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**EXTRANJERAS**

**Feedback as a methodological strategy to improve speaking skill**

**Trabajo de Titulación para optar al título de Licenciado/a en Pedagogía  
del Idiomas Inglés**

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**Riobamba, Ecuador. 2024**

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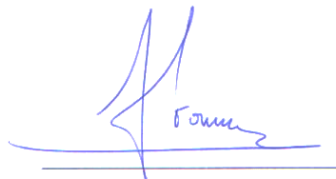
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Who subscribes, PhD. Mónica Janeth Torres Cajas, professor affiliated to the Faculty of Sciences, Humanities and Educational Technologies, through this document, I certify that I have provided guidance and reviewed the development of the research work entitled: “FEEDBACK AS A METHODOLOGICAL STRATEGY TO IMPROVE ORAL SKILL” authored by Jessica Carolina Luzón Rodríguez. Therefore, she is authorized to carry out the legal procedures for its support.

It is all I can report in honor of the truth; in Riobamba, July 10<sup>th</sup>, 2024.



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The registered teachers appointed members of the undergraduate tribunal for the evaluation of the research work “Feedback as a methodological strategy to improve oral skill” presented by Jessica Carolina Luzón Rodríguez, with identity card number 172539034-6, under the supervision of PhD Monica Janeth Torres Cajas, we certify that we recommend the APPROVAL of this for degree purposes. The research work has been previously evaluated and the support of its author has been heard; having no further observations to make.

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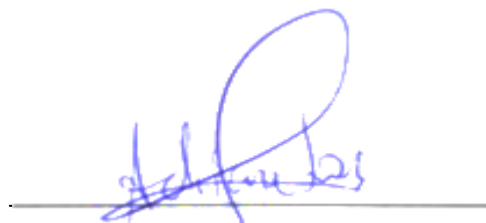
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# CERTIFICACIÓN

Que, **LUZÓN RODRÍGUEZ JESSICA CAROLINA** con CC: 1725390346, estudiante de la Carrera de PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS, Facultad de CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS; ha trabajado bajo mi tutoría el trabajo de investigación titulado "**FEEDBACK AS A METHODOLOGICAL STRATEGY TO IMPROVE ORAL SKILL**", cumple con el 6%, de acuerdo al reporte del sistema Anti plagio **TURNITIN**, porcentaje aceptado de acuerdo a la reglamentación institucional, por consiguiente autorizo continuar con el proceso.

Riobamba, 30 de julio de 2024



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## **DEDICATION**

First and foremost, I dedicate this research work to God, whose support and guidance have been my constant source of strength throughout my university journey.

I also wish to dedicate this work to my aunt, Reina Luzón, for her unwavering support and encouragement. Additionally, my heartfelt dedication goes to my mother, Diana Rodríguez, my father, Angel Luzón, and my grandparents, whose unconditional love and support have been the cornerstone of my academic success.

Jessica Carolina Luzón Rodríguez

## **RECOGNITION**

I owe my deepest gratitude to God, my aunt Reina, my parents and my grandparents. Their unwavering support and encouragement have been the fundamental pillars of my university career. Thanks to them I can achieve this project and get my degree.

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Jessica Carolina Luzón Rodríguez

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## SUMMARY

Este estudio tiene como objetivo principal analizar la relación entre el feedback y el desarrollo de habilidades de expresión oral en inglés en estudiantes de noveno grado en el Colegio Juan de Velasco. Se empleó un enfoque metodológico cualitativo, para obtener una comprensión detallada de las estrategias pedagógicas utilizadas por el docente y los estudiantes para promover las habilidades comunicativas en inglés. El diseño de investigación fue tanto exploratorio como de campo, lo que permitió investigar las experiencias, percepciones y prácticas de los docentes y estudiantes en su contexto natural. La población del estudio consistió en estudiantes de noveno grado, paralelo “H”, y su profesora de inglés. Para la recolección de datos, se utilizaron dos instrumentos principales: una guía de observación en el aula y una entrevista semiestructurada. Los instrumentos permitieron investigar directamente las interacciones entre alumnos y docente, así como las estrategias de feedback empleadas. Aunque se identificaron estrategias básicas de feedback, como la corrección verbal directa, la ausencia de prácticas más estructuradas, como el recast feedback, la corrección en pares y otras estrategias, indicaron inconsistencias significativas en la aplicación del feedback en el aula. En el proceso de triangulación de los datos obtenidos se logró evidenciar el limitado conocimiento de estrategias de feedback que se manejan en el aula y la necesidad de implementar un feedback más sistemático y variado para optimizar el aprendizaje oral del idioma extranjero.

**Palabras clave:** retroalimentación, expresión oral, habilidad del habla

## ABSTRACT

The main objective of this study is to analyze the relationship between feedback and the development of oral expression skills in English in ninth grade students at Juan de Velasco High School. A qualitative methodological approach was used to obtain a detailed understanding of the pedagogical strategies used by the teacher and students to promote communicative skills in English. The research design was both exploratory and field-based, which allowed us to investigate the experiences, perceptions and practices of teachers and students in their natural context. The study population consisted of ninth grade students, parallel "H", and their English teacher. For data collection, two main instruments were used: a classroom observation guide and a semi-structured interview. The instruments allowed us to directly investigate the interactions between students and teacher, as well as the feedback strategies used. The results indicated significant inconsistencies in the application of feedback in the classroom. Although basic feedback strategies were identified, such as direct verbal correction, the absence of more structured practices, such as recast feedback, peer correction, and other strategies showed significant inconsistencies in the application of feedback in the classroom. In the process of triangulation of the obtained data, it was possible to demonstrate the limited knowledge of feedback strategies used in the classroom and the need to implement more systematic and varied feedback to optimize oral learning of the foreign language.

**Keywords:** feedback, oral expression, speaking skill

Reviewed by:



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# CHAPTER I

## 1. REFERENTIAL FRAMEWORK

### 1.1 Introduction

Learning a second language is a critical priority in the education of children, youth and adolescents throughout Latin America, driven by its direct correlation with personal and professional development in a globalized economy. For secondary English teachers, fostering effective communication skills among students is a pressing challenge.

The Ministry of Education of Ecuador highlights the importance of integrating English as a foreign language into the curriculum with specific objectives: “Develop cultural understanding, personal skills and passion for language learning to facilitate active participation in a world globalized” (Education, 2022, pp. 7-9). This directive aligns with the communicative approach to language, which posits that language acquisition is best achieved through interaction and communication, rather than memorization of facts based on the English curriculum. (Education., 2019, p. 145).

