

STUDENTS' PERCEPTIONS OF ORAL CORRECTIVE FEEDBACK GIVEN BY TEACHERS IN COMMUNICATIVE APPROACH ENGLISH COURSES FROM AN EFL PEDAGOGY PROGRAM AT A PRIVATE UNIVERSITY

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ABSTRACT: The main aim of this research was to define and identify the students' perception of oral corrective feedback given by teachers in Communicative Approach English courses from an EFL teaching program at a private university from Santiago, Chile. This research was developed according to a mixed design with qualitative approach in order to achieve an accurate selection of the data and scope of the problem. The data collection required the implementation of two instruments, a questionnaire and a focus group. The questionnaire was applied to 68 diurnal students from second year to fourth year. Meanwhile, the focus group was applied to nine diurnal students from second year to fourth year. The results that were obtained in relation to the topics and the corresponding theoretical analysis clearly demonstrate positive perceptions regarding the feedback received from teachers during English language courses, thus, benefitting their learning process and improving language skills.

KEYWORDS: corrective feedback, perception of feedback, use of feedback, preferences of feedback, effectiveness of feedback.

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*PERCEPCIÓN DE LOS ESTUDIANTES SOBRE LA RETROALIMENTACIÓN CORRECTIVA
ENTREGADA POR PROFESORES EN CURSOS DE ENFOQUE COMUNICATIVO DE UN
PROGRAMA DE PEDAGOGÍA EN INGLÉS EN UNA UNIVERSIDAD PRIVADA*

RESUMEN: El propósito de esta investigación fue definir e identificar la percepción de los estudiantes sobre la retroalimentación correctiva oral dada por los profesores en los cursos de inglés de la carrera de Pedagogía en Inglés en una universidad privada de Santiago de Chile. Esta investigación fue desarrollada acorde a un diseño mixto con un enfoque cualitativo, con el fin de lograr una selección precisa de los datos y del enfoque del problema. La recolección de datos requirió la aplicación de dos instrumentos, un cuestionario y un grupo de discusión. El cuestionario se aplicó a 68 estudiantes de segundo a cuarto año. Mientras que el grupo de discusión se aplicó a 9 estudiantes de segundo a cuarto año. Los resultados demuestran claramente las percepciones positivas acerca de la retroalimentación recibida de parte de los profesores durante los cursos de inglés, de esta manera beneficiando su proceso de aprendizaje y mejorando sus habilidades lingüísticas.

PALABRAS CLAVE: retroalimentación correctiva, percepción de la retroalimentación, uso de la retroalimentación, preferencias de retroalimentación, efectividad de la retroalimentación.

1. INTRODUCTION

When learning a foreign language, learners are likely to make mistakes since they are not familiar enough with the target language. However, these mistakes do not represent failure but an opportunity to keep learning by their correction (Gray and Williams, 2011). The action of becoming aware of this mistake, before its eventual correction, is what we know as feedback (Hattie and Timperley, 2007) and can be provided either by an external agent (classmate, answer keys, teacher, among others) or by learners themselves.

Considering that most of the corrections are made by teachers, this research intends to become a useful guideline for English as a Foreign Language (EFL) teachers at the moment of providing feedback related to learners' mistakes. In this way, the task of correcting mistakes might have a basis instead of being a random comment without the certainty that learners really understand what they did wrong.

2. STATEMENT OF THE PROBLEM

Regardless feedback in EFL classes has already been studied in Chilean classrooms in recent pieces of research (e.g., Aranda, *et al.*, 2013; Correa *et al.*, 2013); it has not been analyzed as an immediate oral correction but as information regarding learners' performance in written tasks. In this way, the relevance of this study focuses on three main dimensions, being the first one the theoretical. For this dimension, it is important to highlight the use of the oral corrective feedback taxonomy by Panova and Lyster (2002) in the Chilean higher education. The second dimension is based on the social relevance, focusing on raising awareness of formative assessment and how this is

perceived by students. Finally, the third dimension is the local relevance, whose purpose is to be a useful background for EFL professors at the moment of correcting mistakes in their lessons.

This research had as its main objective to identify learners' perception of corrective feedback (CF) during an EFL class in a Chilean private university. Learners' perception was identified by three different means: the description of their CF uptake during the EFL class; the identification of the most preferred kind of CF according to the CF taxonomy elaborated by Panova and Lyster (2002); and the effectiveness of CF when improving learners' language proficiency.

