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INGLÉS**

**Providing feedback as a strategy to improve students' productive skills in
EFL classrooms in Loja**

TRABAJO DE TITULACIÓN.

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Loja, mayo 2018.

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DEDICATION

I dedicate this research work to the merciful God, my great mother Hilda, my good brothers Diego and Dario and my best partner Jorge, who have always been with me, giving me part of their time and supporting me with their sweet and hard pieces of advice. My gratitude to all of them.

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CONTENTS

COVER.....	i
APROBACIÓN DEL DIRECTOR DEL TRABAJO DE TITULACIÓN.....	ii
DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS.....	iii
DEDICATION.....	iv
ACKNOWLEDGEMENT.....	v
CONTENTS.....	vi
LIST OF GRAPHS.....	viii
RESUMEN.....	1
ABSTRACT.....	2
INTRODUCTION.....	3
CHAPTER I:LITERATURE REVIEW.....	5
Feedback.....	6
Purpose of feedback.....	7
The importance of feedback.....	7
Selecting the feedback in EFL classrooms.....	8
Types of feedback.....	9
Oral feedback.....	9
Written feedback.....	9
Peer feedback.....	10
Categories of feedback.....	10
Cognitive and affective feedback.....	10
Intensive or extensive corrective feedback.....	10
Focused and unfocused feedback.....	11
Advantages and Disadvantages of feedback.....	11
Errors and mistakes.....	12
Feedback to speaking skill.....	13
Feedback to writing skill.....	13
Main feedback: Corrective feedback.....	13
<i>Recasts</i>	14
<i>Clarification requests</i>	15
<i>Metalinguistic feedback</i>	15
<i>Elicitation</i>	15
<i>Repetition</i>	16

Productive skills	16
Writing skill	16
Micro and macro skills of writing.....	16
Speaking skill.....	17
Micro and macro skills of speaking.....	17
CHAPTER II: METHODOLOGY	20
Setting and Participants.....	21
Procedure.....	21
CHAPTER III: ANALYSIS AND DISCUSSION OF RESULTS	23
CONCLUSIONS	43
RECOMMENDATIONS.....	44
REFERENCES	45
ANNEXES	49

LIST OF GRAPHS

Graph 1.....	24
Graph 2.....	25
Graph 3.....	26
Graph 4.....	26
Graph 5.....	27
Graph 6.	28
Graph 7.	29
Graph 8.	30
Graph 9.	31
Graph 10.....	32
Graph 11.	33
Graph 12.....	33
Graph 13.....	34
Graph 14.....	35
Graph 15.	36
Graph 16.	37
Graph 17.....	38
Graph 18.....	39
Graph 19.....	40
Graph 20.....	41
Graph 21.....	41

RESUMEN

Proporcionar retroalimentación tiene muchos beneficios para los estudiantes en las aulas de inglés. La presente investigación se centra en el tema “Proporcionar retroalimentación como una estrategia para mejorar las habilidades productivas de los estudiantes en las clases de inglés como lengua extranjera en Loja”. El propósito de esta investigación es determinar la efectividad de la retroalimentación para mejorar las habilidades productivas (habla y escritura) de los estudiantes en las clases de inglés. Se llevó a cabo en dos colegios privados de la ciudad de Loja, Ecuador. La muestra fue 7 profesores y 81 estudiantes de segundo y tercer año de bachillerato. Los métodos cualitativo y cuantitativo fueron usados para analizar la información. Una encuesta a profesores y estudiantes fue aplicada, y un total de 21 observaciones fueron dirigidas. Como conclusión general, los profesores utilizan principalmente la estrategia de repetición para proporcionar retroalimentación a la habilidad de habla, y retroalimentación metalingüística a la habilidad de escritura ya que las consideran como las más efectivas en las clases de inglés como lengua extranjera.

Palabras clave: Clases de Inglés como lengua extranjera, habilidades productivas, habilidad de habla, habilidad de escribir, proporcionar retroalimentación, estrategia.

ABSTRACT

Providing feedback has many benefits for learners in EFL classrooms. The present research focuses on the theme Providing feedback as a strategy to improve students' productive skills in EFL classrooms in "Loja". It is aimed at determining the effectiveness of feedback for improving students' productive skills (speaking and writing) in EFL classrooms. It was carried out in two private high schools in the city of Loja, Ecuador. The sample was comprised of 7 teachers, and 81 students from the second and third year of senior of high school. The qualitative and quantitative methods were used to analyze the information. A survey to teachers and students was applied, and a total of 21 observations were conducted. As a general conclusion, teachers mostly use the repetition strategy for providing feedback to the speaking skill, and metalinguistic feedback to the writing skill since they consider them as the most effective in EFL classrooms.

Key words: EFL classrooms, productive skills, providing feedback, speaking skill, writing skill, strategy.

INTRODUCTION

Providing feedback refers to a procedure to improve students' performance; in this respect, Golkova and Hubackova (2014) mention that it is beneficial for improving the productive skills, writing and speaking. In that way, feedback becomes a great strategy for teachers to make students achieve productive skills (Nicol and Macfarlane-Dick, 2006). For that reason, feedback to productive skills should be frequent and significant to learners.

Feedback is an important aspect to be considered in the EFL teaching, however, teachers do not use it at all. Therefore, analyzing the effect that feedback has regarding the productive skills is a relevant topic to investigate in the city of Loja because writing and speaking are necessary for communicating in a foreign language (Chollet et al., 2015).

Some reasons to research on this problem are related with the low EFL students' level of communication and the teachers' procedure for helping them to overcome their difficulties. Therefore, these problems can be solved by researching on how teachers provide feedback in EFL classrooms. Hence, feedback as a strategy to improve students' productive skills of the language was the theme of this research.

In this context, this research is aimed at determining the effectiveness of providing feedback in EFL classrooms through observations and surveys in order to get specific results about writing and speaking skills. The general objective was determining the effectiveness of feedback for improving students' productive skills in EFL classrooms in two private high schools in Loja. The specific objectives were: to describe the ways how feedback is provided to improve speaking, to describe the ways how feedback is provided to improve writing; and the last one, to determine the advantages and disadvantages on the use of the feedback.

In order to have more relevant information and different perspectives about providing feedback to productive skills, some studies have been considered. For instance, Tamayo and Cajas (2017) show that students get to repair their errors when the teacher uses different feedback strategies. Their first objective was to identify what types of strategies of feedback are effective and easy to use, and also determine the learners' language development by using those strategies. And the second one was to compare and describe the effect of metalinguistic and recast feedback during oral interactions and its implications in English Language Teaching (ELT). As their main conclusion, they say that involving students into target structures and encouraging consciousness activities, such as error correction, help them to perform a better production of the language.

Similarly, Muhsin (2016), aimed his study to find out the students' responses and perceptions towards the corrective feedback given in a teaching speaking performance. He concluded that the most popular corrective feedback in speaking skill is explicit correction, elicitation, and repetition; therefore, not all corrective feedback is effective to use.

Furthermore, Biber, Nekrasova, and Horn (2011) have carried out a study which was aimed to determine which types of feedback are being used nowadays and which of them are more influential in teaching English as a foreign language. They concluded that the written feedback, peer feedback, commenting, and focusing on form and content are more effective than oral feedback, but the written feedback takes the first place comparing with the others.

All of these aspects will be beneficial to students, English teachers, educational institutions, and future researchers because the results have yielded important information for helping teachers to decide how to use feedback effectively and plan better activities in EFL classrooms in order to help education in Loja and perform excellent foreign Language classes. Teachers will know about different ways of providing feedback to writing and speaking skill in EFL classrooms; and also, their advantages and disadvantages. Besides, the results can be used for a further and single analysis of providing feedback to speaking or writing skill or extended for studying about providing feedback for reading and listening skills.

In a general way, this work is distributed into three important chapters. First, the literature review which contains the main theoretical support of this study. Second, the chapter two which refers to the methodology that explains the setting and participants of the study, and its procedure. And the third chapter, which includes the analysis and discussion of the results related to the effectiveness of providing feedback to productive skills in EFL classrooms. Next of the three chapters, there are the conclusions and recommendations of the study; and finally, references and annexes are included.

CHAPTER I
LITERATURE REVIEW

The main skills in learning English as a foreign language are listening, speaking, reading and writing, which have been developed in the teaching and learning process. These skills are subdivided into two groups depending on when they are received or produced. Thus, listening and reading skills are categorized as receptive skills while speaking and writing skills are the productive ones. The way of how to teach and reinforce these last two skills, depends on the goals and perspectives of the teachers. Hence, teachers can use a variety of strategies and one of those strategies is the so-called “feedback” as a way to improve students’ difficulties and carry out a good classroom performance. In this way, the teachers can use more than one procedure to apply this strategy and consequently increase students’ development. Therefore, following there are have some essential concepts, theoretical aspects and background about feedback.

Feedback

Feedback is a strategy that teachers use to reinforce and increase students’ knowledge. Hattie and Timperley (2007) refers to feedback as the provided information by an agent, such as teacher, peer, book, parent, self-experience, that concerns with the essential aspects of the learners’ performance or understanding. Additionally, feedback does not work isolated because it works as a consequence of performance, for instance, a teacher or parent can provide corrective information, a peer can give an alternative strategy, a book can provide information to clarify ideas, a parent can help with encouragement, and a learner can look up the answer to evaluate the correctness of a response. Therefore, feedback can be provided in different ways, from different agents and from diverse perspectives, and it has characteristics for being used as direct, usable and objective. Weaver (2006) refers to feedback as a part of the learning cycle which allows students to reflect about their performance and make improvements based on their strengths and weaknesses. Also, Sadler (1998) takes the feedback as the generated result of the formative assessment in lessons which is focused on students’ performance in order to increase their learning.

Similarly, Winne and Butler (1994) provide a clear definition about what feedback is. Firstly, they mention that the feedback is information, and it lets learners confirm, add to, overwrite, optimize, or restructure information. This information may be dominated by students, included in a meta-cognitive knowledge, cognitive tactics and strategies, too. Secondly, feedback should be addressed to clarify aspects of students’ task performance in a learning context in order to be powerful.

In the same sense, Kulhavy (1977) extends feedback’s definition by clarifying that it works better when the studied material is familiar because there are many ways to connect easily the new information to what is already known; therefore, the criterion performance can take less effort. He also claims that feedback does not act as a reinforcer because it can be

accepted, modified, or refused; besides, it can be given not only by teachers, but also by students, peers, even, learners by self can detect without intention. Moreover, feedback always takes a procedure to tell learners if their response is good or it needs extra practice and effort.

Purpose of feedback

Hattie and Timperley (2007) mention that feedback is used as a strategy in EFL classrooms and it changes the way of being provided due to learners' conditions. In addition, Sadler (1989) claims that feedback has the goal of providing information specifically, more than one time, related to a task or a process of learning which must fill a gap of knowledge between what is understood and what is aimed to be understood. And also, he mentions that "... the agent can do that through affective processes, such as increased effort, motivation, or engagement; and, the gap of knowledge can be reduced through different cognitive processes, including restructuring understandings, confirming to students that they are correct or incorrect, indicating that more information is available or needed and/or indicating alternative strategies which help students to understand particular information." (Sadler, 1989, as cited in Hattie and Timperley, 2007, p. 84)

In addition, those authors note that feedback tries to reduce discrepancies between current understanding and performance, for that reason, it is used as a strategy for being more or less effective in enhancing learning. Furthermore, they added three questions for carrying out an effective feedback, such as: Where am I going? (Goals), How am I going? (Progress toward the goal), and Where to next? (What activities need to be undertaken to make better progress?). These questions are directed to feed up, feedback, and feed forward.

Likewise, Maclellan (2001) mentions that feedback must focus on enabling students' learning, rather judging students' level or their achievement in order to keep the conception of feedback. It is because students do not only improve their learning, but also understand the purpose of feedback.

