PERSPECTIVES TOWARDS ORAL CORRECTIVE FEEDBACK OF STUDENTS FROM A

BA IN FOREIGN LANGUAGE TEACHING

JUAN PABLO ARBOLEDA SOTO

ANDRÉS FELIPE ESPINOSA ZULUAGA

DUVÁN ARLEY ORTIZ GARCÍA

UNIVERSIDAD CATÓLICA DE ORIENTE

FACULTAD DE CIENCIAS DE LA EDUCACIÓN

LICENCIATURA EN LENGUAS EXTRANJERAS

RIONEGRO

2021

PERSPECTIVES TOWARDS ORAL CORRECTIVE FEEDBACK OF STUDENTS FROM A

BA IN FOREIGN LANGUAGE TEACHING

PERSPECTIVES TOWARDS ORAL CORRECTIVE FEEDBACK OF STUDENTS FROM A

BA IN FOREIGN LANGUAGE TEACHING

JUAN PABLO ARBOLEDA SOTO

ANDRÉS FELIPE ESPINOSA ZULUAGA

DUVÁN ARLEY ORTIZ GARCÍA

Trabajo de Grado para optar al título de

Licenciado en Lenguas Extranjeras

Isabel Cristina Jiménez Gómez

MA in Teaching English as a Foreign Language

UNIVERSIDAD CATÓLICA DE ORIENTE

FACULTAD DE CIENCIAS DE LA EDUCACIÓN

LICENCIATURA EN LENGUAS EXTRANJERAS

RIONEGRO

2021

Página de aceptación

ABSTRACT

This qualitative research was carried out at a private university in Eastern Antioquia. The objective of this study was to describe the perceptions of third-semester students from a BA in Foreign Language from an English course in 2021 about the oral corrective feedback (OCF) provided by the English teacher about their oral production (OP) in the EFL classroom. The data was obtained through a questionnaire that was applied remotely to the participants. They were eleven students who participated totally in this research. The findings showed for students the fact of being orally corrected was not a problem for the majority of the participants and also manifested that they like it. In addition, they considered the OCF as a fundamental part of their language learning process. Moreover, the participants pointed out that they prefer to be corrected immediately instead of delayed OCF when they make a mistake. We also recommended at the end of this research, to consider students' perspectives due to their main role in the learning process.

Keywords: Oral Corrective Feedback, Oral Production, Students' Perceptions, Errors.

TABLE OF CONTENTS

LITERATURE REVIEW

When it comes to oral corrective feedback, there are some authors and researchers that have studied this topic in several opportunities. Nevertheless, these studies have focused mainly on emotional affectations, teachers' perspectives, among others. All these in relation to oral corrective feedback. In this section, we analyzed some studies that have, in terms of the topic, which is oral corrective feedback, some relation with ours. The next studies took place at different educational levels such as universities and schools, mostly undertaken in various latitudes.

The first study was carried out by Dehgani, Izadpanah, and Shahnavaz (2017) at an Iranian junior high school. Its purpose was to study the effect of oral corrective feedback (OCF henceforth) on students' speaking achievement, specifically on beginner and low intermediate students from seventh and ninth grades, through analyzing the results of speaking achievement of the different groups of students, the control groups, and the experimental ones. This study was developed through quasi-experimental research. In order to gather the information, the researchers analyzed the effect of OCF on the control groups and the experimental groups through a pretest and a post-test. After having collected all the data, the researchers concluded that OCF has positive results regarding students' speaking achievement, because it has a fruitful influence on the students' speaking abilities, so that the researchers also promoted the use of OCF in the classroom, especially for those teachers that work in junior high schools, highlighting the importance of teachers being aware of the preferences of the students regarding OCF in order to promote a successful teaching experience.

The second study was developed by Ananda, Febriyanti, Yamin, and Mu'in (2017) at Lambung Mangkurat University in Banjarmasin (Indonesia). The subjects of this research were

76 students from a speaking course and the aim of this research was to find out what kinds of OCF students preferred, and also to find out how OCF must be provided to the students regarding their liking, through analyzing and calculating students' preferences toward OCF, also the authors presented and described some kinds of OCF techniques. This study was conducted through a qualitative design and a descriptive method. To collect the data, the researchers developed a questionnaire in which the students had to answer according to their preferences towards OCF. At the end, the researchers concluded that repetition is the most preferred OCF strategy and recast the least preferred for the students, second regarding how OCF must be given the students showed that they want to be corrected immediately in the class. "Most students show they are fine when their lecturer gives the corrective feedback to them. They are not embarrassed, annoyed, confused, nor reassured" (Ananda, Febriyanti, Yamin, & Mu'in, 2017, p.7). Regardless of this the researchers also concluded that most of the students want to be corrected by the teacher privately and individually.

