Teacher's Implementation of Corrective Feedback in the Speaking Skill for 11th grade in a Rural Public School

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1. Abstract

This research study presents a theoretical framework, describing and analyzing teacher implementation of the different types of corrective feedback in the students' speaking skills during the English classes to analyze the effectiveness of corrective feedback and the students' uptake of this. The data analysis entails the English classes at a public-school during September, October, and November of 2021. The classes lasted 50 minutes each, two classes per week. The English teacher and the students of 11th grade were observed. Interviews and questionnaires were conducted on the students at the study's beginning and end. The results indicated that teachers implemented seven types of corrective feedback: explicit, implicit, recast, clarification, metalinguistic, clarification clue, and repetition. Repetition, recast, and clarification requests led among the other types of feedback implemented by the teacher, and metalinguistic was the least used. The student's responses showed that most of them did repair uptake. This study highlights the importance of implementing corrective feedback inside the classroom and its effectiveness in improving the students' speaking skills.

1   Introduction

The current study shows teachers' implementation of corrective feedback (CF) and the learner's uptake in the speaking skill in 11th grade of a rural public school in Dagua, Valle del Cauca, focusing on grammatical structures, vocabulary, and pronunciation. This study will highlight what types of corrective feedback were implemented by the English teacher and analyze the students' responses to this CF.

This study contains four parts of the document; the first contains the general objective, the statement of the problem, and the justification, in which the importance that the English language has nowadays in public school is enlightened. The second is the methodology that was used, the type of study, the context where the study was conducted, and the data collection methods, the third one is the theoretical framework which highlights some essential theories and definitions that the current study contains, and the 4th and last part is the analysis of the data collected with its discussion and conclusions.

2 General Objective

To analyze the effectiveness of corrective feedback and the consequent uptake in the development of the speaking skill in students of 11th grade in a rural public area.

2.1 Specific objectives

- To determine what the learner's uptake is after corrective feedback in the speaking skill.
- To identify the types of corrective feedback given by the teacher.
- To define attitudes towards corrective feedback on the speaking skill.
- To describe the corrective feedback activities in the development of the speaking skill.

3   Statement of the Problem

The students in public schools who are learning a foreign language are expected to learn the four skills of this language: listening, writing, reading, and speaking. This last skill is what foreign language teachers and students find more complex because most students are reluctant to participate in class since they are afraid of making pronunciation errors or may be afraid their classmates will make fun of them. However, this skill is essential in their learning process since it facilitates communication and interaction with other English speakers. In order to have oral communication, English teachers must help their students in this process by providing corrective feedback. This process will be helpful for students to be aware of their processes and errors so they can overcome the possible fears they may have when it comes to speaking skills. This study will focus on 11th-grade students at a rural public school in Dagua-Valle: how the English teacher implements corrective feedback and what methods the English teacher at a rural public school implements to give corrective feedback on the speaking skill.

4   Justification

As English teachers, when they face the context of teaching English in a public school, whether you have experience in private schools or institutes or just finished your bachelor's degree, you want your students to love English just as you do. You expect them to have the motivation and the best attitude to learn it. Nevertheless, when it comes to reality, public students are totally different from those at private schools and even from institutes because they are in entirely different contexts. These high school students, in general, do not show a high level of English. For instance, you have to come to class with several strategies on how to begin from the basics and motivate them to learn the second language that they are not used to. You must immerse them into a new world where they can take advantage of this since most think it is unnecessary to speak another language. They live in a Spanish-speaking country, especially in their rural small town where the work they usually have is on farms taking care of the crops.

This is a big challenge that English teachers must face in our everyday context. Teachers are in charge of developing not only the student's interests in English but also to develop the different skills of the English language in order to prepare them for standardized State tests and also in their daily lives because knowing a second language can open many doors in the work field and also for educational fields. In addition, teachers must open the student's minds and show them that there is a world outside their town where they can have better opportunities.

Here comes an essential process for both the teacher and the students, considering that the hours spent in a classroom and the contact with the English language are few. A second language learner must achieve communicative competence, that is, the knowledge of the

grammar rules and their appropriate use in determining contexts with determined participants (Richards, 2005). Communicative competence has four main components: grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. All these components are expected to be accomplished by the learners (Brown, 2007).

The students in this context of rural public education in 11th grade are expected to have a good basic level of English, and they try to use it more in the classroom. Besides, this skill is essential for the learners because it helps them see how good they are and what problems they may have. This skill is not only the capacity to utter words people produce to communicate or interact with others but also a way to express feelings or opinions people have. Students must be aware and should be corrected on how their speaking skill is used for specific contexts. Only knowing about the linguistic component of the language is not enough; they should know how and when to speak.

The role of the teacher in this study is essential since she is the facilitator and provides the strategies for the students to use this speaking skill. In that way, not only the students will have more opportunities to produce orally, but also the teacher will have more opportunities to provide them with corrective feedback for them to leave fears aside and take risks in the classroom and for other communicative situations in English they may experience in the future. The teacher is vital in this learning process on how they communicate with others or express themselves. They must become aware of how to use the language appropriately. Providing feedback will help them have the right path towards speaking skill development and correct their errors.

Implementing corrective feedback on the student's speaking skills is very important in the second language learning process. The most crucial factor about this is that it will help to

motivate the students to take risks step by step and be more secure in their performance. These essential factors help the teacher understand why implementing proper corrective feedback to the students is one of the most important actions in the classroom. Therefore, it is essential to highlight that the teacher should implement proper corrective feedback since this is supposed to help the students overcome their barriers and not make them more insecure by providing feedback in the wrong way.

This study intends to assess how the teacher implements corrective feedback in the speaking skill and what the learner's uptake is in 11th graders of a rural public school, what methods the teacher may use, what types she uses and what could be the most or least effective in the students.

5   Theoretical Framework

The Speaking skill is a social element where students can express feelings, attitudes, and opinions. Students, along with the teacher, construct this skill cooperatively, and in order to have excellent comprehensible input through oral interactions, it is necessary to guide the role of the teacher by implementing corrective feedback on learners' errors. Some studies have shown that teachers implement several corrective feedback techniques. This theoretical framework is intended to show the different studies which have explored different concepts of the speaking skill, the concept of error, oral corrective feedback in the classroom, learner uptake, and what types of corrective feedback teachers employ and their frequency. These studies hold a relationship to this study because they describe and analyze these issues: the types, the frequency, and the learner uptake.

5.1   Speaking skill

Nowadays, speaking English has increased its popularity due to the need to interact with international people, not only for education but most of them for economic purposes. Most international organizations see speaking skills as a gate to getting better jobs (Crystal, 1997). Many teachers and students think that the speaking skill is the only tool to interact with other people worldwide. Nevertheless, this skill is more than that; speaking is also the tool through which people can reflect their personality and attitude aspects inside the society. Learning this specific skill may differ from learning other skills because of its social nature (Kavaliauskienė, 2006). For   Thornbury and Slade (2006, p.17), "Speaking is social because it establishes rapport and mutual agreement, maintains and modifies social identity, and involves interpersonal

skills." Students can express feelings, give opinions, and show different attitudes inside or outside the classroom.

Teaching speaking skills inside the classrooms is very complex. That is why it should be guided through different activities and approaches that can motivate the students in order to have a successful class. As Applegate (1975) points out, "communication can only be effective when the student is sensitive to the social and cultural aspects of language use and how these differ between his first and second language" (p. 271). This will help learners to have a meaningful interaction, letting them be able to argue, express their own opinion, supporting ideas, among others

The teacher plays an essential role in oral activities inside the classroom. Teachers need to know their learners' needs and interests to reach the goal of the class and give them motivating oral activities to encourage learners to interact and practice orally (Holmes, 2004). By implementing these activities, the teacher intends to know the students' performance and if they have accomplished the goal of the speaking class. Teachers must pay attention to their students' utterance errors in order to know if they can implement Corrective Feedback (CF) in their speaking classes, when and how to implement it, and in this way, apply different strategies according to their student's learning process to improve it.

5.2   Learner's errors

Correcting the speaking skill is a difficult task for teachers. Kitao and Kitao (1996) stated that this skill is the most difficult to correct since several areas of knowledge are included, such as phonology, grammar, and coherence. For instance, it is a strain to be objective about what to test. Also, when there are many students inside the classroom, it becomes a complex task for the teacher to correct them. Even if each student produces orally for one minute, it will be an endless

activity and boring for the other students. When teachers need to correct, they need to know what to correct, including grammar, pronunciation, fluency, and vocabulary. This is a problematic aspect at the time of choosing the correct criteria. Even though correcting the speaking skill has become more important nowadays since it has shown a positive effect on students' oral accuracy (Chu, 2011), not choosing the appropriate criteria to correct has given a more important role in EFL classrooms to written correction.

Teachers should know the specific objective of the oral activities to be aware of which aspects of the learner's error must be paid special attention to. As Ellis points out (2009, p.6), "There are two separate issues here: (1) which specific errors should be corrected and (2) whether CF should be unfocused (i.e., address all or most of the errors learners commit) or focused (i.e., address just one or two error types)". Some authors propose different definitions for teachers when they correct their students; according to Corder (1967), an error occurs when learners do not have the knowledge to perform utterances, and mistakes result from process failures. Although it is important to differentiate these two concepts, Jung (2013) argues that when students make a mistake, it is an accident, and they are aware of this, while when the students make an error, they do not know they are wrong. Ellis (2009) advises teachers to focus on a few types of errors instead of every learner's error. There are several factors why learners may produce errors. Gumbaridze (2013) identified through a student survey some factors on why they make errors; the first one is interference from L1 when students transfer some features from their native language to the L2. These errors are primarily seen in grammar, pronunciation, and vocabulary. The second factor is the complexity of the target language learners easily get distracted by many variables. In addition, learners partly learn some rules due to the structural complexity of the target language. The third is the developmental error when students generalize

a recently learned rule and apply it to different forms. Moreover, the last factor is fossilization, which is when the incorrect utterance of the learners becomes a habit, and they repeat the same error repeatedly, unable to correct it.

The emotional part of the learner also plays an essential role in producing errors such as inferiority or low self-esteem when students are afraid of being ridiculed by their classmates if they say something wrong. According to Gumbaridze (2013, p.3), "there are several reasons why our students make mistakes or errors. Several research studies investigating error correction suggest some decisions on dealing with oral errors." One of the first things the teacher should do is identify the error and decide whether to correct it or not. This depends on the objective of the speaking class; this will help the teacher decide what errors they should focus on. In addition, the timing to correct the error is the teacher's decision, if they do it immediately or later, as it is said before. This also depends on the class objective, and the teacher decides without interrupting the students' fluency. About who gives the feedback, it is believed that only teachers can do it, but there are three different options to apply in classrooms: self-correction, peer correction, and teacher correction. These alternatives can be included in the speaking class, obtaining incredible results.

