRACT

Corrective feedback (CF) constitutes an opportunity for teachers to work on students' errors and mistakes during oral communication activities since it provides the correct strategies. Despite the complete curriculum of the secondary public-school Antonio Nariño regarding oral feedback in English lessons, teachers found it difficult to work on student's errors during oral communication activities because it's arduous to find appropriate modes to correct student's oral errors in class. Hence, students tended to feel frustrated in their speaking lessons which led them to an ineffective response, and misunderstanding the correction. This study sought to explore the use of corrective feedback strategies for correcting 9th graders' errors in oral communication in EFL classes. Data was collected through a direct observation, a teacher diary, a stimulated recall and a semi-structured interview. The results revealed that the teacher used repetition to boost self-correction and peer-correction rather than recast and clarification requests which were also used during three online meetings; This study suggests that the effectiveness of CF will depend on the teachers' knowledge and consciousness about the different techniques that can be implemented when providing feedback and the learners' uptakes to each one of them.

Keywords: *Corrective feedback, oral communication, and learner uptake.*

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1. Introduction

Error correction aims to enhance learning by detecting student's errors when doing activities. Some strategies are used to improve, reinforce and correct these students' errors such as Corrective feedback, which constitutes an opportunity for teachers to work on students' errors and mistakes during oral communication activities. One of the main benefits of Corrective feedback is to provide students with strategic ways of correction to create a friendly environment inside the classroom. There are different corrective feedback modes such as, paralinguistic, elicitation, among different classifications. Specifically, there are six types of corrective feedback presented by Ellis (2009); recast, repetition, clarification request, explicit correction, elicitation and paralinguistic signal. However, it may be difficult for educators to use the appropriate mode to correct student's oral errors in class. As Ferm (2009) said, "The way teachers give their students corrective feedback is very important because feedback, whether it is positive or negative, is meant to encourage the students and also to help them develop their proficiency in the foreign language" (p. 02). In this sense, educators need to find the most effective way to correct their own students by exploring their learners' uptakes when feedback is provided.

After observing ten lessons during our observational practices, we noticed that many learners find it difficult to correct their errors while they are exercising on their speaking skills in the classroom. It seems that the type of corrective feedback that the teacher provided was not clear enough to the students, which made learners get confused because the correction indicated was not understood as a result, there was no effective response to the corrections. In fact, we observed that many teachers do not find an adequate mode that

allows the student to know and understand what their weaknesses or mistakes are when speaking without making them feel self-conscious or withdrawn at the moment of participating.

The research problem mentioned above leads to exploring the use of corrective feedback strategies for correcting students' errors during oral communication activities and investigating the ways in which the teacher provides feedback. This study intends to answer the following questions, "What strategies of corrective feedback does the teacher use to correct students' errors?" and "To what extent does the use of corrective feedback strategies help the teacher to correct 8th graders errors during oral communication activities?"

The importance of being corrected has been set up over years since it allows the teacher to know which strategy is adequate when correcting, meanwhile, it allows the student to learn from the mistake. We are convinced that the identification of these corrective feedback strategies, through this case study research work, will benefit not only teachers, but learners since in this way students can be aware of their errors and perform better when the teacher requires them. And teachers may be more careful when applying those strategies to get better results with students' oral communication activities.

In chapter 2, the theoretical framework explores key concepts such as Error correction, Corrective feedback, Types of corrective feedback strategies, Learner Uptake and Oral communication skills. As well as the pertinent literature and authors concerning the topic of this inquiry. The next chapter describes the methodology, which includes the type of research, the research questions and the data collection procedures useful to gather all the

information. Finally, the next chapters refer to the findings of the study, the types of corrective feedback used by the teacher, the responses of the students as a result of the strategies implemented and the final conclusion.

2. Theoretical framework.

This section brings to light the main concepts that scaffold this research, these correspond to Error correction, Corrective feedback, and Oral communication skills, which are essential teaching strategies to provide learners the correct use of the target language. These concepts unfold multiple definitions with different implications, which are going to be explored in this chapter.

2.1 Conceptual framework.

2.1.1 Error correction.

Error correction is a method capable of detecting student's errors during oral work, where teachers can detect a change in the original code-word that interferes with communication. According to Jiménez Arias (2004, p.178): "Teachers, in my opinion, should always treat any type of error which results in miscommunication or that disrupts". With this in mind, educators will treat errors as long as they create a burden in the message transmission, in order to facilitate the understanding of the lesson which is the main goal of oral communication. As Gattegno (1982) stated: "My students are allowed to try their hand and to make mistakes in order to develop their own criteria of rightness, correctness, and adequacy ... Correction is seldom part of the teacher's work." In this sense, students can speak their minds to express their ideas without any restriction of making mistakes but the tutor's correction is necessary to diminish as many errors as possible.

Moreover, Jiménez Arias, (2004) contends that one of the most important choices that teachers have to make when correcting errors is how to treat them. There are different techniques that will help students improve their oral communication skills without creating a negative effect on them such as role-plays, mind mapping, and error correction but one of the strategies broadly used is corrective feedback.

2.1.2. Corrective feedback.

Corrective feedback is a strategy used to improve, reinforce and correct students' errors where the teacher reformulates the utterances that might have some mistakes during oral lessons. According to Doughty and Varela (2009) “teachers responded to learner errors by first repeating the learner utterance highlighting the error by means of emphatic stress and, then, if the learner failed to correct, reformulating the utterance”. In this sense, there are some students making mistakes in the classroom during interactive activities that must be corrected without offending or hurting their feelings otherwise, they will be discouraged and show a lack of motivation to learn. With this in mind, teachers should explore the strategies that are helpful for the students' participation in a low-anxiety atmosphere. As Lightbown et al. (2016) stated: “There are two ways to conduct corrective feedback : (1) explicit corrective feedback utterance by giving metalinguistic explanation, and (2) implicit corrective feedback that is language teacher interrupts student's utterance by giving some language input with no metalinguistic explanation.”

2.1.3 Types of corrective feedback strategies.

In order to use corrective feedback, the teacher should know which one is the most effective for the type activity they are using and for encouraging students to speak in class; for example, in some cases is necessary to incorporate the content words of the

immediately preceding incorrect utterance and change or repeat the learner utterance highlighting the error. There are six types of corrective feedback presented by Ellis (2009): recast, repetition, clarification request, explicit correction, elicitation and paralinguistic signal. All of these were defined by Ellis (2009) in the following way:

“**Recast**, in which the corrector incorporates the content words of the immediately preceding incorrect utterance, changes and corrects the utterance in some way; **Repetition** that occurs when the corrector repeats the learner utterance highlighting the error by means of emphatic stress. Moreover, **Clarification request** indicates that the receptor has not understood what the learner said; **Explicit correction** which identifies the error and provides the correction. Then, **Elicitation** happens when the corrector repeats part of the learner utterance but not the erroneous part and uses rising intonation to signal the learner should complete it. Finally, a **Paralinguistic signal** in which the corrector uses a gesture or facial expression to indicate that the learner has made an error.”

Additionally, “Elicitation refers to at least three techniques that teachers use to directly elicit the correct form from the student” (Lyster & Ranta, 1997, p. 48). First, teachers strategically pause to provide the student time to answer. Second, teachers ask direct questions. Third, teachers encourage the student to reformulate what was said (Lyster & Ranta, 1997). This means that teachers have to identify these techniques in order to correct students' errors. Moreover, Repetition refers to “the teacher’s repetition, in isolation, of the student’s erroneous utterance. In most cases, teachers adjust their intonation so as to highlight the error” (Lyster & Ranta, 1997, p. 48), in this case the learner will notice the error through the intonation. Last but not least, paralinguistic signals: Crystal (1975) states that “Paralanguage is in fact, generally seen as a kind of bridge between non- linguistic

forms of communicative behavior and the traditional central areas of verbal linguistic study” (p.164). This kind of corrective feedback involves gestures, facial expressions and gaze behavior and it encourages the students to learn.

As mentioned above, there are many corrective feedback modes to enhance students’ language acquisition, in this case it is necessary to explore the most effective ones when oral communication skills are the focus of the lessons.

