

Preferences toward Oral Corrective Feedback in EFL classrooms at ESPOCH



Preferencias acerca de la Retroalimentación Oral Correctiva en las aulas de inglés como lengua extranjera en la ESPOCH

Maikel Aguilera Leyva. ¹

Recibido: 14-08-2020 / Revisado: 18-09-2020 / Aceptado: 22-10-2020/ Publicado: 06-11-2020

Abstract.

DOI: <https://doi.org/10.33262/cienciadigital.v4i4.1.1454>

Oral Corrective Feedback (OCF) is considered a key tool to improve students' skills in EFL classrooms worldwide. Therefore, it is important to identify in which ways students prefer to be corrected, as well as how professors prefer to amend students' errors. In this context, more accurate techniques can be implemented in the classroom to improve the teaching-learning process. This investigation aims to analyze preferences for Oral Corrective Feedback (OCF) in EFL classrooms at ESPOCH. Qualitative-quantitative methods are employed in this study, considering also descriptive, analytical, and correlational aspects of research. The results reveal that students as well professors believe that OCF is necessary and effective. Likewise, students and professors agree that OCF should be given after the student has finished his participation. Moreover, content and form errors should be corrected according to students' and professors' points of view. Furthermore, recast and repetition of error were chosen by pupils and lecturers as the favorite types of OFC. Consequently, it is recommended to continue using OCF as a tool to improve the teaching-learning process of English. Additionally, professors should offer OCF with a positive and respectful attitude toward students. Moreover, it is advisable to favor *recast* and *repetition of error* over other types of OCF.

Keywords: Oral corrective feedback (OCF), elicitation, metalinguistic feedback, recast.

¹ Pontificia Universidad Católica del Ecuador Sede Ambato, Ambato, Ecuador,
maikel.aguilera.l@pucesa.edu.ec

Resumen.

La Retroalimentación Correctiva Oral (ROC) se considera una herramienta clave para mejorar las habilidades de los estudiantes en las aulas de inglés como lengua extranjera en todo el mundo. Por lo tanto, es importante identificar de qué manera los estudiantes prefieren ser corregidos, así como la forma en que los profesores prefieren corregir los errores de los estudiantes. En este contexto, se pueden aplicar técnicas más precisas en el aula para mejorar el proceso de enseñanza-aprendizaje. Esta investigación tiene como objetivo analizar las preferencias hacia la Retroalimentación Oral Correctiva en las aulas de inglés como lengua extranjera en la ESPOCH. Los métodos cualitativos-cuantitativos se emplean en este estudio, considerando también los aspectos descriptivos, analíticos y correlativos de la investigación. Los resultados revelan que tanto los estudiantes como los profesores creen que la Retroalimentación Oral Correctiva es necesaria y efectiva. Asimismo, estudiantes y profesores coinciden en que la ROC debe darse después de que el estudiante haya terminado su participación. Además, los errores de contenido y forma deben ser corregidos de acuerdo con los puntos de vista de los estudiantes y profesores. Además, la *reformulación* y *repetición del error* fueron elegidos por los alumnos y los profesores como los tipos favoritos de ROC. En consecuencia, se recomienda seguir utilizando la ROC como herramienta para mejorar el proceso de enseñanza-aprendizaje del inglés. Además, los profesores deberían ofrecer la ROC con una actitud positiva y respetuosa hacia los estudiantes. Además, es aconsejable favorecer la *reformulación* y *repetición del error* sobre otros tipos de ROC.

Palabras claves: Retroalimentación Oral Correctiva (ROC), estimulación, retroalimentación metalingüística, reformulación.

Introduction

English learning is considered a priority by the Ecuadorian government. Hence, this language has been established as a mandatory subject for elementary, secondary, and higher education in this country. Therefore, the undergraduate students at ESPOCH are asked to obtain a B1 level of English before graduation. In this context, Oral Corrective Feedback (OCF) gains more relevance due to its paramount importance for improving students' proficiency in the L2. Also, it is necessary to amend students' errors, otherwise this incorrect language becomes a habit, which as time passes becomes more difficult to correct and produces negative effects on the acquisition of L2. For instance, Levine (1975) addresses this issue and highlights the positive effects of error correction and emphasizes the negative consequences of leaving errors uncorrected. This author states that if an error is not corrected, not only the speaker, but the rest of the class will assume the student's utterance is a good example to be imitated.

This issue will hinder acquisition and mastering of the foreign language because students will be unaware of their errors, thus they will not be able to fix them. Furthermore, Horwitz (1988) states that instructors need to know students' beliefs about language teaching and learning because a mismatch between students' expectation and the reality they encounter in the classroom can hinder successful acquisition.

Consequently, finding the most appropriate means to correct errors in EFL or ESL classrooms has been the aim of several investigations conducted by second language acquisition scholars who have studied preferences for OCF Cathcart & Olsen (1976), Chenoweth, Day, Chun, & Luppescu (1983), Oladejo (1993), Schulz (1996), Musayeva (1998), Yao (2000), Schulz (2001), Lee (2004), among others. In this regard, OFC has been considered an important tool to boost the teaching-learning process of L2 education. Regarding this matter, Fungula (2013) expresses that most learners need OCF because it helps them to improve the L2. However, the effectiveness of correcting errors remains a controversial topic among academics.

The current investigation aims to analyze the preferences towards Oral Corrective Feedback in EFL classrooms at *Escuela Superior Politécnica de Chimborazo- ESPOCH*. Also, this investigation determines the more favored ways to provide and receive Oral Corrective Feedback by professors and students respectively in this institution. The most accurate means to provide Oral Corrective Feedback are identified. Furthermore, the outcomes from the data analysis will be disseminated within the educational community which will contribute to enhancing OCF in this higher education center, and the overall improvement of the teaching-learning process. Oral Corrective Feedback can be defined as judgment on others' performance in order to fill gaps in terms of knowledge and forms Askew (2004). According to Suzuki (2005), corrective feedback is a technique utilized by teachers to attract students' attention to erroneous phrases so as to lead to modified output. Likewise, Ellis (2006) defines corrective feedback as "responses to learner utterances containing an error" (p.28).

A questionnaire was created and included in a survey that was completed voluntarily by undergraduate students and English professors at ESPOCH. The data collected through this survey helped to analyze the preferences regarding OCF at ESPOCH. Based on the results, better decisions can be made to favor the teaching – learning process of English as foreign language at ESPOCH.

Theoretical framework

Corrective feedback can be defined as systematic practice that involves the learner and the person who formally or informally provides the feedback. This person can be a professor or a classmate, it depends on the situation and the rules of the classroom. Also, the main purpose of corrective feedback is to improve the performance of the person who is receiving it.