3. LITERATURE REVIEW

3.1. *Feedback*

In EFL classes, students are intended to produce an output towards which the teachers can make comments about how it was performed. These comments, which work as evaluative information, is what we know as feedback (London and Sessa, 2006). The presence of this element in the language learning field is due to its importance in making students aware of how well they are doing and what they need to improve, thus encouraging students to learn faster and more effectively (Hounsell, 2003).

However, feedback is not homogeneous, there being different kinds of feedback which can be categorized according to their objectives. Tabatabaei and Banitalebi (2011, p.60) set two main categories by stating that “feedback can be either positive, demonstrating comprehension of the learner’s language, or it can be negative, pointing out to the learner what was non-target like about his or her utterance”.

3.2. *Corrective Feedback*

Every time students make a mistake in their linguistic performance, and the feedback delivered by the teacher includes evidence of this mistake (either phonological, morphological, syntactic, lexical, or pragmatical), we are in presence of CF (Russell and Spada, 2006). When the correction of these mistakes takes place, CF can take the form of responses to learners' utterances which may consist of: indicating the presence of a mistake, providing the correct form of the utterance, or providing metalinguistic information that explains why there is a mistake (Ellis, Loewen, and Erlam, 2006).

However, despite CF focuses on a specific task -correcting mistakes-, there are different approaches to achieve this objective. In this sense, Ellis *et al.* (2006, p. 341) state that “feedback differs of how implicit or explicit it is. In the case of implicit feedback there is no overt indicator that an error has been committed, whereas in explicit feedback types, there is”, which may lead to two possible settings: teacher-dependence or developing self-regulated learning.

Panova and Lyster (2002) set two main approaches -Reformulation and Prompts-based on the types of feedback identified in their observations. On the one hand,

Reformulation has the teacher as the one in charge of rebuilding learners' utterances by using an appropriate grammatical structure. For this approach, three types of correction were identified: Explicit Correction, Recast, and Translation. On the other hand, Prompts have the learners as the ones in charge of rebuilding their own utterance, being the teacher's role only the indication of an error. Four different strategies were identified: Elicitation, Clarification Request, Repetition, and Metalinguistic Feedback.

In spite of counting with different taxonomy options (Lyster and Ranta, 1997; Gitsaki and Althobaiti, 2010), the choice was based on a series of observations in a previous study (Arancibia, *et al.*, 2015). The aforementioned research used Lyster and Ranta's taxonomy (1997), which did not consider teacher's translation to L2 of students' utterances in L1. Since this case was a constant situation, it was decided to work with a taxonomy that included this kind of response by the teachers. In contrast, another taxonomy that included Modelling Feedback -where, besides correcting the mistake explicitly, teachers ask students to repeat the correct utterance after them (Gitsaki and Althobaiti, 2010)- was dismissed since this feedback was not present in what the students reported.

The following table describes a series of different taxonomies that have been used to study CF using as a foundation Lyster and Ranta's (1997). As previously mentioned, this research focused on Panova and Lyster's (2002) taxonomy because it included translation, which was mentioned as a type of CF by subjects.

Types of CF	Lyster and Ranta (1997)	Panova and Lyster (2002)	Gitsaki and Althobaiti (2010)
Explicit correction	✓	✓	✓
Recast	✓	✓	✓
Clarification request	✓	✓	✓
Metalinguistic feedback	✓	✓	✓
Elicitation	✓	✓	✓
Repetition	✓	✓	✓
Translation	—	✓	—
Modelling	—	—	✓

Table 1. Summary of CF taxonomies based on Lyster and Ranta's (1997)

3.3. Learners' perceptions towards CF

At the moment of correcting learners in order to help them in their learning process, learners may not necessarily share the teachers' point of view in this action. By means of a survey applied to foreign languages students in a higher-education level, Schulz (1996) found out most of them seem to have a positive attitude towards error correction. Similar conclusions were obtained by Ancker (2000) by collecting data for

over 4 years related to error correction. Being teacher-trainees one of his main sources, most of them supported this practice to the point of correcting every single mistake in the target language similar results to Ryan's (2012), whose survey respondents expressed on the open-ended questions their complaints on eventual absence of correction because that would deprive them of learning.

However, other pieces of research suggest that learners would not feel comfortable with error corrections. If CF is applied frequently, it can affect learners negatively in terms of motivation and attitude regarding learning a foreign language, especially when they are unable to uptake implicit corrections (Martínez, 2013). Even though Ellis (2009) mentions that CF is not a punishment, teachers' attitude may reduce learners' self-confidence (Ancker, 2000).