2.1.4 Learners Uptake

According to , Lyster & Ranta (1997) a learner uptake is defined as: “A student’s utterance that immediately follows the teacher’s feedback and that constitutes a reaction in some way to the teacher’s intention to draw attention to some aspect of the student’s initial utterance”. In this regard, learners’ uptake refers to the students’ responses to the feedback provided by the teacher; whether the uptake is successful or not depends on the students’ reaction to the strategy implemented. As Fu & Nassaji (2016): “Successful uptake refers to a student’s successful correction of the error after teacher feedback. Unsuccessful uptake referred to a student’s partial or off-target correction of an error after receiving teacher feedback”. In this sense, if the student does not repair his error, there will not be an effective uptake, and the educator might need to use another technique to promote the correction. Lyster & Ranta (1997) considered the possible learners’ uptake at the moment of using corrective feedback to have the error treatment sequence, as it is shown in the

following figure:

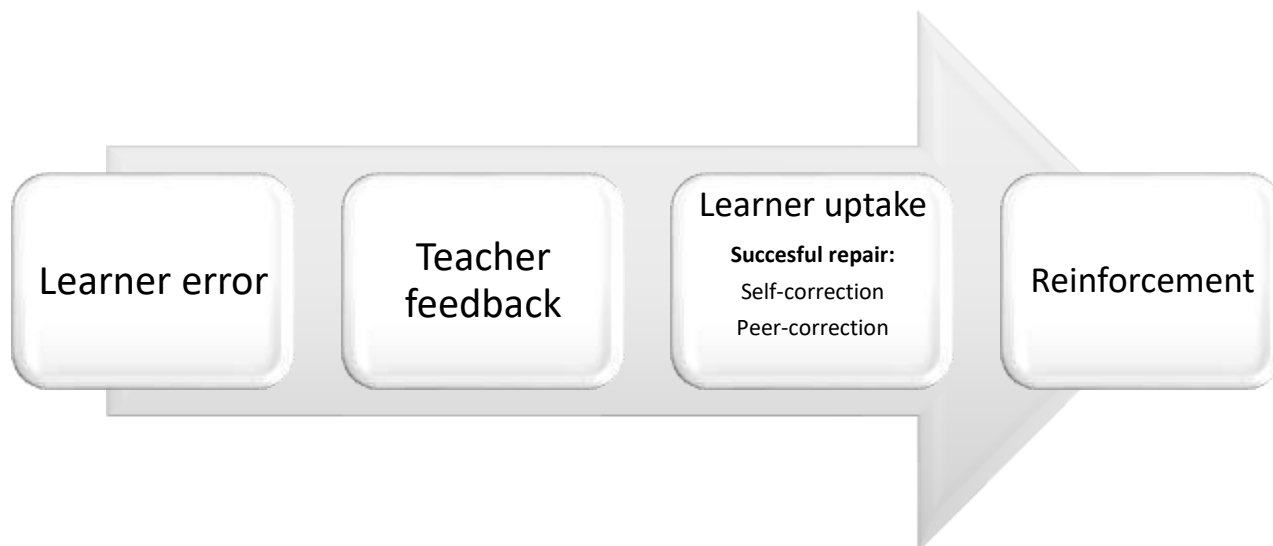


Figure 1 Error treatment sequence. Author: Lyster & Ranta, 1997.

As it was illustrated before, when the learner makes an error in an utterance it will be essential to use a feedback strategy to obtain a response from the pupils. If the technique used is effective then the error will be corrected through different kinds of repairs. One of the repairs shown in the error treatment sequence is **self-correction**, which **occurs** when learners correct their own mistakes by the guidance of the teacher through examples of the correct forms that can facilitate the comparison of their own knowledge and the ones implemented by the tutor. According to Zublin (2009): “The idea of self-correction is closely tied with learner autonomy. ... Self-correction is the technique which engages students to correct their own errors”. Thus, pupils are able to be more autonomous when they are encouraged to correct their own errors since they are aware of them, which boosts their metacognition, and leads them to an active role inside the classroom. As Zublin (2011) stated: “Self-correction is a visible behavior from which teachers can grasp their students’

engagement and commitment in the use of learning strategies that help them get over the awkwardness they encounter throughout their learning process”.

In addition, **peer-correction** occurs when learners correct each other's errors which requires a friendly environment inside the classroom since they have to provide feedback to their classmates without offending or hurting their feelings. According to Zublin (2011): “peer correction is valued mainly for its cognitive, social and affective value, some students may be unwilling to correct their mates' errors as it might affect their relationship because the corrected student might feel that he/she is being inferior to his/her peers”. In this regard, the teacher needs to create a supportive and cooperative atmosphere to guarantee gentle corrections during the oral interaction. In this sense, Zublin. (2011): “to correct themselves successfully, learners should have the necessary linguistic knowledge that would enable them to be conscious of their learning difficulties and how to overcome them”. Bearing this in mind, it is essential to reinforce students' previous knowledge about the target language function to boost peer-correction during the lesson in order to assure effective feedback in the learners' corrections.

2.1.5 Oral communication skills.

Oral communication skills refer to the way that individuals use the language to express their ideas, thoughts, and feelings with the purpose of giving a meaningful message. According to Byrne (1986, p.06), “Oral communication is a two-way process between the speaker and the listener and involves the productive skills of speaking and the receptive skills of understanding”. This is considered as an exchange of information which includes gestures that enables the learner to express their ideas without hesitation, giving a concise message with a specific purpose. After all, oral communication requires an

integrated-skills process, referring to listening and speaking as important communication tools. It can be seen as a process beyond the words, taking meaning as the central part of communication. For this reason, Rahman, (2010) considers it symbolic because “it involves not only words but also symbols and gestures that accompany the spoken words because symbolic action is not limited to verbal communication” (p.3).

There is one strategy that facilitates the understanding of the content such as classroom talks, which also helps students to learn, reflect and communicate their thoughts but it is essential to have oral fluency for an effective performance of the speaking tasks; with this in mind, language learner can enhance their communication skills through the use of group work to create a low-anxiety environment entailed by teacher-student interaction. As Mir (2006) claimed: “the concept of written journals to recorded oral journals. These journals were meant to help learners gain self-confidence rather than grammatical accuracy”. As a result, students engaged in more enjoyable oral communication activities that allowed them to feel more comfortable and confident when speaking

2.2 Literature review.

Many studies have been conducted regarding the effectiveness of Corrective feedback as an opportunity for teachers to work on students’ errors and mistakes during oral communication activities. These studies have shown that Corrective feedback strategies contribute to the improvement of communication skills. The study carried out by Solikhah & Surakarta (2016) aimed to observe the development of corrective feedback in EFL learners through the use of Corrective feedback strategies at University of Bantara (UNIVET) Sukoharjo. The data collected revealed that teacher’s corrective feedback is one

factor that influences the students' progress in learning English. The evidence showed that the teacher applied recasts, explicit correction, and clarification requests to explore the pupil's responses. Recast seems to be the learners' preference at the moment of getting feedback by the teacher because it is the clearest at the moment of identifying the errors.

Likewise, Lyster et al. (2013) aimed to identify the effects of different types of Corrective feedback in second language classrooms at University of McGill, Waseda and Andres Bello. The research applied stimulated recalls, learning journals, questionnaires, and focused questions to L2 learners. The data collected showed that Explicit Corrective Feedback such as metalinguistic information, explicit correction, clearly eliciting self-repair, was more accurately perceived at the moment of correcting student's errors during activities in the classroom. Meanwhile, Implicit corrective feedback such as recasts, clarification request and implicit was highlighted as negative evidence in the results.

Another similar study carried out by Erlam et al. (2013) at University of Auckland, (DALSL) New Zealand, aimed to examine and compare two different ways of conducting Corrective feedback on students' errors in oral conferences following two pieces of writing and how it affects learning. The research applied quantitative methods by giving narrative texts to reconstruct two groups, the graduated group and the explicit group composed by pre-intermediate students. The results showed that while the graduated feedback was effective in promoting self-correction. There was no evidence of a systematic reduction in the amount of assistance provided over time. For instance, explicit feedback was accomplished much more quickly, which means that explicit CF is likely to be more effective than implicit CF.

Moreover, a study conducted by Calsiyao (2015) aimed to determine the students' perceptions of corrective feedback during oral errors at the Kalinga-Apayao State College (KASC). A questionnaire was the main instrumentation to provide data from 365 pupils. The results stated that many learners want to be corrected but not in each minor error they make. However, they favor both explicit and explanation techniques to enhance grammatical or pronunciation errors when doing oral work; and correction by giving hints of the mistakes made during oral interaction in order to self-correct. Then, there is not a popular corrective feedback strategy among students but some of them are effective for certain students; this means, teachers have to explore and decide which one is appropriate to their EFL class.

A similar study by Muhsin (2016) was carried out at the Department of English Muhammadiyah from University of Makassar, aimed at finding out the students' responses and perceptions toward the corrective feedback given in teaching speaking activity. The research applied quantitative methods by sending questionnaires to 70 students. The students' answers indicated that the most popular corrective feedback in teaching speaking was the explicit correction, elicitation, and repetition because they were effective at detecting the students' mispronunciation, low accuracy and fluency. The others, such as implicit correction, recast, clarification request, and metalinguistic feedback were not the favorite ones to correct student's errors. Therefore, the evidence showed that not all of corrective feedback is effectively used in speaking activities.

These studies highlighted some insights on using corrective feedback and which strategies can be valuable for enhancing learners' proficiency during oral communication. However, all of them were unable to state the best strategy when giving

corrective feedback due to the students' mindset towards the techniques of preferences during oral errors. With this in mind, this research will explore how these strategies can be effective in learners' oral skills.

3. Methodology

This section describes the methodology used to carry out the proposal of the study, the elicitation techniques required to answer the research questions, the context, and the participants, giving a full picture of the study. These techniques gave us the guidelines to make our research more manageable, and effective at the moment of answering the research questions and analyzing the data in the most suitable way.

3.1 Type of study.

This qualitative research was selected to explore the use of corrective feedback to correct 9th graders' errors during oral communication activities. According to Patton, (2001): "Qualitative research uses a naturalistic approach that seeks to understand phenomena in context-specific settings, such as "real-world" setting (where) the researcher does not attempt to manipulate the phenomenon of interest". (p.39). With this in mind, this approach helped us to examine the strategies the teacher commonly used in class to correct students' errors in oral activities. In addition, Cohen & et. al. (2001) stated that: "The goal is to understand the phenomenon from the viewpoint of the participants; with its particular institutional and social context intact; this data and context is lost if attempts to quantify the data are made" (p.01).