In 2015, Rassaei developed study in a major private language teaching institute in Iran aiming at analyzing how students with low and high anxiety levels could benefit from recasts and metalinguistic corrective feedback, and if there is any benefit, what strategies are the best for them. For this study, the author considered 101 EFL learners with any type of anxiety. For the data collection and methodology, the author followed an experimental design including pre-test and post-test into experimental groups who received two different types of corrective feedback for their errors during three treatment sessions and control groups. The results of this research showed that learners with high-anxiety benefited most from recasts and learners with low-anxiety benefited most from metalinguistic corrective feedback although they benefited from recasts as well. However, according to the author the benefits of those aforementioned feedbacks depend on a series of factors (internal and external) that should be considered for future investigations.

The last study we considered for our research was carried out by Şakiroğlu (2019) at Kafkas University in Turkey. The purpose of this study was to investigate how and when the error correction should take place in EFL communicative classes based on students' perspectives. The methodology used was content analysis and a self-report questionnaire that included four open-ended questions was used to gather the data. The results in this study showed that 90% of students would like to be corrected while they are speaking, however, the rest of the students would not like it, the reason is that they feel uncomfortable and think that there are other strategies that will bring the same benefits that OCF does. On the other hand, the results also showed that some students prefer to receive delayed feedback, that is to say, that it is given at the time of finishing their production exercise. However, a minority of students expressed that they prefer the post-delayed feedback., which means to receive their feedback at the end of the class and privately.

The aforementioned studies keep a close relation to ours in the sense that all of them were carried out based on OCF, according to this, the findings of these studies showed very interesting features like when the OCF should take place, when the students prefer to be orally corrected, and so on, in this order of ideas, these studies support ours, this is because of the nature of the investigations conducted in relation to ours, that is to say, these investigation were developed under qualitative and mixed perspectives then based on these additional information about them, we could say that ours is having and taking a pretty similar path in terms of interpret real contexts and identifying specific characteristics of the participants of our study. Besides this, oral production (OP) as a productive skill tends to be difficult and some mistakes made by the speaker, then these mistakes should be corrected in order for the speaker to have a better performance next time it is necessary to face a similar situation. In addition, to understand the

learner's position is not an easy task, because every single subject reacts differently to certain kinds of events.

STATEMENT OF THE PROBLEM

Different scenarios could be present in a classroom, such as students who are very confident when participating in the class and others who self-limit to do it. Additionally, the students who avoid at all costs having active participation whether they know or do not know the expected answer, all these events that are part of the teachers' daily lives. Each of these students have participated in a class at least once, at the moment the student who intervened could have had a good or a bad experience according to the way the students performed what they were asked to do. In the specific case that a student doesn't have the best memories of previous participations, this could be due to they probably made a mistake which was a slip, and the student was orally corrected, or as it often happens, the teacher consciously or unconsciously reacts in a particular way. Likewise, based on our experience in language learning, we have noticed that specific situations could influence students' performance when speaking in English and even other languages.

We considered that the fact of being mistaken does not have to be understood from a bad perspective. According to Ur (2012) "students want to be corrected. The large majority of students want to be corrected (...) perhaps some would rather not be corrected when they are in the middle of a fluent speech". (p.93) Based on this, it could be inferred that students are in a position of being corrected. Thus, we think there should be some factors that have to be taken into consideration when providing feedback. Factors such as confidence and attitude, as Jing, Xiaodong & Yu (2016) mention. and other ones like "the goals of the course, the frequency or gravity of the error, the willingness of the students to tolerate interruption" Ur (2012) play an

important role when providing and receiving feedback, and a possible alternative to this could be to create a respectful atmosphere in which students feel free to participate, as a way to foster students' learning.

According to what we have read and our personal interests, we conducted our research by analyzing students' perceptions about OCF towards their oral production. In terms of participants, we decided to work on a sample of a very particular group of people, specifically, students who joined to the program/career in the last three semesters, from BA in foreign language teaching at a private university, these students are in an average of age of eighteen, this research took place in a private university in eastern Antioquia precisely in Rionegro.

RESEARCH QUESTION

What are the students' perceptions of an English course from a foreign language teaching program of a private university in eastern Antioquia about oral corrective feedback provided by their English teachers towards their oral production?

JUSTIFICATION

The purpose of this research was to explore students' perceptions about how OCF influences their oral production in EFL classes. Although different research projects have already been carried out regarding these topics, there is a lack of knowledge regarding our context, students' perceptions, and the influence of OCF on OP. In this research project, you as the reader will find through a case study regarding OCF, carried out with a sample of third-semester university students of a BA degree in which it is the specific moments where OCF takes place.