Consequently, Hattie & Timperley (2007) expressed that feedback is a consequence of performance.

The following types of OCF have been identified as the most frequent ways to correct students' errors. This list is based on Lyster & Ranta (1997) and Yao (2000). These kinds of errors were the ones taken into consideration to conduct the current investigation.

1-Recast: The teacher repeats what the learner has said replacing the error. Some recasts can be of one word, a grammatical or lexical modification or translations in response to a student's use of the L1. When recast is used, the teacher does not use phrases such as, "You mean..." or "you should say..." Lyster & Ranta (1997).

Example: A student asks a question as part of an exercise to practice the use of Past Simple.

S: **Do** you go to Ambato yesterday? (error-grammatical)

T: **Did** you go to Ambato yesterday? (feedback-recast)

2-Clarification request: The teacher asks for repetition or reformulation of what the learner has said. This is a feedback type that can refer to problems in either comprehensibility or accuracy, or both. A clarification request includes phrases such as "Pardon me" Lyster & Ranta (1997).

Example: T: What's your name?

S : Martinez

T : "pardon me" ? What's your name?

S: Alberto

T: Excellent!

3-Metalinguistic feedback: The teacher provides information or questions related to an error the student has made without explicitly providing the correct form Lyster & Ranta (1997).

Example: Students talk about someone else's daily routine.

S: He always watch TV in the evening.

T: Do we say "he watch TV"?

S: Oh, no. He watches TV.

T: That's right.

4-Elicitation: This technique is used to make students produce the correct form, either by completing the statement provided by the teacher, asking the student the correct the way to say something, or asking the student to repeat a reformulated version of the statement. Lyster & Ranta (1997) state that teachers provide a sentence and strategically pause to allow students to “fill in the blank”, then if the students give an incorrect answer, he/she makes a comment such as “No, not that. It’s a...” or just repeats the error.

Example: S: I eat some fish yesterday.

T: eat? (emphasis)

S: ate

5-Repetition of error: The teacher repeats the learner’s error in isolation, in most cases, teachers adjust their intonation so as to highlight the error Lyster & Ranta (1997).

Example: S: Pedro have three childrens.

T: Pedro have (emphasis) three childrens (emphasis).

S: Pedro has three children.

6- Interruption: The teacher corrects students’ error in the middle of their sentences before they have a chance to finish them Yao (2000).

Example: T: Where does your mother cook dinner?

S: My mother cooks dinner in the chic.....

T: In the kitchen.

7-Body Language: The teacher does not use an oral response to indicate an error. He/she uses either a facial expression or body movement instead Yao (2000).

Example: A student is talking in front of the class about his future plans and says the following phrase:

S: I going to travel to Canada next month.

T: (moves her head indicating something is wrong)

S: I am going to travel to Canada next month.

Feedback can be considered positive or negative. For instance, when a professor points out the correctness of a student’s utterance, the feedback is deemed to be positive. On the other hand, if the feedback is to indicate the correctness extend of the student’s utterance, it is considered negative. Therefore, corrective feedback is used as synonym of negative feedback category. As a case in point, Lochtmann (2002) expresses that all foreign language teacher

provide their learners with negative feedback on formal error and uses the term corrective feedback as a synonym of the aforementioned term. Moreover, in Ellis (2009) corrective feedback is seen as one type of negative feedback. The scholars call it negative because the intention is to correct something wrong, therefore is not something positive like “Good job” or “Well done”. If there is problem, it has to be addressed in order to be corrected and that is not consider as a positive response.

Regarding the effectiveness of OCF, several academics and investigators have theorized about the role of corrective feedback in second language acquisition. Some of them firmly state that CF should be excluded from the teaching- learning process because it hinders language acquisition. By contrast, some scholars and researchers argue against those points of view, highlighting the key role that corrective feedback can play in the correct mastering of a second language. Among the first ones Krahnke & Krashen (1983) maintain that error correction is not of use for acquisition. However, in Garcia & Gass (2000), the role of negative evidence (direct and indirect) is repeated. These authors maintain that negative evidence makes learners focus their attention on form which direct them to grammatical restructuring. This is something that Krashen’s model does not recognize.

Additionally, Schwartz (1993) expresses that negative feedback has impact solely on performance, it doesn’t lead to any change in language competence, and therefore its effect is minimal.

Furthermore, Tatawy (2002) establishes that for the different types of feedback to be effective, the have to result in uptake and successful repair. This author defines some necessary corrective feedback standards that should be accomplished in order to be successful and effective.

- 1- Teachers need to be systematic and consistent in their provision of feedback.
- 2- Corrective feedback should be clear.
- 3- The techniques employed should allow for time and opportunity for self and peer repair and modified output.
- 4- Feedback should be fine-tuned in the sense that there should be as close a match as possible between teacher’s intent, the targeted error, and learners’ perception of the given feedback.
- 5- Feedback provided should focus on one error at a time, over a period of time. i.e. the feedback should be intensive and consistent in intent.
- 6- The learners’ developmental readiness to process the feedback provided should be taken into consideration.

Furthermore, Margolis (2007) summarizes some relevant studies conducted on error feedback preferences, as it can be appreciated in (Table 1).

Table 1. Error Feedback Preference Studies

Investigators	Focus	Subjects	Approach	Findings
Cathcart & Olsen (1976)	Learner EF preferences for the classroom	149 adult ESL students	Survey about classroom EF preferences	Learners strongly desire EF
Chenoweth et al (1983)	Preferences for EF in NS-NNS conversations	400 adult ESL students	Survey EF preferences for interactions with NS friends	Strong preference for more EF in social encounters
Oladejo (1993)	Alignment of learner preferences with teacher practices	500 EFL Ss at the National University of Singapore	Survey based on Hendrickson's (1978) 5 questions	Consistent with prior research, strong preference for EF
Schulz (1996)	Differences between T & Ss beliefs across different L2s	824 Ss + 92 T Of multiple FL courses at U of Arizona	Study included observation and a survey of Ss preferences	Ss: favored FonF regardless of TL but T beliefs were not aligned
Musayeva (1998)	Create a "corrective profile" of Ts to compare against Ss preferences	2 Teachers with 2 EFL classes each, 74 Ss in university prep class in Turkey	Observed classes per Chaudron's (1977) model; interviewed Ts; surveyed Ss	Found small amount of parity between EF practices and EF preferences
Yao (2000)	Learner view of EF, preferences, & alignment w/ Teacher practices	18 1st & 2nd year undergraduates (3 per class—6 diff. classes) ESL	Observed 24 hours of classes (4hrs per T); interviewed Ss for preferences	Learners regarded EF as necessary, but did not always like it
Schulz (2001)	Compare Colombian students & teachers with the 1996 study's data	607 Ss + 122 Ts from language classes at univ. in Colombia, plus 824 Ss & 92 Ts from 1996	Survey	Ss & Ts from both cultures, all L1s/L2s, had similar attitudes as Schulze (1996), above
Lee (2004)	Proficiency level effects on learner preferences and teacher practices	280 EFL university students in Korea & 31 English NS Teachers	2 studies, 1 survey of EF preferences; the 2nd journal & interview data on 2 teachers	Ss wanted more EF; Ts feared providing too much. High & low proficiency Ss answered similarly

EF=Error Feedback, NS=native speakers, Ss=students, Ts=Teachers

Source: Margolis (2007)

Referential framework.