In this regard, we explored the learner's accuracy, vocabulary and grammar structures when doing oral works but provided descriptive information about the teachers' techniques

to correct the learners' errors during oral communication activities and the best corrective feedback strategy to do it.

The research followed a case study design. As George and Bennett (2005) aimed:

Case study is an instance of a class of events (where) the term class of events refers to a phenomenon of scientific interest that the investigator chooses to study with the aim of developing theory regarding causes of similarities or differences among instances of that class of events (p.17).

In this regard, our study followed this approach to explore the use of corrective feedback strategies for correcting 9th graders' errors, in this case during oral communication activities. As Miles and Huberman (1994) stated: "Case study is a phenomenon of some sort occurring in a bounded context". (p.25). In this sense, this study helped to illustrate the main strategies that the teacher uses to provide corrective feedback, it is intended to show the most effective technique on providing feedback but it also focuses on the frequency of their use to help the teacher to recognize the CF strategies, which are understood by the learner to improve oral communication skills.

Case study research mainly uses documents previously elaborated about a topic to analyze and understand the phenomena in-depth, after this step there are multiple choices to conclude the research, the ones previously described in figure.1. In this sense, the most suitable design to achieve the purpose of our study and address the problem described in the questions is exploratory case study design which aims to answer the questions of "what" or "who" to highlight the understanding of the case with its worthiest suggestions.

3.2. Context and participants.

This Case study took place at a public high school. It is a mixed school located in Monteria, in the Sucre neighborhood. It is integrated by children and teenagers with a low and medium socioeconomic status. It is an industrial area where most of the parents are mechanics, tradesmen, salesmen or independent workers.

The sample of participants that this research investigated were one (1) teacher interacting with forty (40) students from 9th graders. The age range was from 14 to 16 years old. The learners had 7 hours of English classes per week; they usually worked individually or in groups using some technological devices and resources such as their cell phones or computers. In this regard, the English teacher focused on a high-tech approach to teach English as a foreign language, using project-based learning. As a result, the students had an active role inside the classroom because they became problem solvers using skills that they would need as adults. However, they had a low and medium English level when it came to performing oral activities due to the lack of correct strategies. They also worked on a book called “Hit the rock” most of the time, other times with different modes guided by the teacher to enhance the development of English classes such as interactive videos and presentations.

Unfortunately, the covid-19 pandemic changed the class modality and virtual classes were essential to observe and analyze the participant’s interaction. In this case, three online meetings took place through the online platform called meet which was useful to answer the research questions.

4. Data Collection Procedures.

This research work aims to explore the use of corrective feedback strategies to correct 9th graders' errors during oral communication in EFL classes. The information needed to answer the questions of this study: (a) "What strategies of corrective feedback does the teacher use to correct students' errors?", (b) To what extent does the use of corrective feedback strategies help the teacher to correct 9th graders errors during oral communication activities? "was gathered through different ways, in order to guarantee the process of triangulation in the analysis. The procedures used to collect the information were direct observations, teacher diary, stimulated recall, and semi-structured interview.

4.1 Direct observation

Umansky (1998) defined direct observation as: "The collection of information using your senses by observing activities, behaviors, and physical aspects of a situation without having to depend on peoples' willingness or ability to respond accurately to questions". It is defined as a type of observation in which someone observes the research participants, and most specifically when the teacher corrects the learners' mistakes at the moment of participating in oral activities in order to see which strategy the teacher uses and to what extent it helps him. In this case, this technique was suitable to observe and capture the natural environment in which a teacher was implementing corrective feedback strategies with 9th graders during three lessons in a public school in Monteria with 40 students. The purpose of implementing direct observation was to gather reliable insights by giving objective descriptions taking into account the first and the second question stated above.

4.2 Teacher diary

Goodson and Sikes (2001) stated the importance of a **teacher diary**: "Not only is a document of this kind useful for providing factual information, it can also help with

analysis and interpretation, in that it can jog memory and indicate patterns and trends which might have been lost if confined to the mind. (p. 32). By the same token, a teacher's diary refers to notes created to record or remember the exact patterns, behavior, activities, or features that happen in a context. In this case, this procedure helped us to have insights through a diary written by her about what she perceived and thought in her oral classes when correcting the learners through the use of corrective feedback, in order to have responses for our two questions.

4.3 Stimulated recall

Moreover, we implemented **Stimulated Recall**, that is defined by Mackey, cited in Lyle (2002) “Stimulated Recall is a family of introspective research procedures through which cognitive processes can be investigated by inviting subjects to recall when prompted by a video sequence, their concurrent thinking during that event”. (p.34). In this sense, stimulated recall is a think aloud interview carried out with technological resources such as, video, images and audio recordings. In this case, we used this technique to record 3 sessions of a high school teacher giving feedback during oral activities. After that, we implemented an interview to ask the teacher and reflect about the strategies used to interact with the students when correcting, but the video was not the primary subject of the analysis; it was the talk generated from the interview. Its main purpose was to recall when prompted by a video sequence, which means his/her concurrent thinking during that event.

4.4 Semi-structured interview

As Harrell and Bradley (2009) stated about **semi-structured interview**: “This kind of interview collects detailed information in a style that is somewhat conversational. Semi-structured interviews are often used when the researcher wants to delve deeply into a topic

and to understand thoroughly the answers provided” (p.27). With this in mind, we can say that this elicitation technique is used when a researcher wants personalized data and gives a sample of respondents, it offers a direct interaction with the ones involved with the subject of matter. We used this technique in order to obtain reliable information; its main purpose was to gather the responses of the teacher's perception of their natural environment in a public school in 9th graders lessons, in a more flexible way to describe the decision-making when giving corrective feedback.

In effect, we implemented direct observation, teacher diary, stimulated recall and interview, to collect the data appropriately and obtain the information required to accomplish the purposes of this research. The procedures are shown in the following table:

PROCEDURES	PURPOSE
Direct observation	To observe and capture the natural environment on which participants interact, in this case, while a teacher is implementing corrective feedback strategies with 9 th graders during the lessons.
Teacher diary	To have insights of what the teacher perceives in oral classes when correcting the learners through the use of corrective feedback strategies.
Stimulated recall	To recall when prompted by a video sequence, which means his/her concurrent thinking during that event and also using technological devices to record and photograph.
Semi-structured Interview	To gather the responses of the teacher's perception of their natural environment when giving feedback in a public school in 9th graders lessons.

Table 1 Purpose of the data collection techniques. Source: Authors,2021

5. Data analysis.

According to Flick (2007): “The use of multiple methods, or triangulation, reflects an attempt to secure an in-depth understanding of the phenomenon in question. Objective reality can never be captured; we only know a thing through its representations”. With this in mind, triangulation comes from more than one technique and it can be employed to have responses in a single study from various sources of data. We applied triangulation in order to have a better understanding of the data and to enhance the credibility of the analysis and the results, by using more than one procedure to collect the data due to its effectiveness at the moment of organizing and comparing the information gathered.

First, we analyzed the information of the first procedure that we applied, which was direct observation, to provide an in-depth analysis of the implementation of corrective feedback strategies. The three observations were transcribed and organized in independent tables, each one with the pedagogical strategies identified in some cases, using numerical and textual information of the different cases of corrective feedback. bar charting was a striking point during the analysis. According to Sadiku, M. (2016) “A chart is a graphical representation for data visualization, which is used to compare quantities of different categories”, (p. 12) in this case, the information was charted in order to organize and represent a set of numerical or qualitative data gathered from analysis after counting the number of times a strategy was used or how effective it was.

Second, the data collected from the teacher diary, stimulated recall and semi-structured interviews in which the interaction, perceptions and teacher's answers to some

questions were transcribed, using textual codes. Thus, Najafi, Z. (2016) stated that “Textual codes are the codes which their ambit is more extended than a few special texts and links these texts to each other in an interpretational form” (p. 41). This means that textual codes were used as interpretive frameworks to have a better insight of the different cases of corrective feedback. Finally, the results were analyzed in order to build the final conclusion of our research.

In this sense, to have a good analysis the results obtained from the procedures mentioned above, we used triangulation to have a better understanding of the data, to enhance the credibility of the analysis and the results since the information comes from more than one angle, it can be employed to support the answers of the research questions.

6. Findings

This chapter aims to describe the main strategies identified during the analysis of the data gathered in the previous section. We collected the data through observations, the teacher’s diary and teacher’s interview using triangulation to report the findings of this research. Three online meetings of 1 hour per session with 9th graders from a public secondary school were observed.