This research benefited EFL classes, students, and teachers. It could help classes in order to recall what we said before in the introduction about the respectful atmosphere; to the students, because there would be the chance of creating a more comfortable space of participation. For the

field of teaching EFL. It is important to highlight that there is the possibility to change or modify the way teachers implement OCF strategies, starting from what students think about it. In addition, educators could be benefited too, due to the awareness in the students' development.

In our case, as researchers and pre-service teachers, we consider that the relation among theoretical knowledge, our perceptions, and the practice of OCF are important components at the moment of correcting students' OP appropriately. Additionally, researching is an important tool for teachers, since they will be updated and aware of the aspects and changes that education can bring.

OBJECTIVES

General Objective

Describe the perceptions of students from an English language course in the first semester of 2021 from a BA in Foreign Language Teaching at a private university in Eastern Antioquia. about oral corrective feedback provided by the English teacher about their oral production in the EFL classroom.

Specific Objectives

Gather the Ss' perceptions about the way in which their English language teachers implement oral corrective feedback during moments of oral production in classes.

Compare and analyze the perceptions that the students have about the way the OCF is being given.

CONCEPTUAL REFERENCES

The following section will illustrate the concepts that guided this study: Oral production (OP) and Oral corrective feedback (OCF), the clarification of those concepts was supported by different authors.

Oral Production

This term could be understood in a different way according to some authors. For Hymes, this ability is OP, for their part, Burns and Joyce coin the term as speaking, and Brown call it as oral skills. For the purpose of this study, we used the term Oral Production to refer to the capacity to express ideas understandable and communicate them verbally.

In the field of language teaching, one of the most common skills to be trained is oral production. Hymes (1972) stated that Oral Production (OP) is, "the capacity to communicate effectively within a particular speech community that wants to accomplish its purposes" (as cited by Redondo, 2012, p.3). In this way, making our ideas understood by others implies oral production. Similarly, Brown (1981) defines oral skills as the ability to transfer any type of information to the interlocutor, and also the ability to interact and contribute to a conversation. Additionally, Burns and Joyce (1997) affirm that speaking is an interactive meaning-building process that involves producing, receiving, and processing information.

Different authors have proposed diverse terms for what is considered as the act of verbally communicating ideas and thoughts. This skill often represents challenges to the language learners since they could be afraid of making mistakes. This is why the focus of this research project lay in the perception of language students at the university level regarding the correction given by the teacher when these students are trying to express themselves in the target language.

The following category will describe what correction in the language classroom is, the types of correction and possible implication for the students' oral production.

Oral Corrective Feedback

Hattie & Timperley (2007) stated that feedback could be considered an influential factor in the learning process in general. However, this concept could be seen from two perspectives, the practical and impractical. In this order of ideas, it is not only about the concept itself but also the implications that are obtained through the way this is provided.

There are mainly two types of corrective feedback in the language learning process. They are written and oral corrective feedback. As stated before, the purpose of the project is the verbal expression of ideas, so the chosen type of corrective feedback will be the oral one. Lyster, Saito, Sato, (2013) defines oral corrective feedback as the teacher's oral responses to students' errors.

According to Schachter (1991), corrective feedback could be understood as the information given outwardly to the learner, when the student does not fulfill the objective of the task. Sheen (2011) defines corrective feedback as

> a teacher's reactive move that invites learners to attend to the grammatical accuracy of something they have said or written. Corrective feedback can occur in a traditional grammar lesson as well as in the context of a communicative activity/exchange in response to student writing (p.1).

Types of Oral Corrective Feedback

In 2011, Sheen presented 7 types of oral corrective feedback that are:

Recast.

Is a recomposition of the student's wrong expression that adjusts all or part of the student's expression through speech.

Explicit correction.

shows to the student that he/she has made a mistake and that likewise gives the right structure.

Explicit correction with metalinguistic explanation.

This includes the arrangement of both the right structure and a metalinguistic remark on the structure.

"Example 1.5

S: Fox was clever.

T: The fox was clever. You should use the definite article 'the' because fox has been mentioned." (Sheen, 2011, p.3)

Clarification requests.

flags that something isn't right with the student's expression "by saying 'sorry?', 'Pardon me'? or 'I don't understand what you just said'." (Sheen, 2011, p.3)

Repetition.

Alludes to emulating the student's mistaken expression either completely or somewhat as a method of evoking the right structure from the student. "The incorrect portion of the repetition is often said with emphatic stress to draw attention to it." (Sheen, 2011, p.4)

Elicitation.

"Refers to a repetition of the learner's utterance up to the point where the error occurs as a way of encouraging self-correction." (Sheen, 2011, p.4)

Metalinguistic clue.