Having this dichotomy in mind, a series of group interviews with higher-education students led by Murphy and Cornell (2010) revealed that learners' attitude towards corrective feedback may vary depending on: the relevance of the correction, how understandable it is, and the moment in which they are corrected.

3.4. *Learners' uptake*

Even though teachers may provide feedback during a lesson, learners will have two possible uptakes, which are understood as responses to CF: repairing the error, or an utterance that still needs repair (Lyster and Ranta, 1997). Price *et al.* (2010) found out that learners seem to have a better uptake of CF when they consider the correction can be applied in a future situation. In the same way, learners' uptake increases when they are able to understand what their mistake was (Qi and Lapkin, 2001; Sachs and Polio, 2007).

In contrast, there are also other factors in CF provision that may lead learners to ignore the correction or to keep committing the same mistake. Storch and Wigglesworth (2010) in a series of case studies found out that some learners were reluctant to some corrections because of their beliefs related to previous language experiences, which made them think the delivered corrections sounded odd.

3.5. *CF Preferences*

As it was aforementioned in 2.1, feedback is not homogeneous, which leads us to think that learners have different preferences towards the ways in which feedback is delivered. While E.J. Lee, (2013) suggests that students want teachers to correct all of their errors and feel no embarrassment by being corrected in front of the class, Katayama (2007) found out in her survey that most students do not want all their errors to be corrected because it affects their self-confidence. I. Lee, (2008) also considered this point, and concluded that beginner students felt less comfortable than advanced students regarding being corrected in public.

Regarding how they should be corrected, E.J. Lee, (2013) also claimed this group of students values explicit and immediate correction and think they should also be

interrupted to be corrected while they speak. Katayama (2007) found out that the surveyed students preferred correction in pragmatics -in order to speak appropriately in different contexts- and phonology -in order to improve their pronunciation-.

In relation to the types of CF identified by Panova and Lyster (2002) in an adult educational center for immigrants who had a pre-intermediate level, there is not a consensus either on which is the most preferred. Both Ryan (2012) and E.J. Lee, (2013) obtained in their results Recast and Explicit Correction respectively -either types belonging to Reformulation- as the most preferred types of CF. On the contrary, Katayama's survey indicates "the most popular was the one (type of CF) in which the teacher gives a hint which might enable the student to notice the error and self-correct" (Katayama, 2007, p.297), corresponding to Elicitation -belonging to Prompts-.

3.6 Effectiveness of CF

Some pieces of research indicate effectiveness as repairing errors, considering the most effective types of CF as: recasts (E.J. Lee, 2013; Lyster and Ranta, 1997), and metalinguistic feedback (Ellis *et al.*, 2006). However, Price *et al.* (2010) consider that effectiveness should not focus only on repairing an error but on interpretation of feedback and on long-term effects, factors that are not easily identifiable.

In this sense, I. Lee, (2008) expresses that teacher-centered feedback would not be very effective since students exposed to this kind of feedback are likely to become passive and reliant learners. Furthermore, she mentions that delivering feedback without considering learners' proficiency and motivation is a practice unlikely to succeed.

Russell and Spada (2006), for their part, after doing a meta-analysis of 15 studies on how effective CF can be for L2 learning reached different findings. They noticed CF is effective for grammar acquisition by checking post-test results, as well as concluding it has useful effects overall. Nonetheless, they did not achieve findings in determining if a specific type of CF is more effective than others.

4. METHODOLOGY

4.1. Procedure

The research lasted 5 months, taking place from March to July 2016. During this time, the work was focused on setting objectives; reviewing literature; choosing the participants and sample; developing and applying the instrument and technique; and analyzing and discussing the obtained data.

Since the present piece of research seeks to display what students think about CF provision in their classes, it involves a descriptive purpose. The reasons for choosing this scope rather than exploratory or explanatory is due to the previous existence of research on the topic and development of tools (i.e. CF taxonomies), but not previous knowledge about learners' preference in this context (i.e. Chile; higher education;

TEFL program; immediate corrections; oral CF) for finding out the reasons why students may prefer a certain type of correction.

4.2. Participants

Sixty-eight English as Foreign Language Pedagogy students from a private university in Santiago, Chile who were in their second, third and fourth year of the program took part in this study. Among their features, we have that: Spanish is their mother tongue; they were between 18 and 30 years old; each class was composed by male and female students; and some students had failed the course and were repeating it. In addition, first year students were not considered since in contrast with other students, they had been in the program for about one month at the moment of collecting data, which meant not having enough input of CF in their academic experience.