6.1.1 Corrective feedback strategies used in oral interaction.

Corrective feedback strategies were used during the three online meetings to encourage learners’ oral participation throughout different activities such as reading, answering questions, conversation in pairs, and role-plays. They are organized in the following table:

Feedback strategy	Teacher correction frequency	
	No	%
Repetition	11	34,37%
Recast	9	28,13%
Clarification Request	5	15,63%
Metalinguistic feedback	4	12,5%
Explicit correction	2	6,25%
Elicitation	1	3,13%
TOTAL	32	100%

Table 2 Types of corrective feedback in Oral Activities. Source: Authors, 2021

As it is shown in table 2, the results evidence the types of corrective feedback used by the teacher during three synchronous sessions, and the information gathered facilitated the answer of the first research question in this study: What strategies of corrective feedback does the teacher use to correct students' oral errors? In this regard, there are six strategies implemented during the three observations to correct the learners when speaking; they are in descending order: repetition (11) eleven times which is the 34,37% of the total strategies used by the teacher, recast (9) nine times, that is the 28,13%, clarification request (5) five times representing the 15,63%, metalinguistic feedback (4) times, which is the 12,5%, explicit correction (2) twice, that is the 6,25%, and finally elicitation (1) once, which represents the 3,13% of the feedback given in the speaking activities. Below, there is a detailed description of the use of each of these strategies and how they benefited students' learning.

6.1.2 Repetition as the most used corrective feedback strategy by the teacher

Repetition was used to repeat the student's utterance to stress the error, giving emphasis on what should be corrected. The extract below can show how repetition was

used by the teacher. Here, the teacher was checking the pronunciation of the learners while they were reading a script of the student book:

Excerpt 1

- S1: (repeats) Pete and Debra... are besfriends (mispronounce the word "bestfriends") they have practiced figure skati toguar (mispronounce the words "skating" and "together") every weekend...
- T: Again, again... ok wait, wait, don't go so fast! (starts reading) **they have practiced figure skating (rising intonation in the word skating) toguar**
- S1: TOGUAR
- T: TO
- S1: TO
- T: GE-THER
- S1: GE-THER
- T: TOGETHER (repeats the word louder)
- S1: ah ok! TOGETHER (repeats the word louder)
-

As indicated in the excerpt, those cases of repetition were used making emphasis on the erroneous words such as "**FEEL**" or "**TOGUAR**" that the students used at the moment of speaking, and they were able to correct them after the teacher repeated the correct form "**TO-GE-THER**".

6.1.3 Recast as a corrective feedback strategy

Recast consists of reformulating the utterance of the students but using the correct word instead of the mistake stated by the learner. The following script can exemplify this strategy:

Excerpt 2

- S1: Hasn't felt well later, so Debra is waiting for him to get better, they haven't not be
- T: They have not...**Sorry, sorry, repeat, they have not...?**
- S1: They have not Be
- T: They have not **BEEN** (emphasizing the pronunciation on the last word).

As it is shown in the extract, the teacher implemented recast by replacing the error the student made for instance “**BE**” during the oral participation. In the extract the teacher stressed the right word but repeated all of the students’ utterances. For example, the teacher said “**BEEN**”.

6.1.4 Clarification request as feedback corrective strategy

Clarification request is used to highlight the learners’ error by indicating that their statement should be reformulated. For instance:

Excerpt 3

- *S1: Hasn’t felt well later, so Debra is waiting for him to get better, they haven’t not be*
- *T: They have not...**Sorry, sorry, repeat**, they have not...?*
- *S1: They have not Be*

This strategy was shown when the tutor asked the learners to repeat their statement so that she could understand what was said by them. The expression “**SORRY?**” “Was used in every case related to this corrective feedback strategy.

6.1.5 Metalinguistic feedback as corrective feedback strategy

Metalinguistic feedback gives technical information about the error to activate the learners’ previous knowledge about the correct form. It is shown in the following extract:

Excerpt 4

- *T: What about the ed?*
- *S2: attended!*
- *T: Attended... **remember that when we have a verb that ends in “d” or “t” the sound id.***
- *S2: ah yes! id, attended*

According to this excerpt the teacher reminded the students to take into account what the technical structure states about the topic. In the first case talking about the correct

abbreviation of past regular verbs “**WHAT ABOUT THE ED?**” and in the last one highlighting the right pronunciation “...**THE SOUND ID**”, which depends on the grammar.

6.1.6 Explicit correction as corrective feedback strategy

Explicit correction provides the correct form of the information in order to let the students know their mistakes and correct them. As it is seen in the following script:

Excerpt 5

- *S1: attend*
- *T: What about the ed?*
- *S2: attended!*
- *T: Attended...*

The extract (5) exemplifies the explicit correction when the teacher identified the error but provided the right answer in a question by saying “**THE ED**” as a clue of the correction.

6.1.7 Elicitation as corrective feedback strategy

Elicitation was used by the teacher in order to repeat the pupils’ utterances but not the erroneous part, but a rising intonation to indicate that the student should complete it with the correction. This strategy was observed in the following extracts:

Excerpt 6

- *S1: Hasn’t felt well later, so Debra is waiting for him to get better, they haven’t not be*
- *T: They have not...Sorry, sorry, repeat, **they have not...**? (Rising intonation)*
- *S1: They have not Be*
- *T: They have not **BEEN** (emphasizing the pronunciation on the last word).*

In this extract the teacher prompts self-correction by raising the intonation in the sentence so that they can notice that it should be filled with the correct word “**THEY HAVE NOT...?**”.

6.1.8 Repetition as the most used corrective feedback strategy

The use of these strategies by the teacher can be also evidenced in her diary when she expressed:

Excerpt 7- April 22nd

*“I used some strategies to correct them when making mistakes, such as **peer correction, self-correction and repetition**. I think they liked to be corrected that way”.*

Here we can see that one of the strategies she used the most was repetition because she thinks learners feel comfortable with it as she said **“I think they liked to be corrected that way”**, she also mentioned in the following script:

Excerpt 8- April 23rd

*“Sometimes I asked them to repeat in order for them to notice their error or mistake, sometimes they noticed it immediately and sometimes it was **after many repetitions**. Sometimes their partners’ help was frequent”.*

In this second excerpt, it can be noticed that she used mostly explicit repetition **“after many repetitions”**, as a corrective feedback strategy in different moments of the meetings to correct not only grammar in oral activities but pronunciation, as it is shown below:

Excerpt 9- April 27th

*“There was a student who made too many mistakes in terms of pronunciation so I had to ask her **to repeat many times**. She didn’t notice the error or knew the correct form, so I decided **to repeat after me** a whole paragraph”.*

The teacher mentioned that repetition was used to encourage students to speak, correcting their errors which boosts their oral participation during the class, by saying **“so I had to ask her to repeat many times”**.

6.2.1 Opportunities that teachers' feedback provided to students' errors

In answering the second question, "To what extent does the use of corrective feedback strategies help the teacher to correct 9th graders errors during oral communication activities?" The information obtained from the direct observation to analyze the successful correction of the learners' errors through the corrective feedback strategies, is directly associated with the numbers of repairs done by the students after the feedback, as they are described in the following table:

Feedback strategy	Teacher correction frequency		Student repairs	
	No	%	No	%
Repetition	11	34,37%	5	33,33%
Recast	9	28,13%	1	6,66%
Clarification Request	5	15,63%	2	13,33%
Metalinguistic feedback	4	12,5%	4	26,66%
Explicit correction	2	6,25%	2	13,33%
Elicitation	1	3,13%	1	6,66%
TOTAL	32	100%	15	99,97%

Table 3 Students' responses. Source: Authors, 2021

As it is noticed, students responded to the teacher's intentions to make them correct their ways to express ideas during oral communication. Learners follow teacher's corrections to show understanding of the correction through the strategies used by the teacher. In this regard, the positive responses of the students to the types of corrective feedback that were implemented during the lessons were the following: repetition (5) five times which is the 33, 33%, explicit correction (2) two times that is 13, 33%, recast (1) one

time which is the 6, 66%, metalinguistic feedback (4) four times that is 26, 66%, clarification request (2) two times which is the 13, 33% and elicitation (1) one time that is 6, 66%.

As clearly seen in table 2, repetition and metalinguistic feedback are the strategies that provoke learners to correct their mistakes more effectively. In addition, they were the most understood by students with a percentage of 33.33% and 26,66% respectively, since learners were aware that they were being corrected and showed a response to the correction they received by answering what was expected.

6.2.2 Positive repairs when using repetition and metalinguistic feedback

Examples of positive repairs when using repetition and metalinguistic feedback as the strategies that better help the teacher to improve oral communication while she provides corrective feedback in the class, are presented in the following extracts from the direct observation:

Excerpt 10

- *S: it is a discipline in which two competitors fight using “adapted” [She said ADAP] sports....*
- *T: Okay excellent, repeat this word, this one [she was pointing adapted]*
- *S: Mmm adap?*
- *T: Adap?*
- *S: or Adaptid?*
- *S: Adaptid I think*
- *T: Adaptid!! Good! Remember that it ends with a consonant and the sound is “tid”*

The positive response of the students to this type of corrective feedback was clearly understood when the teacher repeated the mistake “**ADAP?**”, because the teacher made emphasis on the mistake which provoked the activation of previous knowledge and the correct answer.

The other example is of metalinguistic feedback as the second most used strategy by the learners when correcting their errors is shown in the following script:

Excerpt 11

- *T: What is the right pronunciation of the past participle here? Attend...*
- *S1: attend*
- *T: What about the ed?*
- *S2: attended!*
- *T: Attended... remember that when we have a verb that ends in “d” or “t” the sound is?*
- *S2: ah yes! id, attended*

She repeated the error, then, metalinguistic feedback was used by the teacher to highlight the students' error when saying “**ATTEND**”, made a short review on the correct pronunciation of regular verbs ending with “**d**” and “**t**” to activate the learners' previous knowledge about the correct form.