The instructor gives a metalinguistic remark however retains the right structure as a method of provoking the student to self-correct the mistake.

"Example 1.9

S: He kiss her.

T: You need past tense." (Sheen, 2011, p.4).

METHODOLOGY

The following section of our research will describe the procedures and the methodology used in the process. First, the paradigm, approach, and the type of our research will be expanded. Secondly, the criteria to select the participants as well as the ethical considerations for their partaking will be displayed and last, data collection methods, their instruments and data analysis are included.

Research Paradigm

In this research study, we decided to use an interpretive paradigm because we aim to identify and understand students' perceptions towards OCF, also to explore the different opinions and points of view that the participants could have about the way in which corrections from oral production are given in the language classroom. Weber (1947) understands interpretivism as a "symbolic interactionism" that concentrates on the understanding of the perception from participants point of view in order to find out why a phenomenon occurs or why they behave in a certain way.

Research Approach

The nature of our research is qualitative, having in mind that we are going to take a look at the students' perceptions and beliefs regarding our object of study, which is "oral corrective feedback". According to Creswell (2007), qualitative research is based on assumptions, using interpretation and theory as a source of investigations that occupy the meaning that someone gives to a certain phenomenon presented in context.

Type of Research

For the type of research, a case study seemed to be the most appropriate method since an understanding of the participants' perceptions was pursued. As we have already mentioned, the aim of this research was to know students' perceptions towards OCF in oral production. Thus, the case study methodology fitted in our research since we wanted to study a phenomenon in a real-life context. Yin (2013) states that the case study investigates in depth the different events of a certain context, seeking to analyze the correlation of the case and the context to better understand the phenomenon.

Participants

The participants of this research proposal were a group of university third-semester students from a bachelor's degree in foreign language teaching, in which they focus on the English language. There is an average of twelve students, and they were chosen in a purposeful way because, based on our own experience as students and teachers in formation, we consider and perceive that in that stage of the career the students are more receptive to OCF. Taking this into consideration, we decided to work with this specific group of people aiming to identify how the effect of oral corrective feedback in their language learning process is, as well as their perceptions about it. We assume that they are more receptive because they probably have not reached the stage of sophomores.

Ethical Considerations

Regarding the identity of the participants, this one was modified for a random name or pseudonym. Besides the detailed explanation and the permissions granted by the participants voluntarily. It is important to highlight that, in the consent form, the information was obtained and

exclusively used for academic purposes. In the specific case that it will be published, the participants will be asked for their permission to execute this action. The consent form was shared with the participants through an online form, so they can provide their permission without using a hard copy of the format. For a sample of the format, see Appendix A.

Data Collection Methods

The method we used to collect the information was a questionnaire. The questionnaire was shared with the participants by email and it contained the link to an online form. As cited by Ebneyamini and Moghadam (2018), Yin (2013) come up with "three principles of data collection for case studies: use multiple sources of data, create a case study database, and maintain a chain of evidence (...). Yin (1994) suggests documentation, archival records, interview, direct observation, participant observation, and physical artifacts" (p.5).

Questionnaire

Referring to the method to elicit the information of the above-mentioned group of participants, using questionnaires as a tool. Dörnyei, (2007, cited by Young, 2016) "questionnaires are defined as any text-based instrument that give survey participants a series of questions to answer or statements to respond to by indicating a response" (p.2). Through these, we gathered enough information to answer to our purposes. This questionnaire was provided to the participants that voluntarily signed the consent form and decided to make part of this research study.

FINDINGS & DISCUSSION

In this section, we report the information and findings obtained through the data collected from students' responses to the questionnaire, as well as the contrast of these data with the

relevant studies chosen for this paper and the concepts that guided the theoretical framework.

After gathering the answers, we compiled and analyzed the different information provided by the

respondents and proceeded to assign categories to the information. In this process, it was possible

to find three categories related to the students' preferences towards OCF, students' feelings

towards teachers' corrections, and the students' general perceptions about OCF.

<p align="center">Students' Preferences Towards OCF</p>

In this category, it was possible to identify the preferences that the participants have when

there is oral corrective feedback provided by the teacher in the English classes. In this order of

ideas, in the third question of the questionnaire (see appendix B), we could see that all of the

participants agree that mistakes should be corrected by the teacher. Some of them pointed out that

mistakes related to pronunciation are the ones that would make them improve their speaking.

Additionally, mistakes in syntax could also be corrected by the teacher in their oral production,

such as Participant 6, who said that any type of mistake must be always corrected, their

pronunciation depends on the received corrections and with good pronunciation, they will feel

better when speaking and they will be understood more easily (Online

questionnaire). Additionally, to this category, some multiple-choice questions were taken into

account, which allowed us to graphically see the responses of the participants.