The importance of feedback

Feedback is important because it is a way to transmit a message to teachers and students for an effective learning. Feedback allows students to comprehend the mistakes that they have committed, but they need still some help for understanding well a course. Feedback tries to give a guidance for improving students' learning in EFL classrooms. Thus, students are able to get information about their progress, this way increases their knowledge. Obviously, the teacher must know lacks and necessities of students and give more attention to those ones. Also, the teachers should motivate students and work better on their strengths and weaknesses in order to create an atmosphere full of confidence and raise their

awareness on the areas where they need to improve. Besides, feedback is a factor which helps to achieve EFL objectives in classrooms, for that reason, it must be clear (Harmer, 2007).

According to Brown (2014), feedback is connected to academic settings, different criteria and specific targets which help to define goals and standards of the lessons; in other words, feedback becomes the mean of information to know students' state of learning and performance which are related to those goals and standards.

In addition, the good use of feedback allows to obtain good results on learners. Nicol and Macfarlane (2006) state that feedback causes on students a self-control in their learning. The teachers provide feedback and students should be able to evaluate their progress and their own goals; thus, the effect increases positively.

Selecting the feedback in EFL classrooms

Factors as cultural backgrounds, learners' personalities, age and proficiency level influence on how learners feel in the learning process. For that reason, it is necessary that teachers consider how the feedback is going to be provided, together with the timing and how students could receive it (Hattie and Timperley, 2007).

According to Yoshida (2008), feedback depends on teachers' choice, learners' cognitive styles, and learners' preferences. In other words, those aspects affect the feedback which teachers select for their classes. For instance, there are teachers who prefer to use recasts for providing feedback to students because of time limitation. Consequently, how a class is managed allows to apply a specific type of strategy, but also depending on students' performance.

Furthermore, Sepehrinia and Mehdizadeh (2016) claim that feedback practices in EFL classrooms must be addressed to judge and grade student performance because those practices include the learning goals, and classrooms conditions. In this way, feedback benefits students to be guided in future tasks and also make an evaluation of their performance by themselves (Orrell, 2006).

If teachers select a type of feedback by considering its effectiveness, it is possible to consider some issues. Firstly, there is an effective instruction for teachers which makes easier to provide feedback (Hattie and Timperley, 2007). Additionally, teachers must decide appropriately about when, how, and at what level to provide appropriate feedback, for that reason, it is difficult to carry out it in classrooms, and its application is low. Secondly, within EFL classrooms, there are learners as the main part of the learning process. Also, they are involved in feedback because they are able to select the information that they want to learn and improve. For example, they can prefer to use elicitation or metalinguistic feedback because their teachers notice the erroneous utterances and give them the opportunity to

work on the correct forms under their own awareness (Yoshida, 2008). In brief, the teachers must become proactive in providing useful information addressed to students' needs and characteristics.

Finally, for getting a good choice of what type of feedback to apply, a great aspect that Higgins, Hartley, and Skelton (2002) refer to, is the students' attitudes towards feedback in classrooms because they can feel the necessity of feedback or an additional part of the lesson without a specific purpose or demonstrate compromise with the process of feedback taking their progress into account, also their goals and future performance. Those authors attribute this factor as an important one because when students feel to deserve feedback, they recognize their potential and make a successful effort to complete an assignment.

Types of feedback

There are three different types of feedback: oral, written, and peer, those are defined in the following paragraphs.

Oral feedback.

The oral feedback tries to correct students' spoken proficiency in order to encourage them to improve their performance (Jonsson, 2013). To achieve that, the agent, who develops feedback, can use questioning and dialogues as keys for providing effective feedback. It is necessary to find students' weaknesses through the production of speaking particles in order to strengthen these points. Frey and Fisher (2011) mention that oral feedback occurs mainly by correcting in students the structure of the spoken form, choosing appropriate settings and supporting the tone of learners in which the spoken participation is produced.

Written feedback.

Jonsson (2013) affirms that this type of feedback helps learners to improve their language use. In fact, the oral feedback cannot be isolated during their learning process in foreign language classrooms. Thus, written feedback aims learners at developing a great level of proficiency. Furthermore, there are some useful techniques for making written feedback effective such as, asking questions, being positive or neutral as possible, allowing learners to re-do their work, commenting students' understanding through a talk, locating and correcting students' errors, and use tips for motivating students if they correct their error.

Ferris (1997) alludes to written feedback the opportunity to correct learners about what they have already written; thus, they are aware of the correction. Besides, it is better to work in terms of content, organization, grammar, spelling rules rather than making encouraging comments or asking questions about why they did something. It is clear that an advantage of this type of feedback is that it moves forward learning English and can be repeated over and over again concerning students' performance.

According to Hounsell et.al. (2008), an important point to consider in written feedback is the language that teachers use, since sometimes feedback takes the figure of academic advice as judgmental statements which result in unreceptive comments. However, teachers should avoid producing misunderstandings which can confuse or upset learners losing the opportunity to help them to learn.

Peer feedback.

The third type of feedback occurs when learners interact between peers and one of them offers the other an advice or a good criticism about their work in order to correct each other's tasks. For Hattie and Timperley (2007), Bijami, Kashef and Nejad (2013), and Hyland and Hyland (2006) this is the preferred one to students in EFL classrooms. For that reason, it is considered as a tool for enhancing the process of learning writing; apart from it, it provides the opportunity to socialize with others (Hattie and Timperley, 2007).

On the other hand, Bijami, Kashef and Nejad (2013) claim that peer feedback in learning English writing is useful and brings cognitive and social benefits to classrooms because students comment about their classmates through different ways. For example, teacher can use brainstorming or outlines as a mechanism of rafting their checking (Hyland and Hyland, 2006).

Categories of feedback

Cognitive and affective feedback.

Feedback can be taken from different perspectives, for that reason, Bijami, Kashef and Nejad (2013) refer to cognitive and affective feedback as a way to carry out correction in EFL classrooms. *Cognitive feedback* focuses on the content of a work where teachers must summarize, specify and explain aspects of a specific work under review. Whereas, *affective feedback* includes affective language to offer praise to students, such as "well written"; "perfect job", and also criticism, as "incorrect answer", "you're wrong". Although, this affective feedback concentrates on the quality of students' work, the feedback can be given through non-verbal expression, gestures and emotional tones.

Intensive or extensive corrective feedback.

The *intensive* feedback refers to a string of structured and planed activities for students. In this feedback, teachers give students cues to empower them in positive corrections related to the skills (Rahimpour, Salimi, and Farrokhi, 2012); but, it is repetitive in order to get results regarding specific aspects of the language Ellis (2003). On the other hand, Ellis (2003) mentions that the *extensive* feedback focuses on how to get students' attention in more than one linguistic aspect such as grammar, lexicon, or phonology. The necessity of intensive corrective feedback should be greater than extensive feedback because this is focused on limited amount of errors; thus, it is more effective than correcting

everything, although, feedback is not only different for the way that teachers give but also how it is received (Diehl and Sterman, 1995).

Positive and negative feedback.

Feedback can be *positive* and *negative*. London and Smither (2002) denote that both have benefits on learning; while, Hattie and Timperley (2007) argument that positive and negative effects depend on the level at which the feedback is provided. Concretely, both *positive* and *negative* feedback varies from aspects such as commitment, performance, orientation, and self-efficacy of learners. Moreover, negative feedback is more frequently used than positive feedback in real classrooms because a task must be driven in that way several times, despite learners become dissatisfied, they set higher performance than the ones who receive positive feedback.

Deci, Koestner and Ryan (1999) refers to *positive* feedback as a factor to increase the persistence of students to get good performance and maintain their interest. Ellis (2009) defends two positions about positive feedback; one refers to the pedagogical theory which looks the positive feedback effective for providing support to the learner and fostering motivation, and the second one is that it has received little attention because studies of classroom interaction have shown that teachers' positive feedback is frequently ambiguous and approve wrongly what students perform although it is not correct.

Focused and unfocused feedback.

When feedback refers to focused or unfocused one, it deals with the skill; however, it is considered as a corrective feedback basically. Karimi and Fotovatnia (2010) found in their study that focused and unfocused corrective feedback can contribute to the grammatical accuracy.

Farrokhi (2011), he proved that focused corrective feedback is more effective on students for improving grammatical accuracy than the unfocused one, regarding teachers' application. In addition, several studies conclude that focused written feedback works better than the unfocused one because there is the risk of losing students' attention on what they must learn (Sheen, 2007). Thus, focused and unfocused feedback depends on how the teacher or the agent use them for correcting learners (Ellis, 2009).

Advantages and Disadvantages of feedback

When authors refer to the advantages and disadvantages of feedback, they mention different aspects in their studies. For instance, Nicole and Macfarlane-Dick (2006) suggest that good feedback helps students achieve learning goals, criteria, and expected standards, and also give learners the opportunity to think about their own reflection. In addition, feedback has the advantage to fill students' gaps of knowledge between current and desired performance. Moreover, Higgins, Hartley, and Skelton (2002) recognize that feedback helps

students to get better grades in classes; thus, students are conscious of their developing and get appropriate grades.

Regarding the disadvantages, according to Ballantyne, Hughes and Mylonas (2002), feedback is time-consuming in classes, especially in written feedback. It also becomes hardly to use it in large classes. Moreover, some teachers confuse their use because it is addressed to hard correction without expressing critical comments. Similarly, Ding, Hesseseth, and Shan (1998) attribute to feedback a disadvantage because it cannot improve generic skills of learners, it can focus only on single parts of assignments, and consequently feedback becomes in an irrelevant work in classes.

In the same context, there are other researchers who focus on a specific type of strategy. For example, Bijami, Kashef and Nejad (2013) mention the advantages and disadvantages of the peer feedback, which is considered as a type of feedback and an appropriate strategy for developing critical thinking on students, learner autonomy and social interaction among students. Thus, practicing peer feedback allows students to receive more individual comments as well as to give partners, who check, the opportunity to practice and develop more than one English skill (Lundstrom and Baker, 2009). While, other researchers mention that peer feedback has ambiguous results because partners provide positive comments about their peers' assignments giving opinions about superficial errors and suggestions that do not help revision at all, but the teacher must know when the peer feedback is working on a skill, or when not.

Errors and mistakes

Nassaji, and Kartchava (2017) claim that *errors* are deviations that learners commit when they produce the target language. It can be in pronunciation, grammar, vocabulary and pragmatics aspects. Errors can be a reason of slips and/or lack of attention from learners when they are performing the language. Likewise, errors appear because of interlanguage interferences, for example, when students confuse the structure of regular verbs with irregular ones; and finally, for influencing of the native language of learners as Spanish. Tafani (2009) claims that errors reflect gaps in students' knowledge, it occurs frequently when the students do not know what is correct. It is caused by the ignorance of students on foreign language structures.

On the other hand, Harmer (1989) claims that *mistakes* reflect occasional failures in performance in a particular task. Mistakes are problems of applying features of the language incorrectly. Indeed, the correction of students' errors and mistakes helps to correct written and oral work in EFL classroom and provides feedback. However, sometimes it is not easy to differentiate errors from mistakes.

Feedback to speaking skill

Providing feedback to the speaking skill requires teachers to involve students in a learning process where the teaching instruction must be well constructed (Muhsin, 2016). In the same way, Kazem (2005) considers feedback as the best way for replacing the learners' errors or mistakes with the correct way of the language. While the speaker explains, the listener must give reactions about the message. Butler (2007) complements the previous information by stating that feedback provides extra information for correction; consequently, teachers should transform the wrong actions of students make them to improve.

Additionally, Muhsin (2016) demonstrates that teachers make an effort to work on explicit correction, elicitation, and repetition because they have an effective function in detecting students' mispronunciation, and low accuracy and fluency; whereas, implicit correction, recast, clarification request, and metalinguistic feedback are not effective applied because they are used less; for that reason, feedback is not always adequate in speaking correction.

Feedback to writing skill

Referring to the writing skill, Brown (2004) says that *written feedback* is an action where the teacher provides some comments about a piece of writing and focuses on students' strengths and weaknesses by considering a well-organized coverage of scales or checklists.