4.3. Data Collection

For this process, two means were considered. Firstly, a questionnaire comprising 24 questions -divided in five sections- was developed on the Google Forms platform (which can be found in the next link)¹. The sections of this instrument were: *Feedback entregado por profesores*, in which students checked the presence of CF in class and what its effects are; *Tipos de feedback*, in which students checked how frequently the different types of CF are delivered; *Preferencias de feedback*, in which students set what types of CF they prefer by rating them from 1 to 7; *Percepción del feedback*, in which students set their beliefs about CF; and *Uso del feedback*, in which students described their uptake of CF.

The conditions for applying the questionnaire were the same for each class. First, they were taken to a computer lab by the teacher in charge. In second place, it was asked if someone had any doubts regarding what feedback is. Thirdly, the URL for accessing the questionnaire was written on the whiteboard. Finally, the design of the questionnaire was explained. The required time to answer the survey was similar for each class, taking between 10 and 15 minutes until the last student finished.

Secondly, after analyzing the results of the questionnaire, a sample of nine students was chosen to perform a focus group. The choice of the students was according to their responses, which were in the trend of each class. The discussion -carried out in Spanish, their mother tongue- took place in a university classroom, participating: the nine subjects; a moderator who led the discussion; and two researchers, one filming and the other taking notes.

The topics of the discussion were: *Feedback*, in which students discussed the presence of feedback in their lessons; *Percepción del feedback*, in which students described the feedback handed by their teachers and their level of agreement with

¹ <https://drive.google.com/file/d/1JEB1dg6wFCnQC2h-8n3ZCMBGGMBgCwC/view>

this practice; *Uso del feedback*, in which students described their CF uptake process; *Tipos y preferencias de feedback*, in which students discussed what type of CF they prefer and why; and *efectividad del feedback*, in which students discussed how useful CF has been for their performance improvement.

Both the questionnaire and the topics for the discussion group were validated by a group of experts from the TEFL program.

5. RESULTS AND ANALYSIS

5.1. Questionnaire

The collected data expressed the level of agreement students had towards a series of statements regarding CF delivery practices in their university. The answers were analyzed by reviewing the percentages of each response based on a Likert scale, thus checking how much students agreed on the statements. This allowed researchers to find out: presence, or lack of CF in class; which type of CF would take place more frequently; students' preference towards the several types of CF; students' agreement with a series of statements about the nature of CF; and students' agreement with some possible uptakes proposed by the researchers.

In figure 1, it can be noticed that the first section of the questionnaire, *feedback entregado por profesores*, expressed that at least 80 % of the students notice the presence of CF in class. In addition, they consider it relevant and useful for their learning objectives. The mode also suggests that most students feel comfortable with the received CF and have noticed improvements in their performance because of this. On the contrary, students who do not notice CF or disagree with the way in which this practice is applied do not exceed 8 %.

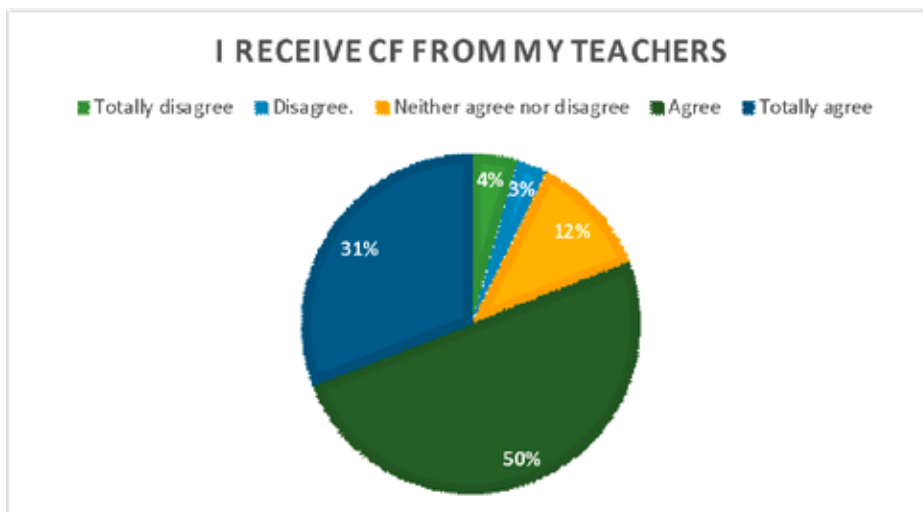


Figure 1: Statement 1, “*recibo feedback por parte de los profesores*”

The second section, *tipos de feedback*, focused on identifying the most frequent types of CF present in class. According to the students, the most frequent type of CF is Translation, which evidences a high use of L1 by learners. In addition, the following categories were Recast and Explicit Correction, displaying a predominance of the Reformulation approach at the time of correcting errors. On the contrary, the least frequent category is Clarification Request. However, for each type of CF there were between one and three students who stated not witnessing them. This is visually represented in figure 2.