In the following table, we display the closed questions and the percentage of the answers

related to students' preferences towards OCF.

Table 1. Items from the questionnaire related to students' preferences towards OCF.

Question/Item	Strongly agree	Agree	Partially agree	Disagree	Strongly disagree

6.13) Considero que los errores en mi producción oral solo deben ser corregidos por el profesor. (*I consider that errors in my oral production should only be corrected by the teacher*)	0.0%	27.3%	36.4%	18.2%	18.2%
6.12) Prefiero cuando no se me corrige mientras hablo. (*I prefer when I am not corrected while I speak.*)	9.1%	9.1%	36.4%	18.2%	27.3%
6.11) Creo que la corrección oral debe ser inmediata. (*I think oral correction should be immediate.*)	63.6%	36.4%	0.0%	0.0%	0.0%
6.10) Creo que la corrección oral debe ser en frente de los compañeros de clase. (*I think that the oral correction should be in front of the other classmates.*)	27.3%	27.3%	27.3%	18.2%	0.0%

6.8) Considero apropiado que el profesor repita sutilmente el error que pude haber cometido. (*I consider it appropriate for the teacher to subtly repeat the mistake I may have made as a correction.*)	36.4%	63.6%	0.0%	0.0%	0.0%
6.7) Prefiero ser corregido oralmente en privado e individualmente. (*I prefer to be corrected orally in private and individually.*)	0.0%	9.1%	81.8%	0.0%	9.1%
6.3) Prefiero ser corregido oralmente por cada error que cometo. (*I prefer to be orally corrected for every mistake I make.*)	27.3%	54.5%	18.2%	0.0%	0.0%
6.1) Suelo cometer muchos errores de producción oral en clase. (*I make a lot of oral production mistakes in class.*)	18.2%	45.5%	36.4%	0.0%	0.0%

The first item in the table shows a higher percentage of preference from the participants, manifesting that the only one allowed to correct their mistakes in their oral production is the teacher. Only 2 participants were not in total agreement with the teacher being the only one

correcting the students' mistakes. Answers for question 6.12 seemed to be varied. Participants showed greater preference to instant correction when speaking, while others were not in agreement with the statement. In question 6.11, the answers were unanimous by the participants, showing that all of them think that the teacher's corrections should be immediate. Some of them agree and others strongly agree with the statement. The answers for item number 4, that corresponds to question 6.10, were varied, demonstrating that although most of the participants do not have problems with the corrections in front of their peers, there are others who do not agree so much or simply disagree, specifically 5 of them.

Question 6.8 sought to identify if the participants considered the teacher to subtly repeat the mistake that I made as a way of correction; it was possible to see that 100% of the answers were oriented to an agreement that the teacher makes the corrections in this way. When participants were asked if they preferred to be corrected individually and in a private way, the responses showed that the majority of the participants, specifically 9, partially agreed with this. The answers from question 6.3, were mostly in an affirmative way, showing that most of the participants have a strong preference to be corrected for every single mistake they could make when participating orally in the English classes.

In question 6.1, the answers showed that errors in oral production are common in English classes, for some students with more recurrence than others. Only two participants showed in the survey that they tend to make many more mistakes than the others. There is a huge percentage of the students that prefer to be instantly corrected when they make a mistake as stated in question 6.11. Based on the answers obtained through question 6.13, related to students' preferences on being corrected only by the teacher.

So far in this category, different preferences have been encountered related to the way in which participants understand OCF in their English classes. In connection to the previous studies

chosen for the literature review and the concepts defined in this investigation, Ananda et al (2017) displayed a similarity between their findings and ours: "most students show they are fine when their lecturer gives the corrective feedback to them. They are not embarrassed, annoyed, confused, nor reassured" (p.7). However, we also found a difference, in this case in Şakiroğlu's (2019) study, in which he mentioned about the fact and timing of being corrected in oral production in the classroom. He pointed out that students prefer to receive delayed feedback, that is to say, the one that is given at the time of finishing their production exercise. Differing from this piece of evidence in our research, Şakiroğlu (2019) found that there were participants in his investigation who preferred to be corrected once the oral intervention was performed.

More than a half of the participants partially agreed when they were asked if they preferred to be orally corrected in private and individually. However, one of the participants manifested agreement and on the contrary, there was another participant who expressed total disagreement referring to the question 6.7. In concordance with Ananda et al (2017), who highlighted in their findings that most of the students want to be corrected by the teacher privately and individually.