This study focuses on investigating the impact of feedback as a critical tool in the development of oral communication skills among ninth-grade students of parallel "H" at Juan de Velasco High School. The decision to explore this topic arises from observations of significant deficiencies in students' oral proficiency during previous pre-professional internships at school.

Feedback plays a critical role in addressing these challenges, with the goal of improving students' ability to articulate thoughts and actively participate in conversations in English. The research aims to analyze how feedback strategies are used by teachers and their effectiveness to improve students' oral expression.

The research objectives include establishing the epistemological basis for using feedback to improve speaking ability, identifying effective feedback strategies in the classroom, and comparing results to determine optimal approaches to improving students' oral proficiency.

Methodologically, this study uses qualitative approaches such as observation, teacher interviews, data will be analyzed to discover patterns and insights into the impact of feedback on students' oral communication skills.

In essence, this study is intended to provide ideas and practical recommendations to educators and policymakers on how to improve English language teaching practices, thereby enriching educational opportunities and outcomes for students at Juan de Velasco High School.

## **1.2 Problem statement**

English teachers face daily challenges related to students' lack of interest in developing their communication skills, which significantly affects their ability to effectively engage in oral communication. Various studies, such as the one carried out by Cevallos et al. (2020) have highlighted common difficulties that students experience when learning the English language, including pronunciation problems, fear of public speaking, and reluctance to participate due to perceived lack of proficiency.

In the context of the Juan de Velasco High School, it has been observed through previous pre-professional practices that students present deficiencies in their oral communication skills. This observation underscores the urgency of investigating and addressing the effectiveness of pedagogical strategies, particularly feedback, in improving students' oral skills.

Since ninth-grade students should typically have developed a certain level of proficiency in oral communication, it becomes imperative to understand the specific needs of students and evaluate the teaching strategies that are being applied. These strategies must be adapted to meet learning objectives, ensure the delivery of quality education, and ultimately improve the quality of life of students in an increasingly globalized world where English proficiency is paramount.

In essence, the central issue examined in this study within the confines of Juan de Velasco High School is the notable underdevelopment of students' oral communication skills. This deficiency inhibits their ability to articulate thoughts and actively participate in

conversations in English, highlighting the critical importance of effective pedagogical interventions, particularly in the form of feedback, to address this gap.

### **1.3 Problem formulation**

How does the feedback improve the development of oral expression skills in ninth grade parallel “H” students at Juan de Velasco High School?

### **1.4 Justification**

The present investigation on the role of feedback as a methodological strategy to improve oral expression skills in ninth grade students in the context of the Juan de Velasco High School arises in response to a prevailing need in the contemporary educational field. The foundation of this study lies in multiple reasons supported both by academic relevance and by the social urgency of effectively addressing deficiencies in students' oral communication.

From an academic perspective, the study is based on the premise that the ability to express oneself orally with clarity, coherence and fluency is an essential component for mastering the English language and, in turn, an essential requirement for academic and professional success in an increasingly interconnected world. The academic literature has widely and consistently documented the close correlation between oral proficiency and various indicators of academic achievement, including performance on standardized assessments, performance in communicative activities, and the ability to participate effectively in educational and work settings.

The research is crucial as it addresses the broader educational landscape by providing valuable information on how feedback mechanisms can be optimized to oral skills. This knowledge is critical for educators, curriculum developers, and policymakers seeking to raise the standards of English language education globally. By integrating effective feedback strategies into teaching methodologies, educational institutions can ensure that students are better prepared for the demands of higher education and the global labor market.

Through careful evaluation of the teaching strategies that are being applied and their perceived impact on students' linguistic progress, this study aims to identify areas of improvement and opportunities for the implementation of effective interventions.

This research is essential for students because it shows how they can receive effective feedback to improve their language skills, gain confidence, and participate more actively in the classroom and in other communicative contexts. Teachers are informed about effective feedback strategies for developing students' oral skills. This allows them to adjust their teaching methods, improve their pedagogical practice, and ultimately facilitate more meaningful and effective learning.

It is also important for school where the results can be used to promote a more equitable education and reduce linguistic disparities among students. Implementing effective feedback strategies can raise the academic profile of the institution, positioning it as a leader in quality education and the teaching of English as a foreign language. Finally, the importance of this study lies in its potential to inform and guide decision-making at the institutional level by providing empirical evidence on the effectiveness of feedback strategies in the development of speaking skill.

## **1.5 Objectives:**

### **1.5.1 General objective**

Analyze the relationship of feedback in the development of oral expression skills in ninth-grade students, parallel “H” at Juan de Velasco High School.

### **1.5.2 Objectives specific**

- Establish epistemologically the use of feedback for the development of speaking ability.
- Identify the feedback strategies used to develop oral skills in the classroom.
- Compare the results to determine optimal strategies to improve students' oral expression.



## CHAPTER II

### 2. THEORETICAL FRAMEWORK

To have an approach to the study variables, it is essential that they are described through bibliographic and scientific foundations, for this reason an investigation was carried out on articles and books that allow knowledge about the aforementioned.

#### 2.1 Research background

In this section, previous studies that have explored the use of feedback as a methodological strategy for the development of oral expression in similar educational contexts will be presented in a timely and concrete manner. This background will serve as a starting point to contextualize and substantiate the current research, providing a solid epistemic basis for the formulation of hypotheses and the delineation of research objectives.

The study by Imani et al. (2019) evaluated how online feedback influences the development of oral skills in university students learning English as a second language. The objective was to determine whether personalized and delayed feedback significantly affected students' speech fluency and accuracy. Using an experimental design with an experimental group and a control group, participants were randomly assigned to one of these groups. The results showed that personalized and delayed online feedback significantly improved speech fluency and accuracy, with notable improvements in the oral production of students in the experimental group compared to those in the control group.

Zhang and Rahimi (2020) investigated the effect of peer feedback on Chinese EFL learners' oral proficiency, motivation, and anxiety. The goal of the study was to understand how peer feedback influences these aspects of learning. It was investigated using a mixed methods approach, combining qualitative and quantitative elements. In relation to the results, they highlighted that peer feedback had a positive effect on oral competence, motivation and reduced anxiety, with students reporting feeling more confident and motivated to participate in oral activities.