Ferris (2010) mentions that the *written feedback* helps learners to a long-term acquisition of the foreign language of specific linguistic features. Additionally, Bitchener, Young, and Cameron (2005) affirm that written feedback is not only effective for students, but also for teachers because they have the opportunity to refine their practice by increasing students' practice too.

In addition, Sheppard (1992) claims that the correction of errors on written tasks and the problems related to the skill are kind of hard to accomplish because of the time consumption and energy in a writing practice. As well as Bitchener, Young, and Cameron (2005) mention that the correction to the writing skill can be together with an oral feedback in order to get an effective result.

Main feedback: Corrective feedback

Ellis, Loewen, and Erlam (2006) affirm that *corrective feedback* includes the information that the teacher provides to learners' utterances when they contain errors. In other words, a teacher gives corrections when learners commit errors, and they can be a combination of different teachers' responses.

Besides, Ellis, and Sheen (2006) add that corrective feedback is useful for learners to indicate that an error is committed, providing corrections, or adding metalinguistic

information about the origin of the error. In this way, corrective feedback can move from one to another actor in the learning process. For instance, the receptors increase their knowledge, and they can suggest corrections to their partners too.

In contrast, Ellis (2009) claims that corrective feedback constitutes as one type of negative feedback when teachers set the same procedure to correct students.

Types of strategies for corrective feedback.

There are some ways of applying feedback, for example, recasts, repetition, clarification request, explicit correction, elicitation, and metalinguistics clues (Lee, 2013; Ellis, 2009). Other ways according to Lyster, and Ranta (1997) are divided in two groups as reformulations and prompts; where the first one, involves recasts and explicit correction, and the second one includes elicitation, repetitions, clarification request, and metalinguistic clues. In other words, both authors mention the same ways of applying feedback.

In the same sense, Sheen and Ellis (2011) divide the aforementioned strategies in two different groups: explicit and implicit. First, there are the implicit strategies which include reformulation and prompts as conversational recast, repetition and clarification request; then, there are the explicit strategies that include reformulation and prompts as didactic recast and explicit correction with or without metalinguistic explanation; elicitation and paralinguistic signal, respectively.

In this way, Lyster, and Ranta (1997) have mentioned strategies which will be explained in the following paragraphs by using specific definitions about each one of them.

Recasts.

The strategy of *Recasts* is seen from different points of view but it has a similar goal. According to Lyster and Saito (2010), this strategy lets the teacher and students work and participate actively. Lyster, Saito and Sato (2013) make reference to recasts as the totally or partially teacher's reformulation of students' utterances, but in this reformulation the teacher omits the error. In addition, Ellis (2009) refers to recasts as the corrections that change the incorrect utterance in some way, for example, phonological, or lexical performance. Moreover, Sheen (2006) claims that recasts should be viewed in both ways: implicit or explicit because it depends on the linguistic form.

Additionally, Nassaji, and Kartchava (2017) mention four types of recast, which are regular, isolated, integrated, and interrogative. For understanding it, authors provide some examples as "easier" (regular), "So, you said it's easier now" (isolated), "It's easier now. How difficult was it before?" (integrated), and, "How (much) easier is it now?" (interrogative).

Furthermore, there is another type of recasts, it is called *prompt*. In general, prompt is a facilitator of skill acquisition (Ellis, 2009). They are not used frequently, but they are also effective in getting reactions from learners because they learn from the feedback. Indeed,

working with recasts or prompts become more noticeable for learners than using only one of them.

Clarification requests.

This strategy allows students to figure out that their utterance has been misunderstood by the teacher or audience, or their performance is incorrect in some way; therefore, it is necessary a repetition or a reformulation of students' performance from themselves (Lyster, Saito and Sato, 2013). In order to have a better idea about this strategy, there is an example of applying clarification requests in the following lines. It is an interaction between teacher and student.

–T: How often do you take a shower?

–S: Seven.

–T: Excuse me. (Clarification Request)

–S: Seven.

–T: Seven what? (Clarification Request) Seven times a week? (Interrogative Recast)

–S: Yes. Every day.

Furthermore, Ellis (2009) alludes that clarification request makes teachers to show students what they have not understood correctly, for that reason, it can be applied through different means such as intonation, questions, or gestures.

Metalinguistic feedback.

Metalinguistic feedback is given to students through comments, information, or/and questions which are related to well construction of utterances, without explicit explanation of the correct form (Lyster, Saito and Sato, 2013). They add that this type of feedback is aimed at giving different metalinguistic clues where the incorrect form was committed.

On the contrary, Ellis, Loewen, and Erlam (2006) claim that metalinguistic feedback is a type of explicit feedback because it requires explanations about the foreign language rule but not the correct form of construction. In other words, this strategy focuses on providing information to students about their erroneous utterances. In this way, Lyster, and Ranta (1997) mention that the metalinguistic feedback allows to students a self-repair which is more beneficial to them.

Elicitation.

When feedback elicits the correct production of the language from learners, the teacher or the agent is using elicitation. Elicitation promotes the use of different ways to obtain a good answer from learners (Lyster, Saito, and Sato, 2013). Some of these ways may be pausing, asking questions, or requiring that students reformulate their own utterances, among others. On the other hand, Ellis (2009) suggests that elicitation makes the

teacher to repeat what the learner has performed but the erroneous part will be omitted, thus, the teacher can use rising intonation to sign that the learner must repeat his/her utterance.

Repetition.

Lyster, Saito, and Sato (2013) consider repetition as feedback because it allows teachers to make a repetition of the learner's incorrect utterance; basically, they try to change something in their tone in order for the students to notice why they are repeating. One technique that the teacher uses as a part of this strategy is raising their voice or giving emphasis. Additionally, this strategy demonstrates the students' ability to modify their incorrect utterance, and consequently make them to perform the correct form of the target language by themselves (Pan, 2015).

Productive skills

The necessity of communicating ideas in different contexts conduct EFL researchers and teachers to study about how to develop the productive skills and what are the factors which are affecting them. When people are interested in learning a foreign language, they must know about receptive and productive skills. The first one lets them to obtain messages and the second one allows to produce an effective response in order to create communication. Thus, the ways of producing the language are known as speaking and writing skill. Both skills need attention during the learning process because they require good instruction and guidance. Consequently, they will be described in the following lines (Nation, 2008).

Writing skill

According to Nation (2008), the writing skill is considered as one of the productive skills in the acquisition of a second and foreign language. It is the learners' ability for constructing written tasks. The designing of written tasks does not only consider expression of words, but also, the coherence and cohesion at the beginning, and whether the scenario of the written production is developed in a context with the correct accuracy.

This skill has subskills which are divided into two big groups as the following information presents.

Micro and macro skills of writing.

The relevance of the micro and macro skills of a written production is considered in different perspectives. Brown (2004) divides these two groups by considering some characteristics. *Micro* skills are the production of graphemes and orthographic patterns of English, creation of a writing at an efficient rate of speed to satisfy the purpose, generation of an acceptable core of words and use appropriate word order patterns, usage of acceptable grammatical systems, and the expression of a particular meaning in different grammatical in

a written discourse. Thus, micro skills are related to the creation of basic written tasks where students are trying to learn the mechanics of writing.

On other hand, *macro* skills refer to some aspects such as: the rhetorical forms and conventions of written discourse that a teacher uses, the appropriate accomplishment of communicative functions in different written texts according to form and purpose, some connections between events and relations such as the main idea, the supporting idea, new information, given information, generalization, and exemplification. Also, the macro skills distinguish between literal and implied meanings in writing, and a correct transmission of specific cultural references in the context of a written text. In other words, macro skills focus strongly on what context and meaning a written task is developed (Brown, 2004).

Speaking skill

As it was mentioned in the previous lines, the speaking skill is one productive skill which can be directly observed but it varies from the level of accuracy of the speaker (Brown, 2004). In this context, the production of spoken ideas implies many factors from the speaker (Nation and Newton, 2008). For that reason, it is also divided into micro and macro skills which are explained below.

Micro and macro skills of speaking.

As the name mentions, *micro* refers to very small parts of language that speakers use like phonemes, morphemes, words, collocations, and phrasal units; while, *macro* skills involve more performance during speaking, they are: fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options (Brown, 2004). Likewise, these micro and macro skills are considered when speaking is evaluated; in other words, the evaluator can score the oral proficiency by using a rubric with common categories as grammar, vocabulary, comprehension, fluency, pronunciation, and task (Brown, 2001).

With the previous information, the first part of the literature review ends. In the following lines, some studies related to the theme of this research are mentioned which have been researched in order to gather new and useful information.

There are some studies related to feedback for the productive skills, speaking and writing skill. To start, there is a study of Tamayo, and Cajas (2017) which was aimed at determining what type of feedback has the best result and knowing which of them works better to students. In this context, they adopted two feedback strategies and four target structures which include omission of subject, auxiliary use in questions, subject-verb agreement, and reported statements. Their results have shown that metalinguistic feedback works better than recast feedback.

A second study was the one carried out by Muhsin (2016) which confirms the necessity of corrective feedback in spoken errors but he clarifies that not all types of

corrective feedback are effective. His study was focused on corrective feedback. His goal was to explore the types of feedback for improving students' speaking errors. He determined that the most popular corrective feedback in teaching speaking are the explicit correction, elicitation, and repetition because they are effective in detecting the students' mispronunciation and low accuracy and fluency; while, implicit correction, recast, clarification request, and metalinguistic feedback did not work in the same way.

Next, there is a study carried out by Gómez, and McDougald (2013), who suggest that peer-feedback and blogging can act as helping factors to reinforce or maintain levels of coherence in text, through cognition and affection. Referring to cognition, they found the importance of factors, such as the visibility and clarity of the feedback content, the students' ability to see and understand feedback, and the students' understanding and awareness of the concept of coherence. They also determined that feedback needs to contain information that learners can use for a better writing, for instance, if they use building material in their quest for developing their tasks, they need to add that. Additionally, they affirm that the peer feedback is useful when students notice its purpose and use it according to their needs.

Likewise, Van (2010) have based her study on empirical evidence and determined that test interlanguage hypotheses engage students in metalinguistic reflection of a written corrective feedback, and also, encourage students to make an effort in their development accuracy, too. Therefore, feedback cannot work in only one strategy, it must use more than one in order to find the best way to work with students and their necessities.

In the same way, Pan (2015) found some results about feedback in writing skill and he claimed that if teachers use better linguistic knowledge as corrective feedback to students, it will improve the accuracy of students in the writing skill. Thus, it can be considered as a tool for applying corrections during a writing assignment, but it must be measurable because it can demotivate a good students' accuracy. His methodology included three males first-year Physics graduate students at a university in Taiwan who were asked to write a 100-word passage about the greatest invention in human history; then, they were required to revise their work again based on the teacher's suggested revisions. Additionally, an oral conferencing was conducted in order to help the students obtain a better comprehension of certain grammar points; thus, the results reflected that single teachers' suggestions do not work.

The last study was completed by Jonsson (2013), who have studied feedback in EFL classrooms in order to demonstrate which factors are important for influencing students to use the teacher's feedback because students do not make use of the full potential of feedback. His findings showed the importance of strategies for using productively the

feedback for improving the academic discourse, increasing students' participation, and motivating them to use the information.

CHAPTER II
METHODOLOGY

Setting and Participants

This study was developed in two private high schools of 2017-2018 academic year in Loja, Ecuador. The sample of teachers were a group of seven people, three men and four women, who are around twenty-five and thirty-five years old and have from three to eight years of experience. On the other hand, there was a sample of eighty-one students, from the last years of the high school; they were around fifteen to eighteen years old with an upper-intermediate to upper level of proficiency of English as a foreign language. The class size of the courses was from 10 to 13 students. In addition, the groups were heterogeneous because there were different levels of knowledge, even though, they were from two different educational institutions.

Procedure

In order to develop this study, the first step was gathering information which was collected from different sources such as books, articles, and journals. A detailed selection of the topics was made to work on the literature review, which was extracted from different authors. Similarly, some previous studies were taken in order to know more about providing feedback to speaking and writing skills to support and compare the results. In the same way, the information was collected from different sources such as books, articles, and journals.