Several investigations have been conducted regarding the students and professors' preferences toward Oral Corrective Feedback. For instance, regarding the question: Which learners errors should be corrected? Oladejo (1993) found that:

Although learners generally want their errors corrected, they also have preferences in terms of how much emphasis each error type should attract. The majority of the learners believe that errors relating to organization of ideas should receive the highest attention for correction.

Grammatical errors rank next in order of preference for correction, with more than 96% of the learners indicating that this error type deserved high attention, or some attention. Learners' preference for error correction shows that grammatical errors is followed closely by vocabulary errors, while pronunciation errors comes after it in order of priority. Receiving the least priority for correction are spelling and punctuation errors which the majority of the learners would like to be given little or no attention.

In this investigation is evident that students favored content errors over form errors and spelling and punctuation errors were given less importance.

Another interesting research comes from Ünsal Şakiroğlu (2020) who found the following results regarding the questions: Would you like to be corrected? How would you feel when being corrected?

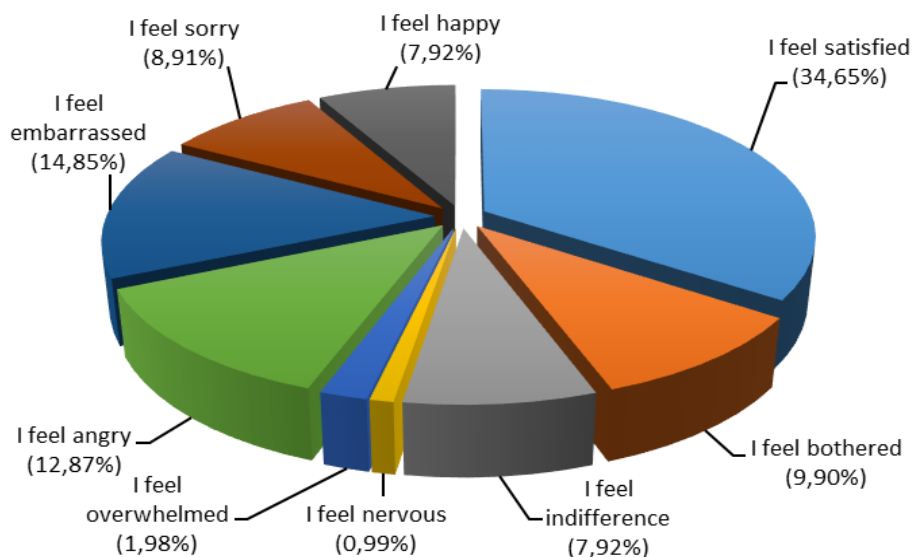
When student responses were assessed based on the queries, the first analyses were conducted on the question would you like to be corrected? The student responses indicate that 44 attendees/interviewees (86%) were positive about getting oral correction when they have speaking errors. While 6 out of 51 learners (12%) were even eager to be corrected for every single error, 2 participants (4%) preferred to be corrected only when they are not understood and five of them (10%) indicated that they did not desire to be corrected at all (see Table 1).

Additionally, the study conducted by Hulya Unsal Sakiroglu, Ünsal Şakiroğlu (2020) reveals that 39% of the students that participated in the investigation would feel happy to be corrected. Also, 14% of them expressed that despite being uncomfortable when being corrected they thought amendment was necessary to enhance their English. Furthermore, 23% of the students in this investigation said that they felt bad about correction and the rest left this question unanswered.

Moreover, a scientific paper publish by Martínez (2014) entitled “An investigation into how EFL learners emotionally respond to teachers' oral corrective feedback”, some interesting findings concerning the students feeling when being corrected, can be appreciated.

In response to the question of how EFL learners actually feel when their teachers immediately correct their mistakes, several choices were considered. As illustrated in Figure 2, we can see that `feeling satisfied´ becomes the top choice (34.65%), followed by `feeling embarrassed´ (14.85%) and then `feeling angry´ (12.87%).

Figure 1. How do you feel when the teacher immediately corrects your mistakes?



Source: Martínez (2014)

Additionally, another relevant study conducted by Roothoof & Breeze (2016) about the students and professors' preferences toward OCF found that *Metalinguistic Feedback* was the students' favorite form of being corrected.

Regarding CF types, students expressed themselves much more positively about explicit types of CF such as metalinguistic feedback than teachers did. Furthermore, teachers' worries about possible negative reactions to CF were not confirmed by the students, who indicated that they would react positively to receiving immediate CF on their oral production.

Furthermore, Lyster & Ranta (1997) summarized some interesting data regarding the different types of OCF.

Preferences for different feedback types are displayed for each teacher in Table 2 as well as the total distribution of feedback types for all four teachers. Across the four teachers, the single largest category is the recast, which accounts for just over half (55%) of the total number of teacher turns containing feedback. The other feedback types are distributed in decreasing frequency as follows: elicitation (14%), clarification request (11%), metalinguistic feedback (8%), explicit correction (7%), and repetition (5%).

The low figure for repetition is somewhat deceptive because teacher repetitions can, and frequently do, co-occur with the other feedback categories. From these findings, it appears that recasting the learner's ill-formed utterance is the feedback method of choice of these French immersion teachers. This is true for all four teachers, although T3 tends to recast less than the others. Other differences are noted in the small amount of elicitation used by T6, as well as in the small amount of metalinguistic feedback used by T4 and T6 (p.53).

