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**“BA in ELT students’ perceptions about oral
error correction feedback strategies”**

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Presenta:

Alma Patricia Velázquez Ruiz

Director de Tesis:

Mtra. Elba Méndez García

Asesores:

Dra. Vicky Ariza Pinzón

Mtra. Rosalba Leticia Olguín Díaz



Puebla, Pue.

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“BA in ELT students’ perceptions about oral error correction feedback strategies”

This Thesis has been read by the members of the committee of

Alma Patricia Velázquez Ruiz

And it is considered worthy of approval in partial fulfillment of
the requirement for the degree of

LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

Thesis Director



Mtra. Elba Méndez García

Committee Member



Dra. Vicky Ariza Pinzón

Committee member



Mtra. Rosalba Leticia Olguín Díaz

Puebla, Pue.

Septiembre, 2023

Dedications

I want to thank God then to my family and friends for being an integral part of this exceptional stage of my life. This long journey has been filled with all types of moments that have helped me grown and become the professional that I aspired to be. This thesis is dedicated to many people who have contributed to my life in a way particularly to my student Luis who motivated me to pursue this achievement and Layla who always stay with me.

To mentioned some of them, starting with my grandfather Porfirio, my parents Paty and Porfirio my three sisters Leonor, Luz, and Edith, and my second mother Hilda.

I am also dedicating this work to my boyfriend Eduardo and my friends Ariadna, Diana, Aldo, Gustavo, and Gaby to mentioned some of them. Finally, this work is also dedicated for those who are no longer with us, thanks for everything that they have done for me, and this is for you.

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Abstract

There are many OECF strategies to help the students manage their errors. However, determining the most suitable strategies for everyone can sometimes be challenging. This research project was conducted at a public university in Puebla, Mexico with the principal aim of exploring the perceptions of BA in ELT students about OECF strategies used by their target language teachers. The research questions that guide this study are: RQ1) How do BA in ELT students perceive the OECF strategies used by their target language teachers? RQ2) According to BA in ELT students, which OECF strategies used by their target language teachers are the most useful? What reasons do they give for this? RQ3) What are the positive and negative aspects of their teachers' OECF strategies? This qualitative research used semi-structured interviews to obtain the experiences of 5 participants with OECF strategies used by 16 target language teachers. Data was collected by transcribing each interview, and the participants' descriptions and reasons were categorized accordingly. The results indicated that participants considered OECF strategies important and necessary to avoid future problems such as fossilization. In addition, participants think that using two or more OECF strategies is useful, but it needs to include metalinguistic explanations. Finally, participants mentioned negative aspects of some OECF strategies used by their teachers, such as the vagueness of recast and paralinguistic signal.

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Chapter I Introduction

1.0 Introduction

Errors are the most common issues for second and foreign language learners, it is shown in the productive skills (speaking and writing) in which second L2 students must put into practice all the knowledge they have about the topic. L2 Students can commit the same error many times without realizing it. This phenomenon can be a problem for the teacher also. Kerwin (2015) believes that teachers become frustrated when this happens, especially when these errors occur continually. Despite L2 students are the ones who performed the error, the corrective feedback from the teacher plays a fundamental role in the second and foreign language learning process.

It is common to think that *error* and *mistake* mean the same, but it is not, there is a difference between them. According to Ur (2002, as cited in Akhter, 2007), “errors are consistent and based on "mis-learned" generalizations. On the other hand, mistakes are occasional, inconsistent slips” (p. 2) Mistakes cannot be considered part of the process of learning since they do not have a cause, they can be only an accidental incorrect usage of the language or just a distraction during the language production. In contrast, an error can be a consequence of mis-learning or lack of information in the foreign language.

Error correction is a broad topic that has been studied in different perspectives in Mexico. That is the case of Camps, Villalobo and Shea (2001), researchers of the Tecnológico de Monterrey whose study is about an exploration on errors of EFL students and how they are understood by native speakers using only three types of errors. The first is related to word order that is a problem which comes from interlanguage difficulties, the second is about

semantic problems of the usage in each language and the last error is about convention of politeness, it means that there is difference of the oral expressions that people use to show politeness and the expressions change depending on the country.

Another research in Mexico is from Hernández Méndez & Reyes Cruz (2012), full time professors at Universidad de Quintana Roo and members of the NRS (Mexico's National Research System, in Spanish, SNI). They conduct a descriptive study that addresses teachers or "instructors" from 4 to 20 years of experience to know their perceptions about corrective feedback (CF) and its practice in the classroom. Hernández Méndez & Reyes Cruz (2012) found that 80% of these teachers considered necessary to give students CF. Another finding was the effects that CF has on learners: reactions emotions and feelings in this case some teachers consider that individual correction affects more than group corrections. Finally, another crucial finding was that the learners prefer receiving teacher CF than peer correction.

In the same region there was a research project by Gómez Argüelles, Hernández Méndez, & Perales Escudero (2019) in the same university (UQROO). This case study research investigated students' attitudes towards oral corrective feedback. They classify them into 3 different categories which are cognitive, affective, and conative components. Their key findings in this investigation suggest that the personality and beliefs of the students can influence the process of oral correction feedback given by instructors, and this is called cognitive component which involves ideas and beliefs about attitude object. They also found that students generally feel uncomfortable about all feedback. The emotional reaction towards a specific attitude is the affective component and it is related to cognitive component that includes the verbal and nonverbal behavior (Gómez Argüelles, et al., 2019).

Other authors interested in this topic are Ramírez Baldera & Guillén Cuamatzi (2018) from Universidad Autónoma de Tlaxcala. The scope of their research is describing the results of the implementation of self and peer correction to develop the awareness of the learning process through errors and correction. Ramírez Baldera & Guillén Cuamatzi (2018) concluded that self-correction can make students aware about their errors and corrections and during the process they can become more responsible about their learning and moreover they feel independent from the teacher. On the other hand, through this research they noticed that peer correction was provided in a friendly and comfortable way giving the opportunity to express their thoughts to confirm if they were right or not. Another evident feature was that not always the students were correct with the feedback, however, the students were quite close to the correct version, and they asked for help from the teachers (Ramírez Baldera & Guillén Cuamatzi, 2018).

The following study took place in Puebla at Benemérita Universidad Autónoma de Puebla. It is an action research study which aims is to orient students to correct their phonological errors using self-correction guide by a teacher's specific CF strategy. This CF strategy is delayed corrective feedback. Analysis of students' perceptions can also help to determine the level of awareness during autonomous language learning. Méndez and Morales (2018) gathered information in which the students' results showed that they should be allowed to take risks and try new things to develop students' autonomy through self-correction. Creating collaborative activities in which the students can learn from resources or their classmates, not only from the teacher, is an important suggestion.

1.1 Aim

Considering all the information obtained by different authors about error correction and as a BA in ELT student. I am looking for information in the same field, but in the context that I am immersed in. The question that triggers my research is:

- What are the perceptions of BA in ELT students about the oral error corrective feedback (OECF) strategies used by their target language teachers?

1.2 Rationale

This research is meaningful because as a future English teacher, it is necessary to understand the perceptions of BA in ELT students have about the usefulness of oral error corrective feedback (OECF) strategies. This research could be beneficial to current teachers and ELT students in this institution since this can be a way to know more about strategies in the classroom and their usefulness.

It is also relevant for the Faculty of Languages in Puebla (BUAP) considering it offers BA in English Language Teaching and French Language Teaching. As future teachers, they should know a good way to manage error correction strategies the English language in oral production. At the same time, current teachers can understand the perceptions of their students through this reliable source and notice if already implemented OECF strategies are useful or not. The students' error is a crucial element to implement corrective OECF strategy so their perceptions can be a path to discover what are the effective and suitable strategies for them. The last aspect to take into consideration is that research papers about "perceptions" in this context are not common, it means that it can be a good contribution for the BA in ELT teachers and academia who face every day OECF problems in the language classroom.

1.3 Setting

The research takes place in a public university in central Mexico in the Faculty of Languages. The institution offers a BA in English Language Teaching (LEI) and a BA in French Language Teaching (LEF) at the Benemérita Universidad Autónoma de Puebla. The curriculum of LEI includes subjects related to teaching and the English language. The subject that has a main impact on the students' development is Target Language and to finish their degree, students need to take Target language 1 to 5. These 5 courses are from A2 to C1 level based on the Common European Framework of Reference (CEFR). This research is focused only on students who have already taken the 5 courses of Target Language.

Students take Target language class 2 hours a day, five days per week during 5 semesters. Different teachers teach Target Language level 5, so they have been under many situations in which corrective feedback (CF) strategies were used. As students, all the participants were exposed to different types of activities according to the four skills (Listening, Writing, Reading, and Speaking). However, this research only focuses on oral production errors and the OECF strategies that teachers implement.

1.4 General Objective

To analyze LEI students' perceptions about their target language teachers' oral error corrective feedback strategies to determine the most useful OECF strategies in BA in ELT context.

1.4.1 Specific Objectives

- To analyze LEI students' perceptions about their target language teachers' OECF strategies
- To determine the most useful OECF strategies according to these BA in ELT students' perspective / points of view.

1.5 Research Questions

The research questions guiding this study are the following:

- RQ1 How do BA in ELT students perceive the OECF strategies used by their target language teachers?
- RQ2 According to BA in ELT students, which OECF strategies used by their target language teachers are the most useful? What reasons do they give for this?
- RQ3 What are the positive and negative aspects of their teachers' OECF strategies?