Basically, this study was carried out by using the qualitative and quantitative method for obtaining relevant information and determine the effectiveness of feedback for improving students' productive skills. The qualitative method was used for exploring and understanding how feedback is being applying nowadays. On the other hand, the quantitative method allowed to make the numerical analysis by using statistical data collected from teachers and students' instruments in order to analyze information and provide conclusions.

Additionally, some instruments were used to look for gathering data such as observation sheets and teacher and students' surveys. Referring to the teachers' surveys, they were conducted to seven people which had twenty-one closed and open-ended questions addressed to detect their procedure of providing feedback in EFL classrooms. Likewise, the students' surveys were addressed for eighty-one teenagers. It contained ten closed and ended-questions and two Likert scale questions, which were translated into Spanish in order to avoid misunderstandings. On the other hand, the observation sheets contained specific criteria about feedback to productive skills which were conducted three times to each teacher.

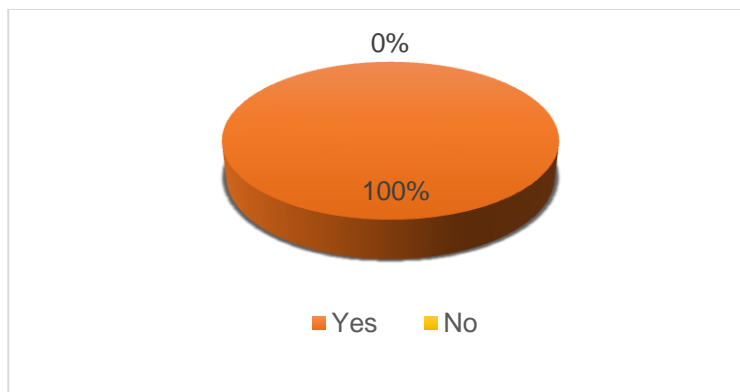
Specifically, the direct observations were conducted in three classes to each teacher and group of students of both private high schools which contain specific parameters of writing and speaking skill. After that, surveys to students and teachers were administered in order to collect information about feedback in EFL classrooms and their criteria about it.

Then, the collected data was tabulated by taking into account the sample of teachers. It was done by using an excel sheet, which allowed easily to condense the numeric data. After that, the percentages were used for analyzing the results, which were discussed quantitatively and qualitatively by considering twenty-one questions. Additionally, the information was interpreted according to the objectives of the research in order to show relevant results.

Finally, the conclusions were drawn based on how feedback as a strategy is provided for improving student's productive skills, and, the recommendations were formulated based on the conclusions.

CHAPTER III
ANALYSIS AND DISCUSSION OF RESULTS

This chapter contains the quantitative and qualitative analysis of the results which were collected through the application of teachers and students' questionnaire. The analysis is supported with the information collected from on-site observations as well as teachers and students' surveys. These results have been presented into pie graphs and supported by the theoretical support from the Literature Review.



Graph 1. Do you think that providing feedback in EFL classrooms is important?

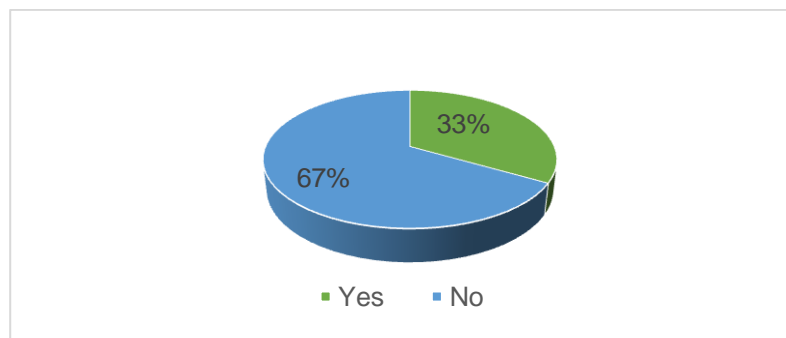
Source: Teachers' questionnaire

Author: Viviana Thalía Huachizaca Pugo

As graph 1 shows, 100% of teachers consider that providing feedback is important in EFL classrooms. The most of the teachers mention that students need to recognize the mistakes that they are committing in order to improve their future tasks and it also helps them to check what they have learned. They consider feedback helpful because it allows them to detect, correct or reinforce students' production because learners tend to commit more mistakes in the speaking and writing skills due to the influence of the media or songs.

In this respect, students agree on the importance of feedback in their English lessons because they consider feedback as an important tool during their learning process. They recognize to have a problem with the language and explained that this strategy helps them to improve their performance, be fluent in the language, and fill their gaps of knowledge. During the observations, it was seen that teachers used feedback during their classes at least one time for each skill that they were working. Indeed, learners looked interested in producing the language in an appropriate way.

All of the above matches with Harmer (2007), who refers to the importance of feedback to learners since it allows them to comprehend the mistakes that they are committing. Likewise, Brown (2014) claims that feedback becomes the main mean of complementing performance and learning with learning goals; in this way, if the purpose of teachers is to develop students' productive skills, providing feedback is going to help.



Graph 2. Do you consider that giving feedback to students at the end of the lesson is better than providing it during each lesson?

Source: Teachers' questionnaire

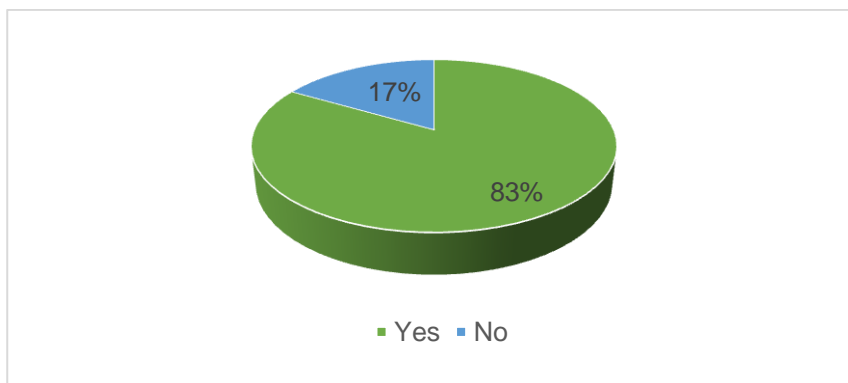
Author: Viviana Thalía Huachizaca Pugo

Graph 2 shows that 67% of teachers prefer to provide feedback at the end of the lesson; while the other 33% of teachers provide feedback during the lesson. The first group of teachers explained about the importance of reinforcing a specific topic which makes sure that they have understood what they taught. In contrast, the other group of teachers supported their answers based on the importance of working activity by activity. Referring to feedback during the lesson, they work on more than one skill with students; for that reason, each activity needs their own feedback.

Regarding students, they prefer to receive feedback during the lesson, as soon as they commit an error in order to avoid confusion, improve their performance and keep away from repeating the same mistake.

The observations allowed to clarify that teachers effectively use constant feedback during the lesson. For example, teachers carefully listened to when students participated, then, they took a moment on the board to explain collocations and correct phonological mistakes.

Jonsson (2013) and Ferris (1997) corroborate that the use of feedback during the lesson is relevant because the teachers can take advantage of students' performance for correcting them and use more than one type of strategy. Even though, Nicol and Macfarlane (2006) claim that it depends on how the teacher perceives the class, and students' reactions for providing feedback many times in the lesson or at the end.



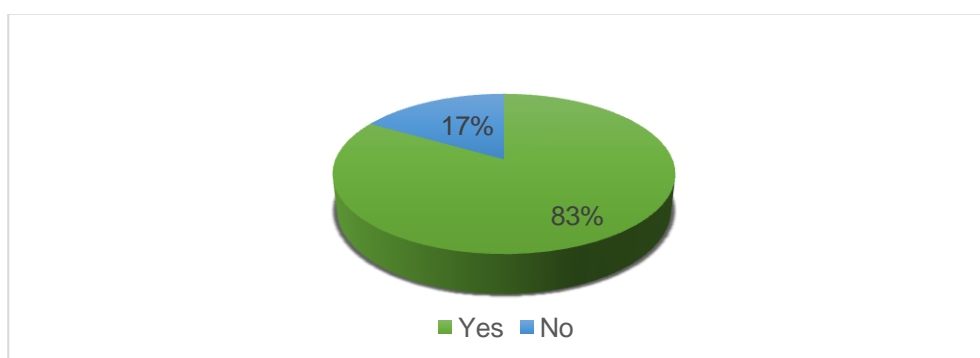
Graph 3. Do you consider that feedback has the advantage of filling students' gaps?

Source: Teachers' questionnaire

Author: Viviana Thalía Huachizaca Pugo

The above graph shows that 83% of teachers consider that providing feedback has the advantage of filling students' gaps as its main purpose. Indeed, it gives students the opportunity to clarify ideas and improve their mistakes. Moreover, according to their experience, students who receive feedback learn and do not repeat the same mistakes. As a result, they are able to provide feedback when they consider necessary since it helps students in a positive way. This group of teachers know their responsibility of helping learners to better perform their tasks, especially in the productive skills. In contrast, the other 17% of teachers explained that although they provide feedback for filling students' gaps, not all students reach the same level of knowledge for filling those gaps.

According to Nicole and Macfarlane-Dick (2006), feedback gives learners the chance to fill their gaps of knowledge between what they are performing in that moment and what they hope to perform in their future tasks.



Graph 4. Do you use feedback to encourage and motivate students in the learning process?

Source: Teachers' questionnaire

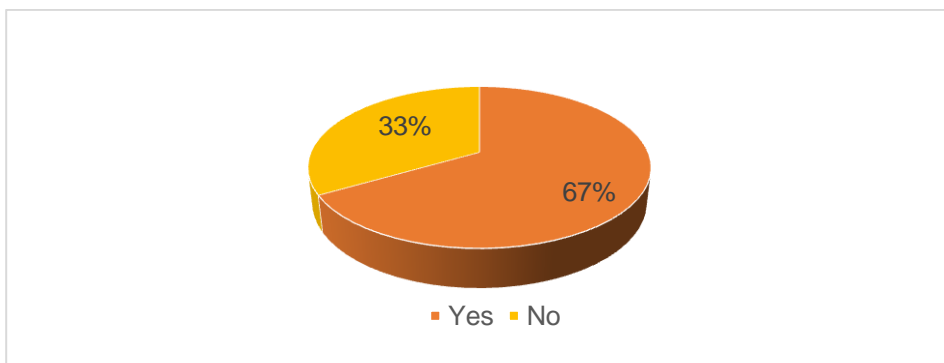
Author: Viviana Thalía Huachizaca Pugo

Graph 4 illustrates that 83% of teachers use feedback to encourage and motivate students in the learning process; whereas, 17% do not think the same. The first group explained that providing feedback helps students to feel part of their own process to correct their mistakes and perform correctly the next time. Those teachers get concerned about

students' understanding. However, the teachers who do not think that providing feedback motivates students, affirm that students should know what they are doing wrong, even corrective feedback will be severe to students.

Regarding students' answers, they expressed to feel interested, opened to listen, and positive for continuing learning and correcting their mistakes. In other words, they have a good attitude during the teachers' provision of feedback. The observations permitted to check that a great number of students who receive feedback reacted well because they asked frequently, answered teachers' questions, gave their opinion or added information; thus, it seemed they are encouraged and motivated to continue learning more after they have received feedback.

What teachers said, suits with Hattie, and Timperley (2007), who affirm that teachers develop the role of motivators in order to increase the affective feelings in classes and engage learners by using different alternatives.



Graph 5. Do you agree that time limitation for providing feedback is a disadvantage?