The study by Chen et al. (2022) compared ESL students' perceptions of online and in-person feedback. The goal was to examine how students perceive and value feedback provided through online platforms compared to traditional in-person feedback. It was investigated using surveys and interviews to collect data on students' perceptions, as a result showed varied perceptions: some students found online feedback useful for its convenience and accessibility, while others preferred in-person feedback for its clarity and specificity.

Taking the above into account, each of the studies reviewed provides a valuable contribution to research on the use of feedback as a methodological strategy to improve students' oral expression skills. From an analytical perspective, it can be highlighted how each study addresses specific aspects of feedback in different educational and linguistic contexts, adding depth and breadth to the field of study.

## **2.2 Theoretical Foundation**

### **2.2.1. What is Feedback?**

Feedback is an essential communication process in the educational and professional field (Hattie y Timperley, 2019). It consists of providing information to a person or group about their performance or behavior, with the aim of reinforcing, correcting or improving future actions. This process allows individuals to understand how they are progressing on a specific task and what adjustments they could make to improve further.

In the educational context, feedback plays a fundamental role. It allows students to not only receive evaluations of their work or performance, but also understand what they are doing well and where they can improve (Hattie y Timperley, 2019). Being a two-way process, feedback promotes dialogue between student and teacher, facilitating more effective and personalized learning.

Feedback can be varied in nature, including written comments, oral evaluations, specific corrections or suggestions for improvement. Its effectiveness depends largely on being clear, specific and relevant to the context and learning objectives (Nicol y Macfarlane-Dick, 2018). Furthermore, a crucial aspect of feedback is that it is timely, providing it at the right time so that the student can apply the necessary adjustments immediately.

Therefore, feedback not only informs about past performance but also guides toward future growth. It is a powerful tool for personal and academic development, promoting self-reflection, self-assessment and continuous advancement in the acquisition of skills and knowledge.

### **2.2.2. Feedback moments?**

Feedback can and should be done at various stages of the educational process, with different purposes depending on when it is applied:

- During the learning activity: In real time, while students perform tasks or activities, feedback can be provided to instantly correct errors and guide learning. This is known as immediate feedback and is particularly effective in correcting errors and guiding the learning process. (Brookhart, 2018)
- After an activity or assessment: Once students have completed an assignment or exam, feedback can help them reflect on their performance and identify areas for improvement. This type of feedback, known as delayed feedback, can be useful for reflecting and planning long-term improvement strategies. (Shute, 2019)
- In review and reflection sessions: During planned sessions to review progress and set future goals, feedback can be used to evaluate ongoing development and adjust learning strategies. These sessions allow for a deeper review and discussion of customized strategies (Nicol y Macfarlane-Dick, *Formative Assessment and Self-Regulated Learning: A Model and Seven Principles of Good Feedback Practice*, 2018).
- In Individual or Group Meetings: Through interviews or meetings with students, personalized feedback can be offered that addresses specific needs. These meetings provide the opportunity for more detailed feedback tailored to individual student needs (Hattie y Clarke, *Visible Learning: Feedback*, 2019).

The effective use of feedback is crucial to the development of oral skills, as it gives students the opportunity to recognize and correct their errors, improve their pronunciation,

fluency and coherence, and increase their confidence in speaking. Research has shown that detailed and specific feedback can have a significant impact on student learning and performance (Hattie y Clarke, Visible Learning: Feedback, 2019).

### **2.2.3 Feedback to develop oral skills**

According to Vera (2022) “when the feedback is evaluative, it is characterized by the execution of an evaluative judgment, which can be negative or positive, which is mostly carried out by teachers, sanctioning or not sanctioning a performance or a task” (p. 25). This means that it is a method that allows students to receive feedback on the aspects in which they are presenting an error and, in this order of ideas, solve it.

One of the biggest challenges that English teachers face is the development of oral skills, the establishment of fluent conversations, as well as the proper pronunciation of their students; In this sense, feedback is a fundamental method to allow students to improve their learning, since it allows them to generate awareness of their errors, which allows them to address other tools to improve it (Millán, 2022).

There are different types of feedback including: explicit correction, rephrased feedback, request for clarification, metalinguistic cues, provocation, and repetition. However, the present study focuses on applying recast feedback to develop speaking skills in parallel ninth grade “H” students at Juan de Velasco High School.

### **2.2.4. Types of feedback in the development of oral skills**

Feedback is a fundamental tool in the teaching-learning process, especially in the development of oral expression skills. This section will explore the wide range of types of feedback used in the current educational context, in order to understand their application and effectiveness in improving students' oral expression.

1.- Corrective and confirmatory feedback is a fundamental distinction in educational feedback. First, corrective feedback is characterized by focusing on identifying and correcting errors in student performance. This type of feedback focuses on providing specific guidance to improve problematic linguistic aspects, such as incorrect pronunciation or inappropriate use of vocabulary. It is essential to highlight that the main objective of

corrective feedback is to correct the identified errors, allowing the student to understand and rectify their errors to improve their linguistic competence (Sheen, 2018).

It is imperative to note that confirmatory feedback is characterized by its function of reinforcing the positive aspects of students' performance. This type of feedback focuses on praising and highlighting successful language skills, such as speaking fluency and clarity. By recognizing and reinforcing student achievements, confirmatory feedback promotes a positive learning atmosphere and reinforces desirable behaviors, encouraging the student to continue developing oral skills effectively (Li, 2020)

From the above it can be deduced that both corrective and confirmatory feedback play important roles in the teaching-learning process of oral expression skills. While corrective feedback focuses on identifying and correcting errors to improve a student's language proficiency, confirmatory feedback highlights and reinforces positive aspects of performance, fostering a constructive and motivating learning environment (Li, 2020)

2.- Explicit and implicit feedback is another pair of relevant distinctions in educational feedback. First, explicit feedback is characterized by its direct and clear communication with the student, providing detailed information about their performance and offering concrete suggestions for improvement. This type of feedback focuses on providing specific and precise guidance to the student, facilitating their understanding of the points to improve, and offering concrete strategies to achieve better performance in oral expression (Smith, 2018).

On the other hand, implicit feedback is presented in a more subtle way, through gestures, facial expressions or indirect comments. In this case, the feedback invites the student to reflect on their own performance, without offering explicit indications about areas for improvement. Through this more indirect approach, the student is challenged to interpret and process the feedback autonomously, which encourages the development of metacognitive and self-assessment skills (Jones, 2019).