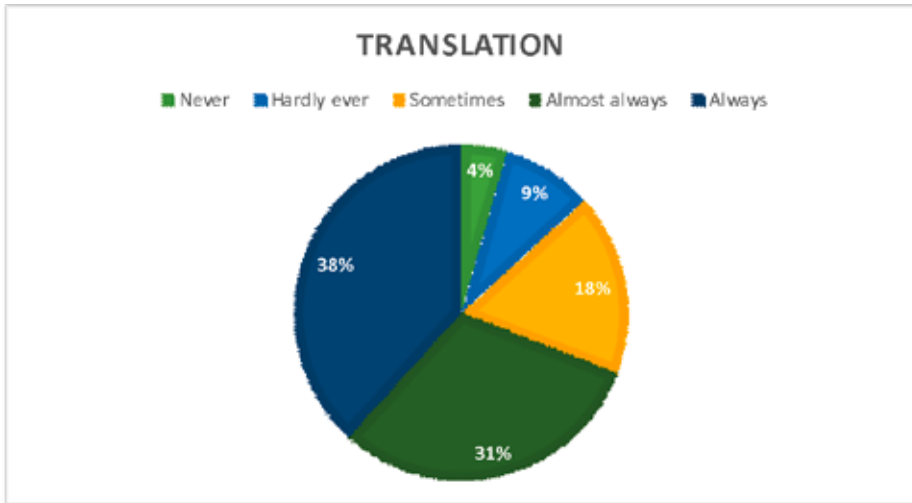


Figure 2: Statement 12, “*indica con qué frecuencia recibes: Translation*”

Figure 3 summarizes the third section, *preferencias de feedback*, which had as its aim to rate each type of CF from 1 to 7 -where 1 is the lowest score and 7 is the highest-. On the one hand, the highest rated was Metalinguistic Feedback being its mean 5,4; followed by Recast and Explicit Correction -either means were 5,3-. On the other hand, the lowest rated was Translation, whose mean was 4,7.

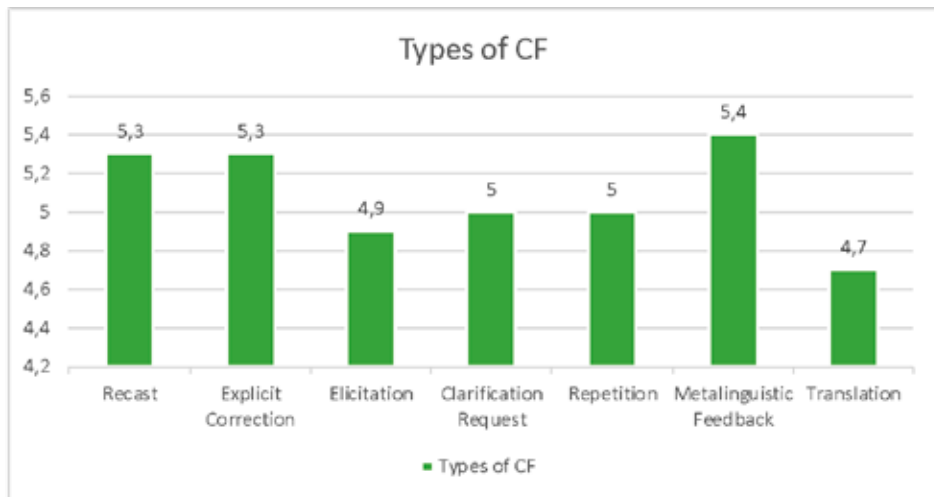


Figure 3: Summary of means about students' CF preferences

The fourth section, *percepción del feedback*, also measured the level of agreement with some statements to check students' beliefs about feedback. The results, presented in figure 4, are the following. 85 % of the students considered CF as a reflection of their mistakes as well as a judgement of their strengths and weaknesses. On seeing it as a backup of their marks, the mode - 47,1 % - stated neither agreement nor disagreement. While on feeling motivated towards the subject due to CF delivery, 75 % of the students expressed agreement. Finally, on understanding CF as an indication of what must be improved, there was not disagreement; on the contrary, 82 % of the students expressed agreement.