As it is seen, many factors may appear in the classroom where the teacher decides how and when to deal with this and what strategies to apply to minimize the learner's errors.

5.3   Oral corrective feedback

Sheen and Ellis (2011) define corrective feedback (CF) as what the learners receive on the linguistic errors they make in the speaking skill and the written production in the target language L2. Also, Chaudron (1977, p. 64) describes CF as "any teacher's reaction which transforms, disapprovingly refers to, or demands improvement of the learner's utterance."

Furthermore, Ellis (2009, p. 3) stated that "oral corrective feedback should occur in the L2 learning process because of fostering student's motivation and ensures linguistic accuracy." Throughout the years, CF has been defined

by many authors and has been a trending topic inside the EFL classrooms, and the role of this can vary from teacher to teacher.

Some researchers have shown the preferences of teachers and learners about CF. These are essential aspects since they can give the learner's perspectives and have more effective teaching practice. For example, as Lyster et al. (2013, p. 7) assert, "This line of research has revealed a clear tendency for learners to express a preference for receiving CF over having their errors ignored." Schulz (1996) reported that 90% of the questionnaires' answers were from eight foreign language classes in the US, so the implementation of CF was imperative. However, this preference supports CF implementation in foreign language classrooms, and several researches support it. Some theoretical perspectives suggest that CF is necessary for the learner's L2 development (Lyster, 2013). "For this reason, some researchers suggest that CF is most likely to be effective when provided with meaningful and sustained communicative interaction." (Spada & Lightbown 1993, p. 218)

According to Ellis (2009), CF feedback can be positive or negative. Positive CF is when the learner responds to this feedback by showing the correct linguistic utterance. Positive feedback is seen as necessary since it gives learners adequate support and encourages them to continue learning; however, little attention is paid to this feedback. Negative CF is when learners respond with incorrect linguistic utterances. Corrective feedback has been an important issue to research, and it is an excellent tool for learners to be aware of their errors (VanPatten, 2003).

Nevertheless, teachers must know how to manage it in their contexts on what, when, and how to correct learners' errors.

The timing in CF feedback is an aspect that teachers should consider whether to correct immediately following the learner's erroneous utterance or correct later. Several researchers differ in this matter. For example, Hedge (2000) reported that errors in fluency should be left to be corrected later. Some others, however, present arguments for immediate correction, even if it is about fluency errors. Doughty (2001) says that for CF to change the learner's interlanguage, it needs to take place in a "window of opportunity" and attract the attention while the learner's attention remains in meaning. There is not a definite conclusion whether immediate or delayed CF has more effectiveness. It will depend on the goal of the speaking class, the teacher's methodology, and the student's response to the different types of CF. To have a general conclusion on when to apply the types of CF will remain controversial, but it is a part of teaching practice and the learning process, and teachers need to be aware that this is part of their teaching development and will frequently occur in many EFL and ESL classrooms.

5.4   Types of corrective feedback

Some studies have shown that corrective feedback techniques given by the teacher can be various. As an example, Lyster and Ranta (1997) in Li (2014) presented the types of corrective framework, in which they distinguished six different types of feedback used by the teacher in their study:

1. Explicit correction: refers to the definite provision of the correct form. As the teacher provides the correct form, he or she indicates that what the student had said was incorrect. (e.g., "oh! You mean," "you should say").

2. Recast: involves the teacher's reformulation of all or part of a student's utterance, minus the error. Recasts are generally implicit and include translations in response to a student's use of the L1. (e.g., "S: why you do not like me? T: why don't you like me?")

3. Clarification requests indicate to students either that the teacher has misunderstood their utterance or that the utterance is ill-formed somehow and that a repetition or a reformulation is required. (e.g., "pardon me?", "what do you mean by X?")

4. Metalinguistic clues: contains either comments, information, or questions related to the well-formedness of the student's utterances, without explicitly providing the correct form: (e.g., **S:** He go to school every day, **T:** 'Don't forget to make the verb agree with the subject').

5. Elicitation: The teacher asks students the correct form by asking questions like (e.g., "How do we say that in English?"), to allow the student to complete the teacher's utterance. (e.g., "It's a....", **S:** My father cleans the plate, **T:** Excuse me, he cleans the…? **S:** Plates?).

6. Repetition: refers to the teacher's repetition, in isolation, of the student's erroneous utterance. In most cases, teachers adjust their intonation to highlight the error. (e.g., **S:** he is in the bathroom. **T**: Bathroom? **S:** Bedroom. He is in the bedroom.).

These six types above were later classified into two: reformulation and prompts (Lyster 2007). First, there are the recast and explicit corrections in the reformulation type since these include the target reformulation of the learner's incorrect utterance. On the contrary, prompts include different signals to the learners that do not include any reformulation, leading them to do self-repair. These prompts are elicitation, clarification request, metalinguistic clues, and repetition. Sheen and Ellis (2011, p. 594) created a similar taxonomy of CF strategies, which emphasizes the difference between reformulation and prompts and between implicit and explicit CF.

5.5 Learner's uptake

Given the continuation in theoretical and methodological terms, there is a necessary term: the learner's uptake. Lyster and Ranta (1997), cited in Gitsaki and Althobaiti (2010), define uptake as "the 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." Hence, it is the student's response to the different types of feedback implemented by the teacher. If there is no response, the teacher or other student continues the topic.

According to Lyster and Ranta model (1997), There are two types of learner's uptake: uptake that results in "repair" and uptake that "needs repair ."In the Lyster and Ranta model, the repair is the correct reformulation of an error as uttered in a single student turn and not to the sequence of turns resulting in the correct reformulation. For this type of uptake, they distinguished four repair categories:

1. Repetition is when the student repeats the correct form provided by the teacher's feedback.

2. Incorporation is when the student repeats the correct form and then incorporates a longer utterance.

3. Self-repair: is the student's self-correction in response to the teacher's feedback.

4. Peer-correction: is the correction provided by another student in response to the teacher's feedback.

The "needs-repair" category includes six categories:

1: Acknowledgement refers to a simple "yes" or "no" from the student's response to the teacher's metalinguistic feedback

2. Same error refers to the repetition of the initial error

3. Different error is the student's response with a different error from the initial one.

4. Off-target is the response to the teacher's feedback but circumvents the teacher's linguistic focus altogether, without including any other errors.

5. Hesitation refers to the students' pause towards the teacher's feedback.

6. Partial repair is the student's correction of only a part of the initial error.

After the learner's uptake, the teacher may continue the topic by praising the students with expressions like "excellent," "that's it," etc. This is coded as the "reinforcement" category.

Ellis (2009) proposes some guidelines to correct learners' errors. These guidelines are for teachers to reflect on their teaching practices and determine how important CF in the classroom is. Some of these guidelines include:

- Teachers should not be afraid to correct the student's errors

- Teachers should ensure that the students know they are being corrected

- Teachers implement oral CF strategies and adapt them to learners.

- Oral CF can be immediate and delayed; teachers need to experiment with CF timing.

- Teachers should be prepared to vary who, when, and how they correct following the cognitive and affective needs of the individual learner.

- Teachers need to create space following the corrective move for learners to uptake the correction.

Lyster & Ranta (1997, p. 51) have coded this process as "reinforcement" "teachers often seize the moment to reinforce the correct form before proceeding to topic continuation by making short statements of approval such as Yes! That's it!, and Bravo! or by repeating the student's corrected utterance". In this reinforcement, teachers also can include metalinguistic

information. According to their study, feedback-uptake implementation and applicability engage students more when the correct utterance is not given to them. This study, derived from an observational study of six French immersion classrooms in the Montreal area, showed that recast is the most popular technique, and it is the least likely to lead to uptake of any kind. Clarification requests, metalinguistic feedback, and repetition are similar in that they effectively elicit uptake from the students. However, according to this study, the most successful technique at eliciting uptake from the students is elicitation.

As was said before, CF implementation in the oral skill has become a crucial pedagogical practice for English teachers; for instance, they have the choice of how, what, and when to apply this CF to the students' errors, what strategies and methodologies they include inside the classes, in this way teachers can evaluate their teaching practices and reflect about how effective the implementation of CF may be. Even though this aspect is a complex one to have inside secondary public schools, it is up to the teachers how they can deal with it in the matter of what types of choice to correct, timing, and analyze in a critical way learners' uptake towards these aspects concerning CF. Ellis (2009, p.16) indicates, "This complexity is reflected in the controversies surrounding such issues as whether to correct, what to correct, how to correct, and when to correct ."Teachers can be aware of what strategies can be more effective in their own English classes. All these concepts seen in this theoretical framework were an excellent tool for this current study, where the researcher could relate them and adapt them to her context of a secondary public rural school, and she could analyze the effectiveness of having CF inside the classroom.

6   Methodology

6.1   Type of study

The study that I intend to implement will be a mixed-method approach, in which I will implement quantitative research for a specific part of the study and qualitative research for another specific part of the study, Johnson et al. (2007).

"In a mixed study research, a researcher or team of researchers combines elements of qualitative and quantitative research approaches (e. g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the broad purposes of breadth and depth of understanding and corroboration" (p. 123).

This study is descriptive because it focuses on a specific process, which, in this case, is the teacher's implementation of corrective feedback on the speaking skill of 11th graders in a public school. Also, it will describe the phenomenon of the student's reaction to this feedback, how the teacher will provide it and what types of corrective feedback the teacher will implement. The researcher will not change the pedagogical situations that will be observed. It involves observing and describing the students' and teachers' behavior towards the use and response to corrective feedback in the speaking skill, and it needs the data gathered as much as possible to analyze and describe the study. As Lambert and Lambert (2010) stated, " It is an approach that is very useful when researchers want to know, regarding events, who was involved, what was involved, and where things took place". In this case, the event that will be studied is the corrective feedback on speaking skills.

6.2 The context

This study was implemented in a rural public school located in El Queremal, Dagua Valle del Cauca, called "El Queremal". This school has nine branches, eight for elementary education and the main branch is for high school education. The school was founded by the National Federation of Coffee Growers in 1962. It started with two grades, fifth elementary grade and sixth grade. In 1969 the school was added as part of the main branch of Dagua's high school, "Gimnasio del Dagua ", but in 2003 it became independent from this school and took the name of "El Queremal ."The school's vision by 2025 is to become the leader in the formation of respect for ethnic culture, competent in the appropriation and the pedagogical use of the ICTs in agro-industrial technical processes, and committed to conserving the environment. The school has 35 teachers, two coordinators, and the principal. The school now offers education from kindergarten to eleventh grade, emphasizing agro-industry food.