Therefore, explicit and implicit feedback plays an important role in the teaching-learning process of oral skill. While explicit feedback provides direct and detailed guidance to the student, facilitating immediate understanding and action, implicit feedback promotes

reflection and student autonomy, allowing the student to develop metacognitive and self-assessment skills (Smith, 2018).

3.- Immediate and delayed feedback are two essential forms of feedback that significantly influence the learning process. Immediate feedback is characterized by being provided immediately after an activity has been completed. This type of feedback offers the student the opportunity to correct errors in a timely manner, facilitating the consolidation of learning and the correction of misunderstandings before they become ingrained in the student's understanding (Hattie and Timperley, 2019).

Delayed feedback, on the other hand, is provided later, after the student has had time to reflect on his or her performance. This form of feedback encourages self-reflection and self-assessment as it gives the student the opportunity to critically analyze their own work and more deeply understand their strengths and areas for improvement (Mory, 2018).

It should be noted that both immediate and delayed feedback have their own advantages and disadvantages, and their effectiveness may vary depending on the educational context and the individual characteristics of the students. For example, immediate feedback may be more appropriate for activities that require immediate corrections, such as oral pronunciation, while delayed feedback may be more beneficial for activities that require deep reflection, such as written production.

4.- Direct and indirect feedback are two fundamental approaches in educational feedback that significantly influence the development of oral expression skills. Firstly, direct feedback is characterized by its explicit and specific communication to the student, clearly identifying areas for improvement and providing concrete suggestions for their development. Therefore, this feedback provides the student with precise guidance on how to improve their linguistic performance, facilitating the immediate understanding and application of the suggestions provided (Hattie and Timperley, 2019)

Indirect feedback, on the other hand, is presented more generally, using reflective questions or comments that invite the student to think critically about their performance. Rather than providing direct suggestions, this type of feedback promotes self-reflection and self-learning by challenging the student to analyze and evaluate their own work

independently. Through this more indirect approach, the student develops metacognitive and self-assessment skills, which contributes to deeper and more meaningful learning (Carless, 2018).

It is important to note that both direct and indirect feedback have their own advantages and disadvantages, and their effectiveness may vary depending on the educational context and individual characteristics of the students. While direct feedback provides specific and concrete guidance to improve performance, indirect feedback encourages student autonomy and self-regulation of learning.

5.- Formative and summative feedback are two essential approaches in educational evaluation that play a crucial role in the development of oral skills. Firstly, formative feedback is characterized by providing information during the learning process, with the aim of improving the student's future performance. This type of feedback is offered continuously and constructively, providing the student with specific guidance on how to improve their oral expression as they progress in their learning. Formative feedback focuses on identifying areas of strengths and weaknesses and provides suggestions for development and continuous improvement (Black, 2019).

On the other hand, summative feedback is offered at the end of an activity or learning period, evaluating the student's overall performance and providing final feedback on their progress. This type of feedback focuses on summarizing and evaluating student performance in relation to established learning criteria and objectives. Summative feedback provides a retrospective view of the student's performance and may include grades, scores, or general comments about their progress in developing oral skills (Sadler, 2020).

It is important to note that both formative and summative feedback have their own advantages and disadvantages, and their effectiveness may vary depending on the educational context and individual characteristics of the students. While formative feedback promotes continuous learning and progressive improvement, summative feedback provides a final evaluation of student performance and can influence future teaching and learning decisions (Sadler, 2020).

6.- Recast Feedback is an implicit correction strategy used in the context of learning a second language, as analyzed in recent studies such as Lyster's work (2018). This

conceptualization is based on the teacher's reformulation or expression of a sentence or phrase said incorrectly by the student, providing the correct form without explicit reference to the error committed. That is, the teacher repeats the student's incorrect statement, but in a corrected manner, without directly pointing out the error.

More recent research, such as that of Kim and Han (2019) and Nassaji and Kartchava (2019), have explored the effects of recast feedback on language development in language learning environments. These studies suggest that recasts can have a positive impact on second language acquisition by providing comprehensible information and allowing learners to internalize linguistic structures naturally.

Recast feedback is characterized by being a less invasive and more subtle form of correction than other types of feedback, such as direct or explicit correction. This strategy aligns with Stephen Krashen's comprehensible information theory, which argues that students learn best when they receive information in the target language that is comprehensible but also includes some degree of difficulty.

### **2.2.5 Speaking skills**

It is a fundamental component in second language acquisition and refers to a person's ability to communicate effectively through speech. This competence includes several subcomponents such as pronunciation, fluency, coherence, lexical and grammatical appropriateness, and the ability to interact in conversations. The development of oral skills is crucial for language learners as it facilitates communication in academic, professional and social contexts.

Oral ability involves several interrelated aspects that contribute to the overall ability to speak in a second language. These aspects are not only fundamental for effective communication, but are also supported by current theories and studies on language learning.

Pronunciation involves the correct production of sounds and intonations characteristic of the target language. Good pronunciation helps with intelligibility and facilitates effective communication. Recent studies indicate that explicit instruction and repeated practice can significantly improve second language learners' pronunciation (Lee & Thomson, 2023)



Fluency refers to the ability to produce speech continuously and without excessive pauses. Fluency is an indicator of competence and confidence in using the language. According to Segalowitz (2021) fluency not only depends on linguistic ability, but also on psychological and contextual factors that affect the speaker's performance. Regular practice and exposure to the language in natural contexts are essential to developing fluency (Tavakoli & Hunter, 2022).

Coherence and cohesion are related to the ability to organize ideas logically and use appropriate connectors to maintain the unity of discourse. Coherence ensures that ideas are presented logically, while cohesion refers to the grammatical and lexical connection between parts of speech (Halliday and Hasan, 1976). Current research shows that explicitly teaching cohesion strategies can significantly improve students' ability to produce coherent speech (Crossley et al., 2021).

Lexical and grammatical adequacy implies the correct use of vocabulary and grammatical structures appropriate to the context of communication. This contributes to the accuracy and clarity of the message. Recent studies suggest that the development of a broad lexical and grammatical repertoire is crucial for communicative competence in a second language (Laufer & Roitblat, 2023).

Working on speech in teaching English implies an important challenge for teachers in this area, since they must understand that:

It focuses on fluency, accuracy and coherence in oral communication, therefore, teachers should focus on providing students with opportunities to speak in English and practice in real and authentic situations, for example: including pronunciation exercises, practice of the speaks. conversation, oral presentations and debates, among others. others. Teaching in English should also focus on student motivation and confidence, so it is essential that teachers provide a safe and encouraging learning environment where students feel comfortable and motivated to practice and improve their skills (Sánchez, 2023, p. 7).