1.6 Summary of the chapter

In this chapter, an introduction was presented, which included research articles related to CF in the English language. The work of Mexican researchers who have conducted investigations on teachers and students in various teaching contexts was presented. Furthermore, the context of my own research was described. The purpose of my investigation was stated as a general objective, followed by specific objectives. Finally, three research questions were listed.

Chapter II Literature Review

2.1 Definition of errors

Errors are committed by foreign and second language learners, and they are present in all levels no matter how advanced you are in the language. As errors are common in the process of learning a second language, it can be considered part of the natural process of communication, and it can be notorious when we compare a native speaker with the foreign or second language learner. According to Corder (1967, as cited in Lennon 1991), errors are a part of the process between the mother tongue and the target language, and they are considered a proof of the linguistic development in a certain level because it implies the use of new linguistic information or vocabulary.

Akhter (2007) describes that an error is described as part of the language development, so it indicates that the student is in the process of learning due to the interlanguage phenomenon. According to Gorbet (1974, as cited in Zuo, 2017 p. 644), “errors are evidence of the language system of a learner's choice, which is not from the target language, but most likely the one of some other language they are familiar with, so errors in the second language learning is a sign for learning instead of failure”. Even some of the definitions change, all the authors agree that errors are part of the process of learning, and that it is natural to commit them.

The analysis of student’s errors over the years has been used to look for the causes and the possible ways to help students to overcome incorrect language production. For knowing if there is an error or not, one method is to compare the utterances of non-native speakers and native speakers in a similar situation. This idea comes from Lennon (1991, p. 182 as cited in Pawlak, 2014, p.3), who describes an error as “[a] linguistic form or a combination of forms,

which, in the same context and under similar conditions of production, would, in all likelihood, not be produced by the speakers' native speaker counterparts". Therefore, learners should be able to produce the language as good as a native speaker although errors are ways to know that the learner is learning but it could have some difficulties to acquire the language.

In brief these definitions express the idea that errors are normal and part of the process of learning and they could be seen as positive aspect to help teachers to realize when there is a lack of information or misunderstanding. In that way, they develop proper strategies to the development of the language.

2.2 Difference between error and mistake

In order to clarify both terms: mistake and error, it is necessary to establish the characteristics of each one and why one has more impact on second and foreign language learners than the other. A mistake is perceived as a "slip" in the sense that a well-known system is not used appropriately. Brown (2017) considered that everyone commits mistakes in their native and second language. It is most common that native speakers can identify their own mistakes. These mistakes can be the result of different events such as tongue slips, unexpected used of wrong grammar and other phenomena which can also happen in the second and foreign language. For a second and foreign language learner the distinction between mistakes and errors should be carefully understood.

This conception of the term mistake comes from Corder (1967, as cited in Lennon, 1991) who considered necessary to use different terms for errors and mistakes. He said, "mistakes are the product of chance circumstances, analogous to such native speaker slips of the tongue" (p.181). Additionally, Corder (1967, as cited in Kim, 2019) emphasized that errors

should be related to a lack of knowledge of the rules in the language. Corder (1981) maintains that “Mistakes are of no significance to the process of language learning” (p. 10). Another author who agreed with the same idea was Brown (2007 as cited in Kim, 2019) who considered mistakes as an accidental, inaccurate form of the language, whereas an error is associated with lack of language skills.

This indicates that mistakes can happen in all the language usage situations like an “an accident” and the causes of them can be different, therefore it cannot be a proof of a problem or lack of knowledge during the process of learning a L2.

In contrast, “error to refer to the systematic errors of the learner from which we are able to reconstruct his knowledge of the language to date, i.e., his transitional competence (target language)” (Miller, 1966, as cited in Corder, 1981, p. 10). Errors can be the result of the incorrect use on the language or lack of knowledge during the process of learning a second or foreign language because it is natural to have errors when the student is on the way of having the proficiency of the target language. For better understanding, Brown (2007) provided an example in which the student says something like the following: “Does Karla can swim?” In this example the student is in the language grammatical level in which all the questions need an auxiliary verb in the question form, hence it can be categorized as an error, because it reveals the lack of knowledge in the language. It is true that an error can have a wide variety of causes sometimes the interference of the mother tongue, but they are considered natural and important part of the second and foreign language learning.

The last aspect is that “an error cannot be self-corrected, while mistakes can be self-corrected if the deviation is pointed out to the speaker” (Lames, 1998, as cited in Brown, 2007, p.227).

The reason is that you need to go deeper when you correct an error because it could be the

result of the above situations such as lack of language or the level of the language that you have in that moment of production and mistakes can be corrected by paying attention to what was already said.

2.3 Types of errors

The types of errors are classified by how it was produced, in other words, the “cause”. The first classification is interlingual and intralingual or development factors. The interlingual is the interference the learner has from his/her mother tongue. On the other hand, the intralingual or development factors are divided in the following categories.

Category	Explanation
Over-generalization	When the learner creates a structure base on his experience in the target language.
Ignorance of the rule restrictions	When the learner doesn't follow appropriately the rules and restrictions in the language.
Incomplete application of rules	When the learner implements utterances which don't follow all the characteristics to be consider acceptable.
False concepts hypothesized	When the learner has a lack of comprehension of terms in the target language.

Table 2.1: Intralingual factors adapted from Richards, (1971 as cited in Keith Johnson, 2001, Akhter, 2007)

The classification of intralingual errors belongs to the idea that errors are a natural phenomenon so we can identify these categories as a normal or possible situations during the process of second and foreign language learning. In the first category, we can see a very common situation in which the student assumes a structure according to his experiences, so he follows the pattern for all the language production. Ignorance of the rule restrictions and incomplete application of rules are similar because it is when the student does not have an extensive knowledge in the language so he/she can apply the rules inappropriately,

committing different kinds of errors. Finally, false concepts hypothesized is when the student does not have a right idea about a rule or a concept, and he uses it as he thinks is correct.

The following classification is specially for oral errors in second language learning. Oral errors have been categorized by different authors, and Hernández Méndez and Reyes Cruz (2012) summarized that categorization as shown below:

- *Morphosyntactic error*: Learners incorrectly use word order, tense, conjugation, and particles.
- *Phonological error*: Learners mispronounce words (or we suggest it could also include suprasegmental errors such as stress and intonation).
- *Lexical error*: Learners use vocabulary inappropriately or they code-switch to their first language because of their lack of lexical knowledge.
- *Semantic and pragmatic error*: The misunderstanding of a learner's utterance, even if there are no grammatical, lexical, or phonological errors.

2. 4 Error correction

Error correction in the second language draws teachers and researchers' attention and this is the case of Khansir and Pakdel (2018), who define error correction as a "way to develop competence of language learners in a second or foreign language" (p. 189). When the students get their errors corrected with the help of the teacher, they start to be aware of the use of the language. Furthermore, students can have a better use and management of the language. It means that the specialist, in this case, the teacher, makes a judgment of the production of the learner by showing the correct way in the writing or speaking performance.

Han (2008, as cited in Hernández Méndez & Reyes Cruz, 2012) asserts that “error correction implies an evident and direct correction” (p.64) of the error. In this case, students are corrected by the teacher in a direct way, so they are responsible for realizing that the error is there and what it is a better way to use the language. According to Akarsu, (2011) “Error correction in face-to-face communication is important in language teaching. It seems difficult for even an experienced teacher to deal with errors” (p. 250). Errors always have different characteristics, and the appropriate correction will depend on the knowledge of the teacher and that is the reason this can be a difficult task sometimes. Moreover, it is necessary to know that even when the teacher plays the main role in the error correction process, it does not only depend on the teacher but also on the student. Akhter (2007) said “it is also important to look at how the students react to the corrections and feedback”. The students’ reaction can be negative sometimes because they feel afraid of the correction or reluctant to it, but this is because the students are not aware that errors are part of the process of second language learning. However, Khansir and Pakdel (2018) consider that “teachers have to be aware of the basic position that errors, as a natural and indispensable part of the learning process, should neither be tolerated nor corrected excessively” (p.190). To sum up, it is crucial to have control over the times a student is corrected because the overuse of any strategy can be negative, and [this](#) may even affect the participation in class or speaking production in general.

2.4.1 Error Correction and Feedback

Many authors believe that error correction is a way to provide feedback. Ur (1996, as cited in Khansir & Pakdel, 2018) argued that “in the context of teaching in general, feedback is information that is given to the learner about his or her performance of a learning task, usually with the objective of improving this performance” (p. 242). This means that not only is to

provide the correct version of the error to the student, but teachers need to also explain and give information about the reason or cause of this incorrect performance and how the student can improve. Feedback is part of assessment because it can inform ways for improvement such as longer explanations or other alternatives to avoid the repetition of the error.

Murphy (1986, as cited in Khansir & Pakdel, 2018) agrees that correction is good for learners because it is necessary feedback their use of the language (p.192). Other authors, Johnson, and Johnson (1999) argue that “error correction is a form of feedback, and there is a wide literature on the general topic of feedback” (p. 115). Error correction is accepted when the student sees the error correction as a manner to improve learning and the opportunity to learn deeper about the language. The student is not only corrected with the well-formed structure like a simple correction, but the student is also empowered to learn and apply the knowledge provided in the feedback correction.