Figure 4: Statement 19, *el feedback me indica qué debo hacer para mejorar mi desempeño en la clase*

The fifth and last section, *uso del feedback*, intended to describe learners' uptake of the corrections. For each statement, at least 83 % of the students expressed agreement. Thus, students agreed on taking advantage of each CF delivery. In the same way, they stated using it not only to improve their performance during the lesson but during free time activities, which leads to think students have a long-term uptake since they also agreed on using it for a better performance in future events. This is visually presented in figure 5.

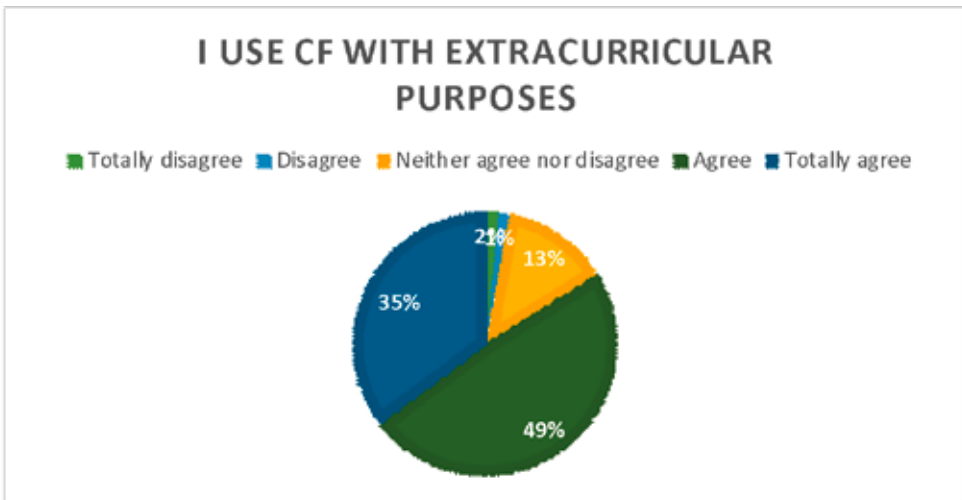


Figure 5: Statement 22, *utilizo el feedback con motivos extraprogramáticos relacionados al inglés (fuera de las instancias académicas)*

5.2. Focus Group

Once the questionnaire was analyzed, a group of students whose answers belonged to the mode was selected. Nine students belonging to this group were randomly chosen to participate in a discussion about CF delivery practices in their university. The discussion tapes were transcribed using Tuson's transcription proposal² (1995) in Calsamiglia and Tusón (1999). Then, the obtained utterances were analyzed according to Martin and White's Appraisal Theory (2005).

5.2.1. Feedback

In the first topic, students discussed what they understood as feedback as well as its presence in their lessons. Three aspects -affection, judgement, and appreciation- were considered. Some of the ideas were the following:

² The following examples include the prosodic symbols proposed by Tusón (1995).

- a. Subject 2: “ L_f : La definición en sí de retroalimentación significa en parte como un apoyo dado por el profesor posterior a la actividad realizada, donde se ven: las fallas, lo positivo y cualquier aporte que el profesor le pueda dar al estudiante para mejorar lo aprendido”.

This excerpt expresses a judgement of social esteem towards feedback, understanding it as a support *-apoyo-* to students’ learning. The speaker also mentions that feedback, besides identifying what is wrong and what is right, represents a contribution *-aporte-* to students since it helps to improve *-mejorar-* what they have learned.

- b. Subject 4: “ L_p : El feedback es como lo positivo y lo negativo que el profesor te puede decir al terminar una actividad. Pero también creo que tiene sus aspectos positivos y negativos, pero mayormente positivos, porque te ayuda a superarte, a corregirte, a entender cómo se (???) el proceso que tienes que llevar a cabo.”

This utterance also expresses judgement of social esteem by stating that feedback, besides having negative effects *-which are not mentioned-*, has mostly positive consequences *-pero mayormente positivos-* such as: outdoing oneself, self-correcting, and understanding the own learning process.

- c. Subject 3: “ ac : Desde mi punto de vista, sí existe el feedback por parte de los profesores y yo lo he vivido en los 5 años que he tomado el ramo de Competencia Comunicativa de que|| si los profesores con los que he estado en la asignatura me han entregado un feedback que por lo menos para mí ha sido positivo porque me ha mostrado mis debilidades y en qué cosas lo estoy haciendo bien como para poder potenciarlo y en el caso de las debilidades poder superarlas”.

In this excerpt, besides stating feedback is present in the lessons, the speaker expresses appreciation by mentioning the received feedback has had positive effects *-para mí ha sido positivo-*. Feedback is also identified as the responsible element of this student’s reinforcement of strengths, as well as improvement of weaknesses.