This is one of the most complicated areas, but also one of the most important in the process of teaching English as a second language, since it encourages the development of

students' communication skills to establish effective communication with fluency, coherence and assertiveness.

### **2.2.6.- Psychological Factors in the Development of Oral Skills**

The development of oral skills is significantly influenced by various psychological factors, among which anxiety, motivation and self-confidence stand out. Anxiety when speaking in a foreign language, known as linguistic anxiety, can be a considerable impediment to effective oral production. This anxiety can manifest itself in a variety of ways, from fear of making mistakes to fear of receiving negative judgment from listeners (Dewaele y MacIntyre, 2019). Students who experience high levels of anxiety tend to avoid communicative situations, which limits their practice and progress in developing oral skills.

On the other hand, motivation plays a crucial role in learning a foreign language. Self-determination theory distinguishes between intrinsic and extrinsic motivation, the former relating to personal interest and internal satisfaction, and the latter to external rewards (Ryan y Deci, 2020). Students with intrinsic motivation tend to show greater commitment and perseverance in oral practice, which leads to better results in the development of oral skills.

Self-confidence, or self-efficacy in the context of language learning, refers to learners' belief in their ability to perform specific tasks in the target language (Bandura, 1997). Students with high self-efficacy are more likely to actively participate in communicative activities and face the challenges of language learning with a positive attitude, which facilitates the improvement of their oral skills.

It is essential that teachers foster a learning environment that minimizes anxiety and improves both motivation and self-confidence. Strategies such as providing positive feedback, creating opportunities for early success, and establishing an inclusive and respectful classroom climate are essential to achieving this goal (Gregersen, 2021). Additionally, implementing anxiety reduction techniques, such as warm-up activities and breathing exercises, can help students manage their anxiety and participate more effectively in speaking activities.

### **2.2.7 English as a foreign language**

Learning a second language is essential for the comprehensive development of students, since it allows them to improve their professional profile in the future and have a better cultural understanding of the current world (Magyar et al., 2022).

The importance of English as a second language is mediated by the current reality, in which we speak of a globalized world. Furthermore, access to information and communication technologies keeps all people in different places connected in real time, for example, both teaching and learning. Mastery of English has become a priority need, since it allows new generations to interact appropriately with their environment (Montero et al., 2020).

As mentioned so far, English is a fundamental area for education in general, since it must be implicit at all educational levels, considering that, in Latin America, there are few places where English is the native language. Furthermore, considering that it is a global language, it is pertinent to address strategies that ensure student learning and, therefore, the development of their communication skills.

### **2.2.8 Teaching English as a foreign language**

Despite the strengthening that has been evident in recent years in education with respect to English as a second language, teachers face great challenges that often prevent them from achieving the learning objectives of their students (Sotomayor et al., 2023). Some of these challenges are related to the lack of tools in educational institutions to develop appropriate pedagogical strategies, which in turn are related to the lack of resources for bilingual education in developing countries.

Other aspects that make teaching English difficult are the lack of competence of teachers, which translates into the grammatical deficiencies that students often demonstrate; Furthermore, the lack of time and preparation to address innovative strategies in class added to the students' disinterest (Peña, 2019).

Despite all this, educators are obliged to investigate strategies that contribute to the learning of their students, since according to Yakoub (2022) perspective this is a role of each one as an educator; One of these tools can be the use of educational games, tics, among others. On the other hand, Abarca & Torres (2021) highlight that:

“Strategies were established for the three types of learning style, Visual, Auditory and Kinesthetic, highlighting the Comic, Constellation of ideas, Creation of situations, Music, Big Book, Theater and Recitation as rarely used techniques but that will have a great impact on the development. of the ability to speak” (p. 42).

Finally, there are multiple strategies that can be addressed to improve the pedagogical experience around the teaching and learning of the English language, however, everything will depend on the preparation and willingness of the teacher for constant improvement, since it is the teacher who has the role of contributing to the integral development of their students.

## **CHAPTER III**

### **3. METHODOLOGICAL FRAMEWORK**

According to Arias (2022) the methodological framework comprises the set of steps, techniques, and procedures utilized to address and resolve problems. After identifying the research problem, it is crucial to thoroughly examine the data that guide and provide meaning to the study. At this stage, it is essential to clearly determine and explain the methods, techniques, and procedures that will be employed in the research.

#### **3.1 Methodological approach**

The methodological approach used to address the objectives of this research was qualitative. According to the definition of Escudero and Cortez (2018), qualitative methodology focuses on identifying the deepest aspects of social realities, in order to understand their system of relationships and their dynamic structure. This approach was considered appropriate for the study, since it sought to understand in depth the strategies implemented by the teacher for the development of her students' communicative skills in the English language.

#### **3.2.- Research Design**

The research design selected for this study was exploratory and field-based. This choice was based on several fundamental reasons detailed below.

The exploratory approach was used to investigate teachers' experiences, perceptions and practices in relation to the use of feedback to improve oral skills in the language classroom. According to Creswell (2018), exploratory research allows you to explore a complex topic or problem in detail, identify relevant variables, and generate hypotheses for future research.

The field study is another element that constitutes the research design. According to Marshall and Rossman (2019) this approach allows us to study phenomena as they occur in their real context, capturing the daily dynamics and practices of the study subjects. In this study, observations were conducted to understand how feedback strategies are applied in real oral skills teaching and learning situations.

### **3.3. Study population and sample size.**

The study population for this project was the ninth-grade student's parallel "H" and an English teacher. This specific population was selected for its direct relevance to the research topic.

Since the population was small, it was not necessary to have a sample.

### **3.4.- Instruments and Procedures**

A classroom observation technique and a semi-structured interview with the teacher were used to collect data.

The observation technique, according to Denzin and Lincoln (2018), is a technique that involves direct investigation of interactions and behaviors in a natural environment. In this study, observation was used to further explore student-teacher interactions, feedback delivery strategies, and immediate responses and adaptations within the learning environment.

An observation guide was used as an instrument, which is defined by Creswell (2018), as a tool that provides a structured framework to record specific behaviors and interactions during the observation process. This guide included categories such as types of feedback provided, student reactions, and frequency and context of feedback instances.

The semi-structured interview, described by Kvale and Brinkmann (2019), is a technique that uses a series of previously prepared open-ended questions, but allows flexibility to explore emerging themes. In this study, the interview was used to delve into the teacher's opinions, perceptions, and experiences regarding students' speaking skills. This technique allowed obtaining detailed and contextually rich information about the feedback strategies used and their perceived effectiveness.