Table 2. Distribution of feedback types

	T3 (n=243)	T4 (n=146)	T5 (n=194)	T6 (n=103)	Total (n=686)
Recast	93 (39%)	96 (66%)	116 (60%)	70 (68%)	375 (55%)
Elicitation	45 (18%)	18 (12%)	26 (13%)	5 (5%)	94 (14%)
Clarification request	37 (15%)	9 (6%)	14 (7%)	13 (13%)	73 (11%)
Metalinguistic feedback	32 (13%)	3 (2%)	20 (10%)	3 (3%)	58 (8%)
Explicit correction	16 (7%)	15 (10%)	9 (5%)	10 (10%)	50 (7%)
Repetition	20 (8%)	5 (3%)	9 (5%)	2 (2%)	36 (5%)

Source: Lyster & Ranta (1997)

Methodology.

The current investigation was carried out with a population of five hundred undergraduate students (eighteen years old and older) and twenty-six English teachers who study and work respectively at *Escuela Superior Politécnica de Chimborazo- ESPOCH*, Riobamba, Chimborazo province. These people were part of this study voluntarily and they were not remunerated in any form. All participants had a high school level of study or above. The participants were divided into two groups: lecturers and students. All the participants were presented with a questionnaire containing the same questions, except for an extra question in the students' survey. The survey was conducted from July 8th, 2020 to August 20th, 2020.

To create the questionnaire, the following framing questions introduced by Hendrickson (1978) were taken into consideration:

- 1- Should learners' errors be corrected?
- 2- When should learners' errors be corrected?
- 3- Which errors should be corrected?
- 4- How should errors be corrected?
- 5- Who should do the correcting?

In addition to those questions, some others were added to have a broader idea of the situation concerning OCF at ESPOCH:

- 7- Do students and professors think that OCF is necessary?
- 8- Do students and professors believe in the effectiveness of OCF?
- 9- How do students feel when OCF is provided?
- 10- Which are students and professors' preferences toward the different types of OCF?

The abovementioned insight into the preferences toward OCF allow professors to make better decisions regarding the teaching- learning process of English at ESPOCH.

The questionnaire was created considering Hendrickson (1978) framing questions as well as some others added by the author . Similarly, the types of errors identified by Lyster & Ranta (1997) and Yao (2000) were included in this questionnaire. Once these aspects were defined, 15 questions were included in the students' questionnaire, while the professors' questionnaire contained 14 questions. The difference consists of an extra question added to the students' questionnaire to have a better impression about how students feel when they are being corrected.

The questionnaires contain some general items about the participants' opinions concerning Oral Corrective Feedback. There were also seven specific questions about the preferences regarding ways of providing OCF such as: recast, clarification request, metalinguistic feedback, elicitation, repetition of error, interruption, and body language. These specific questions were formulated using the Likert scale. Furthermore, the survey was applied through *Google Forms*.

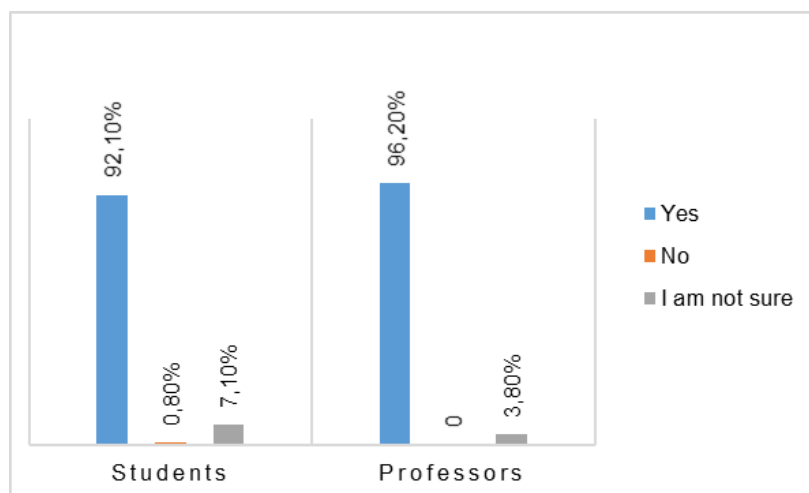
The data collected were analyzed using descriptive methods, and the results are presented in the following section.

Results.

Students and professors' preferences about the need for OCF (Figure 2)

Most participants consider the need for OCF, specifically 96,20% of teachers and 92,10% of students believe that OCF is necessary. Still, a very low percentage of them think differently.

Figure 2. Do you believe oral corrective feedback is necessary?

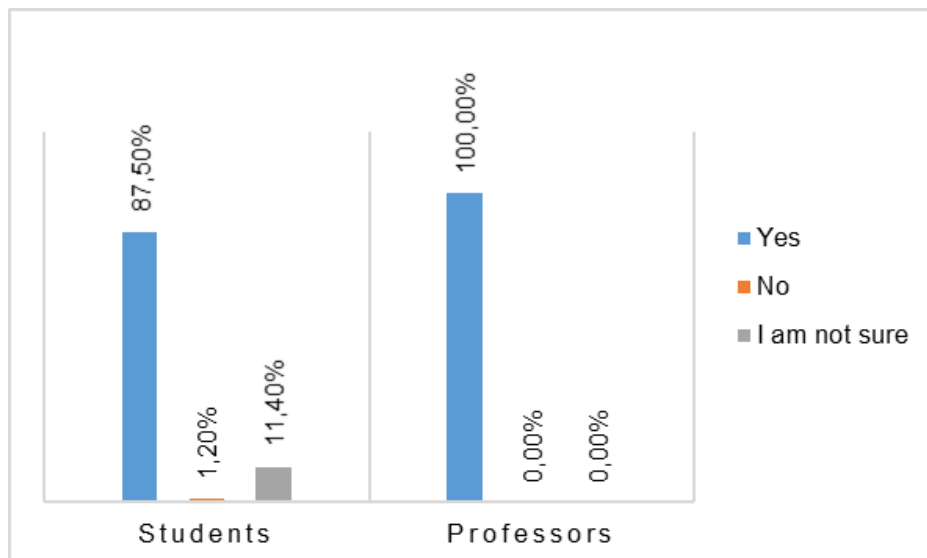


Source: The author

Students and professors' preferences about the effectiveness of OCF (Figure 3)

When asked about the effectiveness of OCF, 100% of professors believe that it produces positive results. Similarly, the majority of the students are convinced of the efficacy of OCF (87,50%), although 1,20% of them think otherwise and 11,40% are not sure.

Figure 3. Do you think oral corrective feedback produces positive results?