Source: Teachers' questionnaire

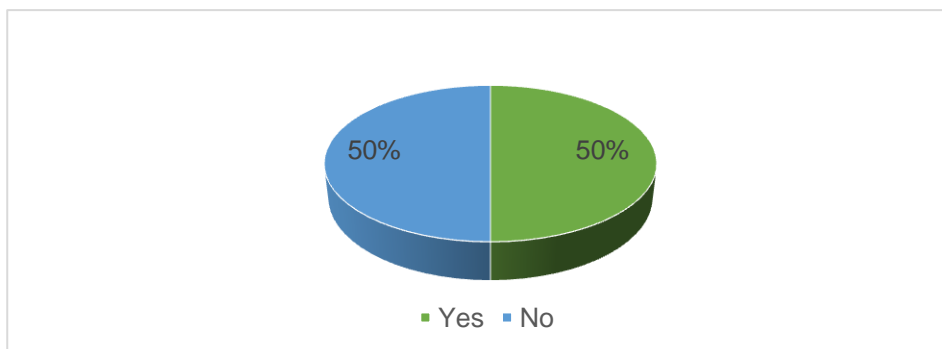
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Graph 5 illustrates that 67% of teachers admit that time limitation as a disadvantage for giving feedback; while the other 33% of teachers do not conceive it as a disadvantage.

The first group of teachers mentioned that their activities are planned in advanced and the time is so limited. They face large classes and the students' questions employ too much time for explaining to all of them. It could be corroborated through the observations on-site that the teacher only had time to provide overall feedback by considering the most common errors and not individual mistakes.

To support the aforementioned information, Ding, Hesseseth, and Shan (1998) claim that teachers should not focus on single parts of assignments for giving feedback because they must use those assignments for encouraging students' performance for avoiding time-consuming. For that reason, the necessity of providing corrections does not have to rely on simple corrections because it will become in an irrelevant work for teachers. It

can be better when it focuses on expressing critical comments by taking advantages of time (Ballantyne, Hughes and Mylonas, 2002).



Graph 6. Do you agree that providing feedback becomes hard because of the number of students?

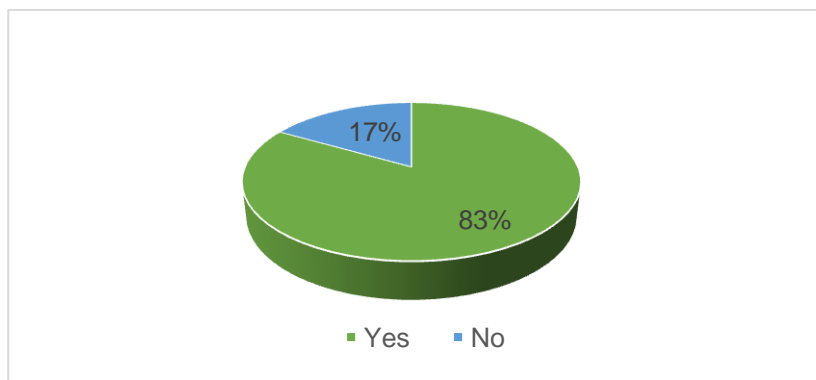
Source: Teachers' questionnaire.

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The graph 6 includes information about the number of students. It shows that 50% of teachers agree that providing feedback becomes hard because of the number of students and the other 50% do not. The teachers who affirmed that it is hard, mention that it is too difficult to explain all students' questions; and answering all of those questions requires additional time because mistakes due to the wide variety of errors, especially for providing feedback to the writing skill. The opposite group of teachers justify their answer by explaining that teachers can include more than one strategy for feedback and get over large classes; also, they said that it depends on how teachers manage their classes.

To this respect, during the observations, it was seen that providing feedback to the speaking production was easier to teachers in classes, even though they were large ones. However, when teachers worked with written assignments, the time and number of students did not allow teachers to provide feedback completely, but they tried to monitor each student's assignments as much as they could; therefore, teachers considered just the most common errors and took the necessary time to explain on the board by using some rules and examples.

The aforementioned information goes with Ballantyne, Hughes and Mylonas (2002) assertion, who reaffirm that this type of feedback is not easy for all skills, it would be hard to use of depending on the skill, and also how large the classes are; for that reason, teachers must consider to provide equal feedback to the whole class.



Graph 7. Referring to the speaking skill, is feedback necessary for students when they perform speaking tasks?

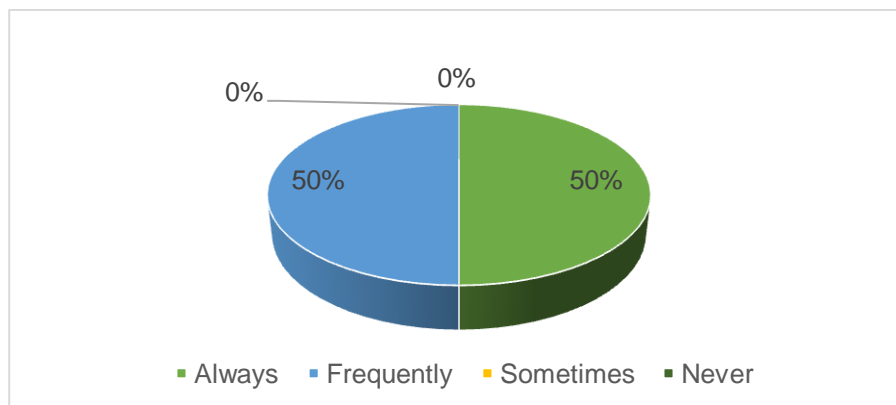
Source: Teachers' questionnaire.

Author: Viviana Thalía Huachizaca Pugo

Graph 7 shows that 83% of teachers consider that providing feedback to the speaking production is necessary; but 17% of them considered that it is not necessary. The majority of them explained that there are students who are not good at speaking and need feedback. Teachers consider these moments as opportunities for evaluating and correcting different aspects regarding speaking activities, for example, pronunciation.

On the other hand, students recognize that they need feedback on their speaking production. They claimed that they specially need to improve their pronunciation. Furthermore, the observations allowed to check that teachers constantly use feedback to the speaking skill and correct the students' performance, and at the same time they are also interested in making a better performance and asking frequently.

According to Chu (2011), the importance of providing feedback to speaking relies on getting better results on students' oral performance, in this way, the oral corrections help teachers to work on a good accuracy from learners. Similarly, Butler (2007) mentions that providing feedback to the speaking skill becomes the opportunity to give extra information to students, allowing them to correct and transform their spoken mistakes in correct form of the language.



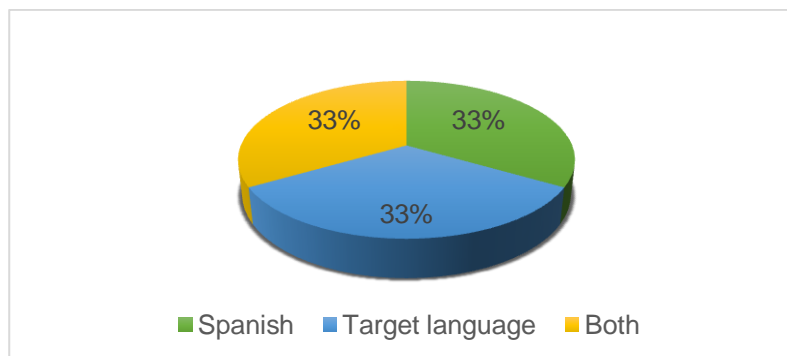
Graph 8. How often should feedback be provided to the speaking production?

Source: Teachers' questionnaire

Author: Viviana Thalía Huachizaca Pugo

Graph 8 shows that 50% of teachers always provide feedback to the speaking skill, and the other 50% of teachers say that they provide feedback frequently; while “sometimes” and “never” were not options to teachers. The first group of teachers consider that feedback must be given constantly because students regularly tend to commit mistakes or always have questions to ask. These teachers notice the importance of speaking for communicating and they try to improve this skill on learners. The other group of teachers are concerned about the frequency that students commit mistakes when speaking, but they say that the feedback must depend on the topic.

Considering the students' answers, they also agree that the teachers must always provide feedback to the speaking skill. They explained, that it helps them to get good grades, keep a good performance, and realize about their development. In contrast, through the observations, it was seen that feedback is not taken as a part of the teachers' planning because they correct students all the time instinctively. In other words, teachers listened to an oral mistake and corrected it in classes, but this procedure does not take a specific time of the lesson for concentrating in providing feedback; for example, teachers do not take some minutes at the end of the lesson to consider common errors for giving an overall feedback.



Graph 9. What language do you use to provide feedback for speaking mistakes?

Source: Teachers' questionnaire.

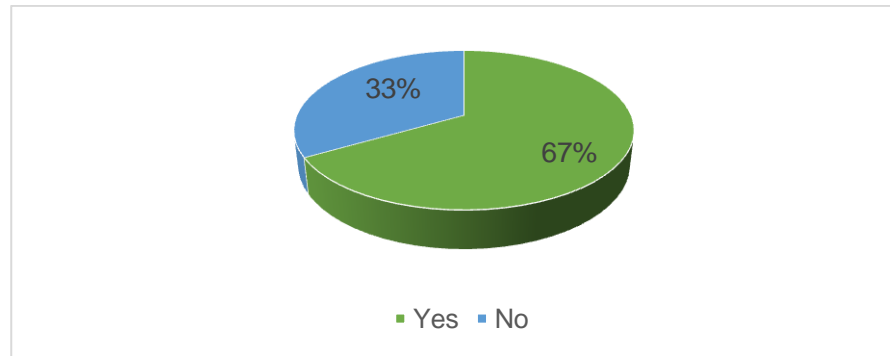
Author: Viviana Thalía Huachizaca Pugo

As graph 9 shows, teachers have different opinions about what language to use for providing feedback to the speaking skill. On one hand, 33% of them provide feedback by using their native language (Spanish) because they consider that the students' level does not allow them to use the target language. On the other hand, 33% of them used the target language to provide feedback, and they claim that it is because students are learning a target language and they must encourage them to use it; thus, Spanish is not allowed. Finally, 33% of teachers used both languages in their classes. They noticed that it is not possible to use only one because it depends on the topic and what type of correction the students need.

Regarding students' opinions, they believed that receiving feedback in their native language is effective to them because it will be clearer, they recognize the importance of using the target language as much as possible in English classes.

Concerning this aspect, the observations allowed to reaffirm that the most of the teachers used the target language most of the time, but there were moments that teachers used Spanish for being clear and understandable or when the correction was addressed to vocabulary aspects.

In general, this information fits with Erlam (2006), who says that the goal of feedback is to transmit a response to learners' mistakes in the target language. Sometimes, teachers tend to use the mother tongue of learners to be understood (Long and Porter, 1985).



Graph 10. Do you reformulate a statement when students commit oral mistakes?

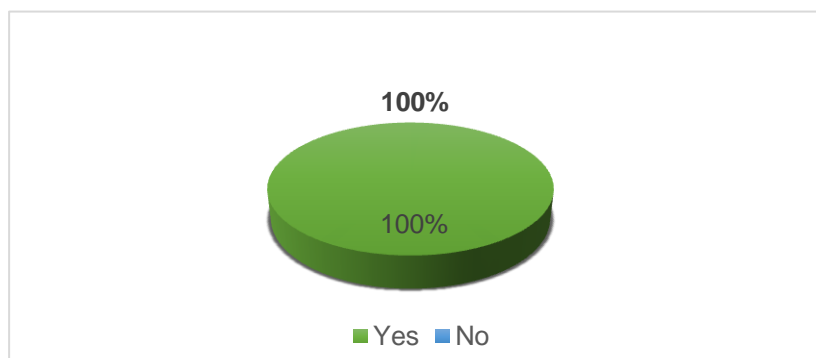
Source: Teachers' questionnaire

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Graph 10 shows that 67% of teachers affirmed to reformulate a statement when students commit oral mistakes. This first strategy of feedback is known as *recasts* which is the teacher's reformulation totally or partially of students' utterances by omitting the error (Lyster, Saito and Sato, 2013). Teachers mentioned that they use this type of feedback because they consider that it makes students feel sure about their spoken production. On the contrary, 33% of teachers do not use recasts at all because they say that sometimes the explicit reformulations of students' mistakes complicate the explanation, and it requires more time.