An interview guide was used as an instrument to develop the interview. According to Patton (2018), it is a framework that describes the main topics and questions that will be covered during an interview, ensuring that all relevant areas are explored and at the same time allowing flexibility to track new insights as they advance. arise. The guide included key questions about teacher feedback methods, insights into the effectiveness of these methods, and specific instances of feedback that were particularly impactful.

### **3.5 Data analysis**

To analyze qualitative data, coding and thematic categorization techniques were used, identifying patterns and trends in perceptions and practices related to feedback and the development of oral expression skills by the teacher. This analysis was conducted inductively, allowing emergent themes and relationships to emerge from the data collected (Patton, 2018).

Following Braun and Clarke's recommendations (2019), thematic coding and categorization provided a systematic framework for organizing and analyzing qualitative data, allowing for the identification of meaningful patterns and the generation of findings based on the participating teachers' responses. This inductive approach ensured the validity and reliability of the analysis by allowing themes and relationships to be built organically from the data collected, rather than imposing preconceived categories.

Finally, the combination of these techniques allowed for a triangulated approach to data collection, ensuring the robustness and validity of the findings. Triangulation, which involves the use of multiple methods or data sources, was used to corroborate results obtained from different perspectives, increasing credibility and confidence in the study results.

### **3.7 Ethical considerations**

Informed consent was obtained from all participants and the confidentiality and anonymity of the data collected was guaranteed. The research was carried out respecting the ethical principles of integrity, beneficence and justice in research with human beings.

## CHAPTER IV

### 4. RESULTS AND DISCUSSION

This chapter presents the results obtained through the observation guide and the semi-structured interview with the teacher. These data provided a detailed understanding of the relationship between feedback and the development of speaking skills in ninth grade students parallel “H” at Juan de Velasco High School. An analysis and discussion of these results is provided below.

#### 4.1 Results of classroom observation

During the classes carried out by the teacher, results were obtained through the “Observation Guide” applied to the ninth-grade students parallel “H” at Juan de Velasco High School. This data collection tool was designed with the objective of determining the feedback strategies used by teachers to promote the development of communication skills in students. The results were analyzed in detail, providing a broad and detailed vision of the pedagogical practices observed in the classroom. Through this direct observation, we seek to better understand how the teacher interacts with students and applies various feedback strategies to promote an effective and stimulating learning environment for the development of language skills.

#### *Table 1*

*Results and discussion of the Observation guide applied to parallel Ninth Grade students of the Juan de Velasco High School.*

<b>INDICATORS</b>	<b>Result</b>	<b>Analysis</b>	<b>Interpretation</b>
1. The teacher encourages students to speak English in class.	Hardly ever	The use of English is rarely actively encouraged among students during classes.	The importance of promoting oral production in the classroom is highlighted by Leon (2019) and Garcia (2020). Encouraging the use of English increases students' confidence and communication skills. León argues that consistent encouragement is vital for building a communicative environment, while García suggests that this practice



			helps in the practical application of language skills.
2. The teacher uses appropriate intonation when correcting errors to motivate students in class.	Hardly ever	The motivation intonation is almost never used when correcting errors	Student motivation can be influenced by tone of voice according to Smith (2018) and Jones (2021). Proper intonation can significantly change students' receptiveness. Smith notes that a supportive tone can reduce anxiety and increase participation, and Jones emphasizes that a positive intonation can make corrections feel less punitive and more constructive.
3. The teacher writes down the students' errors while they speak in class.	Never	The errors made by the students during their oral interventions are not recorded	The importance of recording errors to provide specific feedback is highlighted by Lee (2020). Continuous improvement for students is limited by not recording errors. Lee asserts that documenting errors is crucial for targeted feedback, which helps students recognize and work on specific weaknesses, leading to steady improvement
4. The teacher corrects the errors that she wrote down on the board as class comments.	Hardly ever	The errors written down are rarely observed to be later corrected on the board.	Martínez (2021) suggests that collaborative learning is facilitated by correcting errors on the board. Learning from common mistakes is helped by this practice. Martínez argues that public correction fosters a learning community where students can see and learn from each other's errors, enhancing collective understanding.
5. The teacher applies the peer correction strategy by asking another student and returns to the student who made the mistake when speaking.	Hardly ever	The peer correction strategy is rarely used.	Active learning is fostered through peer correction according to Rodríguez (2018) and Pérez (2020). This strategy promotes collaboration and self-assessment among students. Rodríguez notes that peer correction can enhance critical thinking skills, while Pérez

			emphasizes that it encourages students to engage more deeply with the material and take responsibility for their learning.
6. The teacher reformulates the statements to help improve communication skills.	Hardly ever	Students' statements are observed to be almost never rephrased to improve communication skills.	The crucial role of reformulation in modeling correct language is indicated by González (2019) and Fernández (2021). Understanding and correcting mistakes are facilitated by rephrasing statements. González suggests that reformulation provides clear examples of correct language use, and Fernández highlights its role in helping students internalize proper language structures.
7. The teacher uses consolidated feedback as a tool to help correct errors.	Hardly ever	Consolidated feedback is rarely used.	Smith (2018) shows that rephrased feedback is effective for implicit correction. Using this tool improves students' linguistic accuracy. Smith argues that consolidated feedback, which summarizes errors and corrections, can help students understand broader patterns in their mistakes, leading to more comprehensive learning.
8. Students become aware of their mistakes after the teacher corrects them.	Hardly ever	Students are rarely aware of their mistakes after the correction.	The importance of error awareness for autonomous learning is highlighted by Lee (2020). A lack of awareness prevents students from improving on their own. It is stated by Lee that awareness of errors is the first step toward self-correction, which is essential for developing independent language learning skills.
9. The teacher makes sure that students know how to improve their mistakes.	Hardly ever	Students are rarely ensured understanding of how to improve their mistakes.	The need to guide students in improving their errors is emphasized by Brown (2020). Without clear guidance, students cannot effectively

			correct their mistakes. Strategies for correction are argued by Brown to help students become more proficient in identifying and fixing their errors independently.
10. The teacher reacts appropriately when students make mistakes when speaking.	Hardly ever	The appropriate reaction to errors is rare observed.	The importance of an appropriate reaction for a positive environment is highlighted by Smith (2018). Reacting appropriately to errors keeps students confident and motivated. It is noted by Smith that positive and constructive reactions to errors help maintain a supportive learning environment where students feel safe to experiment and learn from their mistakes.