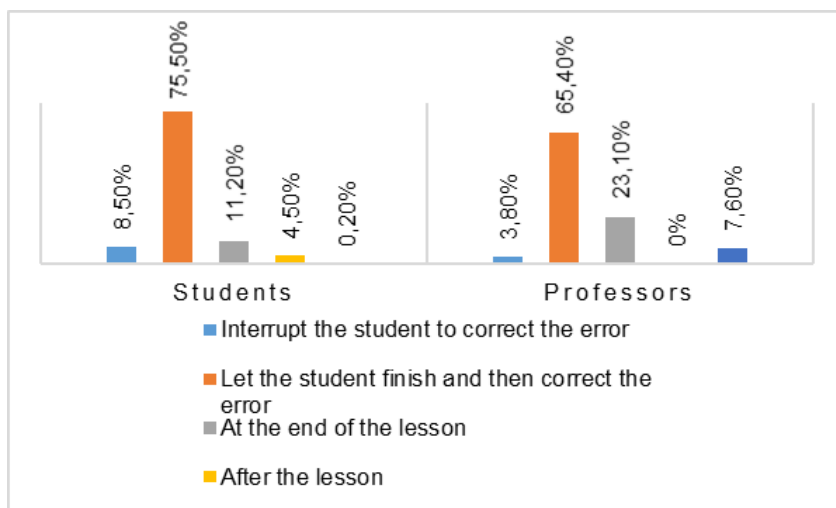
Source: The author

Students and professors' preferences about when OCF should be given by the professor (Figure 4)

This question offered four possible answers. The preferred option for students and professors was to let the student finish and then correct the error, 75,50% and 65,4% respectively, in favor of it. The second preferred option was to provide OCF at the end of the lesson; students 11,20% and professors 23,10%. Moreover, only 8,5% of students like to be interrupted to correct the error and 3,80% of professors agree with that opinion. Furthermore, 4,50% of students want to receive OCF at the end of the lesson and 0% of professors think that is a valid option. Finally, 0,20% of students provided another option, while 7,60% of professors gave their own ideas.

However, those options are considered not relevant for the investigation because the opinions provided coincide with the options given in the survey or were colloquial expressions without validity.

Figure 4. When should the professor provide oral corrective feedback?

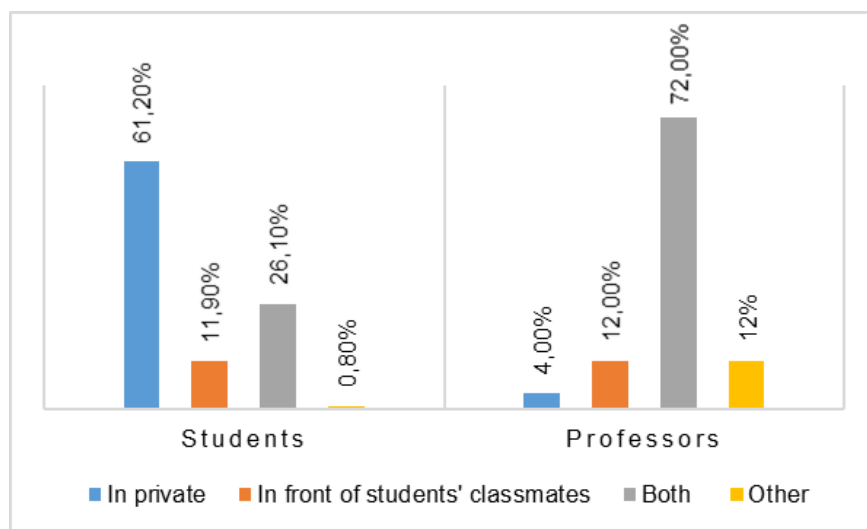


Source: The author

Students and professors’ preferences about how OCF should be provided (Figure 5)

Regarding this matter, there is a great difference between students and professors’ opinions. For instance, 61,20% of students prefer to receive OCF in private, while only 4% of professors think the same. By contrast, 72% of professors believe that OCF should be provided both ways; in private and in front of the students’ classmates, but just 26,1% of students agree. Other figures show that 11,90% of students like to receive OCF in front of their classmates and 12% of professors agree with them. Moreover, 0,80% of students and 12% of professors contributed with other options.

Figure 5. How do you consider OCF should be provided?

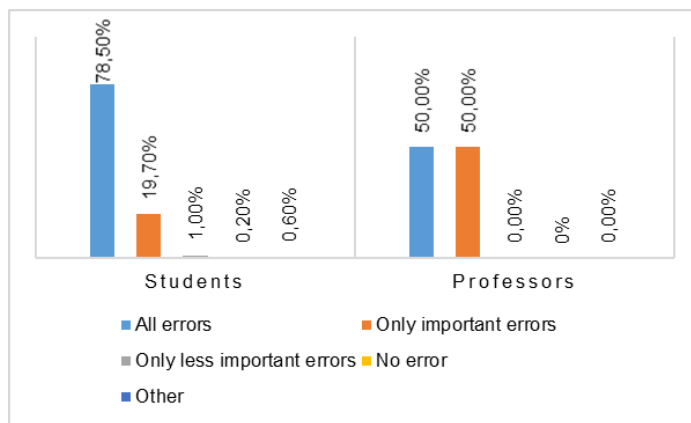


Source: The author

Students’ and professors’ preferences about how many errors should be corrected (Figure 6)

In this regard, there is a noticeable difference between students’ and professors’ preferences. For example, professors’ opinions are divided; 50% of them think that all errors should be corrected and the other 50% believe that only important errors should. On the other hand, students’ opinions are more disperse, but the majority (78,50%) think that all errors should be amended, 19,70% think that only important errors should, 1% only important errors, 0,20% no errors and 0,60% provided other options.

Figure 6. How many errors should be corrected?

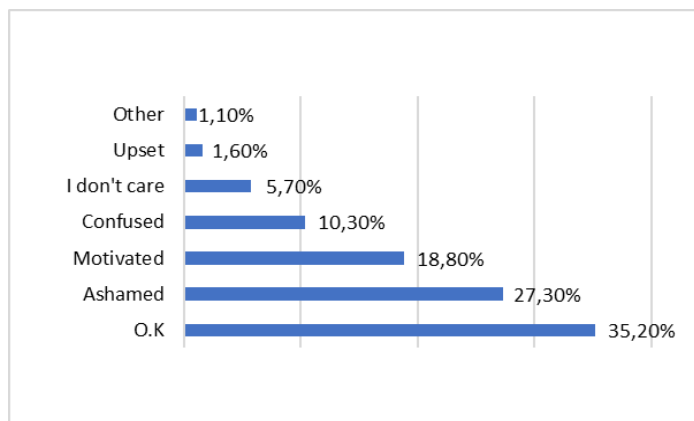


Source: The author

Students’ feelings when their errors are corrected orally by the professor (Figure 7)

In this part, students’ feelings are varied. Specifically, 27,30% of them feel ashamed, 1,60% feel upset, 10,30% feel confused, 18,80% feel motivated, 35,20% feel O.K, 5,70% do not care and 1,10% stated a different opinion.