Long (1977, as is cited in Khansir and Pakel, 2018) pointed out that “feedback should be used in the case of teachers’ attempts to supply learners with information about the correctness of their productions, while correction should be used based on the outcome of feedback” (p.191). In other words, the correction and the feedback complete each other because together they give a complete idea about the mistake and help to avoid the repetition of them. Feedback informs the learner about the reason of the error and possible correction while the correction is to say the right production form without an explanation. For James (1998, as cited in Pawlak, 2014) the correction seems like a first judgment after the speaker production about a linguistic error in the student’s utterance and the feedback is when the student is just informed about the error, but the correction is up to him or her.

Over the years, error correction has been seen from different perspectives, but all agree that feedback gives the necessary information for students to understand the origin of the error and apply that knowledge in future situations where that same utterances could be used. Sometimes the error correction and feedback are seen as separate but together they can have a nutritious contribution in second and foreign language learning.

On the other hand, James (1998 as cited in Pawlak, 2014) says that feedback is perceived to just inform the learner of an error, but the correction depends on the student's decision. This situation involves the two main participants in the process of second language learning. The teacher, a guide or mentor, introduces the problem or new situation to student without solving the "error". The teacher can monitor or provide information if the student does not understand the way of correcting the error. The students must make the decision to correct themselves or not, here, critical thinking has an important role because student must think clearly and rationally to make that decision.

2.5 Corrective feedback

Alsolami (2019) made a comparison between a kid in his early childhood and an adult who is trying to learn a foreign language. Both need extensive corrective feedback which can help them to get better at the language. For example, the kid generally uses some words incorrectly and when he is trying to pronounce a word it can be very difficult, so the person looking after him corrects him by using the repetition as a method. Something similar happens with the second or foreign language learners because they are new in the language, so teachers provide CF through different strategies. Thus, the way to have an appropriate competence of the productive skills is trough practice, and during this process appropriate feedback strategies are fundamental to ensure understanding of new phrases, words, and pronunciation.

Ellis and Sheen (2011, p. 593) defined corrective feedback (CF) as “the feedback that learners receive on the linguistic errors they make in their oral or written production in a second language (L2)”. Feedback helps students realize or think about their own problems through different strategies and the linguistic errors can be highlighted by the teacher to eradicate similar errors in the future. According to Pawlak (2014, p.25), “corrective feedback is considered to be, to a large extent, a prototypical instructional option ensuring a simultaneous focus on form and meaning”, this happened because CF gives teachers the opportunity of helping with the structure and with the correct use of the word in a determined context. The teacher can explain to the student the correct linguistic version depending on the student’s error.

Lyster & Ranta (1997, as cited in Suzuki, 2004) described CF as a manner of drawing students’ attention by providing a negative or positive proof of the erroneous language production, which motivates the student to fix the problem. The way the teacher helps to repair the student’s problem is related to the CF strategy that is implemented but the CF can be adaptable to the situation, age, student’s personality, environment, and other students’ needs. Ellis (2009, p. 15) mentioned “corrective feedback constitutes an ideal dimension of practice in that all teachers will need to make decisions about whether, how, and when to correct their students’ errors and because the decisions they make depend on their overall theory of teaching and learning”. Teachers have the responsibility to provide “clues” and start the interaction and negotiation with the learner for solving the error and understand the reasons, the teacher also decides when to start the correction and the most importantly, how. Hernández Méndez & Reyes Cruz (2012) consider the function and relevance of CF in pedagogy can differ from teacher to teacher because of their background, experience and

training and other factors that may influence the application of CF in second or foreign language learning classrooms. CF is an incredible tool for students to move to the next level.

2.5.1 Oral corrective feedback

There are two types of corrective feedback (CF) and in the following chart summarizes the main features that are explained to describe the differences. In some categories, the correction is similar, but they also differ as it is shown below.

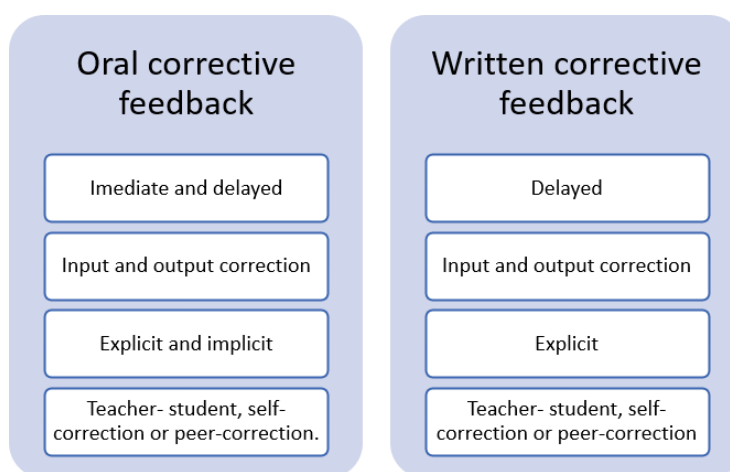


Figure 1: Comparison between oral and written feedback based on Pawlak 2014

Figure 1 is divided in oral and written corrective feedback in four boxes with some features. The first box is related to the time when the correction happens and the correction can be in the moment or time after the student committed the error, so they are known as immediate and delayed correction respectively; however, Pawlak (2004) named them on-line and off-line correction which means the same and for oral corrective feedback (OCF) both options are possible. Ellis and Sheen (2011) also classify the OCF as online and offline, the first as the correction which occurs more or less in the same moment and the second when the learner

has already finished. On the other hand, written feedback can withhold the correction because it is provided after the learner finishes with their production.

The next aspect is how that correction is made, there are two options input and output correction. The first, also called direct correction, is focused on saying explicitly where the error is and supplying the correct version, whereas output correction can include an attempt to elicit a correction from the learner. For this reason, output correction can also be called indirect correction. The correction for oral and written corrective feedback can work with both ways.

Explicit and implicit corrections are in a way equivalent to input and output. The explicit correction consists of a direct and immediate correction in which generally the correct form of the production is provided. This is also called input correction. Meanwhile, the implicit is when you use a strategy to help the student to make a self correction, in other words, to create output correction.

Apart from that, there is a metalinguistic strategy which can be used along with explicit and implicit. Lyster and Ranta (1997, as cited in Tamayo, 2017) indicates that metalinguistic feedback involves “comments, information, or questions related to the well-formedness of the student’s utterance, without explicitly providing the correct form” (p.16). For these authors, the metalinguistic is more like implicit because you give clues explanations, but you do not give the correct version. However, Ellis and Sheen (2011) have a classification in which you use metalinguistic features and also provide the correct version as explicit correction.

In OCF, both ways can be used as we can see in the table; however, written corrective feedback is explicit in the classification because the learners need to understand the problem and have a deeper explanation of the correction.

The last characteristic is about the subject who makes the correction. There are three possible options: (1) it can be from student to student, that is, peer-correction; (2) another is self-correction, which is when the student realized about the error and he corrects it himself; (3) and finally, and the most common, is from teacher to student. For oral and written corrective feedback the three ways can be possible, and depend on the environment, situation, and other factors such as the class setting and teacher and students' role.

2.5.2 Oral corrective feedback strategies

The following [chart](#) shows the classification of oral corrective feedback strategies according to Ellis & Shintani (2014). An interpretation of the figure follows below.

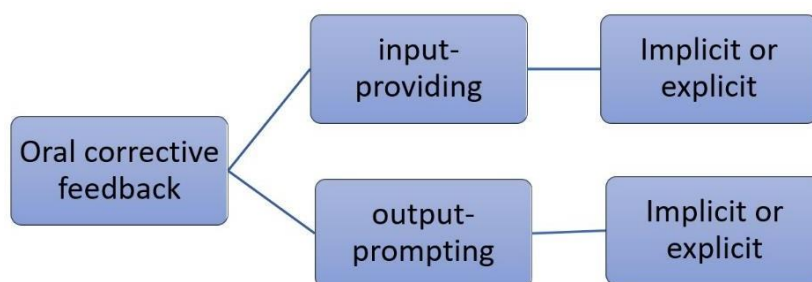


Figure 2. Classification of oral corrective feedback

There are two fundamental categories, the first is input providing, which involves providing the correct target form of the error. The second is about output prompting, that is when the teacher indicates there is an error but he or she does not supply the correct answer; instead, the teacher prompts that the learner makes self-correction using the guidance of the teacher.

From these two categories, there are two more ways of giving feedback, that is, implicit or explicit. These concepts are used to talk about two types of knowledge. According to Ellis, Loewen and Erlam (2006), the term “implicit” can be defined as a process of language acquisition where the environment and natural stimulus make learning happened without conscious operations. Implicit correction, as explained before, consists of not giving the correct form of the error but encouraging self-correction. Thus, implicit correction can be found in recast, repetition, or clarification request. For example

Learner: “my mom were happy yesterday”,

Corrector: “your mom were happy ...?”.

Learner: Oh, sorry my mom was happy yesterday.

(Implicit correction, own example based on Ellis, Loewen & Erlam, 2006)

On the other hand, explicit correction consists of giving the correct version. Sometimes this correction can be done using metalinguistic explanations or not. Loewen & Erlam (2006) recognized these two categories, explicit correction and explicit correction with metalinguistic explanations, and the following examples can illustrate them.

Learner: “my mom were happy yesterday”,

Corrector: not mom were, was.