6.2.3 Self correction, peer correction and repetition as corrective feedback strategies

It can be seen clearly in the following script, the participation of a student during the observations, where she corrected herself at that moment, she noticed that she had mispronounced a word, thanks to the teacher's emphasis on repetition in every lesson. Therefore, it has become one of the most effective and understood strategies by students.

Excerpt 12

T: Go ahead Sarela.

*S: okay teacher, judo is a Japanese martial art that involved into a sport and became Olympic 1964, it started as a physical, mental and moral “**DISCIPLAIN**” [and immediately she said the correct pronunciation “**DISCIPLIN**”]*

The learner corrected herself, when noticing about the pronunciation error in “**DISCIPLAIN**”, the tutor did not need to correct her due to her autonomy to repeat the

right pronunciation “**DISCIPLINE**”. In this regard, the learner self-corrected herself to show her proficiency even though she made a mistake.

6.2.4 The most preferred corrective feedback strategies

From the teacher’s diary, it can be inferred that she used the corrective feedback strategies that the students like the most, as she expressed:

Excerpt 13

*Learners were interested in participating, being corrected and reflecting about the importance of learning new vocabulary. I used some strategies to correct them when making mistakes, such as: peer correction, self-correction, and repetition. **I think they like to be corrected that way.***

It is recognizable that the teacher considered peer correction, self-correction, and repetition to be the most preferred by the students, as she stated “**I think they like to be corrected that way**”. Although the teacher recognized that the students had some preferred strategies to be corrected, she also admitted that she liked that the students self-correct themselves as it was expressed by her in the interview in excerpts 14 and 15.

Excerpt 14

- *S: What strategy do you think you use the most?*
- *T: I ask them **to be conscious about the mistake by repeating the error**, if they don’t get it, **I try to ask a partner to help them identify the mistake**, peer correction.*

It is possible to say that it clearly matched with the results of the students' repairs and preferences, since it is the most used and also the most preferred by them.

Similarly in this excerpt:

Excerpt 15

- *S: ok teacher, taking into account all the above, do you think you use the strategies that you mentioned at the beginning?*
- *T: I remembered that I told you that the most common correction that I use was repetition and peer correction. Now **I realized that I also use self-correction.***

In this extract the teacher reflected on the interaction with the students during all the lessons and said that the type of correction she uses is repetition, peer correction as well as self-correction, such as the example shown in the “Excerpt 12”. This also could be verified when she was asked directly about the effectiveness of the strategies used by her in the class

Excerpt 16

- *S: Which do you think is the most effective or the one that students understand the most?*
- *T: I think **self-correction**, but they feel more comfortable with **peer correction** because their partners can participate and practice as well, also they feel they can do it because their partner can do it. But I think that **self-correction** is most useful*

The teacher is aware of the strategies that students use more and the possible explanation of the reasons, as well as her opinion about the helpfulness of them. However, in the analysis carried out from the direct observations it was found other types of corrective feedback, such as recast, clarification request, metalinguistic feedback, explicit correction, and elicitation shown in the table 1.

7. Discussion

This chapter discusses the implications obtained in the study after the analysis of the results and details the main findings of this study and how they can be applied in other contexts.

The findings of the study disclosed the types of corrective feedback used by the teacher during three online meetings and the repairs made by the students as a result of the strategy implemented. In this sense, the teacher paid attention to treating most of the errors by using the different CF strategies mentioned in the previous section.

In this study, repetition was the most common corrective feedback technique used by the teacher to correct both grammar and pronunciation errors representing the 34,37% of the teaching strategies implemented. The majority practice of this strategy was caused by the teachers' belief in regard to the way learners want to be corrected as she expressed in the interview and she reflected in her diary. This was in agreement with the effective repairs that students did during classes as shown in table 2, because the students were aware of their mistakes thanks to the emphasis that the teacher made in repetition, then, when they made mistakes, they immediately corrected themselves. This finding is similar with the study of Muh Arief Mushin (2016), in which findings mentioned: "repetition is one of the most favored types of corrective feedback which was offered 60,60% of the time" (p.29); which is coherent to the results in this research where repetition showed more learners' uptakes in the oral participation than any other feedback strategy conducted by the educator. In addition, Mushin (2016) concluded that repetition is one of the corrective

feedback strategies which can be more effective to determine the learners' errors such as mispronunciation, low accuracy and fluency.

With that in mind, we strongly believe that repetition is one of the best strategies to activate learners' previous knowledge of the content and facilitate the oral participation of learners even though it is not an explicit correction but a critical thinking mechanism. Furthermore, the teacher repetition led to more learners' repairs that positively increased the oral interaction of the learners, which means that they felt more comfortable speaking in English with that corrective feedback technique.

The most used strategies applied by the teacher, which are recast and clarification requests, seem to be used by her unconsciously, since she did not mention them neither in the interview nor in her diary, instead, she recognizes she likes to use self-correction and peer correction as well. It is necessary to highlight that pushing the learners to produce correct forms themselves is important to create meaningful knowledge about their learning process by connecting their previous cognitive structures about a topic to the new one; which can facilitate the self-corrected form (Imroatus Solikhah, 2016, p.95) Therefore, repetition appears to lead to self-correction and peer correction since the teacher repeated the learners' utterances without replacing and stressing the error to encourage most of the pupils to change it for the correct form as if it was an interrogation modelled to the student, this led to the critical thinking of students at the moment of producing the correct answer. However, in this study the tutor gave the explicit correction after one minute of waiting for the learners' repairs, she repeated the sentence and raised intonation in the error to boost self or peer correction but she would finally correct them if they failed, which can decrease learners' oral participation and avoid self-correction. .

In addition, Solikah (2016) found that recast and clarification requests were some of the most popular CF strategies used by the teacher to correct oral mistakes. In the same way, in this research the teacher reformulated students' utterances by providing the correct form or asking questions about the correct form. However, elicitation and explicit correction were the least techniques performed by the educator since the students were not aware that they were making a mistake, as a result, the teacher decided to correct herself the errors.

Furthermore, the results showed that the second question can be answered taking into account the responses of the students from the types of corrective feedback used. According to Lyster et al. (2013). "Learner repair can be either a repetition or self-repair, and these different types of immediate repair are specific to one type of Corrective feedback. Explicit correction can lead to repetition of correct and either self-repair or peer-repair." Which means that explicit correction leads not only to repetition but also to self-repair of the same error by the student. For instance, in the results it can be appreciative that repetition has the greatest effectiveness in the students, because they understand it and feel comfortable being corrected in that way. Consequently, the use of this strategy leads them to produce the correction because it emphasizes the error without giving the correct form. Therefore, repetition, self-correction and peer correction become the most helpful strategies of corrective feedback that the teacher uses to improve oral communication during classes, specifically in terms of pronunciation and grammar rules learning.

8. Conclusion

This study aimed to explore the use of corrective feedback for error correction in 9th graders during oral communication. The data was gathered through different instruments, consequently, the information was analyzed with triangulation to answer the research questions. During three online meetings, the data information obtained about how the teacher corrects the pupils using corrective feedback is dominated by repetition, to boost self-correction and peer-correction rather than recast and clarification requests which were also implemented. Moreover, these CF strategies are important to enhance the oral participation of learners and make them feel comfortable with the corrections so they did them without any problem.

In addition, according to what was found in this research the most effective way to correct students' errors during oral communication activities was repetition, since this type of corrective feedback was not only the most used strategy by the teacher when correcting, but also the most easily understood by the students to correct their errors because it does not make the students get confused. On the contrary, they feel that being corrected with repetition helps them to understand where they are making mistakes, activate the knowledge to search for the correct answer and thus, arrive at the expected response through themselves.

In this same view, the strategies that better help the teacher to provide corrective feedback during oral activities, were repetition, Self-correction and peer-correction since the learners gave more repairs when these techniques were used, and they showed interest in participating without hesitation or fear to interact with the teacher and their partners.

Finally, every teacher of the 21st century should develop classroom research more often, in order to have insights of their role in the modern and virtual world, that is, according to the demands of new challenges, in this case providing the most effective corrective feedback to learners in an online class. To do so, it is important that teachers are aware of the strategies they use when correcting errors, by noticing which of them is the most appropriate for their teaching situation in terms of effectiveness.

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APPENDIX 1

OBSERVATION 1, TRANSCRIPTION FROM:

<https://drive.google.com/file/d/1eJl16zoRctsVwgxWJTULEL5aGiwmaJj5/view?ts=608aeb7e>

OBSERVATION 1, TRANSCRIPTION FROM APRIL 22nd, 2021.		
<i>The teacher began to socialize different Olympic sports, among those she chose a random student to talk about Judo.</i>		
TIME	INTERVENTIONS	PEDAGOGICAL STRATEGY
From 25:56 min To 25:58 min	T: Go ahead Sarela. S: okay teacher, judo is a Japanese martial art, that involved into a sport and became Olympic 1964, It started as a physical, mental and moral “DISCIPLAIN” [<i>and immediately she said the correct pronunciation “DISCIPLIN”</i>]	SELF-CORRECTION
From 26:56 27:09 min	S: During a competition judoka must only wear blue or white judogis. T: okay, excellent. Sarela can you please repeat the last sentence? S: What teacher? T: can you repeat the last sentence from this part. Can you repeat it?	REPETITION
27:15 min 27:29 min To 27:36	S: During a competition judoka must only wear blue or white judogis. T: Okay, again this word, again this word [<i>she was pointing “during”</i>]	
From 27:50	T: Okay, question for you partners, for any of the class, Is she correct about the pronunciation, is she correct or not? Let's continue with Eduardo Andocilla.	