Figure 7. How do you feel when a professor corrects your errors orally?



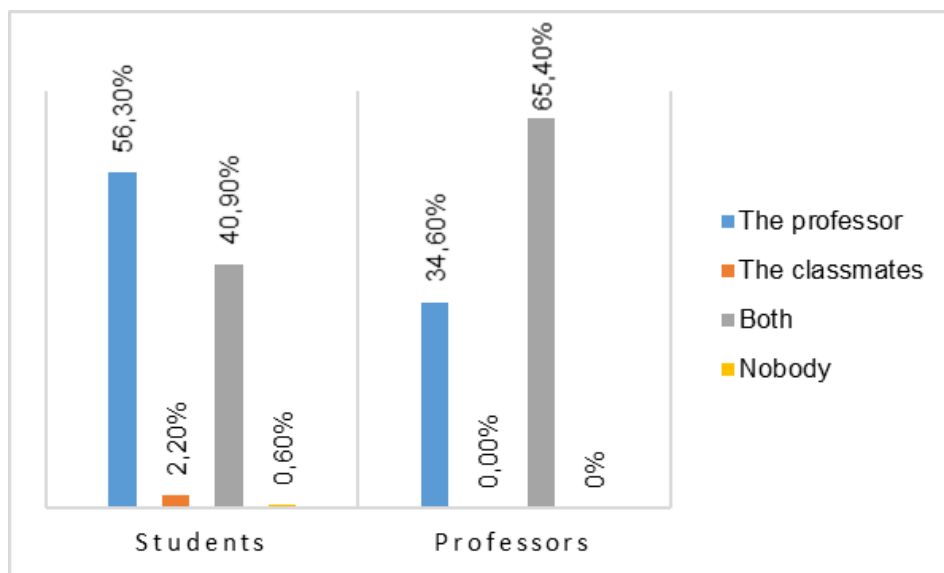
Source: The author

Students' and professors' preferences about who should correct errors in the classroom (Figure 8)

Concerning the question about who should correct the errors, the results show that 56,30% of students think that the professor should correct the errors, 2,20% believe that students themselves should correct the errors, 40,90% think that both students and professors should correct the errors, and 0,60% think that nobody should correct the errors.

By contrast, 34,60% of professors think that they should correct the errors and the remaining 65,40% think that both students and professors should correct the errors.

Figure 8. Who should correct errors in the classroom?

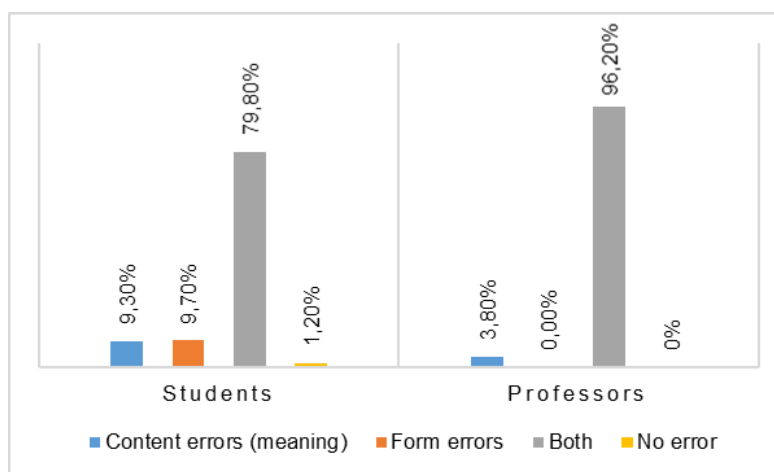


Source: The author

Students' and professors' preferences about what types of errors should be corrected (Figure 9)

Regarding what types of errors should be corrected, most of the students (79,80%) and professors (96,20%) think that both types of errors, content (meaning) and form (grammar), should be corrected. Besides, 9,30% of students think that only content errors should be corrected, 9,70% think that only form errors and 1,20% think that no errors should be corrected. Instead, the rest of professors (3,80%) think that only content errors should be corrected.

Figure 9. What types of error should be corrected?



Source: The author

Students' preferences toward the different types of OCF (Table 3)

The findings regarding the students' preferences toward the different types of OCF reveal that most of the students like to be corrected through *recast*; 56,80% strongly agree and 34,10% agree. Inversely, only 1,40% strongly disagree and 1,80% disagree. Also, *clarification request* is regarded as positive way to provide OCF: 51,90% strongly agree and 39,40% agree, but 0,20% of them strongly disagree and 3,40% disagree. Additionally, *metalinguistic feedback* is also favored by the students: 47,30% strongly agree and 43,30% agree, while 1% strongly disagree and 4,20% disagree. Moreover, *elicitation* is another fairly likable type of OCF for students: 56,80% strongly agree and 34,10% agree, just 0,80% and 3% strongly disagree and disagree respectively. Besides, another highly appreciated type of OCF is *repetition of error*, where 56,40% strongly agree and 34% agree. Therefore, just 1% and 4,80% of students strongly disagree and disagree correspondingly. On the other hand, *interruption* got less conclusive results, 24,70% strongly agree and 37,40% agree, while 10,50% strongly disagree and 23,10% disagree. Finally, 30,40% of students strongly agree with *body language* and 42,30% agree. By contrast, 5% of students strongly disagree and 17,10% disagree.

Table 3. Students' preferences toward the different types of oral corrective feedback

Types of Oral Corrective Feedback	Strongly Agree	Agree	Neutral	Strongly disagree	Disagree
Recast	56,80%	34,10%	5,90%	1,40%	1,80%
Clarification request	51,90%	39,40%	5,20%	0,20%	3,40%
Metalinguistic feedback	47,30%	43,30%	4,20%	1%	4,20%
Elicitation	48,30%	42,90%	5%	0,80%	3%
Repetition of error	56,40%	34%	3,80%	1%	4,80%
Interruption	24,70%	37,40%	4,20%	10,50%	23,10%

Body language	30,40%	42,30%	5,40%	5%	17,10%
---------------	--------	--------	-------	----	--------

Source: The author

Professors' preferences toward the different types of OCF (Table 4)

Concerning the professors' preferences toward the different types of OCF, the results show that most lecturers consider *recast* a good method to correct students' errors; 84,60% strongly agree and 11,50% agree. Conversely, 3,80% strongly disagree. Likewise, *clarification request* is viewed as a favorable technique to provide OCF, 69,20% strongly agree and 23,10% agree, just 3,80% of them strongly disagree. Moreover, *metalinguistic feedback* is also highly appreciated by the professors: 65,40% strongly agree and 26,90% agree, while 7,70% disagree. However, *elicitation* provided very defined results because 53,80% strongly agree and 42,30% agree, none of the professors were against this method. In addition, *repetition of error* is valued as an effective form of providing OCF: 73,10% strongly agree and 19,20% agree, just 7,70% disagree. As it was expected, *interruption* got a high degree of objection by professors, 15,40% strongly agree and 19,20% agree, while 30,80% strongly disagree and 34,60% disagree. Finally, 46,20% of professors strongly agree with *body language* and 42,30% agree. By contrast, 3,80% of professors strongly disagree and 7,70% disagree.