Learner: my mom was happy yesterday.

(Explicit correction, own example based on Ellis, Loewen & Erlam, 2006)

Learner: “my mom were happy yesterday”,

Corrector: not mom were, was. Remember that you are talking in singular so the past of “is” is “was”.

Learner: Oh yes, now I remember the rule so it is “my mom was happy yesterday”.

(Explicit correction with metalinguistic explanation, own example based on Ellis, Loewen & Erlam, 2006)

The table below summarizes the two forms of explicit feedback.

Category	Definition	Example
Explicit correction	The corrector mention or indicates that there is an error and provides the correction.	S: -Yesterday I finded my purse. C: -No, not finded, found!
Metalinguistic Feedback	The corrector gives more linguistic information, comments or questions that can help to create the well-formedness utterance.	S: S: -Yesterday I finded my purse. C: Please remember the irregular past verbs so you can't add ed. S: Sure, so it can be found?

Table 2.2 Forms of Explicit Feedback Based on Ellis, Loewen & Erlam (2006) and Lyster and Ranta (1997)

Explicit correction is when the teacher says what the student said incorrectly and provides the correct version. By contrast, implicit feedback can be understood as a strategy used by teachers or the person who corrects to promote short-term memory and self-correction. This means that when the corrector does not say the correct version of the error and he or she only uses strategies to push the learner to realize his mistake, in this moment the learner has to use short-term memory to remember what he said. Then, if the learner is able to do it, the learner corrects himself. Considering that the concepts of input-providing and output-prompting are clear, Ellis (2009) created the following table (2), which shows the taxonomy of the oral corrective strategies.

	Implicit	Explicit
Input-providing	Recast	Explicit correction
Output-prompting	Repetition Clarification request	Metalinguistic explanation Elicitation Paralinguistic signal

Table 2.3 Taxonomy of oral CF strategies. Source: Ellis, 2009.

Finally, following Ellis' taxonomy (2009), I offer examples of OCF strategies on the following table (Table 3) that can be used by teachers in second and foreign language learning classrooms. These examples illustrate the definitions by Ellis (2009).

<i>Corrective feedback strategy</i>	Definition	Example
1. Recast	The correction is made immediately after the incorrect production or utterance. The corrector replaces the error with the correct version. It can be phonological, morphological syntactic, or lexical.	L: I broke my arm C: You broke your arm. You broke your arms when you were a child?
2. Repetition	The correction is made by making emphasis or stress in the incorrect utterance to highlight the problem.	L: I broke my arm C: I broke my arm. L: Yes, I broke my arm
3. Clarification request	The correction is communicated to the learner. For example, the corrector expresses that the idea is not clear and there is an error.	L: I broke my arm when I was child. C: What?
4. Explicit correction	The correction follows the next steps. First, the corrector says that there is an error, then he/she provides the correct version.	L: I broke my arm C: Not break, I broke. We say "I broke my arm when I was a child"
5. Elicitation	The correction is not provided by the corrector, he/she only repeats a part of the utterance rising the intonation and expecting that the learner completes it with the correct version.	L: I broke my arm. T: You.....?
6. Paralinguistic signal	The correction of the utterance is not given, the corrector uses body language, such as facial expression or movements.	L: I broke my arm C: (make gestures and movements to transmit that is incorrect, shake his finger left to right saying no)
7. Metalinguistic	The correct form is not given by the corrector. He can provide clues using comments or questions about the well-formedness of the student's oral production.	L: I broke my arm C: Is "break" a regular verb? What is the past form?

Table 2.4 Definitions and examples of OECF strategies based on Ellis, 2009 & Ellis, 2017

2.6 Role of OECF strategies in Teaching and Learning.

In the process of acquisition, the mother tongue or first language, students are exposed to the context where the language is spoken, for that reason, they get used to the language, and acquiring this first language is not a complex task. This was explained by Penning de Vries,

Cucchiarini, Strik & van Hout (2011, p. 1) “Children successfully acquire their first language (L1) through social interaction, and seemingly without conscious effort”. The development of a first language is different from the second language (SL), hence the key element during the process of learning a second language is the input and continuous practice of the language. This practice should be guided by the teacher to improve the learning, Shumin, (2002, p. 204) said, “EFL learners should be explicitly instructed and practiced speaking fluently and appropriately”. Second language learners are not in contact with the language all the time they are learning it, for that reason, they must be instructed by the teacher who can implement many methods, approaches and strategies to obtain a good language level. As a result, the teacher plays several roles that depend on the situation, Değirmenci Uysal, & Aydin, (2017) explain that the error corrector is, in many cases, the teacher, but it is not his only role because the teacher plays other roles such as assessor, tutor, investigator, prompter, controller and even participant. Therefore, teacher correction needs to be done according to the students’ needs and the teacher’s roles in each class. In other words, the environment, situation and context define the role of the learner and the teacher and based on that, the teacher will determine when and how to correct the student.

The issue of timing for oral CF is a challenge because there are two possibilities: the online and offline CF, and the teacher is the only one to judge which is the best moment to correct by taking into consideration the current performance of the student. Much research on when learners’ errors should be corrected has been done; however, there is not a framework which can tell you when the proper moment to correct is. Some authors say that is better to correct in the moment when the error is made, and other authors do not. Browyer and Kawaguchi (2011, as cited in Hossein & Eva, 2017) considered preferable asynchronous correction than

synchronous correction because when asynchronous correction is implemented the teacher has more time to identify, reflect and explain the errors and the students have plenty of time to think about the corrections already provided. In the perspective of these authors, it is better to correct offline because the teacher and student have more time to analyze the correction and provided the correct version.

On the other hand, Doughty (2001, as cited in Wiboolyasarini et al. 2020, p. 924) argued that “immediate feedback enables learners to map a specific form onto the meaning it conveys in a ‘window of opportunity (i.e., at that moment when the learner is struggling to express him/herself)”. In the case of this author, the correction can be appropriated in the moment when the mistake is committed or the speaker starts struggling with the language, this window is when you can give the correction without losing the communication flow.

As it has been explained, there is not a specific time to correct but the aim of oral CF is making students aware about the error and how to correct it. Larsen-Freeman (2003, as cited in Pawlak 2014, p. 118) emphasized this moment as a “teachable moment, when a learner’s attention is maximally focused on the problem, and risking the same error being repeated in the following sentences by other students”. It is very controversial knowing the most proper moment to make a correction, however the teacher will be the one to determine, when and how the correction is going to be applied. The oral CF can be an opportunity of improving not just the language, it can also be a way to notice the weakness of the student, reconsider the teaching strategies and learn new things. According to El Tatawy, (2006, as cited in Degirmenci Uysal, & Aydin, 2017) the corrective feedback plays a crucial role as it gives abundant opportunities to notice gaps in the language learning process” (p.125). In general, oral CF can contribute to the process of learning and teaching because it is a chance to be

conscious about the error and the reasons and how to set up a new way of teaching and learning or just make the adjustments to the current process.

2.7 Implications of oral corrective feedback strategies

The implications of oral CF strategies in the classroom are associated to attitudes or reactions after the correction. The concept “uptake” determined by Lyster & Ranta (1997, as cited in Panova & Lyster, 2002) refers to the responses immediately given by the student after the feedback which incorporates statements that are not complete or well expressed. For instance, it is when a teacher corrects the learner but he or she is not paying attention, or they are not able to correct themselves due to lack of information. Students must be guided by the teacher to make the effort to correct the error, however, this cannot determine the response given by the students. Panova and Lyster (2002) divided the term “uptake” in two categories, uptake with repair and uptake with needs-repair. The first is the one which many teachers are looking for that is understanding the corrective feedback and proving the correct version after this stimulus. The following example is related to the uptake with repair.

S: One day during the summer of 1915, Agatha was ill/i:l/,

T: Is that correct? ill/i:l/? (feedback)

S: ill/il/. (uptake)

T: Very good.

(Source: Naeimi, Saeidi, & Behnam, 2018, p.5)

The second refers to the uptake that needs-repair, in this case the student can try to correct the error but sometimes he/she does not accomplish the correct utterance, thus the teacher should push him/her to think of the correct way, this can be done by using strategies decided by the teacher. The following example represents the uptake-need repair category.

S: I don't understand wine [win]. (Phonological error)

T: I'm sorry . . .? (Clarification request)
SmS: Wine [win] (needs-repair/same error)
DifS: Wine [wain] (peer repair)
T: Wine? Red wine, white wine . . . (topic continuation)

(Source: Panova & Lyster, 2002, p.585)

These two examples give us an idea of what the possible responses of the student or learner may be when the teacher is applying the oral CF strategies. More implications are related to the preferences of the students and the learning style. For instance, Lasagabaster and Sierra (2005) discussed in their study the perceptions between teachers and students based on two perceptions of the error correction process. The researchers found that some students prefer not being interrupted by constant correction because they feel “inhibited”. In other words, the student feels limited and unsure with the production, so they prefer to have free communication rather than constantly being corrected. Some others require a faster reaction from the teacher, or an “online correction”, which is in the same moment the error was made. They said online correction is better when the error was caused by a performance problem such as anxiety, lack of attention or fatigue, but offline correction when the problem is more metalinguistic or grammatical because they may need an extensive explanation of the incomplete knowledge feature. The implications of OECF strategies depend on many factors. The following are some examples:

- **The Uptake:** The reaction of the student after correcting, which will determine the interaction between the student and the teacher, like the duration of the corrective feedback process.