Students' Feelings Towards Teachers' Corrections

In this second category, the participants were asked about their feelings towards their teachers' oral correction when speaking in their English classes. Items 1, 2, 4, 6.2, 6.6, and 6.9 were considered for this category. The answers that were obtained from item 1 of the survey showed that from the 11 participants who answered the survey, 10 of them stated that they felt well when the teacher corrected them in their oral interventions in class. Only 1 of them said they

felt uncomfortable but admitted that doing this contributes to their process. "Un poco incómoda y mal, pero agradecida por la corrección porque debo mejorar y soy *consiente* que es necesario".[1]

In question number 2, the participants were asked if they always try to correct their mistakes when they receive OCF or they just leave it aside. 100% of the participants said that they try to correct the mistake(s) pointed out by the teacher. Also, they seem to understand that mistakes represent an opportunity to learn and improve their performance. For instance, participant 6 claimed that it is relevant for her to be corrected since she learns from those

mistakes and it would be pointless to be corrected and not incorporate the corrections to her learning.

In the 4th question, the participants were asked about their reactions towards the oral correction while they were speaking. They agreed unanimously by choosing the option in which they manifested that they understand the reason for the error to be corrected and also that they try to correct it once it is made.

In the next table, we display the closed questions and the percentage of the answers related to students' feelings towards OCF.

Table 2. Items from the questionnaire related to students' feelings towards OCF.

Question/ item	Strongly agree	Agree	Partially agree	Disagree	Strongly disagree
6.2) Me gusta ser corregido oralmente en momentos de producción oral en	72.7%	27.3%	0.0%	0.0%	0.0%

---

[1] "I feel uncomfortable and bad, but grateful for being corrected since I have to improve, and I am aware it is necessary." (Translation made by the researchers).

mis clases de inglés como lengua extranjera. (I like to be corrected orally in the moments of oral production in English in the classes of English as a foreign language.)					
6.6) Me suelo preocupar cuando cometo un error en mi producción oral. (I usually worry when I make a mistake in my oral production)	9.1%	18.2%	63.6%	9.1%	0.0%
6.9) Me siento incómodo cuando mis compañeros me corrigen oralmente. (I feel uncomfortable when my classmates correct me orally.)	18.2%	9.1%	36.4%	18.2%	18.2%

When checking the answers for question 6.2, the results show that the 11 participants like to be corrected in their moments of oral production in English class. In question 6.6, which asked them if they tend to worry when they make a mistake in their oral production, the answers were varied. However, there was a clear inclination to a partial agreement in the answers provided.

As we can appreciate in question 6.9, the participants used all the possible choices for answering the question about if they feel uncomfortable when any peer corrects them, but with a

higher percentage in a midpoint or partial agreement. Most of the participants expressed feeling

well with the corrections provided by the teachers, except for one of them who manifested feeling

uncomfortable sometimes.

Similarities to the feelings towards OCF could be identified in Şakiroğlu's (2019) study,

in which he found that not all the students feel comfortable at the moment of being corrected in

the EFL classes. He corroborates this statement by saying that the students of his research felt

uncomfortable and think that there are other strategies that will bring the same benefits that OCF

does.

One of the participants expressed the importance that correction has for her and her

learning process as long as she learns from her mistakes, in addition she pointed out that it would

be useless to be corrected to ignore it. Likewise, in Dehgani et al, (2017) investigation, results

showed that oral corrective feedback has positive results regarding students' speaking

achievement, where there is a total agreement of the students when they were asked about OP, we

found an agreement that showed that all of them like to be corrected in their OP moments.

<div align="center">Students' General Perceptions about OCF</div>

In this part of the findings, it was possible to identify from the answers of the

questionnaire the perceptions of the students about OCF. From question number 5, we found that

all the participants agreed that OCF plays an important role in their language learning, and this is

because it helps them to notice their weaknesses as well as how to improve them, especially skills

related to listening and speaking, also, as pointed out by one of the participants this helps them to

have a more meaningful learning. For instance, participant 4 answered: "Sí, por qué por medio de

la retroalimentación uno puede saber cuáles son sus falencias y si el profesor da recomendaciones

el proceso de aprendizaje será más efectivo."[2]

In the table below, we show the percentage of closed questions and responses related to

students' preferences for OCF.

Table 3. Questionnaire items related to students' general perceptions for OCF.

Question / Item	Strongly agree	agree	partially agree	disagree	strongly disagree
6.5) No participo en clase para evitar ser corregido. (I do not participate in class to avoid being corrected)	0.0%	9.1%	27.3%	27.3%	36.4%
6.4) Creo que la corrección oral es útil para mejorar la producción oral como estudiante de inglés como lengua extranjera. (I believe that oral correction is useful to improve oral production as a student of English as a foreign language.)	81.8%	18.2%	0.0%	0.0%	0.0%

---

[2]   "Yes, because through feedback I can know what their shortcomings are and if the teacher

gives recommendations, the learning process will be more effective." (Translation into English

made by the researchers)

In question number 6.5, there is a common factor for the participants for having a strong disagreement regarding the statement of the question, which is referred to if they do not participate in class for avoiding their interventions to be corrected, in comparison to the minority that expressed agreement. Answers from question 6.4 show a high inclination towards two of the options which expressed agreement to the fact that they like to be corrected orally in the moments of oral production in their English as a foreign language class.