Source: Luzon (2024)

## Discussion

The observation results reveal significant gaps in the implementation of effective feedback strategies by ninth grade students at Juan de Velasco High School. It delves into the key points discovered, supported by relevant literature, and highlights the implications of these findings for improving students' English communication skills.

First Indicator: The students are rarely inspired to speak English in class. León (2019) and García (2020) maintain that promoting oral production in the classroom is crucial for the development of students' confidence and communication skills. According to León, regular encouragement to use English contributes to the creation of a communicative environment in which students feel comfortable practicing their language skills. García adds that this practice is essential for the practical application of the language, allowing students to participate more effectively in real conversations. The observed absence of such classroom encouragement likely hinders students' ability to gain fluency and confidence in speaking English.

Second Indicator: The infrequency with which a motivating intonation is used when correcting errors has been highlighted. Smith (2018) and Jones (2021) emphasize that tone of voice can significantly influence student motivation. A supportive tone is seen to reduce student anxiety and foster a positive learning atmosphere, encouraging

greater participation. Jones says that proper intonation can make corrections feel constructive rather than punitive, improving students' receptiveness to feedback. The lack of motivational intonation observed in the study suggests missed opportunities to increase student engagement and willingness to improve.

Third and Fourth Indicator: Errors made by students are not recorded nor are they visibly corrected on the board. Lee (2020) highlights the importance of documenting errors to provide specific feedback, which helps students recognize and address their weaknesses. Martínez (2021) suggests that publicly correcting errors on the whiteboard promotes collaborative learning and allows students to learn from common errors. The absence of these practices limits students' ability to receive targeted feedback and learn from their peers' mistakes, hindering their overall linguistic development.

Fifth Indicator: The peer correction strategy is rarely used. Rodríguez (2018) and Pérez (2020) advocate for peer correction as a means to encourage active learning and collaboration. Rodríguez highlights that this strategy encourages critical thinking and mutual support among students, while Pérez points out that it promotes a deeper engagement with the material. The minimal use of peer correction observed in the study indicates a lack of collaborative learning opportunities, essential for developing autonomous and reflective learners.

Sixth and Seventh Indicator: Students' statements are rarely rephrased or consolidated feedback is provided. González (2019) and Fernández (2021) highlight the importance of reformulation in modeling the correct use of the language and in improving communication skills. Rephrasing statements helps students understand appropriate linguistic structures and correct their errors. Smith (2018) demonstrates that consolidated feedback, which integrates multiple aspects of performance, is effective for implicit correction and improving linguistic accuracy. The observed low use of these techniques in the classroom suggests that students are missing valuable learning opportunities that could improve their linguistic competence.

Eighth and Ninth Indicator: Students rarely become aware of their errors after corrections, and rarely ensures that students know how to improve their errors. Lee (2020) highlights the importance of error awareness to encourage autonomous learning. When students are aware of their mistakes, they can self-correct and improve their language skills independently. Brown (2020) emphasizes the need for explicit guidance to help students understand how to correct their errors effectively. The lack of awareness and

guidance observed in the study suggests that students are not being equipped with the necessary tools for self-improvement and independent learning.

Tenth Indicator: The appropriate reaction to errors is rarely observed. Smith (2018) highlights the importance of a supportive and constructive response to errors to maintain a positive learning environment. Positive reactions to mistakes encourage students to view mistakes as learning opportunities rather than failures, fostering a growth mindset. The observed lack of appropriate reactions suggests that the classroom environment may not be conducive to risk-taking and experimentation, aspects crucial to language learning.

#### **4.2 Results of the interview carried out with the teacher**

The results of the interview carried out with the teacher aim to explore the perception and teaching practices in relation to the use of feedback in the classroom for the development of communication skills in ninth grade students of parallel "H". Through a detailed analysis of their responses, we seek to understand how the teacher conceives feedback, her perceptions about its importance and benefits, as well as the specific strategies she uses to correct students' errors and foster a participatory learning environment and collaborative. These results provide an enriching and revealing vision of the key role that feedback plays in the teaching and learning process of the English language in the school context.

##### **1. Importance of feedback in class:**

- **Teacher Response:** As an English teacher, I consider feedback to be essential in a class as it helps teachers evaluate student performance; In addition, it provides guidance on how the students are doing, whether they are doing it well or not, and how the teaching process is being carried out.
- **Analysis:** The importance of feedback is emphasized to evaluate student performance and guide the teaching process. The conception of feedback is limited. The approach of authors such as Jones (2021) and Zhang and Rahimi (2020), who highlight that feedback is crucial to improve student learning and oral communication skills, is not considered. It is suggested that effective feedback can close gaps and guide students' progress, and not just be used to evaluate them.

## 2. Knowledge of the benefits of feedback in the classroom:

- Teacher response: Yes, I know. As I said before, feedback is an important step in a class. Some of the benefits that feedback gives me in the classroom is that it helps me notice students' mistakes.
- Analysis: Awareness of the benefits of feedback is shown. However, you seem unaware that feedback can help monitor progress, identify strengths and weaknesses, set goals, and adjust learning strategies. This perspective is aligned with the ideas of authors such as Martínez (2021) and Chen et al. (2022), who explore how feedback can improve students' critical reflection and motivate them to experiment with new learning approaches.

## 3. Reaction to students' oral errors:

- Teacher's response: As students are in their learning process, they will obviously have mistaken, so I correct the mistakes they make, because oral errors do not allow them to speak well.
- Analysis: The strategy of allowing students to correct their errors under guidance is not applied. On the other hand, correcting without interruptions maintains the flow of communication and promotes a positive and motivating learning environment, similar to what was discussed by Imani et al. (2019), who highlight the importance of delayed and personalized feedback to improve students' speech fluency and accuracy.

## 4. Strategies used to correct student errors:

- Teacher response: I know that making mistakes can be a good sign because mistakes are indicators that they are learning, so sometimes, when the mistake is not very serious, I don't correct. On other occasions, I do correct. Sometimes I use the whiteboard to show the mistake and help them understand what the mistake is and correct it.
- Analysis: Important feedback strategies are not being used, such as using a confused look, for example, raising an eyebrow or making a surprised gesture that may indicate that something has gone wrong. The suggestion of using gestures or facial expressions to point out errors and facilitate correction is consistent with the observations of Lee (2020), who

advocates active monitoring and recording of errors to provide specific and effective feedback.