Similarly, the majority of students agreed that teachers' reformulation when they commit oral mistakes is excellent for them because they have the opportunity to correct the error quickly with the teachers' help. In the same way, the observations show that when teachers reformulate students' wrong production, students realize easily what they made wrong and correct it opportunely. For example, when a student said "*I've eat sushi...*", the teacher asked "*Really, have you eaten sushi?*" emphasizing the verb "eaten", and instantly the student realized about that mistake.

The above information is consistent with Muhsin (2016), who declares that the recasts strategy has the advantage of being used constantly by teachers. Likewise, Ellis (2009) claims that this strategy helps learners to change the incorrect utterance in some way.



Graph 11. Do you provide feedback though repetition?

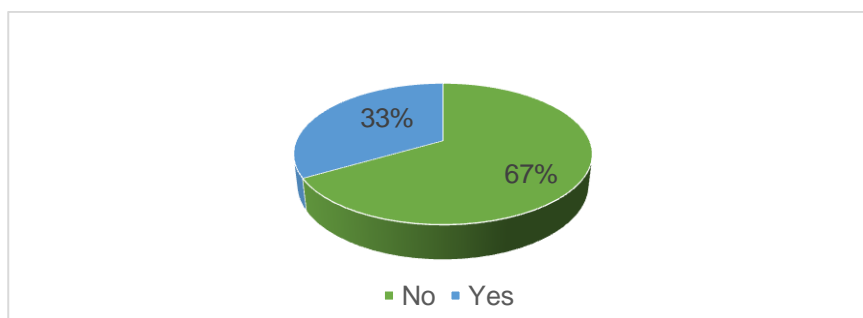
Source: Teachers' questionnaire

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Another strategy of feedback that all teachers (100%) affirmed to use is *repetition*, they used it for encouraging students to improve what they have done in a wrong way. Also, it helps students to pay attention to what they have said incorrectly and gives them the opportunity to notice exactly where they have failed.

Additionally, students said that repetition is useful to work in classes for improving their participation in speaking activities. In the same way, it fits with the observations since teachers had definitely a lot of opportunities to make students repeat their wrong utterances during the lesson, they did it automatically. Students were very familiarized with this type of correction because they repeated the phrase again when teachers made a different intonation for emphasizing and asking the student to repeat.

Therefore, repetition as a strategy for providing feedback is used by both teachers and students. For that reason, Muhsin (2016) states that repetition is the most popular strategy of feedback used by teachers. Pan (2015) adds that repetition provides students good results regarding accuracy and fluency in speaking because they have the chance to produce the target language.



Graph 12. Do you provide feedback through comments, questions or information?

Source: Teachers' questionnaire

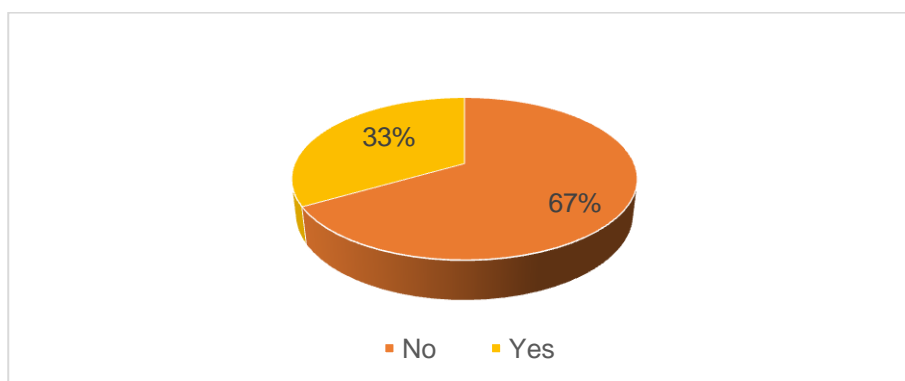
Author: Viviana Thalía Huachizaca Pugo

The graph above shows the opinion of teachers about providing feedback through comments, questions or information. This strategy is called *Metalinguistic feedback* (Lyster,

Saito and Sato, 2013). Therefore, 67% of teachers agree that they do not use metalinguistics feedback, contrasting with the 33% of them who use this strategy. The last group of teachers affirmed to use this strategy through the use of comments, different and necessary questions, asking for details and specifications, in order to understand their students' message and correct it implicitly. In other words, the teachers helped students to get the correct answer by themselves. However, the 67% of teachers do not consider this type of strategy as a good one because of the implications of time and the variety of students' ideas.

Advantageously, students believed that receiving feedback through comments, questions or information helps them to create complete and understandable messages in the foreign language when it refers to grammar structures corrections or a good spelling. Besides, the observation allowed to confirm it because when students produce full messages, the teacher corrects them by commenting about the same message and if it is necessary he/she uses the board to complete the explanation.

In general, Lyster, and Ranta (1997) mention that the metalinguistic feedback is beneficial to students because it helps them to make a self-repair, which becomes very beneficial for them in their future tasks. For that reason, metalinguistic feedback in an explicit explanation induces students to form a correct construction on their oral production (Ellis, Loewen, and Erlam, 2006).



Graph 13. When you notice a mistake in the students' production, do you interrupt them while they are speaking?

Source: Teachers' questionnaire.

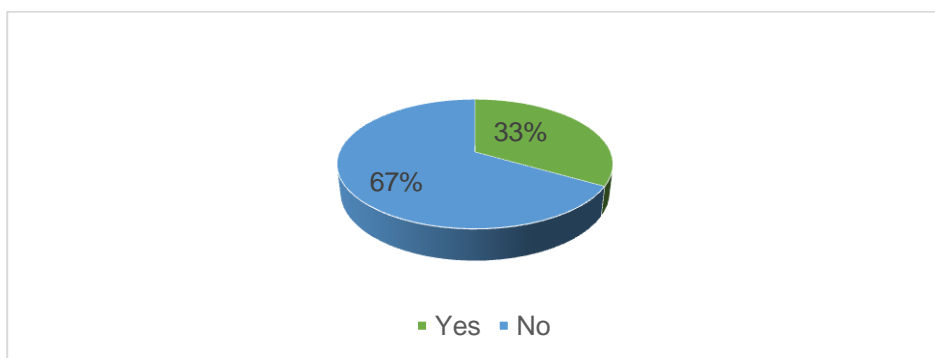
Author: Viviana Thalía Huachizaca Pugo

According to the graph 13, 33% of teachers provide feedback by interrupting students while they are speaking as soon as they notice the mistake in their speaking. This type of strategy for providing feedback is denominated *clarification requests* (Lyster, Saito and Sato, 2013). Whereas, 67% of teachers do not use clarification requests during students' spoken performance because they consider fluency as the most important aspect to develop in speaking. They affirm that this can make students lose the idea when they are speaking

getting them to feel frustrated; thus, they prefer to give feedback at the end of students' spoken performance.

Students consider clarification requests as a good strategy of feedback and it can be useful for them when it refers to corrections of pronunciation or grammar. On the other hand, it was observed that teachers listen to students' complete ideas, and they prefer to avoid interrupting. Clearly, teachers wanted to increase their students' fluency and a natural learning from experience.

Lyster, Saito and Sato (2013) claim that clarification request works well when it refers to correction for pronunciation, however, Ferreira et al. (2007) determines that this type of feedback is not effective at all because it fails for activating previous knowledge in students.



Graph 14. Do you provide personal and direct feedback, after students' performance?

Source: Teachers' questionnaire.

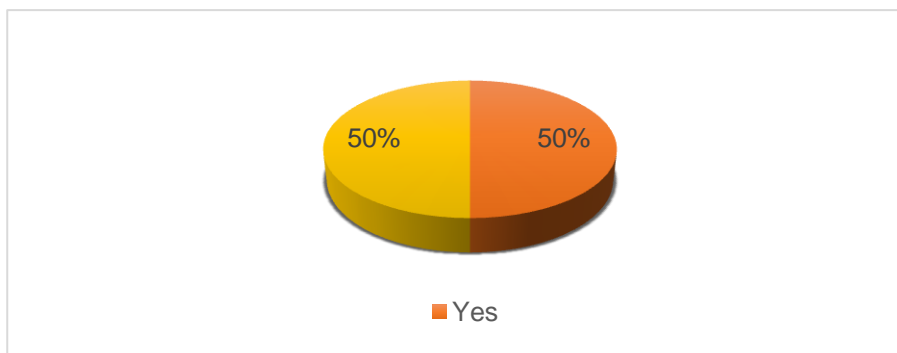
Author: Viviana Thalía Huachizaca Pugo

As graph 14 illustrates, 67% of teachers do not provide personal and direct feedback, after students' performance. This strategy of feedback is known as *elicitation*, and the common ways of providing it are: using pausing, direct questions and personal reformulations in the students' spoken productions (Lyster, Saito and Sato, 2013). They agree on the necessity of catching up their classes and the time is not enough; besides, students do not deal with the same corrections. On the other hand, 33% of teachers use *elicitation* because they have realized about the necessity that some students have when committing the same mistake.

Furthermore, students think that elicitation is not a good way of receiving feedback since it makes them to feel nervous or embarrassed. It was also seen that most of the teachers do not use elicitation since they use the other strategies for providing feedback.

Contrary to those results, Ferreira et al. (2007) claims that elicitation is a successful strategy because it helps students to repair their errors. It promotes the use of direct mechanisms to obtain a good answer from learners. For Ellis (2009), if teachers use

elicitation, they should repeat what the learners have performed without errors in order to make them to notice the error.



Graph 15. Do you use peer feedback with your students?

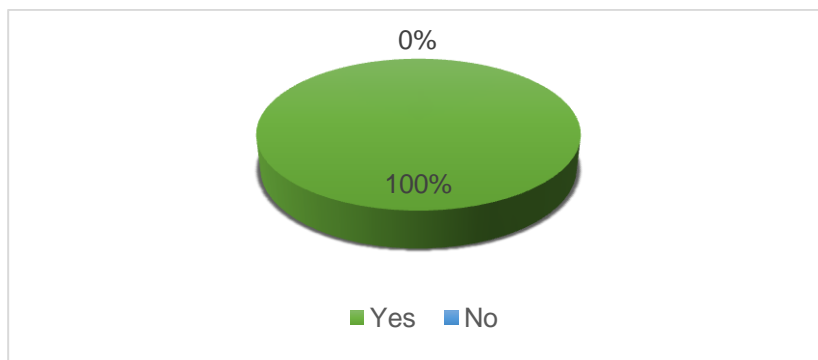
Source: Teachers' questionnaire

Author: Viviana Thalía Huachizaca Pugo

According to the graph above, 50% of teachers use peer feedback and the other 50% of them do not. The teachers who use peer feedback mention that this type of feedback allows students to feel more confident with themselves and with the peer too; and also, it becomes a way where students can learn from one another. Unlike, the other 50% of teachers stated that they do not use peer-feedback because it is difficult to apply it and some students disturb the class; thus, it is a waste of time.

Likewise, students considered that the peer feedback is a non-useful feedback since it can cause a bad behavior. This perception of peer feedback can be a consequence of its low application in classes but teachers can change that by using it frequently and making students realize about its benefits. Actually, the observations served to see that teenagers are hard to manage, consequently the teachers avoid to use peer feedback in their classes.

In addition, Bijami, Kashef and Nejad (2013) claim that this strategy is useful in EFL classrooms because it brings cognitive and social benefits. It is important to mention that teachers can take advantage of this strategy if they find the appropriate ways for using it by implementing some activities (Hyland and Hyland, 2006).



Graph 16. Regarding the writing skill, is feedback necessary to correct written tasks?