In conclusion, and similarly Dehgani, et al. (2017), all the participants believe that OCF is useful to improve the OP. Based on the results, their study highlighted that OCF impacts positively regarding students' speaking improving.

CONCLUSIONS

Regarding the findings that we obtained through the application of a questionnaire in which the main objective was to identify the perceptions of students from an English language course in the first semester of 2021 from a BA in Foreign Language Teaching at a private university in Eastern Antioquia, about OCF provided by the English teacher about their oral production in the EFL classroom and based on this, answer the question "what are the students' perceptions of an English course about OCF in their OP?", we found that they consider the OCF as an important tool that besides of being necessary, it contributes to their learning and it is an option to improve their performance, in addition, students manifested their preference to be corrected immediately and exclusively provided by the teacher.

Referring to the difficulties that we had during the development of this research study we consider that it was difficult the process of collecting the information through the questionnaires mainly because the students were not available due to their midterm exams, there was also the

need to rethink the methodology in which the information was going to be obtained due to the

current events related to covid-19, therefore we implemented the questionnaire remotely, on the

other side, the number of participants required for this study was an average of twelve from

which we discard one of them because he/she did not demonstrated voluntary commitment

regarding the study, then, this number of participants was not the expected however it was

enough.

For future research, this study suggests that the topics treated in this research study should

be considered in order to bring meaningful learning in English classes, that is to say, OCF could

work effectively in teaching and learning spaces where EFL is being used and consequently,

corrections are going to take place, as well as the OP which is a skill that contributes a lot in

terms of performance, in addition, we also recommend to keep taking into account the students'

perspectives because they are the main character of the learning process in general.

BIBLIOGRAPHY

Ananda, D. Febriyanti, E. Yamin, M. & Mu'in, F. (2017) Students' Preferences toward Oral

Corrective Feedback in Speaking Class at English Department of Lambung

Mangkurat University Academic Year 2015/2016. United Kingdom: Academy

Publication, theory and practice in language studies.

Burns, A., & Joyce, H. (1997). Focus on speaking. Sydney: National Center for English

Language Teaching and Research.

Brown, G. (1981) Teaching the spoken language. Edinburgh: University of Edinburgh, Studia

Linguistica.

Creswell, J. & Poth, C. (2017) Qualitative Inquiry and Research Design: Choosing Among Five

Approaches. Canada: Sage publishing.

Dehgani, Q. Izadpanah, S. & Shahnavaz, A. (2017) The Effect of Oral Corrective Feedback

on Beginner and Low Intermediate Students' Speaking Achievement. Jordan: JJMLL.

Ebneyamini S. and Moghadam M. (2018) Toward Developing a Framework for Conducting Case

Study Research. Iran: Sage International Journal of Qualitative Methods.

Hattie, J. & Timperley, H. (2007). The Power of Feedback. Auckland: University of Auckland,

Review of Educational Research.

Lyster, R. Saito, K. & Sato, M. (2013). Oral corrective feedback in second language classrooms.

United Kingdom: Cambridge university press.

Redondo, D. (2012) Understanding Strategies for Improving Oral Production Skills among EFL

Learners at a Public University in Colombia. Colombia: Opening writing journal.

Rassaei, E. (2015) Oral corrective feedback, foreign language anxiety and L2 development.

Amsterdam: Elsevier, System.

Şakiroğlu, H. (2019) Oral Corrective Feedback Preferences of University Students in

    English Communication Classes. Turkey: International Journal of Research in Education

    and Science (IJRES).

Sheen, Y. (2011) Corrective Feedback, Individual Differences and Second Language Learning.

    Washington: Springer.

Ur, P. (2012), A course in language teaching. United Kingdom: Cambridge university press, The

    Edinburgh Building Cambridge.

Weber, M. (1947) The theory of social economic organization. New York: Oxford university

    Press.

Yin, R. (2013) Validity and generalization in future case study evaluations. USA: Cosmos

    Corporation.

Young, T. (2016). Questionnaires and Surveys. United Kingdom: Oxford Research Methods in

    Intercultural Communication: A Practical Guide.