5.2.2. Perception of Feedback

The second topic displayed different descriptions and appreciations towards CF provided by teachers during the lessons.

Subject 4: “/El feedback que dan de manera oral los profesores es el apropiado porque generalmente no te evalúan sólo un aspecto sino que te evalúan los diversos aspectos, ya sea, conocimiento, pronunciación, desempeño, personalidad, el tono de voz, el ritmo, entonces son varios los aspectos que te evalúan”.

In this excerpt, the subject expressed appreciation towards the types of CF used by the teachers by mentioning these are appropriate *-apropiado-*. This point is supported by a description of different points considered at the moment of providing CF which would state that this practice focuses on a holistic assessment on students' performance.

Subject 2: "le: El feedback es bastante útil en especial en la parte oral, porque uno aprende pronunciación y más que nada vocabulario al mismo tiempo, pero hay situaciones que son de feedback inmediato, como por dar un ejemplo, existe una presentación y uno hace una pronunciación mal y el profesor inmediatamente te corrige por sobre tu presentación (...) pero suele pasar que llega un momento de inseguridad al estar siendo corregido de una manera tan agresiva, entre comillas, por así decirlo, por eso soy siempre partidario de que el feedback se tiene que dar posterior a cualquier presentación oral".

Subject 2: "No estoy diciendo que la corrección inmediata o el feedback inmediato sea algo negativo, al contrario, también ayuda inmediatamente por ser una corrección de feedback inmediato".

On the one hand, this speaker expressed a judgement of social esteem towards CF because of its capacity *-útil-* for improving the pronunciation and enlarging the lexicon. On the other hand, the subject also expressed a sense of negative affection towards this practice because it would not focus on the uttered idea rather on its pronunciation. This way of correcting errors may develop a lack of self-confidence *-inseguridad-* on students.

Another point mentioned by this speaker focused on the moment in which CF is delivered. It was suggested that CF should be provided at the end of an utterance to avoid interruptions. However, the student also stated immediate CF would be helpful *-ayuda-* due to its nature.

Subject 5: "Creo que el feedback existe, pero de manera oral, por lo menos de vez en cuando, porque generalmente cuando estamos exponiendo frente a los compañeros, la profesora en este caso nos corrige automáticamente (...) no encuentro que sea la forma correcta porque a uno le quita seguridad y al final uno no tiene fluidez en lo que está haciendo".

In this excerpt, the speaker expresses a social sanction towards a teacher's CF provision by mentioning it is not provided in an accurate way *-no encuentro que sea la correcta-*. Furthermore, the speaker expresses negative affection towards this practice because of the effect it causes in students, reducing self-confidence and fluency *-quita seguridad y al final uno no tiene fluidez-*.

5.2.3. CF uptake

The third topic aimed to describe learners' action after receiving CF, if they either reconstruct the utterance or not.

Subject 3: “ac: Cada vez que he recibido feedback me fijo en los errores, lo primero en que me fijo es en mi debilidad, porque| quizás en una evaluación ¿Por qué estoy sacando quizás una nota más deficiente o estoy con un puntaje más bajo en cierta área? o en el caso de alguna actividad, ¿por qué eso es lo que me cuesta más? o ¿por qué en esa área no me va tan bien como a mis compañeros?, primero me enfoco en eso y trato de mejorar en esa área y luego potencio las áreas que sí son mis fortalezas en ese sentido”.

Subject 4: “le p: Cuando yo recibo un feedback veo las debilidades pero también me fijo en lo positivo, y| también comienzo a pensar, ¿En qué momento esto? ¿Cómo funciona? ¿Cómo lo puedo corregir?¿De qué forma está mal o bien? Y así uno va trabajando y mejorando algunas cosas. Porque por ejemplo, a mí algo que me ha costado bastante era el tono de voz que empleaba al hablar, entonces fue una cosa que ya mejoré y me fijé y empecé a hablar más fuerte y todo eso porque obviamente iba a afectar en algún momento mi desempeño”.

Both speakers do not mention immediate reactions or actions towards CF provision but long-term uptake that contributes to error correction. Both speakers have an introspective attitude towards CF, focusing on metalinguistic elements that may explain their mistakes and that would shed light on how they may improve. Thus, it can be inferred they draw their knowledge and experience to capitalize on the received CF.

Subject 3 expresses a positive appreciation since the speaker talks about a process in which CF performs a useful role for improving weaknesses *-me enfoco en eso (debilidad) y trato de mejorar en esa área-*. In addition, subject 4 also mentions long-term consequences of CF provision as well as positive appreciation by attributing it awareness and improvements in their performance *-veo las debilidades (...) ya mejoré-*.