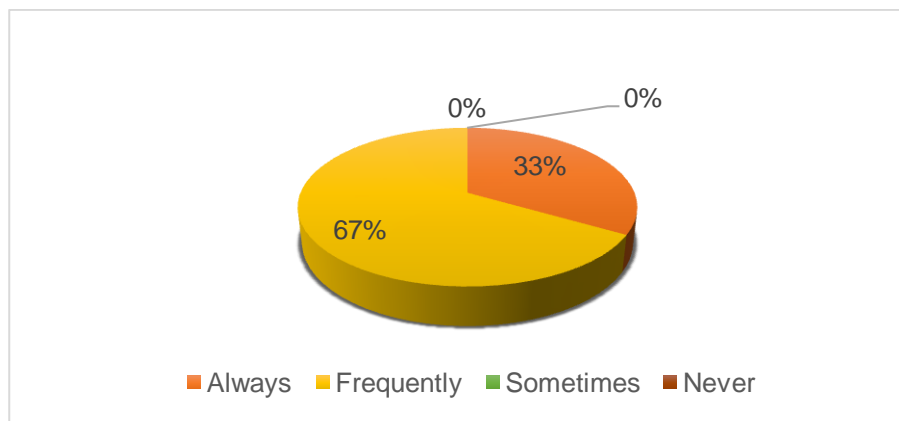
Source: Teachers' questionnaire

Author: Viviana Thalía Huachizaca Pugo

Graph 16 demonstrates that 100% of teachers consider feedback important for the writing skill because they agree on the necessity of improving this skill on students. Furthermore, students agree that receiving feedback to their writing production is very relevant since they recognize they commit mistakes in their written assignments and they need to improve those aspects.

During the observations, it was noticeable that teachers seem really interested in providing feedback to the writing skill. For instance, they provided students specific tasks and material in order to encourage them to write, then they correct them during the class, and in this way, they provided oral or written comments. In the same way, students seemed to be really interested in correcting their written mistakes because they asked about their doubts and listened to carefully to teachers' explanations.

It is consistent with Brown (2004), who states that providing comments about a piece of writing allows teachers to focus on students' strengths and weaknesses. Also, teachers can get better results if they use scales or checklists, even though the results can differ because of the variety of aspects to consider in a writing work (Alimohammadi and Nejadansari, 2014).



Graph 17. How often do you consider that feedback to the writing skill should be provided?

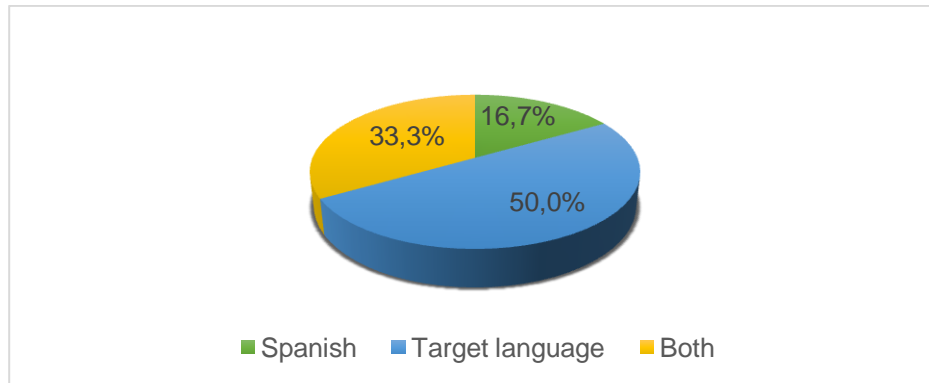
Source: Teachers' questionnaire

Author: Viviana Thalía Huachizaca Pugo

33% of teachers consider that feedback must be always provided to the writing skill because it helps students to get a better development in their tasks, and also it encourages them to achieve great tasks. Contrary, 67% of teachers think that feedback to the writing skill should be given frequently. They explained that students have to make their best effort and evade errors in their written tasks, in this way, teachers do not have to provide many corrections. Other teachers said that if they provide correction all time, students can feel frustrated with their assignments; for that reason, they frequently provide feedback consider and avoid excessive corrections.

According to the students' perception, feedback to the writing skill must be constantly because they tend to commit mistakes in spelling or grammar. However, during the observations, teachers provided feedback when monitoring students, although they preferred to pick up the tasks and checked them out classes.

Within this context, Bitchener, Young and Cameron (2005) claim that the provision of written feedback has to be permanent together with other types of feedback, for that reason, it should occur in an appropriate time during classes. They affirm that if the frequency of providing written feedback is high, it is going to be effective for students and give teachers the opportunity to refine their practice by increasing students' practice too.



Graph 18. What language do you use to provide feedback for writing mistakes?

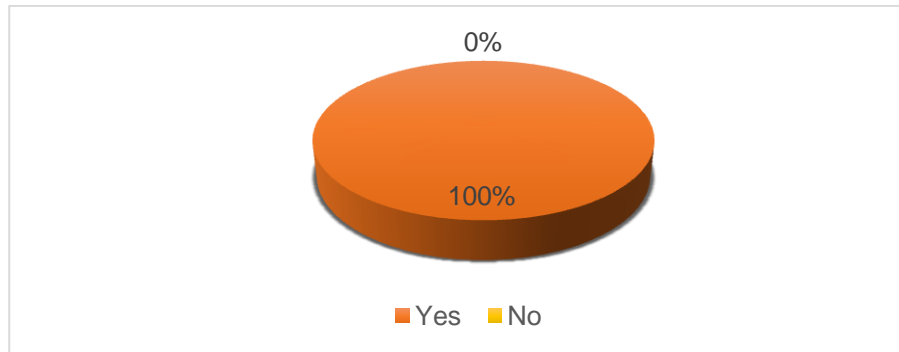
Source: Teachers' questionnaire

Author: Viviana Thalía Huachizaca Pugo

50% of teachers provide feedback to the writing skill in the target language. They mention that it is better for correcting students' grammar accuracy by using the language they are learning. On the other hand, 16,7% of teachers consider that some corrections need to be explained in students' native language. Finally, 33,3% of teachers admit they use both languages in their classes due to their students' level, but the language mostly used in the whole class is the target language.

The observations supported the aforementioned information because the most of the teachers used the target language in classes, and for providing feedback, too. Even though, there were short spaces of classes where teachers spoke in Spanish.

Teachers should consider many factors in order to provide feedback in a target language or in the native language, for example the cultural backgrounds, learners' personalities, age and level of proficiency (Hattie and Timperley, 2007). However, it depends on students' understanding in classes, and the teachers' perceptions of the role of the native language and the target language (Thornton, 2012).



Graph 19. Do you give to your students some examples of mistakes for them to consider in their future tasks?

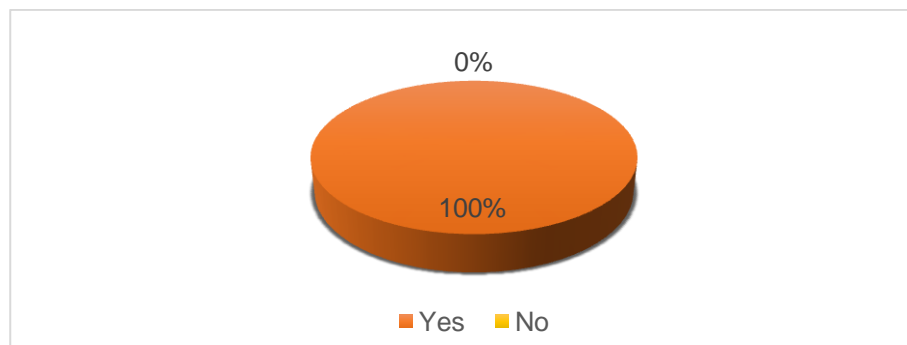
Source: Teachers' questionnaire

Author: Viviana Thalía Huachizaca Pugo

The graph 19 illustrates that all teachers give some examples of mistakes in order to consider them in their future tasks. This type of strategy for providing feedback to the writing skill is named as *metalinguistic feedback* which is used orally. The purpose of this explicit correction is to make students to reformulate their mistakes by considering teachers' explanation and writing again the same part of writing. They claim that this strategy is better to use for long written assignments because it saves time.

On the other hand, students also consider this type of feedback as a helpful one because they have the opportunity to improve their written tasks. Furthermore, it could be perceived during the on-site observations that students payed attention while the teacher provided overall feedback through explanations on the board. Teachers used oral metalinguistic feedback of common mistakes about grammatical features or wrong spellings on the board, when they considered it necessary. They explained some common and important language rules in order to help students to write in a good way. It usually occurred in different moments of the class.

According to Lyster and Ranta (1997), this type of feedback to the writing skill leads up the type of corrections from teachers in EFL classrooms because it uses some resources as: asking questions, commenting students' understanding through a talk, locating and correcting students' errors, and use tips for motivating students if they correct their error. However, Ferris and Roberts (2001) claim that less explicit corrections to students allows them to edit their assignments by themselves.



Graph 20. Do you help your students to reformulate their written mistakes?

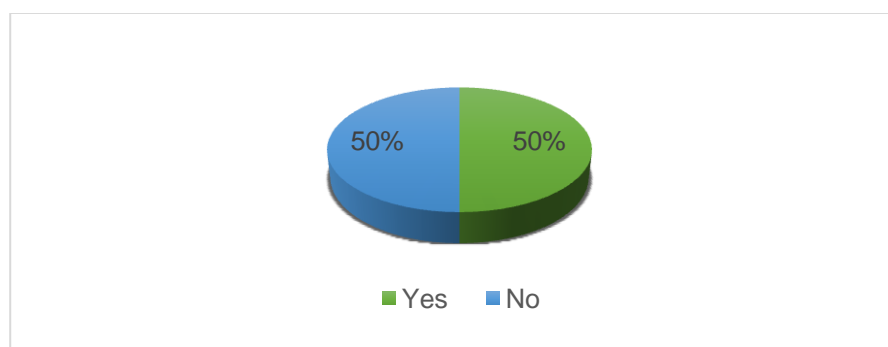
Source: Teachers' questionnaire

Author: Viviana Thalía Huachizaca Pugo

The above graph demonstrates that 100% of teachers provide feedback through reformulation of students' written tasks. This type of corrections is known as *metalinguistic feedback* in a written way because they give corrections in students' works and then students have the chance to re-do the same tasks. Teachers mention that it is appropriate for students to receive written comments about spelling and grammar structures of the foreign language in order to give them the chance to check their mistakes, correct and edit their written tasks.

Regarding students' opinions, they affirmed that the written correction on their tasks helps them to realize what mistakes have committed to improve in each assignment. Moreover, through the observations, it was seen that teachers did not provide written correction to students' tasks during the classes, they preferred to pick up the tasks and take back to each student with some suggestions.

In addition, Sheen (2010) affirms that written feedback brings to teachers many benefits because it develops a great level of proficiency on students; and students become their own guiders.



Graph 21. Do you ask your students to work on peer feedback?

Source: Teachers' questionnaire.

Author: Viviana Thalía Huachizaca Pugo

Graph 21 shows that 50% of teachers use peer feedback to the writing skill, and the other 50% do not. The teachers who use this type of strategy affirm to apply peer feedback to give students the opportunity to correct each other. They add that this strategy allows

them to participate and monitor the students' work. The teachers' purpose is to make students feel comfortable in checking their assignments. On the other hand, the teachers who do not use peer feedback affirm that their students are not able to work properly because they have friendships, and it can cause mockery about the activity. For that reason, it cannot be used all the time but it can be used for varying the procedures of the classes.

Furthermore, students express that they do not feel comfortable working on peer feedback for correcting their tasks because they do not know if it really works. Besides, during the observations, it was noticeable that teachers did not use peer feedback for written tasks, they tried to take advantage of time and work on oral general feedback. In the case of students, there was a lack of awareness of the peer feedback. The lack of application of this strategy can be attributed to the unequal behavior of students and the low experience about it.

This previous information can be fitted with Bijami, Kashef and Nejad (2013), who manifest that peer feedback in learning writing brings cognitive and social benefits to classrooms because each student has different ways of thinking. Additionally, Hyland and Hyland (2006) mention that it is considered as a tool for enhancing the process of regarding writing, however, they are responsible to deal with it since they know their classroom's environment.

CONCLUSIONS

Providing feedback is relevant in the teaching-learning English process because students improve their language production and make less mistakes in speaking and writing skills.

Feedback in the target language and mother tongue works well for students to the speaking skill, while only the target language for providing feedback to the writing skill. They provide feedback in the mother tongue by considering the level of students and use the target language for reinforcing the language.