#### 5. Application of feedback recast:

- Teacher response: In my case, I usually practice summative feedback. This technique allows me to give general feedback on errors. For example, if a student says " my mom are going to work ", I ask you to identify the error while I repeat the phrase correctly using the proper intonation " my mom IS going to work ". This way, students understand the error and learn the correct pronunciation. Thus, not just one student, but the entire class, understands the error and the correct way to say the word.
- Analysis: Feedback recast is used, but it seems that feedback recast is not fully applied. Recast feedback involves correcting the student's error by rephrasing their incorrect answer in the correct form without interrupting the flow of the conversation. According to Brown (2020), recast feedback is an effective strategy to improve grammatical accuracy in second language learning without affecting students' confidence. This aligns with the research of Imani et al. (2019), who demonstrated that personalized and delayed feedback significantly improves speech fluency and accuracy in ESL (English as a Second Language) learners.

#### 6. Benefits of consolidated feedback for students:

- Teacher response: It allows all students to correct their errors, it can help increase critical reflection on teaching and have good responses from students.
- Analysis: The idea of delaying and personalizing feedback is evident to not be practiced. According to Imani et al. (2019), if feedback is delayed and personalized to be provided at the right time, it can improve students' confidence as they do not feel threatened and continue to participate and use the language.

## **Discussion**

The study of the interview with the teacher reveals a conscious understanding of the importance of feedback as a fundamental tool to improve oral expression skills in ninth-grade students. However, significant inconsistency in the implementation of specific feedback strategies, essential for maximizing effectiveness and contributing to the comprehensive development of students, is also highlighted.

Feedback is clearly recognized as a crucial aspect in the development of speaking skills, but valuable guidance during the educational process is not provided. Multiple previous studies, as mentioned, highlight how feedback can significantly improve the acquisition of language and communication skills (Jones, 2021; Zhang & Rahimi, 2020). However, despite this widespread awareness, important areas for improvement in the teacher's practical application of feedback are revealed.

Although the importance of feedback as a fundamental pedagogical tool is recognized, main limitations such as the implementation of peer feedback, recast feedback, formative feedback, or corrective feedback, which are great strategies for improving grammatical accuracy and fluency in the use of oral language, have been identified (Brown, 2020). Furthermore, the potential of gestures or facial expressions to point out students' mistakes during oral interaction appears not to be fully exploited by the teacher. According to Lee (2020), these visual cues facilitate a more immediate and concrete understanding of mistakes, allowing students to correct them more effectively.

The pressing need for a more structured and strategic implementation of feedback in the current educational context to ensure that students reach their full potential in mastering their speaking skills is highlighted by this discussion.



## **CHAPTER V**

### **5. CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Conclusions**

Through bibliographic research by several authors mentioned in the document, it has been identified that the most important strategies to improve oral skills are corrective feedback, formative feedback, and recasting feedback. These strategies are crucial to fostering a communicative and effective learning environment as they allow students to recognize and correct their mistakes, which in turn improves their confidence and competence in using English.

Based on observation and the interview, it was evident that the feedback strategies used by the teacher are inconsistent and limited. The lack of systematic recording of errors and the limited practice of public correction on the board represent a missed opportunity to foster collaborative learning and continuous improvement. Furthermore, the low implementation of strategies such as peer correction and statement reformulation indicate the urgent need to integrate more effective feedback practices in the educational environment.

Proper implementation of the strategies mentioned above will not only strengthen individual language skills, but also cultivate a dynamic and collaborative learning environment where students can develop skills in oral communication in a progressive and sustained manner.

## **5.2 Recommendations**

- It is recommended to implement practical and structured feedback strategies, such as recast or reformulating feedback, formative, corrective, and peer feedback to improve students' oral skills in English. By receiving clear examples of how to rephrase and correct their incorrect statements in a constructive manner will help students understand and apply correct linguistic structures which will facilitate their oral communication.
- It is recommended that the educational institution organize training courses for teachers on the benefits and effective application of feedback strategies. These courses will provide educators with the tools and necessary knowledge to contribute significantly in the development of stronger language skills and greater student confidence in using English in various educational and everyday situations.

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## ANNEXES



**NATIONAL UNIVERSITY OF CHIMBORAZO  
FACULTY OF EDUCATIONAL, HUMAN SCIENCES AND TECHNOLOGIES  
CAREER IN NATIONAL AND FOREIGN LANGUAGE PEDAGOGY**

**Name of the researcher:** Jessica Carolina Luzón Rodríguez

**Annex A. Observation guide applied to ninth grade teachers at Juan de Velasco High School**

**OBJECTIVE:** Determine the feedback strategies used by teachers to develop communication skills in the parallel Ninth Grade “H” of the Juan de Velasco High School.

INDICATORS	Always	Sometimes	Hardly ever	Never
1. The teacher encourages students to speak English in class.				
2. The teacher uses appropriate intonation when correcting errors to motivate students in class.				
3. The teacher writes down students' mistakes as they speak in class.				
4. The teacher corrects the errors that he wrote down on the board as class comments.				
5. The teacher applies the peer correction strategy by asking another student and returns to the student who made the mistake in speaking.				
6. The teacher rephrases the statements to help improve communication skills.				
7. The teacher uses consolidated feedback as a tool to help correct errors.				
8. Students become aware of their mistakes after the teacher corrects them.				
9. The teacher makes sure that students know how to improve their mistakes.				
10. The teacher reacts appropriately when students make mistakes when speaking				





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**Name of the researcher:** Jessica Carolina Luzón Rodríguez

**Annex B. interview applied to the ninth grade parallel “H” teacher at Juan de Velasco High School**

<b>Name of Interviewee:</b>	<b>Date:</b>
<b>Role:</b>	<b>Age:</b>

- **Objective:** Know the feedback strategies used by the teacher to develop oral skills in the classroom.
- **Characteristics :**
  - ✓ The interview will be completely confidential.
  - ✓ The interview will last 25 minutes.
- **Instruction:** Please pay attention to the questions and provide your answer.

<b>question script</b>	<b>Observation</b>
1. Do you consider the use of feedback in class to be important?	
2. Do you know the benefits of feedback in the classroom?	
3. When the student makes an oral error. How do you react ?	
4. What strategies do you use to correct students' errors?	
5. Have you applied feedback recasting with your students? As ?	
6. What benefits do you think consolidated feedback has for students?	