- **The environment:** It includes the different roles from the teacher or student according to each class or class objective. Remember that having an established role in the classroom should not limit having another one according to each activity.
- **Students' preferences and students' learning styles:** This can vary between some and others, but it is important not to use strategies which affect the confidence of our students trying to not go further from the barrier of correcting and make them feel inhibited.
- **Teacher's experience and knowledge:** This one is very important because the implications of each strategy can be different, however the experience and knowledge of the teacher are a great tool for knowing how to manage the situation.

As it was showed, to determine a good strategy can be a hard task, and the implications will always depend on the two participants of the process. So, it is important as a teacher to have the knowledge to deal with each situation and accomplish the objective of our second or foreign language learning student.

2.8 Summary of the chapter

This chapter presented relevant theory about corrective feedback. First, the general concepts such as error and mistake were discussed. Then, concepts related to OECF strategies were contrasted, and finally the implications of OECF strategies were presented.

Chapter III: Methodology

3.1 Chapter introduction

This research was about oral error correction feedback strategies in the target language. The purpose was to know what English Language Teaching students think about the usefulness of oral error correction feedback strategies in their target language class, and base on that determine which oral error correction strategy works better for students to improve their speaking skill. Therefore, to gather all the data it was necessary to apply some interviews to know these perceptions. In this chapter, I will provide a description of how fundamental data was collected for answering my research questions.

3.2 Research methodology

This research was based on the qualitative method as Maxwell (2005) mentioned “This kind of method is focus on specific situations or people and its emphasis on words rather than numbers” (p.17). This method involved two types of goals the intellectual and the practical goals. The practical goals are generate ‘results and theories’, conduct formative evaluation and collaborative and action research while intellectual goals are understanding the meanings in other words the aim or intentions of the participants that is called students’ perceptions, understanding the context where participants are involved and how the environment influence their actions and finally identifying unanticipated phenomena and influences because this type if method has to be freedom from rules and open to some modifications against the new situations (Maxwell, 2005). For me it is important be focused on words because I analysed the conversation with each participant for knowing what ideas they have and how it affects a common situation that is oral error correction feedback. Moreover, it’s

important to consider all the aspects and goals that the method implies because every feature can give more complex information and understanding of the phenomenon.

The data of this research was collected by means of an online semi structured interview. First of all, I decided to chose interviews because the main aim my research was to know the perceptions about oral error correction feedback strategies therefore an individual interview was the most appropriate to compile that kind of information.

3.1 Setting

This research was carried out in a public university located in Puebla, Mexico. The institution offers two bachelor's degrees; English Language Teaching and French Language Teaching, however, this research is only focused on BA in English Language Teaching students. During their studies, students at this BA must take five different English courses, these lessons are divided in 5 modules called target language 1, 2, 3, 4 and 5. Each English course is based on a level of Common European Framework of Reference (CEFR). At the end of their studies, their English level is B2; however, not all the students achieve it. Other subjects that these students take are related to branches of linguistics, such as phonetics and phonology, morphology and syntax, discourse analysis, among others. On the other hand, they also take subjects related to teaching, such as teaching theories and learning assessment, to mention a few. As this is an EFL context, students only have contact with the language within the classroom, as the majority of classes are taught in English. Finally, class size could vary between 30 and 40, depending on whether they attend classes in the morning or afternoon.

3.2 Participants

The participants of this research were students of BA in English Language Teaching and who has passed all Target Language classes including the five levels in curriculum. I

selected 5 students who have the profile that I looked for. It is important to mention that one of the participants belongs to a different generation compared to the others. The ages of the participants were twenty-one, twenty-two, and twenty-three. Among them, there were three male participants and two female participants. As we can see in table 3.1 below, participants have been part of different target language classes, each with a different teacher.

Participant	Gender	Age	First Language	Generation	TL Teachers				
1	male	21	Spanish	2016	A	B	C	?	D
2	female	22	Spanish	2016	E	F	G	H	I
3	male	23	Spanish	2015	?	C	O	?	P
4	male	21	Spanish	2016	B	J	K	L	?
5	female	21	Spanish	2016	M	N	B	B	K

Table 3.1: Participants in the study

The table shows that there was a total of 16 different teachers. Interestingly, only two of these teachers appeared more than once. Teacher B was seen four times, working with three different participants. Teacher C, on the other hand, was the teacher of P1 and P3. This shows that except for teachers B and C, participants had target language classes with 4 or 5 different teachers. Therefore, I consider that their experiences in the application of OECF strategies have been diverse and consequently, it can be inferred that even with a larger sample of students, the outcome may remain similar due to the consistent number of teachers. This implies that the limited repetition of teachers in the initial sample indicates a pattern that is likely to persist in a larger population.

3.3 Instrument

For the purposes of this research, a semi structured interview was used. According to DeMarrais & Lapan (2003), “an interview is a process in which a researcher and participant engage in a conversation focused on questions related to a research study” (p.54). Interviews

are flexible tools because they have different purposes which can be determined by appropriate design of the questions that the subject has to face; they are also a manner to generate the necessary rich data that a study needs. Generally, interviews are face to face but in these situations the interviews were applied by internet.

There are many kinds of interviews however I decided to use a semi-structured one, which includes key questions that help to the interviewer has a path to follow during the process. Although the interviewer is allowed to add more questions in order to complete the main purpose of the research. “It permits flexibility rather than fixity of sequence of discussions, allowing participants to raise and pursue issues and matters that might not have been included in a pre-devised schedule” (Denzin 1970b; Silverman 1993 as cited in Cohen and Morrison 2007, p.183). As my objective was knowing the students’ perceptions it was necessary that they had the opportunity of expressing themselves without a restriction, went deeper in the topics and shared experiences that sometimes can give us a better vision of our research, and all of this is possible with a semi structured interview. It was like having a plan but also be opened to listening and enrich the research. The semi-structured questions were divided into probes and prompts. Each part of this framework had a crucial function in the process. The prompts can help to the participants with their questions about the topic, making easy to understand what was going on in the interview. The probes allowed the researcher asking for a more complex response, they can add more information such as details, or clarify the information. Successful interviewing is when mutual understanding and honesty are part of it (Cohen and Morrison, 2007).

3. Piloting of the instrument

The main objective of this semi-structured interview was knowing the perceptions of five target language (BUAP) students of BA in ELT about the OECF strategies used by their 16 teachers. The questions of this interview were created by me. At the beginning I created a list of the aspects that I would like included in my research, I used my experience as a BA student when I was corrected by teachers, and I also analyzed what information from the literature review would be necessary to include to gather enough information to accomplish my aim. After that, I wrote the possible questions in English, but I could notice during the pilot stage that participants felt more comfortable expressing their ideas in Spanish and they also added more detail, so I decided to change into Spanish. The questions of the interview included open-ended questions and yes/no questions followed up by “Why” to elicit reasons and a better understanding of each response. In total, the questionnaire consisted of 10 questions divided into two main subtopics speaking skill part I with 2 questions and oral corrective feedback part II with 8 questions (see Appendix A).

In the upper part of the interview format, I wrote the main purpose of the study, then I included two questions related to personal information which were asking for name and age. After that there was part of speaking skill with 2 close-ended questions and the oral corrective feedback with one yes/no question and 7 close-ended questions. I decided to use this type of questions because participants feel free to answer with their own ideas and terms. However, there was a risk in semi-structured interview because open questions can allow to the participants to provide irrelevant or redundant information (Cohen & Morrison, 2007).

3.4 Data collection procedure

Once my instruments were designed and piloted, I applied the final version of semi-structured interview (see Appendix A) to my five participants. First, I selected my

participants, and we arranged about the day and time that they were available to be part of this process. Some of my interviews were applied in the weekends other in the weekdays, some of them in the morning and other in the afternoons. As I said before I used the Zoom platform because it has the modality of record just the voice or video. When I applied my interviews, I was taking notes in an extra sheet of paper of the key information that the participant was telling me. The time that I spent in each interview was different depending on the participants and their ideas. For instance, there were people with more error corrective experiences than the others or people like to speak with detail. Table 3.2 below shows some details about each participant, including their participant number and gender represented by a capital letter (M for male and F for female). The interview dates indicate that the majority of participants were interviewed in October, with only one participant interviewed in November. The following column presents the varying lengths of the interviews, ranging from 7 to 15.28 minutes, depending on the students' responses. The final column specifies the language used during the interviews; Spanish was preferred due to its facilitation of the participants' expression of their perceptions.

Participant	Interview date	Length	Language used
1 M	19/11/20	15:28 minutes	Spanish
2 F	18/10/20	8:37 minutes	Spanish
3 M	20/10/20	10:45 minutes	Spanish
4 F	20/10/20	7:17 minutes	Spanish
5 M	8/10/20	13:20 minutes	Spanish

Table 3.2 Interview data collected from participants.

3.5 Data Analysis

Once my instrument was applied, I listened to each audio many times and then I transcribed each conversation. After that, I selected the most important information and the quotes that

will be part of my analysis. In the interview, there was a question in which I asked about the most useful OECF strategies according to their perceptions. In order to obtain a classification of useful OECF strategies, I followed the next steps.