28:07 min	Eduardo, did you pay attention to her pronunciation?	REPETITION
28:15 min	How do you pronounce this word?	
	S: continuo con Judo?	
	T: ahhh??	
28:24 min	S: continuo con judo?	
28:26min	T: No no, this one, how do	
28:28min	you pronounce this word?	
28:30min	S: como?	
	T: How do you pronounce this word?	
28:35min	S: ¿o sea hablo o qué?	
28:37min	T: ¿ah?	
28:42min	S: O sea empiezo o continuo	
28:44min	¿por dónde quedó?	
28:48min	T: No no, how do you pronounce this Word, la que te estoy mostrando	
28:52min	S: ¿Simplemente hablo?	
	T: ¡No, pronunciala!	
29:00min To 29:04min		
	S: it is a discipline in which two competitors fight using “adapted” [She said ADAP] sports....	
From 32:00	T: Okay excellent, repeat this word, this one [she was pointing <i>adapted</i>]	
32:02min	S: Mmm adap?	
	T: Adap?	
32:06min	S: or Adaptid?	
32:08min	T: Adap or adaptid?	
32:15min	S: Adaptid I think	
32:20min	T: Adaptid!! Good!	
32:23min	Remember that it ends with a consonant and the sound is “tid”	
32:27 min To 32:39		

OBSERVATION 2, TRANSCRIPT FROM: [https://drive.google.com/file/d/1BnxxGj28-
xd6ny2O9CRrRnmSx4-BUkhO/view](https://drive.google.com/file/d/1BnxxGj28-
xd6ny2O9CRrRnmSx4-BUkhO/view)

OBSERVATION 2, TRANSCRIPTION FROM APRIL 23 ,2021.		
<i>In this lesson, the teacher presented a video about rugby in order to ask about the equipment, mode and context of this sport. To do so, learners gave their opinion about the things they observed on the video.</i>		
TIME	INTERVENTIONS	PEDAGOGICAL STRATEGY
FROM 6:58 MIN TO 12:01MIN	(video lecture about rugby)	
FROM 12:37MIN	T: Questions for Alvarez José Andres.	
12:38MIN	S: Present.	
12:39MIN	T: Hello José, how are you?	
12:40MIN	S: Good.	
12:43MIN	T: Tell me, what sport was the last one? the last video about	
12:46MIN	S: Profe me puede repetir por favor.	
12:52MIN	T: Sorry?	
12:54MIN	S: Me puede repetir por favor	
12:58MIN	T: What was the sport in the last video?	
13:01MIN	S: Bueno, en sí el vídeo nos mostraba sobre el rugby, el deporte.	
13:10MIN	T: Yes, is it a team or an individual sport?	
13:18MIN	S: Team sport.	
13:20MIN	T: How many participants?	
13:30MIN	S: Mm...	
13:32MIN	T: Maybe you don't know, so you need to research, you need to investigate, and what about the equipment? What equipment do they use?	
13:40MIN	S: The equipment is... eh... uniforme puesto...pues uniforme de equipo para identificarse y pues las...zapatos, las zapatillas	
13:57MIN	T: Shoes... (sighs) shoes (repeats)	RECAST

OBSERVATION 3, TRANSCRIPTION FROM:

https://drive.google.com/file/d/1_SI8BdMLi2MzzTE0IIQut12bABS-6OfZ/view

OBSERVATION 3, TRANSCRIPTION FROM APRIL 27TH, 2021.		
<i>In this lesson, there were many exercises related to present perfect, but it was mainly about filling the gaps in a text. while reading it.</i>		
TIME	INTERVENTIONS	PEDAGOGICAL STRATEGY
FROM 19: 44 MIN 19:48MIN 19:50MIN 19:54MIN 19:59MIN 20:04MIN TO 20:07MIN	T: ¡Ok Alejandro, go ahead! S: Have... they have T: Ok S: Como son dos personas o sea ellos, they have. T: They have, and here? S: Played (he mispronounced the Word saying pleyed) T: Played...played (emphasizing the on the id sound at the end of the word), yeah!	RECAST
FROM 24:00MIN FROM 24: 44 MIN 24:45MIN 24:46MIN 24:49MIN 24:51MIN 24:52MIN 24:54MIN 24:55MIN 24:56MIN 25:01MIN 25:06MIN 25:10MIN 25:15MIN 25:23MIN 25:24MIN 25:26MIN 25:27MIN 25:28MIN 25:30MIN	(the teacher reads a passage) T: Actually she... S1: Hasn't. S2: hasn't! S3: hasn't attend! T: Hasn't atten... S1: attend S2: attend S3: attend T: What is the right pronunciation of the past participle here? Attend... S1: attend T: What about the ed? S2: attended! T: Attended... remember that when we have a verb that ends in "d" or "t" the sound is? S2: ah yes! id, attended S3: attend...d T: Repeat! ... attended S2: (repeats) attended S3: attended (repeats simultaneously to S2). T: AttendED	METALINGUISTIC FEEDBACK EXPLICIT CORRECTION REPETITION REPETITION

32:20MIN 32:26MIN 32:27MIN 32:27MIN 32:30MIN	<p>S1: They have done, creo que ahí va since.</p> <p>T: Since or for? Since or for? Think Elizabeth, so we don't have here a date, no hay una fecha, but there is a long time, es periodo de tiempo. ¿Cuándo usamos un period de tiempo es for o since?</p> <p>S1: Fo</p> <p>T: For (repeats the teacher)</p> <p>S1: For</p> <p>T: Good!</p>	METALINGUISTIC FEEDBACK
32:32MIN 32:33MIN 32:40MIN 32:44MIN 32:46MIN 32:49MIN	<p>S1: (continuous Reading) A long time whatever...how (mispronounce the word "however")</p> <p>T: (repeats) HOWEVER...</p> <p>S1: However, Pete hasn't feel</p> <p>T: Hasn't feel or hasn't felt?</p> <p>S1: Hasn't felt</p>	RECAST
33:04MIN	<p>T: hasn't felt (confirms)</p> <p>S1: Hasn't felt well later, so Debra is waiting for him to get better, they haven't not be</p>	RECAST
33:09MIN 33:10MIN	<p>T: They have not...Sorry, sorry, repeat, they have not...?</p>	REPETITION
33:20MIN	<p>S1: They have not Be</p>	REPETITION AND CLARIFICATION REQUEST
33:25MIN	<p>T: They have not BEEN (emphasizing the pronunciation on the last word), cierto? Right?</p> <p>S1: They not been at the rink for he got sick</p>	RECAST AND CLARIFICATION REQUEST
33:47MIN TO 33:49MIN	<p>T: Ok before he got sick, that is the date, ok?</p> <p>¿Cuándo ella paro de ir al rink fue cuando se enfermó, entonces is it a periodo f time or a date? ¿Una fecha o un periodo de tiempo? Esto que esta aquí, dice se enfermó, ¿puedo decir por se enfermó o desde que se enfermó?</p> <p>S2: Since, desde</p>	METALINGUISTIC FEEDBACK
		REPETITION

	<p>T: SINCE he got sick, excellent Thank you Elizabeth! Good, well done!</p>	
<p>FROM 33:59 MIN</p> <p>34:00MIN</p> <p>34:01MIN</p> <p>34:20MIN</p> <p>34:22MIN</p> <p>34:23MIN</p> <p>34:25MIN</p> <p>34:30MIN</p> <p>34:32MIN</p> <p>34:34 MIN</p> <p>34:39MIN</p> <p>34:40MIN</p> <p>34:44MIN</p> <p>34:45MIN</p> <p>34:49MIN</p> <p>34:59MIN</p> <p>35:12MIN</p> <p>35:13MIN</p> <p>35:15MIN</p> <p>35:20MIN</p>	<p>S2: Teacher me, the part of Suzanne, yes?</p> <p>T: Yes!!</p> <p>S2: Suzanne has do taekwondo since she started at her school five years ago. She dreams about becoming an olympic athlete but also studying cre...crea...¿cómo? Create (mispronounce the word “creative”)</p> <p>T: Repeat, repeat, again!</p> <p>S2: Creatif</p> <p>T: No, no! again, try!</p> <p>S2: Studying creatif reading</p> <p>T: CREATIVE</p> <p>S2: Creative reading</p> <p>T: No, no, repeat! Creative...</p> <p>S2: Creative reading.</p> <p>T: Again! No.</p> <p>S2: Creative writng</p> <p>T: Yess!</p> <p>S2: Ok! Creative writing... (continuous reading) Actually she haven’t attend the Dojang which is were taekwondo is practiced, esa no la cogí teacher.</p> <p>T: It says two months, so you can notice it is a period of time or is it a date? ¿es una fecha comienzo o period de tiempo? So what do you think?</p> <p>S2: For, no?</p> <p>T: Yeah! For two month</p> <p>S2: For two months because she is preparing for her matching test.</p> <p>T: Excellent!</p>	<p>CLARIFICATION REQUEST</p> <p>CLARIFICATION REQUEST</p> <p>RECAST</p> <p>RECAST</p> <p>CLARIFICATION REQUEST</p> <p>ELICITATION</p>

APPENDIX 2

Teacher's diary

April 22/21

Taking into account the objectives of the learning tasks such as: recognizing vocabulary related to sports; differentiate the use of certain verbs and get familiar with the pronunciation of sport-related vocabulary, I used a closed text, some pictures, a video and Kahoot as the materials which would facilitate the teaching and learning process. Thus, I provided them vocabulary in context. During the class I fostered students' participation by involving them in completing or filling some gaps. During this process I took advantage of the time to check student's pronunciation and at the same time grammar use.