This school receives students from diverse populations: mestizo (60%) and afro-descendants (40%), with 692 students in elementary and high school by 2021. In 2020, the result from the 11th-grade students in PRUEBAS SABER was higher than in 2019, with an average of 44 that year and 45.21 in 2020. This year, the results showed a rise compared to 2019 in English, demonstrating that students are showing more interest in learning this subject every year. Even though the English hours for each grade are 2 per week in high school and 1 hour per week in elementary, it is hard for the students to have adequate immersion in the English language, especially the speaking skill. The researcher intended to focus more on this skill, at least one hour a week for two and a half months.

6.3   The participants

The participants in this research study were 30 students in 11th grade. 14 students in 11-1, 8 girls and six boys, and 16 students in 11-2, 12 girls and four boys, between 15 and 18 years old. These students all live in Queremal and rural zones around the town, like farms or small houses. Their socio-economic status is 1 and 2. Out of the 30 students, four work in construction and farms, and the others are dedicated only to school. The other participant of this research is the school English teacher, who has nine-year experience teaching. She started teaching in English institutes and then has worked for private and public schools.

6.4   Activities to conduct the research project

Some activities were developed in a specific order. These are:

6.4.1   Application of a pre-test and a post-test:

The researcher implemented the same pre-test and post-test taken from the Cambridge Face to Face book. This test was A1 level, in which the students had to answer six personal questions with the vocabulary and grammar they have at the moment.

6.4.2   Conducting interviews before the classes' implementations:

The researcher interviewed the students at the end of each speaking activity implemented during the research, choosing for each activity three students to be interviewed.

6.4.3   Application of surveys before and after the research:

The students answered a survey about corrective feedback in the speaking classes before and after the research. The idea was to collect what they thought about CF before the activities.

Then, at the end of the research, the researcher analyzed if they thought the same as initially or if something changed their thoughts.

6.4.4 Conducting and observing the English classes:

The researcher implemented the English classes activities focusing on the speaking skill in order to observe, record, write and analyze the corrective feedback.

6.4.5 Application of questionnaires after the observations:

A questionnaire was conducted after the researcher's classes to collect more data about corrective feedback.

6.4.6 Activities to implement in the English classes.

The researcher implemented oral activities during the classes that were observed. The activities were casual and formal conversations guided by the teacher before and in the class with free topic monologues, conversations, and interviews.

6.4.7 The use of a speaking skill performance assessment rubric:

This rubric was implemented for all the students after each performance. In order to assess the different categories, the teacher took into account the speaking skill.

6.5 Methods for data collection

The researcher analyzed and described the corrective feedback implemented and the student's uptake of it to determine the English competence developed by the students. The Ministry of Education considers the Common European Framework of Reference (CEFRL). This international document presents what the students should bear in mind to develop the speaking

skill. It states what activities they should perform in the spoken interaction, such as conversations, interviews, debates, etc. These activities are classified according to the level, starting from A1 (basic learner) to C2 (advanced learner). Furthermore, the CEFRL has an assessment framework for testing the speaking activities, divided into interaction, spontaneous activities, and prepared products. The researcher implemented these activities and frameworks to determine their spoken performance and their uptake of these.

Considering that the researcher is the first collector of interviews, observations, diaries, and video recordings of the data, the study involved fieldwork which means that the researcher was physically in the context where the classes were implemented. The data was collected in order to answer the research question. The implemented methods were interviews, observations, questionnaires, diaries, and video recordings of the classes.

6.5.1 Interviews

Interviews helped obtain what was happening in the participants' behavior. The interviewer went deep to get more information. Interviews also led to further research of the participant's responses (McNamara, 1999). This research study implemented interviews to collect data at the beginning and at the end of the project implementation for the teacher and the students. The objective of this method was to obtain the students' and teachers' perceptions of the English activities in class and the corrective feedback implemented by the teacher.

6.5.2 Observations

The researcher was her observer. She observed the classroom context and the participant's reactions to implementing corrective feedback during each class for two and a half months. DeWalt and DeWalt (2011, p. 1) define it as "a method in which an observer takes part in the

daily activities, rituals, interactions, and events of the people being studied as one of the means of learning. The explicit and tacit aspects of their culture. "Hence, this research is ethnographic since it describes, analyzes, and interprets a specific group that interacted and shared beliefs, culture, and language among them over some time (Creswell, 2009). The researcher observed a specific group in their educational environment to obtain specific data on the corrective feedback implementation phenomenon.

6.5.3   Questionnaires

Questionnaires are primarily done in qualitative research and occur when researchers ask one or more participants general, open-ended questions and record their answers. Often video recordings are utilized to allow for more consistent transcription (Creswell, 2009). The researcher implemented a questionnaire to the students at the beginning of the study to obtain more evidence of the teacher's implementation of corrective feedback and gather more data about specific aspects of the English activities related to the types of feedback and how frequent these types were implemented.

6.5.4   Diaries

The diary contains information about the researcher, what the researcher does, and the research process. It complements the data yielded by the research methodology (Hughes, 1996). For this study, since the researcher was directly involved, she wrote a diary after every class was developed, where she could write in more detail all the aspects that occurred in the class related to the corrective feedback. A research diary records the researcher's involvement in a project. While the contents of the diary are sometimes used as data, they are different from the information, observations, records, or other collected data.

7 Findings

7.1 Students' questionnaires

Twenty-four students answered the following questionnaire in the 11th grade of El Queremal School before implementing the research in the English classes.

Figure 1

Would you like to be corrected by your teacher when you speak in English?

1. ¿Te gusta que la profesora te corrija tus errores cuando hablas Inglés?

24 respuestas

● De acuerdo
● Desacuerdo

100%

This questionnaire was implemented before the research took place in the English classroom; the idea was to know how the students felt about the correction in the oral activities in the English class. As shown in chart 1, the students answered as if they liked to be corrected by the English teacher, and all of the 24 students (100%) of both grades 11-1 and 11-2 answered that they agreed that the teacher corrected their oral mistakes. This answer was great for the researcher since it allowed her to be more comfortable when correcting the oral activities to the

students. However, when the activities were taking place and the corrections were provided, some of the students felt nervous and uncomfortable, showing that the answers were not all according to the context in which they were in the oral activities.

Figure 2

Do you consider you learn more when you are corrected by your teacher?

2. ¿Consideras que aprendes más cuando la profesora te corrige cuando hablas?
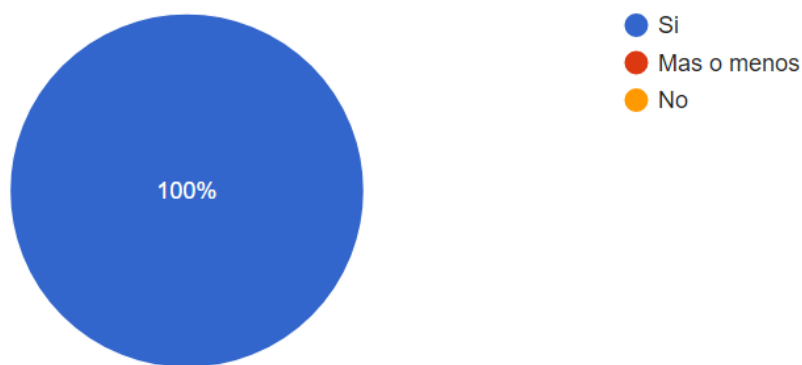
24 respuestas

Figure 2 represents the students' answers if they felt they learned more when the teacher corrected them while doing oral activities. Twenty-four of the students (100%) agreed that they learned more when the teacher corrected their mistakes. According to these answers, all of the students felt comfortable and felt they could learn more if the teacher corrected their oral mistakes to improve for future activities. Notwithstanding, when they faced the corrections in class, not all of the students had an uptake, and when they did the oral activities, some did not improve, and they just continued making the same and other mistakes.

Figure 3

How do you feel when you are corrected in front of your classmates?

3. ¿ Como te sientes cuando el profesor te corrige en frente de tus compañeros?

24 respuestas

- Bien
- Me es indiferente
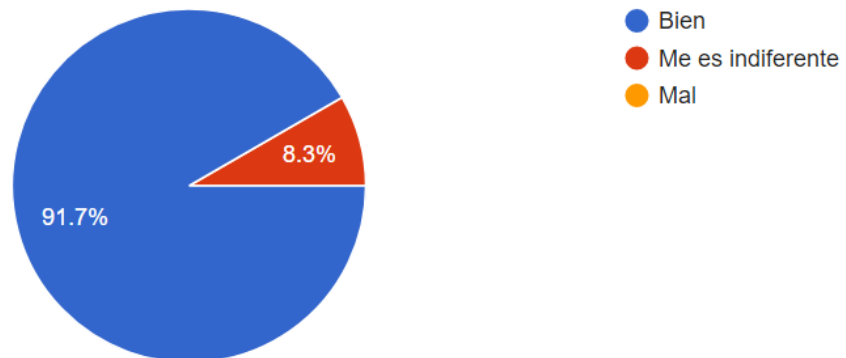- Mal

91.7%   8.3%

Figure 3 asked the students how they felt when the teacher corrected them in front of their classmates. Twenty-two students (91.7%) in 11th grade felt good when the teacher corrected them in front of their classmates; they did not have any problem whether they were corrected alone or in front of the class. They only wanted to be corrected to perform the following oral activities better, while two students (8.3%) of the remaining students did not see a difference in being corrected in front of the class. These students prove they did not give importance to whether they were corrected in class or not. They just wanted to finish the activity and have the grade for the activity.

Figure 4

Would you like your teacher to correct your most common errors?

4. ¿Te gustaría que la profesora te corrija los errores que cometes más a menudo cuando hablas?

24 respuestas

● Si
● No

100%
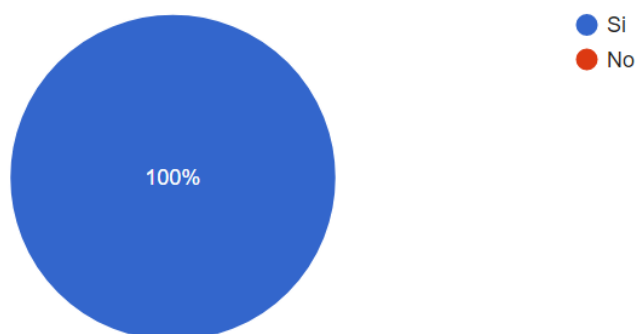
In Figure 4, the students were asked if they liked the teacher correcting their mistakes more frequently when they did oral activities. Twenty-four of the students (100%) answered that they liked the teacher correcting their most common mistakes when doing the oral activities in class. Nevertheless, when the teacher corrected their most common mistakes, some did not have uptake and showed little interest in these activities, proving that their answers were not what they meant.