APPENDIXES

Appendix A. Consent form for data collection

Rionegro, _____

Yo _____ declaro que he sido informado e invitado a participar en un estudio denominado **"Percepciones de los estudiantes sobre la retroalimentación oral correctiva en cursos de inglés"**. Entiendo que este estudio busca conocer las *percepciones de los estudiantes del curso Inglés Integrado III de la Licenciatura en Enseñanza de Lenguas Extranjeras en la Universidad Católica de Oriente sobre la retroalimentación correctiva oral que les brinda el profesor de inglés acerca de su producción oral en el aula de Inglés como Lengua Extranjera.*

Sé que mi participación se llevará a cabo tanto de manera virtual como presencial (respetando todos los protocolos de bioseguridad). Consistirá en responder una encuesta virtual y una actividad grupal (grupo focal). Me han explicado que la información registrada será confidencial y que los nombres de los participantes serán cambiados por seudónimos, por lo cual se puede entender que la información y respuestas obtenidas sólo serán utilizadas por los investigadores y no habrá ninguna divulgación sin previa autorización de los participantes.

Estoy consciente de que esta información contribuirá de manera directa a la investigación y por lo tanto, brindará un beneficio para nuestro contexto en relación a la enseñanza de lenguas extranjeras. Asimismo, sé que puedo negar la participación y/o retirarme en cualquier etapa de la investigación, sin expresión de causa ni consecuencias negativas para mí.

En caso de tener cualquier duda o inquietud, puede comunicarse con los investigadores responsables de este estudio: Duvan Arley Ortiz García, Andrés Felipe Espinosa Zuluaga y Juan Pablo Arboleda Soto a través de los e-mail , duvan.ortiz7447@uco.net.co, andres.espinosa0496@uco.net.co, juan.arboleda1007@uco.net.co, o a los números de contacto: 3234606848, 3126229473, 3108325499.

Muchas gracias por su colaboración.

Firma de aceptación: _____

Teléfono: _____

Correo electrónico: _____

Pseudónimo elegido para participar: _____

Appendix B. Sample of survey for students

Percepciones de los estudiantes sobre la retroalimentación oral correctiva en cursos de inglés.

La siguiente encuesta busca conocer las percepciones de los estudiantes del curso Inglés Integrado III de la Licenciatura en Lenguas Extranjeras de la Universidad Católica de Oriente, acerca de la retroalimentación oral correctiva que les brinda el/la profesor(a) de inglés sobre su producción oral en el aula.

Nombre completo *

Tu respuesta

1. ¿Cómo te sientes al ser corregido oralmente por el/la profesor(a) cuando participas de manera oral en clases? Explica en pocas palabras. *

Tu respuesta

2. Cuando me corrigen en mi producción oral, ¿trato de corregir el error o sigo adelante sin tenerlo en cuenta? *

○ Sí
○ No

¿Por qué? *

Tu respuesta

3. ¿Cualquier tipo de error en su producción oral debe ser corregido? Justifica tu respuesta. *

Tu respuesta

4. Selecciona la(s) opción(es) que corresponda(n) a tu caso ¿Cuál es tu reacción hacia las correcciones orales mientras estas hablando? *

○ Quisiera haber no hablado.
○ Entiendo la razón del error y trato de corregirlo.
○ El profesor debió haber esperado hasta el final.
○ Otro:

5. ¿Crees que la retroalimentación oral correctiva es importante y necesario en tu proceso educativo? *

○ Sí
○ No

¿Por qué? *

Tu respuesta

6. Seleccione si se encuentra de acuerdo o en desacuerdo con los siguientes enunciados: *

	Totalmente de acuerdo	De acuerdo	Parcialmente de acuerdo	En desacuerdo	En total desacuerdo
Suelo cometer muchos errores de producción oral en clase	○	○	○	○	○
Me gusta ser corregido oralmente en los momentos de producción oral en las clases de Inglés como lengua extranjera	○	○	○	○	○
Prefiero ser corregido oralmente por cada error que cometo	○	○	○	○	○
Creo que la corrección oral es útil para mejorar la producción oral como estudiante de inglés como lengua extranjera	○	○	○	○	○

No participo en clase para evitar ser corregido	○	○	○	○	○
Me suelo preocupar cuando cometo algún error en mi producción oral	○	○	○	○	○
Prefiero que me corrijan oralmente en privado y de manera individual	○	○	○	○	○
Considero apropiado que el profesor repita sutilmente el error que quizás cometí a manera de corrección	○	○	○	○	○
Me siento incómodo cuando mis compañeros me corrigen oralmente	○	○	○	○	○
Creo que la corrección oral debe ser frente a los demás compañeros	○	○	○	○	○

Creo que la corrección oral debe ser inmediata	○	○	○	○	○
Prefiero cuando no se me corrige mientras hablo	○	○	○	○	○
Considero que los errores en mi producción oral solo deben ser corregidos por el profesor	○	○	○	○	○