Teachers who provide feedback during the speaking production mostly use the strategy of repetition for encouraging students to improve their speaking. Teachers give students the opportunity to notice where they failed and correct it.

Regarding feedback to the writing skill, teachers use oral and written metalinguistic feedback in their lessons, depending on the length of the written task. In general, they give students oral comments as feedback on the board, and also individual written corrections by through questions or extra information, in this way, students rewrite their tasks.

The most relevant advantages of providing feedback include to encourage and motivate students as well as fill in their gaps of knowledge in their learning process, consequently, feedback helps students to improve their performance in the productive skills.

The disadvantages of feedback include the time limitation and the number of students for providing feedback. Both are related with the complexity of teachers' activities in their lessons and the wide variety of errors that their students have when producing the language.

RECOMMENDATIONS

Teachers should use effective strategies to give feedback to their students in order for them to improve their speaking and writing skills.

Teachers should use the appropriate language for providing feedback. They can provide feedback in the target language or mother tongue in order to help learners with a low level of knowledge learn faster, and learners with an upper level reinforce their knowledge.

Teachers should include different ways of applying the strategy of repetition in their lesson plans. They can change the way to use it and emphasize its application such as intonation and volume of the voice.

Teachers should alternate the type of strategies for providing feedback to the writing skill. For instance, they can mix the peer feedback with oral or written metalinguistic feedback in classes. In this way, students can feel relaxed and practice with confidence.

Teachers should implement tutorial classes for their students to provide feedback to the speaking and writing skills. Thus, students can realize about the advantages of receiving feedback.

Coordinators of the English areas in high schools of Loja should provide training or workshops to teachers about how to provide feedback in EFL classrooms.

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ANNEXES

Annex 1. Teachers' Survey



Universidad Técnica Particular de Loja

Modalidad presencial

Titulación de Inglés

Teachers' survey

This survey is aimed at collecting relevant information about the feedback that teachers provide in classes.

Gender: Female () Male ()
Age:
Years of experience in the teaching field
Academic grade of your students
English Level of your students:

Instruction: Please, answer the following close and open – ended questions.

1. Do you think that providing feedback in EFL classrooms is important?

Yes () No ()

Why?

.....
.....

2. Do you consider that giving feedback to students at the end of the lesson is better than providing it during each lesson?

Yes () No ()

Why?

.....
.....

3. Do you consider that feedback has the advantage of filling students' gaps?

Yes () No ()

Why?

.....
.....

4. Do you use feedback to encourage and motivate students in the learning process?

Yes () No ()

Why?

.....
.....

5. Do you agree that time limitation for providing feedback is a disadvantage?

Yes () No ()

Why?

.....
.....

6. Do you agree that providing feedback becomes hard because of the number of students?

Yes () No ()

Why?

.....
.....

7. Referring to the *speaking skill*, is feedback necessary for students when they perform speaking tasks?

Yes () No ()

Why?

.....
.....

8. How often should feedback to the speaking production be provided?

Always () Frequently () Sometimes () Never ()

Why?

.....
.....

9. What language do you use to provide feedback for speaking mistakes?

Spanish () Target language ()

Why?

.....
.....

10. Do you reformulate a statement when students commit oral mistakes?

Yes () No ()

Why?

.....
.....

11. Do you provide feedback though repetition?

Yes () No ()

Why?

.....
.....

12. Do you provide feedback through comments, questions or information?

Yes () No ()

Why?

.....
.....

13. When you notice that a mistake, do you *interrupt* your students while they are speaking?

Yes () No ()

Why?

.....
.....

14. Do you provide personal and direct feedback, after students' performance?

Yes () No ()

Why?

.....
.....

15. Do you use the strategy of peer feedback with your students?

Yes () No ()

Why?

.....
.....

16. Regarding the *writing skill*, is feedback necessary to correct written tasks?

Yes () No ()

Why?

.....
.....

17. How often do you consider that feedback to the writing skill should be provided?

Always () Frequently () Sometimes () Never ()

Why?

.....
.....

18. What language do you use to provide feedback for writing mistakes?

Spanish () Target language ()

Why?

.....
.....

19. Do you give to your students examples of mistakes for them to consider in their future tasks?

Yes () No ()

Why?

.....
.....

20. Do you help your students to reformulate their written mistakes?

Yes () No ()

Why?

.....
.....

21. Do you ask your students to work on peer feedback?

Yes () No ()

Why?

.....
.....

Thanks for your collaboration.

Annex 2. Students' Survey



Universidad Técnica Particular de Loja

Modalidad presencial
Titulación de Inglés

Encuesta a estudiantes

Esta encuesta tiene el propósito de recolectar y analizar información sobre el uso de la retroalimentación en las clases de inglés. Por tal razón, muy comedidamente le solicito su colaboración.

Género: Femenino () Masculino ()
Edad: ()
Año de estudios:

Instrucción: Responda a cada una de las preguntas según lo que corresponda:

1. ¿Cree importante el uso de retroalimentación en las clases de Inglés?

Si () No ()

¿Por qué?

.....
.....

2. ¿Es mejor que se realice una retroalimentación de los errores, apenas el error fue cometido?

Si () No ()

¿Por qué?

.....
.....

3. ¿Cómo se siente cuando su profesor corrige sus errores en la producción del lenguaje Inglés?

- Motivado ()
Interesado y abierto(a) a escuchar ()
Tranquilo(a) y positivo(a) ()
Decepcionado(a) ()

4. ¿Considera que la retroalimentación es necesaria en la producción oral (speaking) del lenguaje Inglés?

Si () No ()

¿Por qué?

.....
.....

5. ¿Con que frecuencia considera que su profesor debe realizar la retroalimentación a su desenvolvimiento en el habla del inglés?

Siempre () Usualmente () Algunas veces () Nunca ()

¿Por qué?

.....

.....

6. ¿Cree efectiva la retroalimentación y corrección de errores en la lengua nativa, es decir español?

Si () No ()

¿Por qué?

.....

.....

7. En cuanto a la producción **oral** del Inglés ¿Cuáles de las siguientes formas de retroalimentación y corrección de errores *prefiere*? Puede marcar más de una opción.

Corrección y explicación clara sobre los errores que fueron cometidos por la mayoría de estudiantes en la pizarra.	
Corrección de error, con una explicación gramatical.	
Una adecuada repetición de su producción oral, con su debida corrección.	
Que el docente lo detenga cuando comete un error en su “speaking”.	
Que el docente pida repetir su oración incorrecta, haciendo énfasis en la parte errónea, para que se corrija por usted mismo el error.	
Que el docente haga alusión al error en el transcurso de la clase, de manera indirecta.	
Trabajar con un compañero de clases para corregirse entre ambos.	

8. ¿Cuáles de las siguientes formas de retroalimentación y corrección de errores a la habilidad (speaking) cree más eficientes? Enumere del 1 al 7. Siendo 7 el de mayor importancia para Ud. y 1 el de menor.

Corrección y explicación clara sobre los errores que fueron cometidos por la mayoría de estudiantes en la pizarra.	
Corrección de error, con una explicación gramatical.	
Una adecuada repetición de su producción oral, con su debida corrección.	
Que el docente lo detenga cuando comete un error en su “speaking”.	
Que el docente pida repetir su oración incorrecta, haciendo énfasis en la parte errónea, para que se corrija por usted mismo el error.	
Que el docente haga alusión al error en el transcurso de la clase, de manera indirecta.	
Trabajar con un compañero de clases para corregirse entre ambos.	

9. ¿En cuánto a sus trabajos **escritos (writing)**, cree importante la retroalimentación y corrección de errores?

Si () No ()

¿Por qué?

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10. ¿Con que frecuencia considera que su profesor debe realizar una retroalimentación a sus trabajos escritos?

Siempre () Usualmente () Algunas veces () Nunca ()

¿Por qué?

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11. En cuanto a la producción *escrita* del inglés (writing) ¿Cuáles de las siguientes formas de retroalimentación y corrección de errores *prefiere*? Puede marcar más de una opción.

Corrección individual y personal de los errores en su escritura.	
Corrección de los errores más comunes, con una explicación general a toda la clase a través de un ejemplo.	
Que el docente ayude a la clase con la práctica de ejercicios dirigidos a corregir errores de escritura.	
Trabajar con un compañero de clases para corregirse entre ambos, mientras desarrollan su trabajo escrito.	
Trabajar con un compañero de clases para corregirse entre ambos, una vez terminado su trabajo escrito.	

12. ¿Cuáles de las siguientes formas de retroalimentación y corrección de errores a la habilidad cree más eficientes? Enumérelos del 1 al 5. Siendo 5 el de mayor importancia para Ud.; y 1 el de menor.

Corrección individual y personal de los errores en su escritura.	
Corrección de los errores más comunes, con una explicación general a toda la clase a través de un ejemplo.	
Que el docente ayude a la clase con la práctica de ejercicios dirigidos a corregir errores de escritura.	
Trabajar con un compañero de clases para corregirse entre ambos, mientras desarrollan su trabajo escrito.	
Trabajar con un compañero de clases para corregirse entre ambos, una vez terminado su trabajo escrito.	

Gracias por su colaboración.

Annex 3. Observation sheet



Universidad Técnica Particular de Loja

Modalidad presencial

Titulación de Inglés

OBSERVATION SHEET # ____

Institution:

Teacher: **Class:** **Date:**

Observer: Viviana Thalía Huachizaca Pugo

Nº	Questions	Yes	No	Notes
	Speaking skill			
1	Teacher provides immediately individual feedback as the student participates in an oral production.	()	()	
2	Teacher provides overall feedback at the end of each student' participation.	()	()	
3	Teacher develops different activities, such as brainstorming, dynamics, and group work, among others, during the class for correcting students' errors.	()	()	
4	Teacher encourages students to give their personal opinion about the lesson in order to check their speaking and provide the appropriate feedback.	()	()	
5	Teacher creates a classroom talk (activity) during the lesson in order to push out student's spoken production and correct them.	()	()	
6	Teacher pushes students to paraphrase reading and listening tasks, in an oral way, for correcting.	()	()	
7	Teacher provides correction to students by repeating words and short phrases about the main aspects of the lesson.	()	()	
8	Teacher corrects students by making a short dialogue in order to provide implicit feedback.	()	()	
9	Teacher provides overall feedback at the end of the students' performance in spoken tasks.	()	()	
10	Teacher asks students to work on peer-feedback during their spoken participation.	()	()	
11	Teacher asks students to work on peer-feedback after their participation.	()	()	
12	Teacher makes sure that students do not need correction when they explain by themselves the most important parts of the lesson.	()	()	
	Students attitude towards feedback			
13	Students receive the feedback positively because they	()	()	

	ask frequently.		
14	Students feel disappointed when the teacher corrects their performance because they get sad or angry.	() ()	
15	Students react positively to the teacher's correction by answering questions, giving opinions or adding information.	() ()	
	Writing skill		
16	Teacher corrects students' written tasks by considering the context and grammar structures.	() ()	
17	Teacher provides specific tasks and correct them.	() ()	
18	Teacher provides feedback to the whole group by giving an overall explanation on the board.	() ()	
19	Teacher provides individual feedback on written tasks by highlighting the error and correcting it.	() ()	
20	Teacher provides individual feedback to students on their written tasks by asking personally short explanations about their mistakes and understanding why students commit those errors.	() ()	
21	Teacher provides peer-feedback after written tasks by having them to work in pairs and compare their tasks.	() ()	
22	Teacher makes students to practice and demonstrate their written accuracy, through a variety of questions based on real aspects; and, finishes the class by correcting students' mistakes.	() ()	
23	Teacher provides material to students, such as charts, labelled pictures, and posters, for promoting written tasks, work on it in different activities and provide feedback as possible.	() ()	
	Students attitude towards feedback		
25	Students show interest for knowing what and why the teacher is correcting.	() ()	
26	Students feel disappointed when teacher correct their written tasks because they get sad or angry.	() ()	
27	Students react positively because they read or listen carefully the teacher's correction.	() ()	

Elaboration: Viviana Thalía Huachizaca Pugo

Observations:

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