Learners were interested in participating, being corrected and reflecting about the importance of learning new vocabulary. I used some strategies to correct them when making mistakes, such as: pair correction, self-correction and repetition. I think liked to be corrected that way.

Teacher's diary - April 23 -

Today's class objective was to instruct learners to write a short paragraph about an olympic sport, at the same time the teacher's challenge was to encourage learners to assess their partners and their own piece of writing.

Most of the students followed my instructions, they produced interesting descriptions of sports and included pictures. However, some of them did not include vocabulary. I asked them to read their work and compare it with the given instructions. Then I suggested them to add some missing information regarding the use of vocabulary related to sports. Some students read their partners' piece of writing and gave them positive feedback.

Teacher's diary - April 27

The main objective was to recognize expressions in present perfect tense.

Students were asked to complete a cloze text orally. They had to use the auxiliary has/have + the verb in past participle, however the teacher took advantage to practice pronunciation. As they completed the activity the teacher tried to make them conscious & aware of the right form. Sometimes I asked them to repeat in order for them to notice the error & mistake, sometimes they noticed it immediately and sometimes it was after many repetitions. Sometimes their partners' help was frequent. There was a student who made too many mistakes in terms of pronunciation, so I had to ask her to repeat many times. She didn't notice the error nor knew the correct form, so I decided to repeat after me a whole paragraph.

APPENDIX 3

TIME	SEMI-STRUCTURED INTERVIEW s://drive.google.com/file/d/1xc3nLx4AjSt5VS1mvM_xJJTk2i4FDtXt/view 30/04/2021
<p>0:14 Minute</p> <p>0:35 Minute</p> <p>0:39 Minute</p> <p>0:45 Minute</p>	<p>S: Hello teacher as we were telling you, we are really grateful for having you here today, we have some questions for you as a teacher. Do you know what corrective feedback is?</p> <p>T: Maybe yes.</p> <p>S: What strategy do you know about corrective feedback?</p> <p>T: At this moment I have read a lot about that, I put into practice some of them, but to tell you the truth, I don't remember the name names, I take into account some references at the moment of correcting, for example peer correction, suggesting them, and some one.</p> <p>S: All right teacher.</p> <p>What strategy do you think you use the most?</p> <p>T: I ask them to be conscious about the mistake by repeating the error, if they don't get it, I try to ask a partner to help them to identify the mistake.</p>
<p>1:31 Minute</p> <p>1:37 Minute</p>	<p>S: All right teacher.</p> <p>What strategy do you think you use the most?</p> <p>T: I ask them to be conscious about the mistake by repeating the error, if they don't get it, I try to ask a partner to help them to identify the mistake.</p>
<p>2:07 Minute</p> <p>2:27 Minute</p>	<p>What strategy do you think you use the most?</p> <p>T: I ask them to be conscious about the mistake by repeating the error, if they don't get it, I try to ask a partner to help them to identify the mistake.</p>
<p>3:00 Minute</p> <p>3:26 Minute</p> <p>3:40 Minute</p> <p>3:57 Minute</p> <p>4:00 Minute</p> <p>4:17 Minute</p>	<p>FIRST OBSERVATION</p> <p>S: Now we are going to watch some part of the recording of the lesson that you did last week. And we are going to ask you some things about the recording. Okay teacher, let's start with the first observation that we did last weekend on the 22th. Let's watch the video, I'm going to present the screen:</p> <p>Conversation #1</p> <p>T: Go ahead Sarela.</p> <p>S: okay teacher, judo is a Japanese martial art, that involved into a sport and became Olympic 1964, It started as a physical, mental and moral DISCIPLAIN [and immediately she said the correct pronunciation DISCIPLIN]</p> <p>S: When the student mispronounced discipline, she dealt with the situation. What was your mental picture of that situation when she mispronounced discipline and at the same moment she corrected herself?</p>

	<p>T: It was an error because she knew the pronunciation but she made a mistake and immediately she corrected herself</p> <p>S: What strategy do you think she used?</p> <p>T: Self-correction</p> <p>S: Let's continue</p>
4:49 Minute	<p>Conversation #2</p> <p><i>S: During a competition judokas must only wear blue or white judogis.</i></p> <p><i>T: okay, excellent. Sarela can you please repeat the last sentence?</i></p> <p><i>S: What teacher?</i></p>
5:08Minute	<p><i>T: can you repeat the last sentence from this part. Can you repeat it?</i></p>
6:14Minute	<p><i>S: During a competition judokas must only wear blue or white judogis.</i></p> <p><i>T: Okay, again this word, again this word [she was pointing "during"]</i></p>
6:41Minute	<p>S: When you said, can you repeat the last sentence that is "during a competition judokas must only wear blue or white judo, do you think that she understood that you were correcting her?</p> <p>T: I don't think so, I think that she understood that I didn't listen and I wanted to hear her again.</p> <p>S: In that moment, why did you ask the rest of the class and not her?</p> <p>T: Because I asked her to repeat and she made the same mistake and I want her partners help her</p>
7:37 Minute	<p>Conversation #3</p> <p><i>T: Eduardo, did you pay attention to her pronunciation?</i></p>
7:55Minute	<p><i>How do you pronounce this word?</i></p> <p><i>S: continuo con Judo?</i></p> <p><i>T: ahhh??</i></p>
8:06Minute	<p><i>S: continuo con judo?</i></p> <p><i>T: No no, this one, how do you pronounce this word?</i></p> <p><i>S: como?</i></p>
8:13Minute	<p><i>T: How do you pronounce this word?</i></p>
8:35 Minute	<p><i>S: o sea hablo o qué?</i></p> <p><i>T: ah?</i></p> <p><i>S: O sea empiezo o continuo ¿por dónde quedó?</i></p>

9:29Minute	<p><i>T: No no, how do you pronounce this Word, la que te estoy mostrando</i></p> <p><i>S: Simplemente hablo?</i></p> <p><i>T: No, pronunciala!</i></p>
10:36Minute	<p>S: Ok, let's continuous with the video. Now, when you said "how do you pronounce this word" do you think he realized that he was being corrected?</p> <p>T: I think that boy was distracted and at the moment I said his name he didn't know what to do.</p> <p>S: What about the girl?</p> <p>T: The girl understood she was being corrected but she didn't know the correct pronunciation</p> <p>S: What alternative strategy would you use to highlight the mistake?</p> <p>T: I read again and again and make emphasis on that word.</p>
10:48Minute	
10:54Minute	<p>Conversation #4</p> <p>We continue with the video...</p>
14:30 Minute	<p><i>S: it is a discipline in which two competitors fight using "adapted" [She said ADAP] sports.....</i></p> <p><i>T: Okay excellent, repeat this word, this one [she was pointing adapted]</i></p> <p><i>S: Mmm adap?</i></p> <p><i>T: Adap?</i></p> <p><i>S: or Adaptid?</i></p> <p><i>T: Adap or adaptid?</i></p> <p><i>S: Adaptid I think</i></p> <p><i>T: Adaptid!! Good! Remember that it ends with a consonant and the sound is "tid"</i></p>
14:57Minute	<p>S: Ok teacher, she knew at the same time that you were correcting her, what strategy did you use?</p> <p>T: Giving all the option to make her choose the correct</p> <p>S: Now my partner is going to continue with the next lesson.</p> <p>S: Okay teacher let's watch this part of the second observation</p>
15:10Minute	<p>SECOND OBSERVATION</p> <p>Conversation #5</p> <p><i>T: Tell me, what sport was the last one? the last video about</i></p>
15:26Minute	<p><i>S: Profe me puede repetir por favor.</i></p> <p><i>T: Sorry?</i></p> <p><i>S: Me puede repetir por favor</i></p>
15:44Minute	<p><i>T: What was the sport in the last video?</i></p> <p><i>S: Bueno, en sí el vídeo nos mostraba sobre el rugby, el deporte.</i></p>