1. I made a table with the participant's number and their answers to this specific question.
2. I determined which strategy they referred to. It is important to mention that the participants did not name the strategy. They just provided a description.
3. I compared the descriptions that the participants gave with the “definitions and examples of OECF strategies” (Ellis, 2009; Ellis, 2017) to make a sure that my classification was good.

In general, the results were the following:

Recast	Explicit and metalinguistic explanation	Paralinguistic signal
P5	P1, P2, P3, P4, P5	P2

Table 3.3 The most useful OECF strategies.

As it can be seen from table 3.3 above, the five participants were divided into three groups. Participants P1, P3, and P4 identified a combination of two useful strategies: explicit explanation and metalinguistic explanation. On the other hand, participants P2 and P5 described a combination of three strategies. P2 described paralinguistic signals, explicit explanation, and metalinguistic explanation, while P5 considered recast, explicit explanation, and metalinguistic explanation as the most useful. This will be explained in detail in the next chapter.

3.6 Chapter Conclusion

In this chapter I provided a brief explanation about my research scope and the instrument that I used for carrying out my research. In addition, I made a description of the procedure that I followed to create it and how I analysed the information that I got and how I classified it. In the following chapter I will describe and explain the data analysis more in detail.

CHAPTER IV: RESULTS

4.1 Introduction

In this chapter, I will present and explain the findings based on my analysis of interview transcriptions about OECF strategies. Data from transcriptions was analyzed following the research questions:

- RQ1 How do BA in ELT students perceive the OECF strategies used by their target language teachers?
- RQ2 According to BA in ELT students, which OECF strategies used by their target language teachers are the most useful? What reasons do they give for this?
- RQ3 What are the positive and negative aspects of their teachers' OECF strategies?

Thus, I present three main sections, and each section answers a research question. Firstly, I will discuss the importance of OECF strategies. Next, I will outline the most useful OECF strategies according to their perceptions. Finally, I will explore both the positive and negative aspects of the teachers' OECF strategies. The information obtained from the interviews will be shared through excerpts from the participants' responses.

4.1 Importance of oral error corrective feedback strategies

Most of the participants in my study agreed with the idea that oral error feedback strategies are important for learning and that they can help to avoid fossilization. When OECF strategies accomplished their function, it easier for the students to have good communication skills and the SL acquisition is clearer for them. The participants mentioned the following:

“I believe that correction is important because it helps me to learn”

Participant two made a similar comment:

It's like people say "From the errors you can learn" so I think if a teacher tells you about your error, you can work on it and you remember things more.

As the two participants mentioned, errors and correction are part of the path of learning because they can help you to improve and avoid similar error. During the second language learning process is common to have some errors but also it is necessary to pay attention to them and use the appropriate OECF strategies to correct them properly. Participants also admit that when the errors are not corrected sometimes the participant's error turns into a habit, and it cannot be corrected easily because they are used to produce the language in that way. In other words, Chen and Zhao (2013 p.18) defined "fossilization a process which sometimes occurs in which incorrect linguistic features become a permanent part of the way a person speaks or writes a language". The following participant described the fossilization phenome, P3 said:

I consider it is very important that they are correcting you because if not then you go with the error and you grow and go to the next level and you increase your level in the language, but you continue with errors that always remain there and well... it is already more difficult correct them.

P3 mentioned that sometimes you can move to upper levels in the language however it is not an indicator that basic errors continue in your production and as the time goes by it is more difficult to correct them. This part when the participant said "It is already more difficult correct them" means that the feedback correction sometimes is necessary when the error is committed to avoid future problems. P4 said:

Once the error is highlighted, the student can realize it. In the case that correction is not made, he does not realize it and the same error continues to be made, so it seems very important to me that these corrections be made.

P4 talked about a new feature of the correction that is necessary to highlight the error for better understanding. Therefore, if they do not have this corrective feedback is highly probable that the student does not notice the error and continue with the same errors. Otherwise, fixing that error in the future will be more difficult and the P5 agreed with that. P5 said:

.. if the teachers do not correct those errors, they will fossilize and later it is more difficult to correct them.

The last student mentioned the importance of correction is to prevent students from getting used to wrong use of language patterns, which could cause harder problems in the future.

All this information answers RQ1 as follows: BA in ELT students perceive the OECF strategies used by their target language teachers as very important. In general terms, all students described two different characteristics of the importance of corrective feedback, and both have relation between them. They explained that the sooner corrective feedback is done, the better for language learning. In addition, it will be a manner of learning from your error and make good use of the language. Secondly, participants report that corrective feedback strategies play an important role in the second language acquisition because we can avoid permanent error, that is, fossilization, in higher levels.

4.2 The most useful oral corrective feedback strategies.

This section presents information that answers the second research question. First, it indicates which OECF strategies used by their target language teachers were the most useful for the five BA in ELT students who participated in this study. Then, the reasons that participants give to think that these OECF strategies are the most useful are organized in three subsections 4.2.1, 4.2.2, and 4.2.3.

As explained above, I made a table to classify the information. To make this table I first determined which strategy participants referred to. It is important to remember that participants provided only a description without naming the strategies, they did not know the terms. I compared the participants' descriptions with Ellis' (2009; Ellis 2017) definitions and examples to make sure that the classification I made was appropriated. Table 4.1 below shows the total number of participants is 5. Explicit and metalinguistic explanation were determined as the most useful because 5 out of 5 students mentioned it. However, it was not the only strategy, some participants consider two other methods important, that is the case of recast and paralinguistic signal. One participant said that recast was also useful depending on the situation. Finally, there was a student who considered paralinguistic signal as a useful strategy, this strategy is related to body language such as gestures, facial or body expressions.

The most useful oral CF strategy						
Participants	Recast	Repetition	Clarification request	Explicit correction and Metalinguistic explanation	Elicitation	Paralinguistic signal
P1				✓		
P2				✓		✓
P3				✓		
P4				✓		
P5	✓			✓		

Table 4.1 The most useful OECF strategies

The following subsections explain in detail the reasons that participants give to think that these OECF strategies are the most useful for them.

4.2.1. Explicit correction and metalinguistic explanation

To come to these results, I relied on students' descriptions since they did not mention the strategies' names. Then, I compared the participants' descriptions with Ellis' (2009; Ellis 2017) definitions. With this, I could determine that explicit correction and metalinguistic explanation were considered by all the participants as the most useful. However, just three of them described explicit and metalinguistic. The other two participants made descriptions of combination of three OECF strategies that will be presented in the following sections.

Ellis, (2009; 2017) considered that explicit correction is like showing the error first and then giving the correct version. Metalinguistic explanation is the strategy that complements. As Ellis, Loewen and Erlam (2006) mentioned, with this type of correction, teachers can include comments, information or any other explanation that helps students to understand. The following lines will present some of the participants' descriptions and their corresponding reasons to determine the most useful OECF strategies according to them. The participants said the following:

To begin, you wait until the person finishes speaking and you indicate where the pronunciation problem was, the teacher corrects it and explains why and gives a similar example...so that there is another word with which it can be contrasted. I think it is an effective way to do the correction.

In the above example, P1 provides a clear description of the implementation of two OECF strategies in pronunciation. The first step is to wait at the end of speech then the teacher indicates where the problem is; after that, the teacher gives the correct version that is explicit correction and explains why the student made it and how to solve it. In this moment is when metalinguistic strategy is applied. Finally, the teacher provides a word that is similarly pronounced to have another reference of how the pronunciation should be. This P1 gave us

an example of explicit correction and metalinguistic applied in a pronunciation error even he/she includes the steps that the teacher follows to make the correction properly.

P3 also told information about the importance of waiting at the end and in that moment starting with the correction. The student said:

The teacher waits until you finished speaking and that way you no longer feel that fear that they are going to interrupt you because you already did it wrong, but he/she waits until the end and corrects everyone ... In general, as a group. Then it is a correction in which as a student you say okay, I know that it is a mistake that I made, but they are no longer pointing at you, instead, they are pointing at the whole group and then you no longer feel attacked or your confidence does not decrease, and only you know what you did, don't you? He speaks in general, with the whole group, giving an explanation and this is the strategy that works best for me and the most useful too.

P3 makes a particular emphasis that the right strategy does not affect BA in ELT students' confidence, this participant mentioned a similar feature to S1 that is waiting at the end of the student's oral production. After that the teacher starts to make a general correction, this characteristic draws my attention because the corrective feedback strategy is applied to all the class not just to the student who committed the error in such a manner the student does not feel judged by the teacher. This participant did not mention in what kind of linguistic error works, he/she talked in general. The main characteristics of the response were wait until the end and make a general correction using the metalinguistic and explicit OECF strategies.

The last is P4 who made a similar comment even they agree that teachers should wait until to the end to correct the student.

Okay, I would not wait at the end of the class, but at the end of the sentence, to avoid interrupting the student while he is speaking, or after he has finished speaking, I will give him feedback and tell him about his errors for better understanding and I would also tell him why.

P4 considers the same feature as the other participants, which is not interrupting the ideas of the students and that the teacher should wait to the right moment to give an explicit correction. This participant told this answered in first person because she is currently a BA in EL student, so this answer is from the perspective of a future English teacher. P4 describes explicit and metalinguistic OECF strategies as the most useful but she did not include in a specific linguistic error he/she also talks in general.