Figure 5

When you are corrected, do you want your teacher to tell you the error and the correct form

immediately?

5. ¿Cuándo la profesora te corrige, quieres que ella te diga tu error y te provea la forma
correcta inmediatamente?

24 respuestas
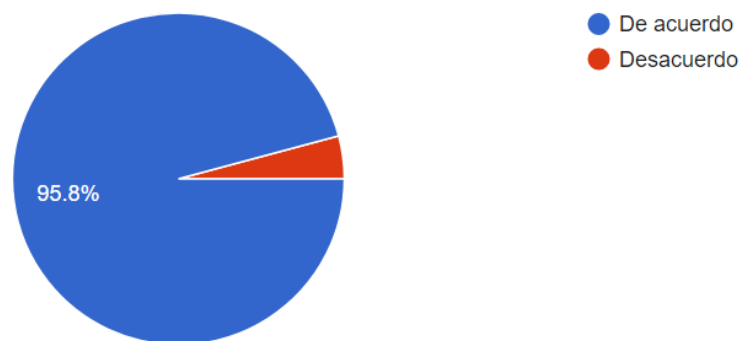
For Figure 5, the question was; when the teacher corrects you, do you want her to tell you

the mistake and give the correct way immediately? Twenty-three students (95.8%) wanted to

know what the mistake was and know the correct form immediately. However, they wanted to

correct the mistake at the exact moment of the activity and be able to continue speaking without

making the same mistake in the other oral presentations, and one student (4.2%) answered that

she did not want to know what the mistake was. She/he preferred to continue the activity without

being corrected even though they made some mistakes.

Figure 6

When the teacher corrects you, do you want her to tell what the error is, but without providing

the correct form, in this way you can correct them by yourself?

6. ¿Cuándo la profesora te corrige, quieres que ella te diga que dijiste mal, pero que no te dé la forma correcta, así puedes intentar corregirla tu mismo.

24 respuestas
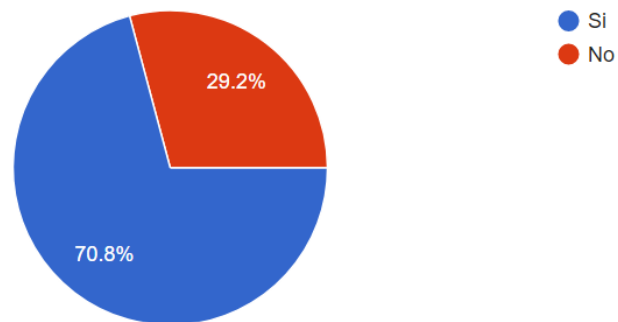
Figure 6 asked the students if they wanted to be told what they said incorrectly, without giving them the correct form, so they could try to correct it by themselves. Seventeen students (70.8%) affirmed they wanted to be told what they said incorrectly without giving the correct form, and in this way, they could try to correct it themselves. Moreover, seven students (29.2%) said they did not want to correct the mistakes by themselves, but they preferred to be told the correct form to improve their vocabulary and pronunciation for the oral activities.

Figure 7

Do you prefer non-verbal signs from your teacher when she corrects you?

7. ¿Prefieres que la profesora use señales no verbales como: asentir con la cabeza o hacer o algún ruido como señal a la hora de corregirte?
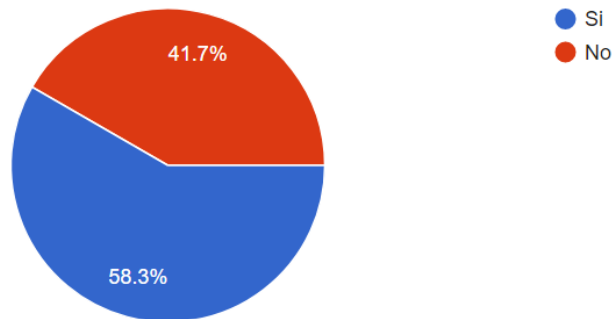
24 respuestas

Figure 7 asked the students the preference for nonverbal signs when the teacher corrected their mistakes. Fourteen students (58.3%) in 11th grade preferred the teacher to use signs as a different way to correct the mistakes without telling them verbally. On the other hand, ten students (41.7%) did not prefer these signs from the teacher since they chose to be corrected verbally by listening to the different types to correct them by the teacher. Some students are timid, representing approximately half of the students in the research. This answer showed that they probably would feel nervous by performing the activity and listening to the professor's corrections. Furthermore, by seeing nonverbal actions from the teacher instead of listening to the correction, they would carry on with the activity.

Figure 8

How long do you remember the correct form?

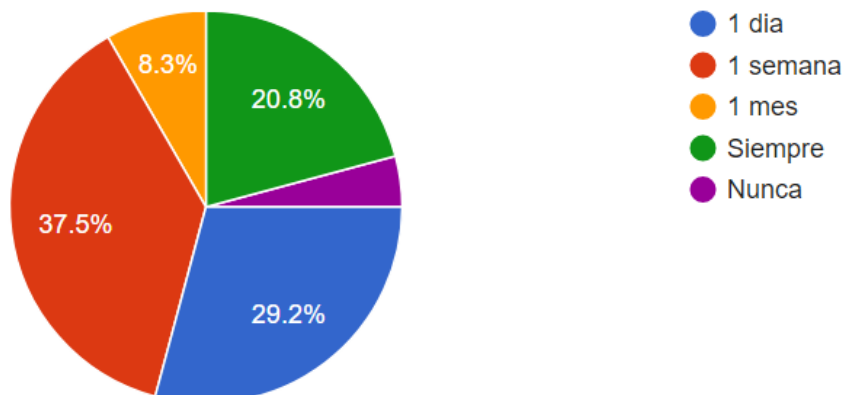8. ¿Por cuanto tiempo recuerdas la manera correcta ?

24 respuestas

Figure 8: how long do you remember the correct form? Nine students (37.5%) of the 24 students answered that they remembered the correct form of the mistakes made for one week, exactly the time it takes to have the English class again. Probably, they thought they would need the same corrections to use them in class. Seven students (29.2%) answered they remembered the correct form for only one day, showing they only corrected for the English activity, and not in a conscious way, to improve vocabulary, grammar, or pronunciation. Five students (20.8%) responded that they always remembered the correct form of the mistakes. This represents the motivated and eager students to learn and improve their English. By making mistakes, they would learn more and would remember the correct form and would improve in their oral activities. 2 students (8.3%) answered that they remembered for one month the correct form of the mistakes, and one student (4.2%) stated that he/she never remembers. This probably represents the student who only presents the activities to get a grade and pass the course.

Figure 9

What is the benefit of being corrected in the speaking skill?

9. ¿Cuál es el beneficio que la profesora te corrija en las actividades orales?

24 respuestas
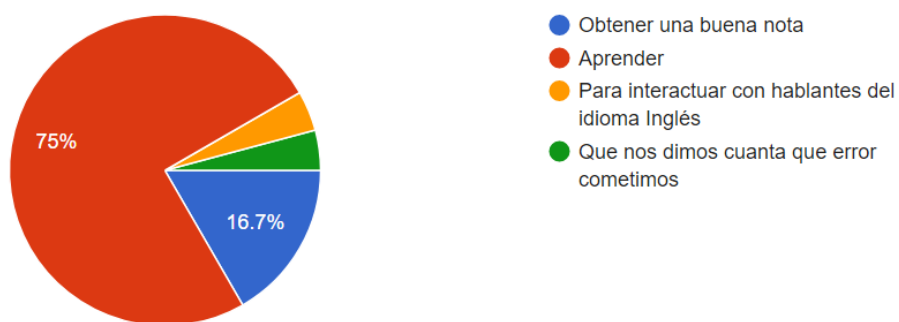
Figure 9 showed that the students answered about the benefit they had when the teacher made oral corrections. Eighteen students (75%) thought the benefit of being corrected in the oral speaking activities is to learn, and improve their English in every activity, not only to obtain a good grade and pass the course. 4 students (16.7%) agreed that the benefit was to obtain a good grade. Their goal is not to learn; they want to present the activity and have a good grade to pass the course this term, while one student (4.2%) thought the benefit is to know what his/her mistake was, to be aware of their English learning process. Moreover, only one student (4.2%) stated that interacting with other English speakers was beneficial.

Figure 10

Who would you like to correct your errors?

10. ¿ Quien te gustaría que te corrigiera tus errores?

24 respuestas

- La profesora
- Mis compañeros
- Nadie

100%
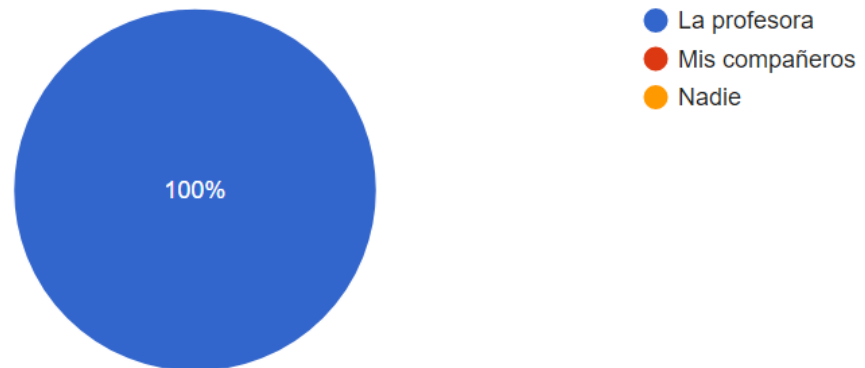
In Figure 10 all of the 24 students (100%) agreed that they liked to be corrected all the time by the teacher, showing they did not feel confident and comfortable if their peers corrected them. Nevertheless, they wanted to be corrected according to the answer to this question. Even though they would probably not remember the correct form or feel nervous by doing the oral activities, they wanted to know when they were making oral mistakes in English.

7.2   Teachers' implementation of Corrective Feedback in the English classes' graphs.

These graphs show the frequency of the different types of corrective feedback implemented by the English teacher in the oral activities during September, October, and November.