15:58Minute	<p><i>T: Yes, is it a team or an individual sport?</i></p> <p><i>S: Team sport.</i></p> <p><i>T: How many participants?</i></p>
16:15Minute	<p><i>S: Mm...</i></p> <p><i>T: Maybe you don't know, so you need to research, you need to investigate, and what about the equipment? What equipment do they use?</i></p>
17:24Minute	<p><i>S: The equipment is... eh... uniforme puesto...pues uniforme de equipo para identificarse y pues...zapatos</i></p>
18:15Minute	<p><i>T: Shoes... (sighs) shoes (repeats).</i></p> <p><i>S: Okay teacher, when the student said “zapatos” what did you think was the best thing to do at that moment?</i></p> <p><i>T: as we were reading some words related to equipment, I expected them to talk in english, to use the vocabulary we were learning, but he decided to use spanish because he didn't care to use english.</i></p> <p><i>S: When you said “ shoes and you sighs and you said shoes again, what strategy did you use?</i></p>
19:16Minute	<p><i>T: to make him conscious that he needed to use english</i></p>
20:34Minute	<p>S: When the learners were speaking in Spanish what was your mental picture of this situation? Do you think they feel uncomfortable when they speak during oral activities?...</p>
21:23Minute	<p><i>T: Of course, they feel more comfortable when they use native language, maybe they get confused because they are trying to do some presentations about their life and I allow them to use native language.</i></p> <p><i>S: Okay teacher, let's observe this part of the lesson</i></p> <p>THIRD OBSERVATION</p> <p>Conversation # 6</p> <p><i>T: ¡Ok Alejandro, go ahead!</i></p> <p><i>S: Have... they have</i></p> <p><i>T: Ok</i></p> <p><i>S: Como son dos personas o sea ellos, they have.</i></p> <p><i>T: They have, and here?</i></p> <p><i>S: Played (he mispronounced the Word saying pleyed)</i></p> <p><i>T: Played...played (emphasizing the on the id sound at the end of the word), yeah!</i></p> <p>S: When the student mispronounced the word “played”, what strategy did you use to correct him?</p> <p><i>T: I used the easiest one, I corrected his mistake saying the word again.</i></p>

22:11Minute	S: Okay, let's move on to the minute 24 : 47...
22:29Minute	Conversation #7 (the teacher reads a passage)
23:31Minute	T: Actually she... S1: Hasn't. S2: hasn't! S3: hasn't attend!
23:50Minute	T: Hasn't atten... S1: attend S2: attend S3: attend
24:40Minute	T: What is the right pronunciation of the past participle here? Attend...
25:00Minute	S1: attend T: What about the ed? S2: attended! T: Attended... remember that when we have a verb that ends in "d" or "t" the sound is? S2: ah yes! id, attended S3: attend...d T: Repeat! ... attended S2: (repeats) attended S3: attended (repeats simultaneously to S2). T: Mm Hmm, ok
25:40Minute	S: On the min 24:47 when you said "what is the right pronunciation of this simple past participle here? "What strategy did you use?"
25:50Minute	T: It is supposed that 9 grade should know the correct pronunciation, so I asked them to identify the correct answer.
26:18Minute	S: Okay, Later on, you used the word "repeat" because many learners did not understand yet. Did you think this strategy was more useful than the previous one when you were saying what is the right pronunciation or when you said repeat?
26:30Minute	T: I have already explained them and they made the same mistake so i emphasized in the same word, for that reason i said repeat but anyone could find the right pronunciation, I emphasized to get them familiar with the sound and finally identify the correct choice. S: okay, in the next questions let's watch this minute of the lesson

	<p>Conversation #8</p> <p><i>T: Oh, Elisa has her mic open! Go ahead Elisa</i></p> <p><i>SI: Hello miss!</i></p> <p><i>T: Yes! Ok, go ahead with this one.</i></p> <p><i>SI: ¿cuál profe?</i></p> <p><i>T: This one! (clicks on a sentence)</i></p> <p><i>SI: Mm ok! Eh...espere un momento.</i></p> <p><i>T: (starts reading) Pete and Debra...</i></p> <p><i>SI: (repeats) Pete and Debra... are besfriends (mispronounce the word "bestfriends") they have practiced figure skati toguar (mispronounce the words "skating" and "together") every weekend...</i></p> <p><i>T: Again, again... ok wait, wait, don't go so fast! (starts reading) they have practiced figure skating (emphasizing the word skating) ...</i></p> <p>S: Okay teacher, when you said "again...again. Again, don't go too fast!" What was your intention? What strategy did you use to correct the learner?</p> <p>T: The thing is that she had made a mistake, there was not just one word, so she had to repeat again and I tried to use another strategy that was reading with her and making her repeat the word, because the first strategy didn't work so I practiced with her again.</p> <p>S: Okay teacher, let's continue with the same part</p>
27:32 Minute	
27:56Minute	<p>Conversation #9</p> <p><i>SI: toguar</i></p> <p><i>T: TO</i></p> <p><i>SI: TO</i></p>
28:36Minute	<p><i>T: GE-THER</i></p> <p><i>SI: GE-THER</i></p> <p><i>T: TOGETHER (repeats the word louder)</i></p> <p><i>SI: TOGETHER (repeats the word louder)</i></p>
28:47Minute	<p><i>SI: (continuous reading) every weekend, they train in the local iz rik (mispronounce the expression "ice rink")</i></p> <p><i>T: Ice rink! Ice rink! Repeat, repeat please... ice rink.</i></p> <p><i>SI: Ice rink</i></p> <p><i>T: Mm...hm.</i></p> <p><i>SI: (continuous reading) They have done...</i></p> <p><i>T: Mm Hm they have done...</i></p> <p><i>SI: They have done, creo que ahí va since.</i></p> <p><i>T: Since or for? Since or for? Think Elizabeth, so we don't have here a date, no hay una fecha, but there is a long time, es periodo de tiempo. ¿Cuándo usamos un period de tiempo es for o since?</i></p>

	<p><i>S1: Fo</i> <i>T: For (repeats the teacher)</i> <i>S1: For</i> <i>T: Good!</i> <i>S1: (continuous Reading) A long time whatever...how (mispronounce the word "however")</i> <i>T: (repeats) HOWEVER...</i> <i>S1: However, Pete hasn't feel</i> <i>T: Hasn't feel or hasn't felt?</i> <i>S1: Hasn't felt</i> <i>T: hasn't felt (confirms)</i> <i>S1: Hasn't felt well later, so Debra is waiting for him to get better, they haven't not be</i> <i>T: They have not...Sorry, sorry, repeat, they have not...?</i> <i>S1: They have not Be</i> <i>T: They have not BEEN (emphasizing the pronunciation on the last word), cierto? Right?</i> <i>S1: They not been at the rink since he got sick</i> <i>T: Thank you Elizabeth! Good, well done!</i></p>
30:46Minute	
30:52Minute	
31:19Minute	
31:32 Minute	
32:40Minute	<p>S: Okay teacher, until this moment the student was making a lot of mistakes, what strategy did you use to correct the learner? T: I asked her to repeat the last word because I noticed that she had made many mistakes, she mispronounced almost all of the words, and I chose one of them and made her pronounce the word again. I didnt let her to continue without pronounced better S: Okay let's continue.</p>
33:03Minute	
33:11Minute	
33:43Minute	
33:53Minute	<p>Conversation # 10 <i>S2: Teacher me, the part of Suzanne, yes?</i> <i>T: Yes!!</i> <i>S2: Suzanne has do taekwondo since she started at her school five years ago. She dreams about becoming an olympic athlete but also studying cre...crea...¿cómo? Create (mispronounce the word "creative")</i> <i>T: Repeat, repeat, again!</i></p>
35:05Minute	
35:39Minute	<p><i>S2: Creatif</i> <i>T: No, no! again, try!</i> <i>S2: Studying creatif reading</i> <i>T: CREATIVE</i> <i>S2: Creative reading</i> <i>T: No, no, repeat!</i> <i>S2: Creative writing.</i></p>
35:57Minute	
36:22Minute	

T: Yess!

S2: (continuous reading) Actually she haven't attended the Dojang which is were taekwondo is practiced, esa no la cogí teacher.

T: It says two months, so you can notice it is a period of time or is it a date? ¿Es una fecha comienzo o periodo de tiempo? So what do you think?

S2: For, no?

T: Yeah! For two months

S2: For two months because she is preparing for her matching test.

T: Excellent!

S: Then you said, “repeat repeat please” “again now” “repeat please” Did you think this strategy is useful to correct the learner?

T: Yes because I want to give them the chance to get the correct pronunciation because I knew she could do it. We had practiced that word a lot but maybe she was careless and she didn't pay attention.

S: Okay teacher, now mi partner samira is going to ask you some final questions

S: ok teacher, taking into account all the above, do you think you use the strategy that you mentioned at the beginning?

T: I remembered that I told you that the most common correction that I use was repetition and peer correction and now I realised that I also use self correction

S: Now that you know what strategy you apply, which one do you feel most comfortable with?

T: It depends on the situation, it depends on the students, we can notice that the girls didn't know how to pronounce very well and I had to use another strategy instead of self correction, in this case teach her at this moment.

S: Which do you think is the most effective or the one that students understand the most?

T: I think self correction, but they feel more comfortable with peer correction because their partners can participate and practice as well, also they feel they can do it because their partner can do it. but I think that self correction is most useful

S: Teacher and what about repetition? as you have seen in the lessons, you use self correction and peer correction, but for example in the last lesson it was one the students that

participated the most and you were saying repeat and repeat, so what do you think about ? repetition or self correction?

T: I think that is the same, when I say repeat is to make them conscious about the mistake and they immediately correct themselves

S: So you think that you are combining both strategies to have better results.

T: yes of course!!