Explicit correction and metalinguistic explanation were considered by participants as the most useful corrective feedback strategies because they wanted a correction and an explanation. As it has been shown the participants consider similar parameters in their answers about the explicit and metalinguistic OECF strategies. They all mentioned that it is important to make students aware about their errors and they should understand and analyze them. Another important factor is look for the most suitable time to correct the student to avoid any kind of confidence damage of the language production.

4.2.2. Explicit correction, metalinguistic explanation, and paralinguistic language

As in the previous sections, in this section the most useful strategies were obtained through participants' descriptions and my checking with Ellis' (2009; Ellis 2017) definitions. Additionally, it presents the reasons that P2 had for considering this combination of strategies as the most useful OECF strategies.

P2 did not provide information about a specific type of linguistic error, but P2 only said “what you said wrong” so it is not defined so it can be assumed that the strategies can be used for more than one type of linguistic error. However, this participant mentioned three possible strategies which can complement each other: explicit correction, metalinguistic and

paralinguistic signal, better known as body language. The first was explicit correction which, involves only providing the correct version of the error. The next was metalinguistic explanation, that implies an explanation about the error by the corrector. The last strategy was paralinguistic language which is about using body language to communicate the error.

P2 said the following:

Somehow the gestures help you to notice what you said wrong, and you remember. On the other hand, ... I think that it is good, but it is necessary that the teachers tell you why you are wrong because sometimes you have doubts. Let's say both are useful.

First, the participant describes the paralinguistic signal the teacher used to notify the student about the error. Then, identifies when the teacher gives the correct version through explicit correction, and finally says that a metalinguistic explanation with all the deep explanation is necessary. From the perspective of this participant, the use of body language plays a crucial role to help the students to remember what the error was, but it also necessary to understand why and how to solve it and to avoid these errors in future speaking production. Giving the deep explanations can help to students to solve their doubts about the correction and make the process of production clearer for the student. Sometimes using only one strategy is not enough to cover all the students' necessities or doubts. Panov and Lyster (2002) managed the term "uptake" to refer to the response that follows the correction, but sometimes this uptake needs to be repaired. This participant maybe perceived that each strategy plays a role in every step of the correction process and together they can be considered as a complete and most useful corrective oral error correction strategy.

4.2.3. Explicit correction, metalinguistic explanation and recast.

In this section, the final classification of OECF strategies is presented, which was obtained using the participants' descriptions and comparing them with Ellis' (2009; Ellis 2017) definitions. Furthermore, some of the reasons that participants gave to consider these strategies as the most useful are provided to illustrate this classification. P5 considered the combination of explicit correction, metalinguistic explanation and recast as the most useful OECF strategies. It can be assumed that like P2, P5 also prefers the use of different strategies to accomplish the OECF process without leaving a question to the student. The new OECF strategy was recast in which the corrector or teacher incorporates the correction as soon as the error appears. Ellis (2009; 2017) defined the recast as a replacement of the error with the correct version of the utterance. Also of interest, P5 mentioned that the CF strategy depends on the kind of the error. The participant said:

The one that I liked the most and is the one that I now apply with my students, it is the same one used by Professor X. Try to correct pronunciation errors when students are speaking and wait until the end to correct a vocabulary or structure errors, I consider they are the most useful.

This participant adds valuable information to the research because his point of view is completely different from the others. As it was explained by the participant, recast is a good option when you want to correct a pronunciation error because a long explanation is not needed, you only provide the correction of the mispronounced word. However, when it is a vocabulary or syntax error, it would be more useful to correct at the end using an explicit explanation to help student understand what the error is and how to fix it. P5 gave more detail about what strategy goes with every type of error and included the timing for each case. According to P5, recast was considered as the best OECF strategy for pronunciation mistakes, and for the case of grammar and structure was the metalinguistic strategy.

Figure 4.1 below shows a summary of section 4.2 and its subsections, which help answer RQ2 about the OECF strategies that each participant considered most useful and their reasons for it. It can be determined that participants prefer explicit and metalinguistic strategies, and these results are similar to Değirmenci Uysal and Aydin (2017: 131) research in which participant teachers mentioned that “students seemed to prefer direct corrections”. Similar information was obtained in Hernández and Reyes (2012) research, where the participant students’ favorite strategy was recast and metalinguistic strategies. It seems that most students look for a correction that involves a complete explanation which helps them to understand the cause of error.

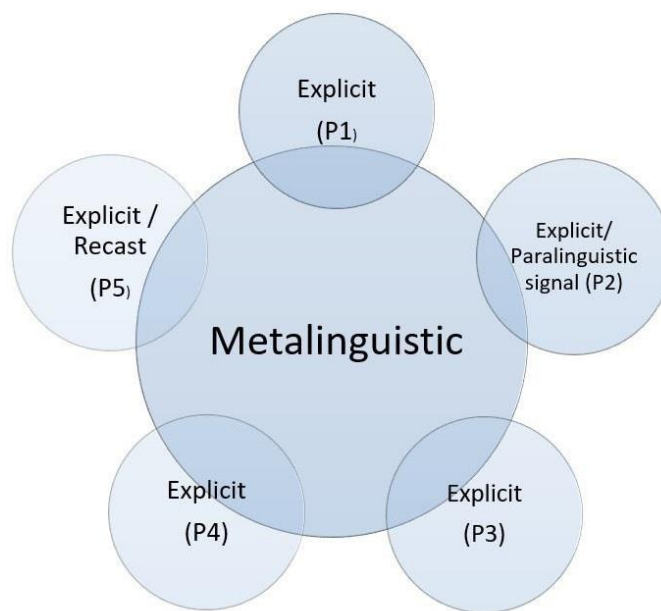


Figure 4.1 The most useful OECF strategies

4.3 The positive and negative aspects of their teachers' oral corrective feedback strategies.

In this last section, I will explore both the positive and negative aspects of the teachers' OECF strategies. Thus, this section provides information to answer RQ3. As explained in section 4.1 and 4.2 above, the positive aspects about being corrected by their teachers that participants see are the following: they considered adding an explanation and giving examples as something very important to understand the cause of the error. Also, participants considered that it is important that the teachers use different strategies depending on each situation and finally, another good aspect is the moment of the correction because participants tend to prefer teachers who correct at the end of the production. However, there are also negative aspects about the strategies that teachers used to correct participants. For example, the vagueness of recast and body language, which are explained below.

4.3.1 The vagueness of recast

The instrument used allowed to the participants to explain different experiences to know better understand their perceptions about OECF strategies applied in the former Target Language Classes. P2 told an experience in which he/she felt uncomfortable in the way the teacher made the corrective feedback. P2 said:

In that situation, the teacher told me directly “no, you don't have to say it that way” and it was a grammar error.

The first phrase that the teacher used was “no, you do not have to say it that way” but the teacher did not say exactly what was the reason, so it opens a door to many questions because the student does not really know in what part of the speech the error was made. After this response I asked about the timing and if that correction includes an explanation. P2 added:

He/she waited at the end for me to say the whole sentence and then he corrected me. He/she just corrected me telling me the right way to say it.

In this situation the P2 was not interrupted by the teacher, he waited at the end of the speaking production to correct the error by giving to student the correct formation. I also asked the student if it worked. The answer was the following:

In some ways it worked because you say "I have to practice this" but in some other way it didn't work because you start to think "What was wrong? And you continue with doubts".

The problem that the student faced was feeling confused and with doubts about the correction because there was not an explanation to help the student to understand the reason for the correction. The strategies described above can be classified as a union between clarification request at the beginning when the teacher said "no, you don't have to say it that way" and at the end recast when the participant said "He/she just corrected me telling me the right way to say it" so he/she replaces the error with the correction. The experience that P2 had is an example of the use of OECF strategies that sometimes can be confusing, even when the student has corrected the error the questions or doubts continue.

A similar experience was mentioned by P5. He said:

A native teacher and the way he corrected us was rude, he would stop us, and he would say to us "Why do you say that? You are saying it wrong" it did not matter if it was a pronunciation or vocabulary error, he/she always did it in that way. That caused that our participation was less active for fear that he would correct us in that way.

P5 described the correction process as rude because the teacher did not consider a specific timing, he/she just stopped the production and used a clarification request "Why do you say that? You are saying it wrong". Even though this production is categorized as a OECF strategy, the words used by the teacher were unkind. Another aspect was that he/she uses the

same method without any consideration of the type of linguistic error. The bad implementation of the OECF strategy can cause fear and lack of participation in the class.

4.3.2 The vagueness of body language

Paralinguistic signal strategy or better known as body language may not be fully understood by students because a facial expression can be interpreted in many ways. P2 shared an experience in which he did not feel good when the correction took place. P2 said:

The teacher used to make a face like “something is wrong here”, right? we were talking and the expression on his face was like you said something wrong or you have to analyze what you just said... when I saw his face, I said, well, I just did something wrong and I kind of tried to remember or think again what I said and I already found it and you would do it again now, if in the correct way.

The paralinguistic signal strategy was used by the teacher. When the gesture was made the participant started to remember what he/she has already said and looking for the error to solve and repeat the utterance without the error.

P2 also said:

I believe that it worked in the moment but after days or weeks, it was tiring seeing that gesture...a form of correction was necessary, but maybe it was necessary to use different techniques, because after a long time seeing the same thing, it was already a little tiring and uncomfortable.

As P2 said that the strategy worked in that situation, but the problem was the overuse of it. The participant felt tired and uncomfortable about the teacher using the same strategy during the whole course.