Figure 11

Types of Corrective Feedback implemented by the Teacher in September 2021

GRAPH 1: TYPES OF CORRECTIVE FEEDBACK IMPLEMENTED BY THE TEACHER SEPTEMBER 2021
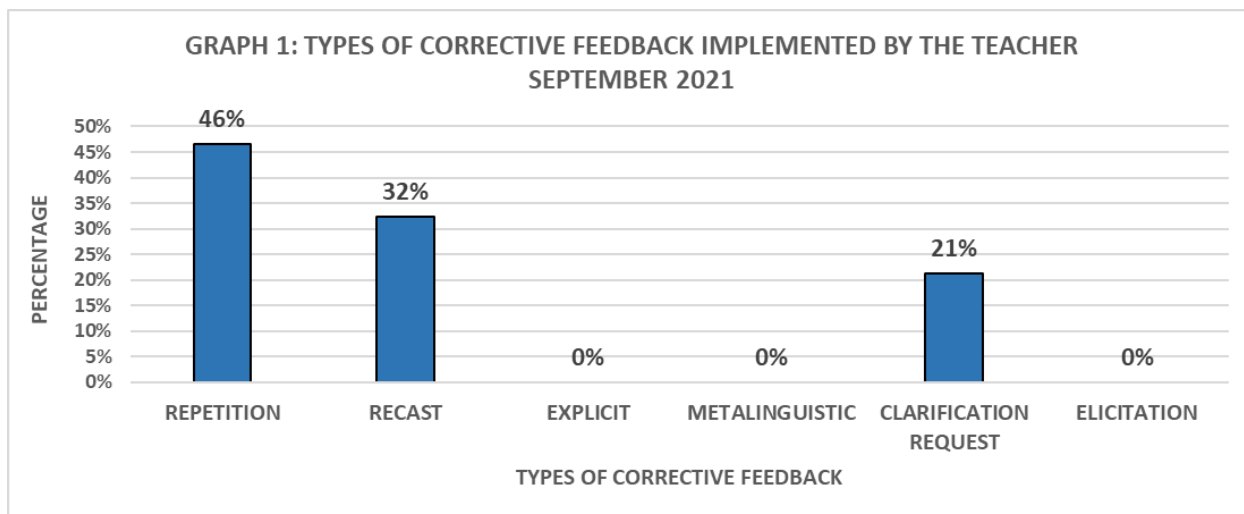
Figure 11 represents the types of corrective feedback implemented in the English teacher's oral activities in a class in September. The research project started with a pre-oral test, taken from the Cambridge book Face to Face, where the students had to answer six basic questions (see appendix 5). Students individually answered these questions, which were audio-recorded, including the teacher's corrective feedback. Each of the students was corrected by implementing the repetition type (46%): the teacher repeated the student's mistake changing the intonation for the students to be aware of their erroneous utterances. This type was the most used since the teacher felt uneasy about interrupting the students' flow of the conversation. The second type more used was recast (32%): the teacher reformulated part of the students' incorrect utterances to show the correct form to the students explicitly. This recast correction was like the repetition type of not interrupting the student, so they did not feel as nervous as they were and could finish the activity the best they could. The clarification request type was the least used

(21%). With this type of correction, the teacher clarified that the students made a mistake by asking them to clarify what they had said, letting the students know they had made a mistake implicitly. Even though the teacher was afraid of making students nervous or uncomfortable, she took the chance to stop the student and asked for clarification to see if they were able to correct the erroneous utterance. The explicit, metalinguistic, and elicitation types of correction that the teacher did not use in these oral activities in September. According to the English teacher, Metalinguistic correction is a problematic CF type to implement, especially in these activities, since it not only interrupts the activity but also requires time from the students to analyze the mistakes, and probably they will not manage to continue. Also, the oral activities implemented this month were focused more on prepared presentations or conversations, in which generally the grammatical structures were corrected, so it was not necessary to correct specific grammar mistakes, but more on pronunciation. Elicitation is a great way to gather students' attention when they make a mistake. The teacher did not include it since this requires more time in class, where the students have the time to think and analyze what would be the correct form of the mistakes. Moreover, the school English hours are only 45 minutes, not enough to go deep into all of these types. Most of them were not finished in one hour and had to continue for the next class.

Figure 12

Types of Corrective Feedback implemented by the Teacher in October 2021

GRAPH 2: TYPES OF CORRECTIVE FEEDBACK IMPLEMENTED BY THE TEACHER IN OCTOBER 2021
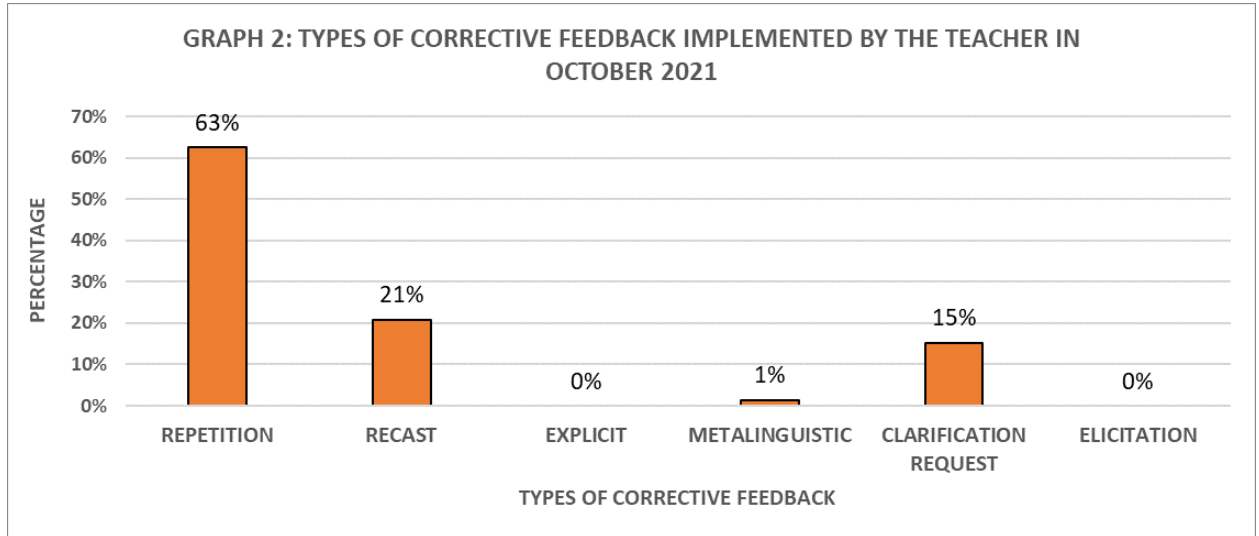
Figure 12 shows the types of corrective feedback implemented by the teacher in the oral

activities in October, where repetition was the most used with 63%. The teacher felt it was more

worth implementing this type of corrective feedback since it showed a positive response from

almost all the students. They corrected when the teacher repeated the complete utterance and

changed the intonation in the incorrect word. In this CF, almost all the students reacted and

corrected the mistake. As in September, recast was the second most used in October with 21%,

where the teacher provided the correct form immediately after the student's mistakes. This type

was less used in September since some students who knew the correct form did not take the

chance to repeat the correct one, but they just continued the activity. Finally, clarification request

was implemented by 21%, less than the previous month, where the teacher tried to collect from

the students the correct form by themselves. This type is time-consuming, as proved in

September, so it was less used to having more class time. In October, metalinguistic was used

1% in all the activities by one student only; this student, according to the pre-oral test, proved to have a higher level than their classmates, so the teacher could go deeper into this type by explaining grammatical forms why the utterance the student made was incorrect. As shown in September, explicit and elicitation were not used in October, either.

Figure 13

Types of Corrective Feedback implemented by the Teacher in November 2021
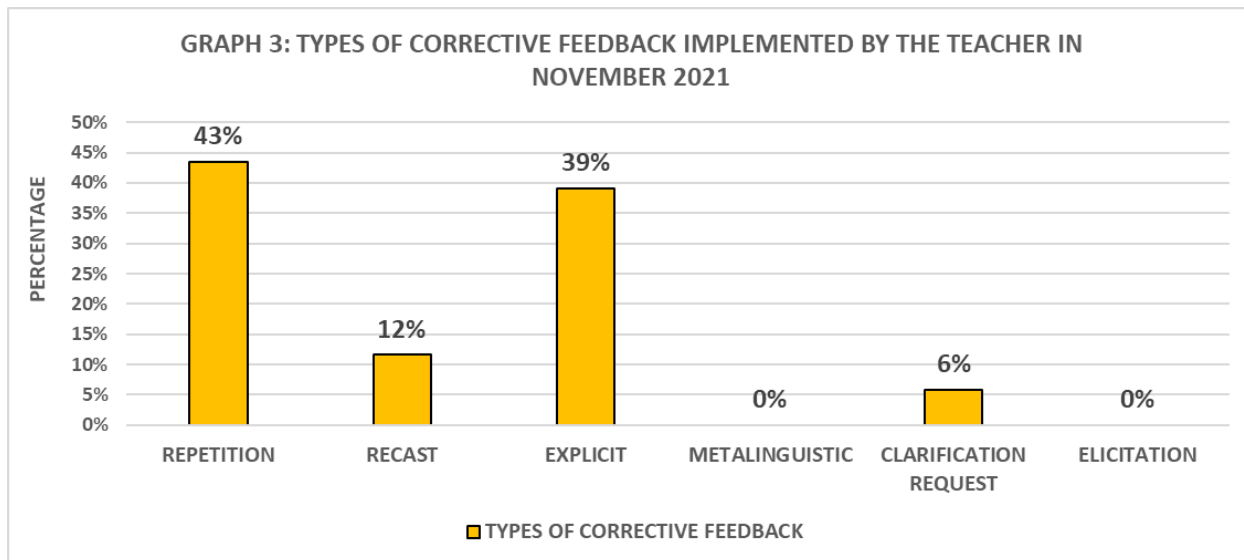
Figure 13 represents the month of November and the last month where the research was implemented. This was a short month because it was the last term of the school year, and there were many external activities where the students had to participate, so the English classes were few. Most of the oral activities took place in class, and one activity had to be outside the class, where the teacher had to see a video made by the students, and after this, the teacher had to give them the correction of each one of them. As was seen in the two previous months, repetition was the most frequently used (43%) in the oral activities. The explicit correction was the second most

used (39%) for the specific video the students had to make and send it to the teacher. After the teacher watched the videos in class, she told each student what their mistakes were, so for the next class, and they had to correct them. This was delayed corrective feedback, but it was successful since almost all the students explicitly corrected what the teacher told them to correct. Recast was less implemented than the previous months with 12%. This is because the oral activities and the time for this month were few, so the teacher did not correct the students all the time and only corrected them explicitly a few times.