Table 4. Students' preferences toward the different types of oral corrective feedback

Types of Oral Corrective Feedback	Strongly agree	Agree	Neutral	Strongly disagree	Disagree
Recast	84,60%	11,50%	0,00%	3,80%	0,00%
Clarification request	69,20%	23,10%	3,80%	3,80%	0,00%
Metalinguistic feedback	65,40%	26,90%	0,00%	0%	7,70%
Elicitation	53,80%	42,30%	3,80%	0,00%	0%
Repetition of error	73,10%	19,20%	0,00%	0%	7,70%
Interruption	15,40%	19,20%	0,00%	30,80%	34,60%
Body language	46,20%	42,30%	0,00%	3,8%	7,70%

Source: The author

Conclusions.

Although the effectiveness Oral Corrective Feedback has never been categorically proven, most students as well as professors believe in the efficacy of it. Therefore, both groups of people express being in favor of receiving OCF, this coincides with several studies conducted before on this matter such as Oladejo (1993), Carranza (2007), Ananda et al (2017) and Ünsal Şakiroğlu (2020).

- Regarding the emotional effect of Oral Corrective Feedback on students, mixed results were obtained. However, the overall results show that OCF produces more positive than negative feelings in students. Nevertheless, an important number of students feel ashamed, upset, and confused when receiving OCF.
- Taking into consideration the types of errors to be corrected, the majority of students and professors think that both content and form errors should be corrected. Therefore, it is evident that meaning as well as grammar are regarded as an important part of the correct mastering of English.
- Relating to who should correct errors in the classroom, students are divided between only the professor and both professors and students. On the other hand, professors favor the option of both, professors and students, over just the professors.
- Concerning the different types of OCF considered in the present investigation, the opinions of students and professors have a high degree of coincidence. The favorite types of OCF for students and professors are *recast* and *repetition of error*. Moreover, it can be concluded that professors seem more convinced than students about the type of OCF that they want to use. On the other hand, the least favorite type of OCF for students and professors is *interruption*. Thought, students are a little bit more inclined to be interrupted. By contrast, the option of interrupting students is almost ruled out by professors.

Recommendations.

- Professors should continue providing Oral Corrective Feedback in the classroom because it is positive for students and boosts the teaching- learning process.
- Professors should be careful with their attitude when providing Oral Corrective Feedback because some students may feel discouraged rather than encouraged.
- Errors regarding meaning and grammar should be corrected in the classroom.
- The errors in the classroom should be corrected by professors and students, but always in a kind way and obeying the rules settled by the professor.
- *Recast* and *repetition of error* should be used in the classroom whenever possible, to correct students' errors.
- Future investigations should be conducted on the effectiveness of Oral Corrective Feedback to determine if it actually produces positive results.

Bibliographic references.

Ananda, D. R., Febriyanti, E. R., 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. *Theory and Practice in Language Studies*. <https://doi.org/10.17507/tpls.0703.03>

Askew, S. (2004). *Feedback for learning*. Routledge.

- Cathcart, R., & Olsen, J. (1976). Teachers' and students' preferences for correction of classroom conversation errors. *On Tesol*, 76, 41–53.
- Chenoweth, N. A., Day, R. R., Chun, A. E., & Luppescu, S. (1983). Attitudes and Preferences of ESL Students to Error Correction. *Studies in Second Language Acquisition*. <https://doi.org/10.1017/S0272263100000310>
- Ellis, R. (2006). Researching the Effects of Form-Focussed Instruction on L2 Acquisition. *AILA Review*. <https://doi.org/10.1075/aila.19.04ell>
- Ellis, R. (2009). Corrective Feedback and Teacher Development. *L2 Journal*. <https://doi.org/10.5070/12.v1i1.9054>
- Fungula, B. N. (2013). Oral Corrective Feedback in the Chinese EFL Classroom. *Degree Project*. *Karlstad: Karlstads Universitet*. Retrieved on November, 6, 2015.
- Garcia, P., & Gass, S. (2000). Input, Interaction, and the Second Language Learner. *TESOL Quarterly*. <https://doi.org/10.2307/3587793>
- Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*. <https://doi.org/10.3102/003465430298487>
- Hendrickson, J. M. (1978). Error Correction in Foreign Language Teaching: Recent Theory, Research, and Practice. *The Modern Language Journal*. <https://doi.org/10.1111/j.1540-4781.1978.tb02409.x>
- HORWITZ, E. K. (1988). The Beliefs about Language Learning of Beginning University Foreign Language Students. *The Modern Language Journal*. <https://doi.org/10.1111/j.1540-4781.1988.tb04190.x>
- Krahnke, K. J., & Krashen, S. D. (1983). Principles and Practice in Second Language Acquisition. *TESOL Quarterly*. <https://doi.org/10.2307/3586656>
- Lee, H. (2004). Grammar Teaching in Communicative Classrooms: Focused on Teachers' Theories and Practice. *ENGLISH TEACHING (영어교과연구)*, 59(1), 3–26.
- Levine, M. (1975). *A cognitive theory of learning: Research on hypothesis testing*. A cognitive theory of learning: Research on hypothesis testing. Oxford, England: Lawrence Erlbaum.
- Lochtman, K. (2002). Oral corrective feedback in the foreign language classroom: How it affects interaction in analytic foreign language teaching. *International Journal of Educational Research*. [https://doi.org/10.1016/S0883-0355\(03\)00005-3](https://doi.org/10.1016/S0883-0355(03)00005-3)
- Lyster, R., & Ranta, L. (1997). CORRECTIVE FEEDBACK AND LEARNER UPTAKE. *Studies in Second Language Acquisition*. <https://doi.org/10.1017/s0272263197001034>
- Margolis, D. P. (2007). *Impacts of oral error feedback in Korean university EFL classrooms*. ProQuest.
- Marina Vásquez Carranza, L. (2007). Correction in the ESL classroom: What teachers do in