Interestingly, this topic was not as developed as the rest by the participants, implying that maybe some participants did not consciously take advantage of CF.

5.2.4. CF preferences

This section displayed the two approaches of CF set by Panova and Lyster -Prompts and Reformulation- and intended to identify learners' preferences.

Subject 1: “le: Si hablamos de proceso de aprendizaje como carrera, partiendo desde primer año hasta que nosotros terminamos en noveno semestre, creo que en primero sería mucho más ideal que los estudiantes recibieran un feedback que fuese explícito, es decir, estos son tus errores y en la medida en que se vuelven mucho más ligados con la lengua, como se estructura, etc. Desde ahí en adelante

empezar a utilizar los prompts que en el fondo serían como más deductivos| y ahí ellos podrían deducir o sacar sus propias conclusiones una vez que ya hayan tenido cierto recorrido en el inglés”.

Subject 2: “L: Es necesario interiorizar al estudiante dentro de la materia designada a través de un feedback más directo|, porque inmediatamente sabe lo que está bien, lo que está mal, como puede reparar ese tipo de error| /lo cual eventualmente en el momento en que esté interiorizado dentro de la materia ya se puede usar más el prompt, puesto que conoce términos, conoce el ramo en sí”.

Both speakers agree on the moments in which each approach should be used. They think Reformulation is more appropriate to be delivered to learners who do not have much experience in speaking English since they would need to know explicitly what they did wrong and what would be an appropriate form of the utterance. On the contrary, once learners have achieved certain experience in speaking the foreign language, they would be more aware of the subject and would be able to self-correct just by indicating the existence of an error, as is the case with prompts.

5.2.5. Effectiveness of CF

The last part of the discussion aimed to identifying students' opinions regarding how effective CF has been in its corrective role by preventing future mistakes of the same nature.

Subject 3: “Para mí al menos ha sido bastante efectivo el feedback que me han entregado mis profesores porque me ha ayudado a mejorar las áreas en la que soy más débil| y también sacar provecho de las fortalezas que tengo|”

This speaker approves its effectiveness by stating it has managed improving their weaknesses. A social esteem judgement is also identified by mentioning CF has been able to do what it was intended to *-ha sido bastante efectivo (...) me ha ayudado-*.

Subject 1: “De ambos tipos| de reformulation y de prompts|, me he visto beneficiado de aquello, pero también siento que eso parte también por uno|, de no sentir que esas críticas van de forma personal, sino que esas críticas se hacen específicamente para ayudar al proceso del desarrollo de la lengua|. (...) El feedback te ayuda a replantear lo que uno está haciendo como, en el proceso de enseñanza y el desarrollo de la lengua”.

Subject 1 mentions that both CF have been effective in their learning experience. Furthermore, its contribution to self-reflection in the own learning process is mentioned. The speaker expresses a social esteem judgement by identifying benefits obtained from CF provision.

6. CONCLUSIONS

In general terms, students have a positive perception of the CF provision practice for their learning goals. In relation to its effectiveness, students mentioned a progress in their linguistic and communicative skills. During the discussion, all of them agreed on CF as one of the key elements to achieve this progress.

Unlike the analyzed pieces of research, the students did not refer to an immediate uptake of the corrected form of an utterance but they did recognize a long-term uptake by reflecting on their mistakes to avoid them in the future.

Regarding their preferences towards a specific approach or CF category, the results of the questionnaire suggested Metalinguistic Feedback as the best evaluated by students (5,4) -closely followed by Recast and Explicit Correction (5,3 for both)-. However, during the focus group, students managed consensus in setting: Reformulation approach as the most appropriate for beginner students, due to their lack of experience in EFL learning; and Prompts approach as the most appropriate for advanced students, since they are more likely to self-correct just by indicating the presence of an error -without mentioning what it is-.

Other relevant data obtained from this research, which is also related to some issues identified in the literature review (Ancker, 2000; Martinez, 2013), is the effect that CF causes in students' self-esteem. Even though some students expressed gratitude towards immediate CF for helping them to avoid the same mistake during their speech, others prefer it to be provided when they finish speaking because it may affect their self-confidence at the moment of speaking in public. The relationship between CF and self-esteem was beyond the scope of the present research, however, it encourages us to study it in future research. At the same time, how novice students react to CF should be studied, since this study did not include first year students, and they could have different perspectives when it comes to uptake and preference of CF.

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