Furthermore, the clarification request was implemented less than in September and October, proving that this type of correction is time-consuming. For this specific term, the time was short, and all the students needed to perform the activities. Metalinguistic and elicitation were the ones that were not implemented this month.

Figure 14

Comparative of the Types of Corrective Feedback implemented by the Teacher in September, October, and November 2021

GRAPH 4: COMPARATIVE OF THE TYPES OF CORRECTIVE FEEDBACK IMPLEMENTED BY THE TEACHER IN SEPTEMBER, OCTOBER, AND NOVEMBER 2021

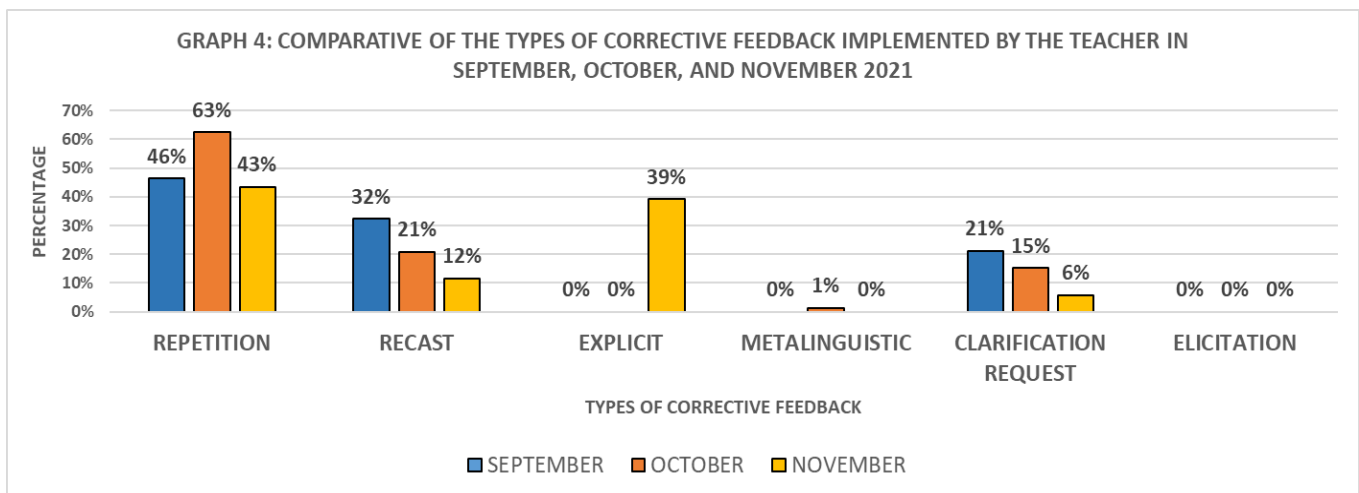Figure 14 shows the comparative results for September, October, and November, where the types of corrective feedback implemented by the teacher showed the differences in each month. According to these results, the type of CF most used in this research was the repetition, in October was the most used with 63%, 46% in September, and 43% in November. Repetition seems to be the most effective to have a positive learner's uptake and the most consistent. Since class time was short, it was also helpful to apply because it did not take too much time to do the corrections. Recast was the second type most used in the three months. This type is also not time-consuming for the oral activities since it consists of repeating the student's utterance minus the error. But this comparison showed recast decreased in the three months the research was implemented, in September with 32%, October with 21%, and November with 12%. The other type used was clarification request, and as recast, it also showed a decrease in the three months, but with low intensity, in September with 21%, October with 15%, and November with 6%. The explicit correction was only implemented in November with 39%. The teacher used these types only for a specific oral activity, where students sent each of them a video. Due to the little time, she had in November, the teacher checked the videos and explicitly told each student what the mistakes were in their presentations. This type had a positive response from the students since almost all of them considered the teacher's correction and made the adjustments for the next class. The metalinguistic type was only used 1% in October. The teacher used this type for only one student who had a higher level than the other students since metalinguistic requires more time to do the correction and requires that the student have a clear understanding of the English grammatical rules. Elicitation was the only type of corrective feedback that the teacher did not implement because the time for the oral activities was limited. The idea was that all the students had the opportunity to participate. Implementing this type of CF was demanding and time-

consuming; asking questions to the students in the middle of their dialogues, role plays, or interviews may have had an adverse reaction from the students; they may have felt insecure or uncomfortable, mainly because at the beginning of the research they felt very nervous performing these activities. This was a methodology they were not used to generally doing in the English classes.

7.3   Students' uptake results graph.

The following graph shows the result of the learner's uptake of the types of CF implemented by the teacher during the three months this was carried out.

Figure 15

Students' Uptake results
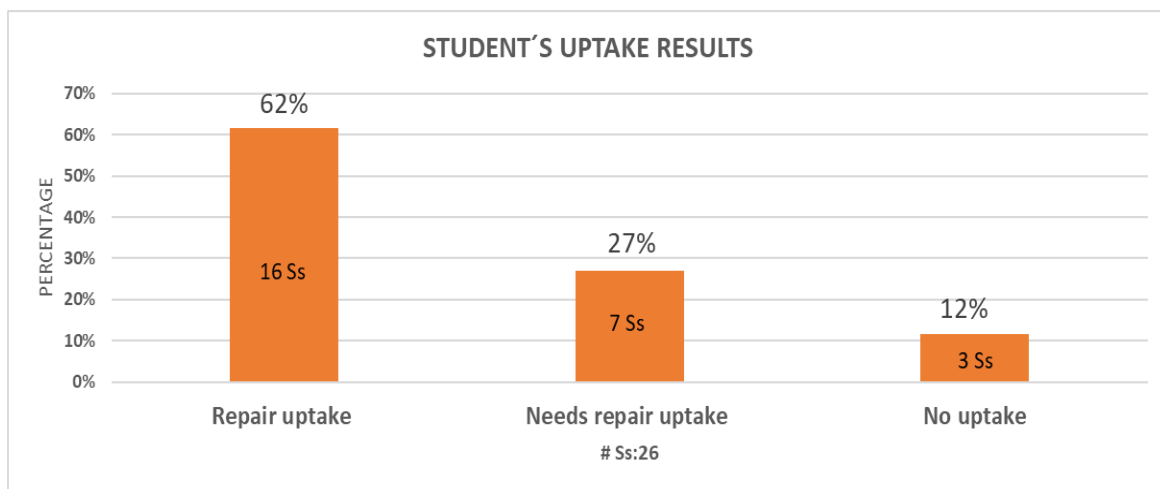
The student's uptake result graph represents the percentage of the students who reacted to the different types of corrective feedback implemented by the teacher in the oral activities. There were three categories seen in the classes: Repair Uptake, Needs Repair Uptake, and No Uptake. 62% (16 of 26 students) corrected the mistake after the teacher's CF. Even though some students

were shy at the beginning of the research, they made an effort to self-correct the erroneous utterance, and some others were very confident from the beginning and corrected immediately. All these students proved to significantly improve their English-speaking skills at the end of the research.

On the other hand, 27% (7 students) needed repair uptake even after the teacher's CF. Although some of the students participated in all the oral activities, they did not correct the error and continued performing the activity. Other students hesitated after the CF. For example, 12% (3 students) did not present any uptake. They were told the correct form but did not pay attention and hurried to finish the oral activity. It was seen that these students showed low interest and presented the activities just to pass the course.

7.4   Students' final interview analysis

This interview was done at the end of the research project. Eleventh-grade students of the Queremal School performed all the oral activities. A total of twenty-one students were interviewed with four open questions, in which the answers were categorized according to the student's responses.

Figure 16

How did you feel in the English Activities?
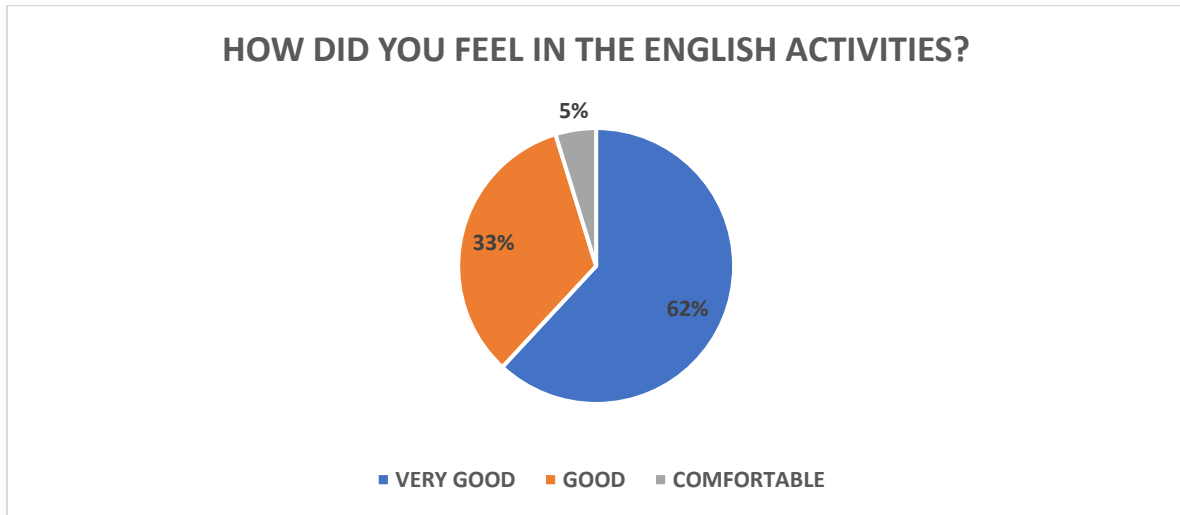
Figure16 showed the students' responses on how they felt about the oral activities implemented in the English class. 13 students (62%) felt these activities were outstanding. They participated actively in each oral activity and felt motivated. Seven students (33%) expressed they felt good doing these activities in class, participating in this, even though some of them did not have an uptake to the mistakes made. And only one student (5%) answered that he/she felt comfortable performing the oral activities. However, according to this interview, none of the students expressed any pressure. On the contrary, they did not feel uncomfortable or thought the activities were dull, showing positivism towards these strategies implemented in the English classes.

Figure 17

Did you feel you made a lot of mistakes in the Speaking Activities?

DID YOU FEEL YOU MADE A LOT OF MISTAKES IN THE
SPEAKING ACTIVITIES?