- the classroom and what they think they do. *Pensamiento Actual*.
- Martínez, J. D. D. (2014). An investigation into how EFL learners emotionally respond to teachers' oral corrective feedback. *Colombian Applied Linguistics Journal*.
<https://doi.org/10.14483/udistrital.jour.calj.2013.2.a08>
- Musayeva, G. (1998). Corrective discourse in Turkish EFL classrooms. *IRAL - International Review of Applied Linguistics in Language Teaching*.
- Oladejo, J. A. (1993). Error Correction in ESL: Learner's Preferences. *TESL Canada Journal*. <https://doi.org/10.18806/tesl.v10i2.619>
- Roothoof, H., & Breeze, R. (2016). A comparison of EFL teachers' and students' attitudes to oral corrective feedback. *Language Awareness*.
<https://doi.org/10.1080/09658416.2016.1235580>
- Schulz, R. A. (1996). Focus on form in the foreign language classroom: Students' and teachers' views on error correction and the role of grammar. *Foreign Language Annals*. <https://doi.org/10.1111/j.1944-9720.1996.tb01247.x>
- Schulz, R. A. (2001). Cultural differences in student and teacher perceptions concerning the role of grammar instruction and corrective feedback: USA-Colombia. *Modern Language Journal*. <https://doi.org/10.1111/0026-7902.00107>
- Schwartz, B. D. (1993). On explicit and negative data effecting and affecting competence and linguistic behavior. *Studies in Second Language Acquisition*.
<https://doi.org/10.1017/S0272263100011931>
- Suzuki, M. (2005). Corrective feedback and learner uptake in adult ESL classrooms. ... *College, Columbia University Working Papers in*
- Tatawy, M. (2002). Corrective feedback in SLA Corrective Feedback in Second Language Acquisition. *Studies in Applied Linguistics & TESOL*, 2.
<https://doi.org/10.7916/salt.v2i2.1645>
- Ünsal Şakiroğlu, H. (2020). Oral corrective feedback preferences of university students in english communication classes. *International Journal of Research in Education and Science*, 6(1), 172–178.
- Yao, S. S. (2000). *Focus on form in the foreign language classroom: EFL college learners' attitudes toward error correction. ProQuest Dissertations and Theses*.

- Sailema A., Maqueira, Sailema, M., & Sailema, AD., “Estrategia metodológica, esquema corporal y actividad física adaptada: Una trilogía para la inclusión social. Revista Ciencia Digital. ISSN: 2602-8085 Vol. 3, N°2.5, p. 186-196, abril - junio, 2019. DOI <https://doi.org/10.33262/cienciadigital.v3i2.5.53>Alonso, G. (2020), Competencias del docente en la atención a estudiantes con conductas disruptivas de 8vo año de Educación General Básica. Tesis en Opción al grado de Magister en Inclusión Educativa y Atención a la Diversidad Universidad Universidad Laica Vicente Rocafuerte. Guayaquil. (próxima a sustentación)
- Campoverde, M. (2014). Desempeño docente en el proceso de enseñanza aprendizaje en el nivel de Educación Básica de la Unidad Educativa "Belisario Quedo" en la ciudad de Pujilí, provincia de Cotopaxi, Año lectivo 2013-2014. Cotopaxi-Ecuador: Universidad Técnico Particular de Loja.
- Céspedes, A. (2012). Niños en Pataletas. adolescentes desafiantes, Como manejar los trastornos de conductas en los hijos. Santiago de Chile: Ediciones Básicas Chile SA
- Cuberes, R (2013) Causas de las conductas desafiantes en alumnos de primaria. Trabajo de fin de Grado Universidad Internacional de la Rioja. Facultad de Educación.
- Duarte, J. (2017). Formación permanente de docentes en servicio, alternativa para la enseñanza y el aprendizaje de la lengua escrita en la educación básica integral. México: Universidad Rovira.
- Freire, C. (2012). Factores que inciden en la presencia de conductas disruptivas de los estudiantes de los 8°, 9° 10° años en educación básica de la Unidad Educativa experimental FAE N°3 Taura del Cantón Yaguachi durante el período lectivo 2012. Milagro: Universidad Estatal de Milagro.
- Flores, G. (2018). Programa de capacitación psicológica a padres de familia para la atención de niños con conductas disruptivas de 6to EGB. Tesis en opción al grado de Magister en Inclusión Educativa y Atención a la Diversidad. Universidad Laica Vicente Rocafuerte. Guayaquil.
- Espinoza, G. (2014). Desempeño docente en el proceso de enseñanza aprendizaje en el nivel de Educación Básica Superior del Centro Educativo Colegio de Bachillerato Ciudad de Portovelo. Loja: Universidad Técnica Particular de Loja.
- Equipo Dide, 2017, Conductas disruptivas. La asertividad, una competencia docente primordial. <http://educaryaprender.es/conductas-disruptivas-comportamiento/>
- Expasa. (2018). Diccionario Enciclopédico. En T. I.-t. Edición-. Barcelona: Expasa Calpe.

- Jiménez, J. (2017). Conductas disruptivas en el Aula y desempeño docentes en la Institución Educativa Técnica General Roberta Leyva del Municipio de Saldaña Tolima. Ibagué: Universidad del Tolima.
- Jurado, P. (Coord.)(2015), Informe “Influencia de los comportamientos disruptivos en el fracaso escolar de los alumnos de ESO Hacia un modelo de intervención centrado en la institución educativa” Barcelona: UAB (Proyecto I+D-2010. EDU2010-20105 (subprograma EDUC)
- Jurado, P & Justiano MD(2015), “Las conductas disruptivas y los procesos de intervención en la educación secundaria” Universidad Autónoma de Barcelona (España) Cooperación Técnica Alemana (Bolivia)
- Morazán, S. (2013). Competencias docentes y su relación con el rendimiento académico en la asignatura de matemáticas en las instituciones de educación media del municipio de Danlí. Tegucigalpa: Universidad Pedagógica Nacional "Francisco Morazán".

PARA CITAR EL ARTÍCULO INDEXADO.

Aguilera Leyva, M. (2020). Preferences toward Oral Corrective Feedback in EFL classrooms at ESPOCH . *Ciencia Digital*, 4(4.1), 58-80. <https://doi.org/10.33262/cienciadigital.v4i4.1.1454>



El artículo que se publica es de exclusiva responsabilidad de los autores y no necesariamente reflejan el pensamiento de la Revista Ciencia Digital.

El artículo queda en propiedad de la revista y, por tanto, su publicación parcial y/o total en otro medio tiene que ser autorizado por el director de la Revista Ciencia Digital.