To summarize, all the negative aspects were not caused by the OECF strategies, but by the way they were implemented by the teachers. If the OECF strategies are badly used, it can cause

more problems or errors rather than solving the ones that already exist. I consider this can be another highlighting point to help and correct BA in ELT students' errors.

4.4 Chapter summary

This chapter presented the findings based on my analysis of interview transcriptions about OECF strategies in three sections. The first was the importance of OECF strategies. Then, the most useful OECF strategies according to participants' perceptions were described. Finally, the positive and negative aspects of the teachers' OECF strategies were discussed.

CHAPTER V CONCLUSIONS

5.1 Introduction

This chapter provides a comprehensive summary of the perceptions of target language students of BA in ELT at a public institution. It serves as a culmination of the previous chapter, highlighting the key findings of the research in relation to the importance, effectiveness, significance, and both positive and negative aspects of OECF strategies.

5.2 Key Findings

Investigating students' perceptions was a complex challenge as all the gathered information was based solely on their memories and experiences. However, this research yielded some important findings. Regarding RQ1, the results indicated that all participants acknowledged the importance of using OECF strategies to prevent future problems. The findings were as follows:

- All the participants described the oral corrective feedback strategies as important and necessary.
- They also mentioned the term “fossilization” that Chen and Zhao (2013) described as an incorrect linguistic feature that becomes part of the speaker, and generally it is hard to correct as time goes by. Fossilization is the main reason that participants have to consider the oral corrective feedback strategies that their Lengua Meta teachers use as important and necessary.

The results of RQ2 revealed that most of the participants considered more than one strategy as the most useful. An important point in the analysis was that the variety of teachers to which

the participants were exposed to provides us with an insight into a possible scenario. Even if the sample had been larger, it is likely that the results would have been similar, as the teachers employed similar strategies with the participants. The findings were as follows:

- Among the participants, three of them described explicit and metalinguistic explanation as the most useful OECF strategies. Another participant preferred a combination of explicit, metalinguistic explanation, and recast. The remaining participant found explicit, metalinguistic explanation, and paralinguistic signal to be the most useful strategies.
- Participants main reasons were different according to each of them. The majority mentioned the need for metalinguistic explanations to understand and have a clearer idea of the error correction in the first classification. On the other hand, participants who determined three strategies as the most useful OECF strategies argued that sometimes it is necessary to use a combination of strategies, some of them to attract participants' attention to the error and the others for better understanding.

Finally, the findings of RQ3 highlighted positive and negative aspects of their teachers OECF strategies. In this case, the positive aspects were that students expressed a preference for receiving metalinguistic explanations and being corrected at the end of their production. On the other hand, negative aspects were the vagueness of recast and body language that some of the teachers showed when giving oral error corrective feedback.

5.2 Implications

The OECF strategies are part of the language learning process, however the results obtained using each strategy are not the most proper. There are many factors that can affect

the correction process. This is of the case of the teacher's role sometimes can be different according to the activity or method that teachers use in each university as Değirmenci Uysal, & Aydin, (2017) stated. Moreover, sometimes the students are not able to produce the well-formed structures after the correction and it is necessary to have the teachers' intervention, as pointed out by Panova & Lyster (2002).

The findings of this study involve some implications. For instance, all the participants described OECF strategies as important in the language process even they are aware of the problems that can be developed when the errors are not considered relevant because it is more likely to have a fossilization problem like Chen and Zhao (2013) said. Moreover, if it is not the case of fossilization, sometimes can be harder to fix that error. Thus, deciding when it is the best time to apply any OECF strategy can vary among participants. Some authors such as Browyer and Kawaguchi (2011, as cited in Hossein & Eva, 2017) prefer asynchronous corrective feedback while Doughty (2001, as cited in Wiboolyasarini et al., 2020) synchronous corrective feedback. Not all the participants in this study mentioned the timing, however, some of them prefer the correction at the end without interruption.

Another important information obtained from the participants' descriptions was the classification that I made about the most useful OECF strategies, which were the same two strategies among all the participants. If it is compared former researchers with this study, it can be assumed that having the correct form and an explanation of the error by the teacher, or corrector, is something that the student needed. This can contribute to all teachers considering what the students' preferences in correction are because in this way the correction will be a tool for learning rather than a tool to make them lose their confidence in learning the language.

Finally, it is important to understand that every student's perception in this study is different because even when they are students in BA in ELT, their perceptions were obtained by their experience in different Target Language levels and with various professors. In the future, they will become teachers who implement these strategies, and it may be hard to determine all the aspects for a good correction, however, the main objective is fix the error without damaging the student's performance and confidence.

5.3 Limitations

In this study some factors limited my research. An important drawback is the size of the sample because it is just a part of the thousands of students who attend college. The interview was applied to a small sample of five participants who have already passed all the five Target Language classes. Therefore, I cannot make any generalizations about the information, however, it can be a good beginning to create interest between the teacher's community or become the basis for future research. Talking about the sample of students, it is important to consider that the students have different characteristics. For instance, age, academic background, social skills and maybe their mood. Also, it is possible that not all of the participants were exposed to corrective oral feedback all the time.

Another factor can be the methodology, a semi-structured interview because when the participants answer the questions, they may not be always honest due to bad long-term memory or because they feel nervous expressing themselves. During the process of data collection, a factor that may influence the results is the environment because these interviews were applied online so I could not control the noise or any other distraction. It may have been difficult for the participants to concentrate because they were at home surrounded by many stimuluses. The last limitation was the internet connection because in some cases there

were moments in which the communication was not flowing, or the audio was not very clear to understand.

5.4 Further research

This study presents a little part of the wide variety of perspectives that could be investigated. For example, during this study there was something that attracted my attention which was to investigate more about the timing because I consider it highly useful to know when to correct the error according to the students' needs. Another aspect could be the creation of a classification of the most common strategies used for each kind of error. In other words, how to solve different types of errors such as phonetic, grammatical, or structural error and what OECF strategy would be useful for each type of error based on students' experiences.

OECF strategies and all their features involved should be investigated because errors are always committed in any learning process, but the point is knowing the right path to use them as a positive factor in language learning. If this topic is seen as something more psychological it would be great to investigate how the inappropriate use of OECF strategies can damage students' confidence in the language and even their participation in class. In addition, this can also include the participants in the correction because studying this from different perspectives from teachers, students even classmates could offer more insights.

As discussed before, there is research in the field of OECF strategies but there are still some questions and topics to study deeper. However, as young students, we may not have enough experience or tools to make our study better. In my case, my sample was very limited, but this can be the basis for longer samples under better conditions. Finally, as mentioned before,

the idea of having a look at the students' perceptions can be a good way to understand students more and eliminate the idea that the OECF can damage students' participation in class or their learning confidence.

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Appendix A

Protocol for semi structured online interview.

The purpose of this study is to gather information the perceptions of BA students in English Language Teaching about OECF strategies usefulness. The interview does not have time limited and is going to be recorded.

Personal information

- What is your name?
- How old are you?

Part 1: Speaking skill

1. What do you think about the speaking skill?
2. Do you consider important the speaking skill? and why?

Part 2: OECF strategies

3. Can you notice that you committed a speaking error?
4. Do you think it is important that your teachers correct your speaking errors? And why?
5. How did they correct you? can you give an example.
6. Can you think if the strategy that your teacher implemented in that situation worked? Yes/No and Why?

(Ask for different examples 3)

The interviewer shares the screen to the participants called “Definitions and examples of OECF strategies” based on Ellis, 2009 & Ellis, 2017: Table 3. Definitions and examples of OECF strategies based on Ellis, 2009 & Ellis, 2017

Corrective feedback strategy	Definition	Example
1. Recast	The correction is made immediately after the incorrect production or utterance. The corrector replaces the error with the correct version. It can be phonological, morphological syntactic, or lexical.	L: I breaked my arm C: You broke your arm. You broke your arms when you were a child?
2. Repetition	The correction is made by making emphasis or stress in the incorrect utterance to highlight the problem.	L: I breaked my arm C: I broke my arm. L: Yes, I broke my arm
3. Clarification request	The correction is communicated to the learner. For example, the corrector expresses that the idea is not clear and there is an error.	L: I breaked my arm when I was child. C: What?
4. Explicit correction	The correction follows the next steps. First, the corrector says that there is an error, then he/she provides the correct version.	L: I breaked my arm C: Not break, I broke. We say "I broke my arm when I was a child"
5. Elicitation	The correction is not provided by the corrector, he/she only repeats a part of the utterance rising the intonation and expecting that the learner completes it with the correct version.	L: I breaked my arm. T: You.....?
6. Paralinguistic signal	The correction of the utterance is not given, the corrector uses body language, such as facial expression or movements.	L: I breaked my arm C: (make gestures and movements to transmit that is incorrect, shake his finger left to right saying no)
7. Metalinguistic	The correct form is not given by the corrector. He can provide clues using comments or questions about the well-formedness of the student's oral production.	L: I breaked my arm C: Is "break" a regular verb? What is the past form?

Part 2: OECF strategies – continued

- 7.-What do you think about the strategies that teachers use to correct errors?
- 8.-Can you mention what is the most common strategy that teachers use to correct speaking errors?
- 9.-In your opinion, what is the most useful oral CF strategy? And why?
- 10.- Do you think that CF is necessary in the process of learning a foreign language (FL)? Why?