38%

62%

■ YES   ■ NO   ■ MORE OR LESS
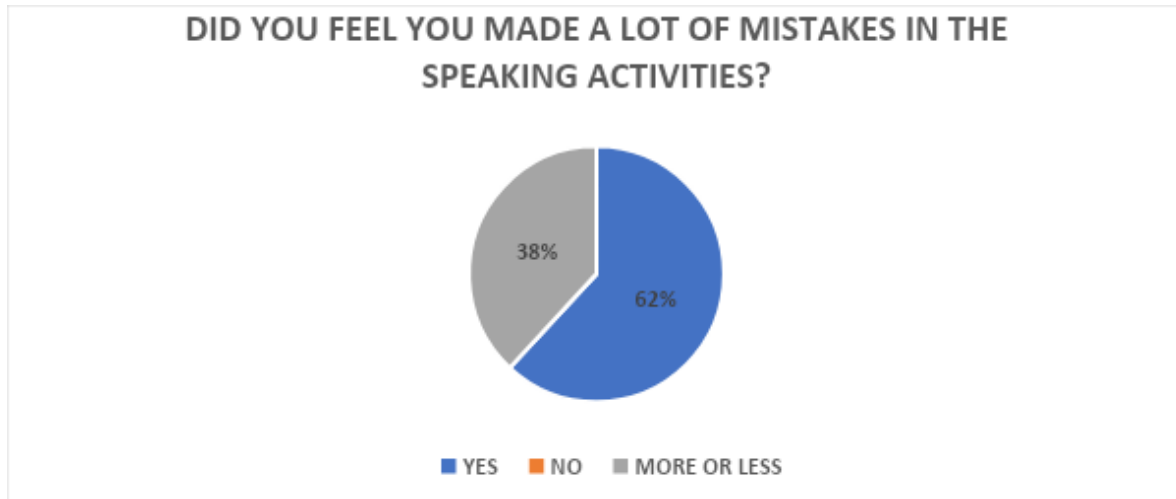
Figure 17 represents the student's responses if they felt they made many mistakes in the

speaking activities. 13 students (62%) answered that they made many mistakes in the classes, felt

shy and nervous by doing the interviews and role-play-activities, and were afraid of making more

mistakes. Even though they did all the activities the best, they could. Eight students (38%) felt

they made some mistakes in the activities, some students felt afraid to mispronounce words, they

recognized they had difficulty performing the oral activities, but they were willing to improve

and complete the activities according to their English-speaking level.

Figure 18

How would you like to be corrected?

Figure 18 asked the students how they would like to be corrected. This question yielded various responses. They had different opinions about this matter. 6 students (29%) answered they liked to be corrected by teaching them the proper pronunciation.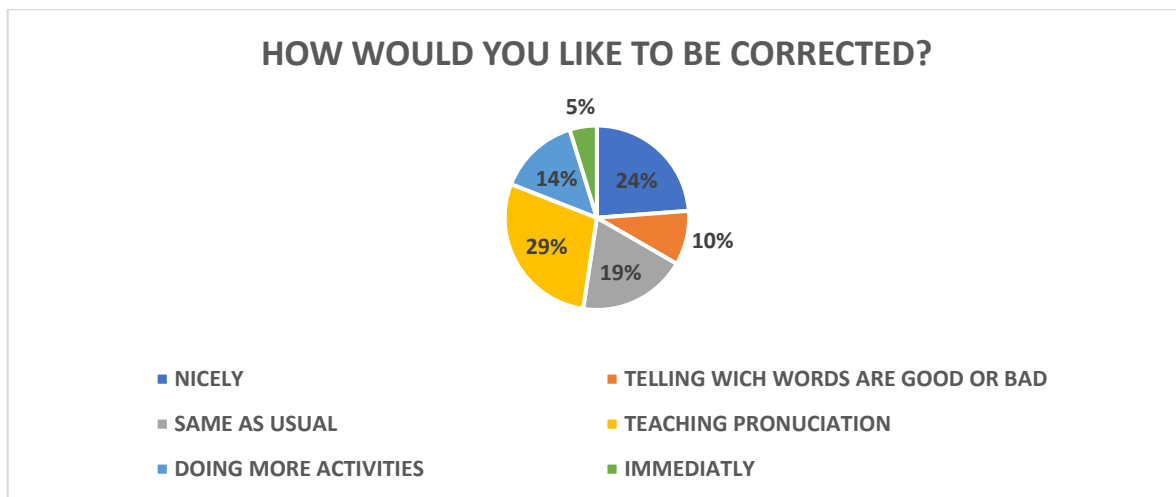 5 students (24%) said they wanted to be corrected nicely, which indicates that most of the students wanted a cordial dialogue between them and the teacher, they were opened to being corrected but respectfully, paying particular attention to the proper pronunciation of the words. 2 students (10%) wanted a more explicit correction by the teacher, they liked to know exactly what words were correct or incorrect, focusing primarily on the incorrect ones so they could correct them for future activities. Three students (14%) answered that they wanted to be corrected by doing more speaking activities so that they could recognize and practice the pronunciation of the different words in different contexts. One student (5%) responded that he/she liked to be corrected immediately after he/she made the mistakes. This student proved he/she wanted to learn faster than the other students the correct form of the words. Furthermore, four students (19%) said they wanted to be corrected the same way the teacher had corrected them in all the English classes.

These students proved low motivation about any new strategy implemented inside the English classes. They were unwilling to learn more than just what was taught in the classes. With these last four students, it is essential to notice that they need to implement another kind of strategy that could help them be more motivated and willing to learn more.

Figure 19

What did you learn this term with the corrections made in the activities?

WHAT DID YOU LEARN THIS TERM WITH THE CORRECTIONS MADE IN THE ACTIVITIES?

- TO IMPROVE MY SPEAKING SKILL
- TO PRONOUNCE BETTER
- NOT TO GIVE UP
- TO LEARN MORE
- TO IMPROVE VOCABULARY
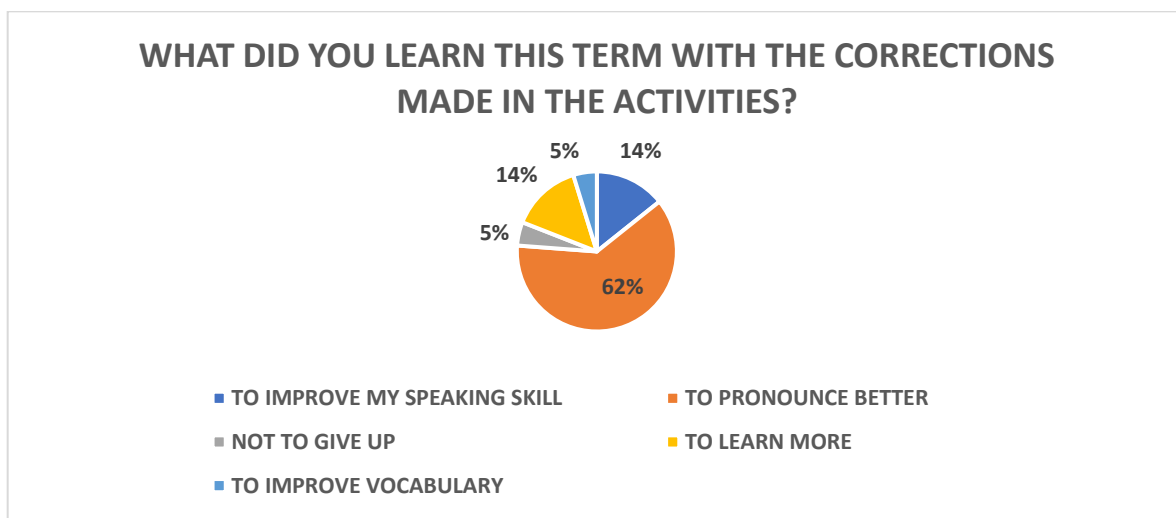
Figure 19 asked the students what they learned with the correction they received during all the speaking activities implemented in the classes. Only one student (5%) stated that even though the mistakes were made in the activities, he/she did not want to give up; he/she wanted to continue learning despite the different difficulties it may be faced. Thirteen students (62%) answered they learned considerably to learn more on how to pronounce the correct form of the words. Three students (14%) learned they could improve their speaking skills by doing these activities. Three students (14%) said they learned how to improve their English learning with different teaching strategies. Finally, one student (5%) responded that he/she learned to improve

his vocabulary. This student was focused more on the word meaning than on their pronunciation. This final question proved that most of the students learned a lot with these speaking activities, improved their English skills progressively, and positively impacted the English classes.

8   Discussion

The analysis of the results of this research showed the different types of CF implemented by the teacher, how the learners' uptake was and how this research can contribute to English teachers in their pedagogical practice, what types of CF they should implement or not in their classes according to the objectives they have for their oral activities and the context they are immersed. Regarding the general objective of this research (To analyze the effectiveness of corrective feedback in the development of the speaking skill in students of 11th grade in a rural public area and what their uptake is), the findings presented, in general, a positive effect concerning the CF implementation in the oral skill and the learner's uptake results showed a high preference to be corrected. As Lyster et al. (2013) pointed out, learners do not like their teacher to ignore their mistakes. Instead, they prefer to be corrected. As the students answered the questionnaire, they all wanted to be corrected immediately, and they felt they could learn more.

As seen in the findings of the types of CF implemented in the three months in the oral activities, repetition type was the most common among all the oral activities. As the literature indicates, this type of CF does not usually disrupt the students' flow of the oral activity since the teacher only repeats the student's errors in isolation, emphasizing or highlighting only the specific student's error. In this way, the teacher was able to carry out the activities and was able to listen and provide each student the CF since the time was short and there was a large number of students, dissimilar to what Kitao and Kitao (1996) in their research stated that correcting the speaking skill is the most challenging task to do and correcting each of students is a complex and tiresome task for teachers and students. This research demonstrates that if the teacher has the appropriate strategies inside the classroom as the use of rubrics, pre-test,

and post-test (see appendix 4 and 5), this task will be effective and very interesting for the students, especially having a clear goal for classes, knowing precisely what criteria to choose to correct the students, as it was stated by Standowiks (2007) cited in Trejos et al. (2013), this skill may be the most interesting to correct, and not the most difficult one. The other types used after repetition were recasts and clarification requests. The use of recast, even though it was less used than repetition, had a positive effect on the student's responses. As Lyster and Ranta (1997) indicate, it allows the use of the L1, an excellent strategy for this research students according to their English level. Clarification Requests were not frequently used, but the teacher made the students aware they had made a mistake with the specific utterance.

In most activities, the students' uptake of these types of CF was positive, and 62% of the student's reactions in this study led to a repair uptake. According to Lyster and Ranta's model (1997), this uptake is the student's correct reformulation of the error, in which the category of Self-repair was the most implemented by them. The other 27% of the students' uptake was the "needs repair. "The categories implemented by them were varied. Some did the hesitation category, and others the partial repair. These results were aligned with what the students answered in the questionnaire and in the final interview, where they expressed that even though they felt they made many mistakes in the speaking skill, they wanted to be corrected and immediately made the correct form of the errors, they felt they could learn more specifically the correct pronunciation of the words and to improve their speaking skill.

9   Conclusion

This research project analyzed through the observation of different oral activities, questionnaires, interviews, and a teacher's diary, the types of CF implemented by the English teacher and the student's uptake that took place for three months during the English classes in a rural public school of Valle del Cauca. It showed that the teacher's CF preferences were repetition, recast, and clarification requests, being repetition the most implemented due to the time limitation the oral activities had in each class; with this CF type, the teacher felt more comfortable not only because of the time but also because the student's uptake to this type had the most positive response. This study analyzed the student's attitudes towards being corrected in the oral activities and their reactions to the CF types implemented by the teacher. It was seen in the analysis that the student's responses (62%) to the CF types led them to an effective Repair Uptake. The students liked to be corrected and immediately made the corrections. Only 3% of this research students did not show a positive response to the oral activities and CF. This research study is essential in the field of public education and its English teachers since it can help them to include more oral activities in their classes, and even though the hours of class are not enough, it is worth spending some time applying this Corrective Feedback in the oral skill, the students will value the effort of correcting them, in order for them to be able to improve their oral accuracy. By implementing different activities, the students can be more motivated. By sharing the positive results of this research, other teachers might start implementing these types of CF in their classes, given that they can feel more comfortable doing speaking activities, this way, students will feel more courageous because with an appropriate Corrective Feedback and according to the context of the students, the results could be surprising. When the students leave their comfort zone and leave the

monotony of the class, take risks, and in this learning process, the results will be satisfying. Of course, teachers will need time to analyze the strategies, when, how, and what type is more suitable for their students.

The results of this study, even though they presented a positive aspect for teachers to implement in their classrooms, and highlighted the specific types of CF more suitable for this rural public school, also showed the most significant limitation almost all the public teachers face: the time the school gives to the English classes; two hours a week are not enough if the teacher wants to obtain better results in their students' performance, which could mean to get more data to analyze this phenomenon and more time to implement more oral activities and be able to apply oral CF.

2. Appendix 1: School's authorization to implement the research project.

INSTITUCIÓN EDUCATIVA EL QUEREMAL NIT. 805.029.153-5 Reg. DANE No.276233000651 Resol. Aprobación de Estudios No.593 de junio 16/99 - Resol. de Fusión No.1976 de Sep. 6/2002 Pre-escolar (Transición) – Básica Primaria –Básica Secundaria- Media Técnica Especialidad Agroindustria- Educación de Adultos (Resol. N° 04068 de Nov 17/2016) Municipio de Dagua, Corregimiento El Queremal-Vereda El Tigre Email:queremal@sedvalledelcauca.gov.co- tel:3226150912-3226168505	Valle Invencible	GOBERNACIÓN VALLE DEL CAUCA Secretaría de Educación
COD: FOC-4-CORRES-EXT-14,1-INFO-SED	VERSION 2	FECHA CREACION: Mayo 25/ 2021

Corregimiento El Queremal, Dagua Valle del Cauca. Agosto 19 de 2021

Señores

Maestría en Enseñanza de Inglés como Lengua Extranjera
Universidad ICESI
Santiago de Cali

Estimados Señores:

En mi calidad de Rectora de la **Institución Educativa El Queremal,** tengo el gusto de anunciarles que la Docente **Gloria María Franco Orrego**, identificada con cédula de ciudadanía colombiana **#1.088.250.073** de Pereira, tiene autorización para llevar a cabo la investigación titulada **"Teacher's Implementation of corrective Feedback in the Speaking Skill for 11th".**

Si necesitan información adicional, con gusto la suministraré.

Cordialmente,

Esp. Jacinta Helena Muñoz Lasso
     Rectora.
     Tel 3207975657

3. **Appendix 2: documento de consentimiento informado**

INFORMACIÓN

Un menor de edad a su cargo ha sido invitado(a) a participar en la investigación Teachers Implementation of Corrective Feedback in the Speaking Skill for 11th. Su objetivo es analizar la efectividad de la retroalimentación en el desarrollo de la habilidad del habla y su respuesta a este en estudiantes de grado 11 de la institución educativa El Queremal. El menor de edad a su cargo ha sido seleccionado(a) porque describe el criterio de selección de los participantes.

La investigadora responsable de este estudio es **Gloria María Franco Orrego** de la **Universidad Icesi**.

Para decidir participar en esta investigación, es importante que considere la siguiente información. Siéntase libre de preguntar cualquier asunto que no le quede claro:

Participación: La participación del menor de edad a su cargo consistirá en una prueba estandarizada de la habilidad del habla en Inglés al comienzo y al final del proyecto, una entrevista al inicio donde los estudiantes responderán libremente su sentir sobre el habla y la retroalimentación que reciben por parte del profesor y una grabación exclusivamente en las clases de inglés. Las entrevista/pruebas /estandarizados/ grabaciones del grupo focal durará alrededor de 45 minutos, y abarca varias preguntas y actividades sobre la habilidad del habla, la retroalimentación dada por el profesor y respuesta de los estudiantes a esta.

Para facilitar el análisis, esta entrevista/grupo focal será grabada. En cualquier caso, tú podrás interrumpir la grabación en cualquier momento, y retomarla cuando quieras.

Riesgos: Posible bullying de parte de los compañeros a la hora de practicar el habla ya sea por mala pronunciación o mal uso de la gramática, para esto se les dirá de antemano que se aplicaran los correctivos siguiendo el manual de convivencia de la institución, también tendrán acompañamiento del orientador.

Beneficios: El menor de edad a su cargo no recibirá ninguna recompensa por participar en este estudio. No obstante, su participación permitirá generar información para mejorar la práctica de enseñanza del inglés en esta institución y las demás instituciones que consulten los resultados de esta investigación

Voluntariedad: La autorización para que participe un menor de edad a su cargo es absolutamente voluntaria. El menor de edad a su cargo tendrá la libertad de contestar las preguntas que desee, como también de detener su participación en cualquier momento que lo desee. Esto no implicará ningún perjuicio. Tratándose de investigaciones en menores de edad, Ud. podrá estar presente al momento de su realización.

Confidencialidad: Los datos y opiniones del menor de edad a su cargo serán confidenciales, y mantenidas en estricta reserva. En las presentaciones y publicaciones de esta investigación, el del menor de edad a su cargo no aparecerá asociado a ninguna opinión particular.

Conocimiento de los resultados: Usted tiene derecho a conocer los resultados de esta investigación. Para ello, indicar correos electrónicos donde pueda enviar los resultados de esta investigación.

Datos de contacto: Si requiere mayor información, o comunicarse por cualquier motivo relacionado con esta investigación, puede contactar a la investigadora responsable de este estudio:

Nombre investigador/a responsable: **Gloria María Franco Orrego**
Teléfonos: **3022310651**
Dirección: **avenida 7B Oeste # 14-06**
Correo Electrónico: **gloria938@hotmail.com**

Yo, _____, acepto que el menor de edad a mi cargo participe

voluntariamente en el estudio"**Teachers Implementation of corrective Feedback in the**

Speaking Skill for 11th Grade in a Rural Public School".

Declaro que he leído y he comprendido las condiciones de mi participación en este estudio.

En caso de cualquier notificación relacionada a la investigación, pueden contactarme a través de:
Correo electrónico: _____

Teléfono: _____

_____   _____

Firma Representante del menor o   Firma Investigador/a

apoderado legal

Lugar y Fecha:

Este doumento se firma en dos ejemplares, quedando una copia en poder de cada parte

4. Appendix 3: Speaking skill performance assessment rubric.

INSTITUCION EDUCATIVA "EL QUEREMAL"
NIT 805.029.153-5 Registro DANE No. 276233000651
Resolución de Aprobación No. 593 de junio 16 de 1.999
Resolución de Reconocimiento de Estudios No. 1976 de septiembre 6 de 2.002
Preescolar - Básica Primaria – Secundaria – Media Académica y
Técnica con Énfasis en Agroindustria
Corregimiento El Queremal - Vereda El Tigre - Dagua (Valle)

INGLES. GRADO: _____11_____

NOMBRE DEL ESTUDIANTE: _____

SPEAKING SKILL PERFORMANCE ASSESSMENT

Categories	Basic 1.0/2.9	Fair 3.0/3.9	Good 4.0/4.5	Excellent 4.5/5.0
Range	Has a fundamental repertoire of words with memorized phrases	Uses a basic repertoire of words with memorized phrases.	Uses a Good repertoire of words and phrases.	Uses an excellent repertoire of words and phrases
Accuracy	There is inexistent control of a few simple grammatical structures	Has limited control of a few simple grammatical structures.	It has good use of a few simple grammatical structures.	Has an excellent use of simple grammatical structures.
Fluency	Lack of management of isolated, prepacked utterances, with much pausing.	Shows limited management of isolated, prepacked utterances, with some pausing.	Shows good management of isolated prepacked sentences with few pauses.	Shows excellent management of isolated prepacked sentences.
Interaction	In the absence of interaction in a simple way, communication depends on repetition.	Has an essential interaction in a simple way, communication depends on some repetition.	Has good interaction and communication in a simple way with few repetitions.	Has excellent interaction and communication simply.
Coherence	Shows difficulties in answering questions, the connection between the sentences are incoherent.	Shows little details in the answers and few connectors between the ideas.	Shows good and clear connections between the ideas.	It Shows relevant answers. The sentences are connected excellently.

5. **Appendix 4***: oral test taken from cambridge face to face book.*

	QUESTION	Score	"CAN DO" STATEMENT	LEVEL
1.	What is your name? How old are you? (1 point)		**I can do personal presentations.**	A1
3.	What do you do in your free time? (1 point)		**I can talk about my free-time activities and say when I do them**	**A1**
4.	Tell me about the weather today in "El Queremal" (1 point)		**I can talk about the weather.**	**A1**
5.	What are you going to do this weekend? (1 point)		**I can talk about future plans.**	**A1**
6.	Tell me about your best friend, what is She/He like? (1 point)		**I can describe people's characters.**	**A2**
	TOTAL			

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