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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS

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“FEEDBACK AND THE DEVELOPMENT OF THE ORAL SKILL”.

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2020

SUPERVISOR APPROVAL

CERTIFY:

I, PhD Chicaiza Redín, Verónica Elizabeth, holder of the I.D No. 1715106322 in my capacity as supervisor of the Research dissertation on the topic: **“FEEDBACK AND THE DEVELOPMENT OF THE ORAL SKILL”** investigated by Miss Guerrero Vega, Joselyn Michell, with I.D No. 1804418133 confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.



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I declare this undergraduate dissertation entitled: **“FEEDBACK AND THE DEVELOPMENT OF THE ORAL SKILL”**, is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

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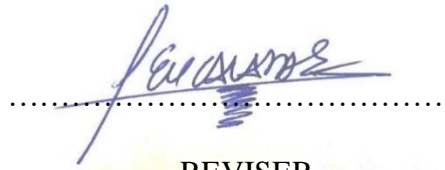
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DEDICATIONS

God for giving me the strength and ability to keep going day by day and guide me on the path of good and help me to fulfill my goals, my mother as the fundamental and important pillar, because without her support and advice I could never have achieved what I have achieved so far in my life.

Joselyn.

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ABSTRACT

TOPIC: FEEDBACK AND THE DEVELOPMENT OF THE ORAL SKILL.

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The research had the purpose of determining how feedback improves the oral ability of students in the fifth semester of Pedagogy in National and Foreign Languages of the Technical University of Ambato, in addition to identifying the most used types of feedback and the best results to improve the skill. The study involved an investigation with a quantitative-quantitative approach of descriptive type and bibliographic and field modality that included 25 people; 22 of them were students and 3 language teachers, to whom different data collection instruments were applied, such as survey and interview, allowing to know relevant aspects of the feedback process in oral ability. After the development of the investigation, it is concluded that the types of feedback most used in oral capacity in students from the fifth semester of Pedagogy in National and Foreign Languages of the Technical University of Ambato are the corrective, which focuses on corrections, comments, clarifications, even sanctions at the academic level, but also the constructive one based on the negative aspects. In addition, the type of feedback that gives the best results is the constructive based on positive aspects because it gives value to the student's successes and generates motivation for learning.

Keywords: feedback, types of feedback, oral ability, speaking,

CHAPTER I.

THEORETICAL FRAMEWORK

The analysis of the variables of the subject in context happened after the review of information in scientific articles, publications and research worldwide and nationally. It began with a general review about the feedback to improve the oral ability of the students of the fifth semester of Pedagogy in National and Foreign Languages of the Technical University of Ambato, starting from the point of view of several authors.

1.1 Investigative Background

At the discretion of (Pérez & Salas, 2016) the feedback must be descriptive, simple and objectively clear and focused on the specific activity or task, decreasing the emotional load of the students in order to handle the situation represented as manageable. Additionally, feedback can be written or oral. Considering the above, feedback requires a student action, focus on the criteria or on the evaluation criteria, already known by him, that involves him in his learning and commits him to move forward. There may be a lot of feedback that provides information to the student about the status of his work, but does not guide him with actions that help improve himself, the feedback should be more constructive.

According to the teacher's perspective, feedback is the opportunity to gather evidence about student learning in order to adapt or adjust their methodology and, if necessary, redesign the learning environment

Agreeing to (Canabal & Margalef, 2017) there are four types of feedback: focused on the task, on the process of the task, on self-regulation and on the person himself, but there is a fifth added, the feedback centered on the content, focused on exclusively conceptual content.

Oral expression refers to a linguistic ability in the teaching of foreign languages, based on the teaching-learning process of a language. It depends a lot on the motivation category, where the student feels the need to have an active and conscious participation since there is a reason that stimulates the desire to learn a language because all human action is caused, motivated and conditioned by the need to complete demands and requests. Motivation is a permanent condition of the teaching-learning process and promotes in the student the development of a positive attitude towards the language, an attitude that must become a permanent quality of his personality, and, at the same time, implies their willingness to use the foreign language for the benefit of society (Cardona, 2011).

Among the productive and communicative skills are written expression and oral expression in the foreign language. In this regard, to encourage participation in communicative situations, it is necessary to grant practice options in the classroom. Consequently, according to (Cuitiño, Díaz, & Otárola, 2019) the interaction of the fluency that students use to express themselves, the communicative functions they use, the amount of support received and the amount of interactions and the time of an oral expression, modify the levels of difficulty.

There are factors to take into account for oral expression teaching and learning: the voice as an instrument for communication through the word, the information to be communicated, the language, the personality and the purpose of the speaker. The physiological, the psychological, the personological and the sociological are considered, all to communicate an oral message is necessary to consider

Under this context, it was necessary to analyze several investigations related to feedback and oral expression that permit to expand the level of knowledge about the subject and conduct the development of this research.

(Sisquiarco, Sánchez, & Abad, 2018) in the research “Influence of Strategies-Based Feedback in Students' Oral Performance”, evaluated the influence of feedback based on metacognitive strategies in the oral performance of a group of 6th grade students in a

public school in Medellin, Colombia. The researchers analyzed students' oral performance through assessment and self-assessment rubrics, inventories applied to students before and after giving them strategy-based feedback, interviewed all students and a parent. The results showed that strategy-based feedback supported by the instruction of previous strategies can help students increase the use of strategies and improve their oral performance.

This article noted that strategy-based feedback favors the autonomy and competence of students because there is an increase of the students' confidence level. Therefore, when students identify the strategies that help them improve their preparation and performance, they often feel more confident in their ability to act, which directly supports their sense of competence and self-efficacy.

The exposed in this research provided great contributions for the current study because it highlighted the role of feedback and types of feedback based on learning strategies focused on reducing discrepancies between comprehension, current performance and desired goals.

(Alvira, 2016) in his research entitled "The impact of oral and written feedback on EFL writers with the use of screencasts", based on an action research study conducted at a medium-sized private Colombian university, proposes strategies for feedback with the use of screen casting, a Web 2.0 tool. The results showed that direct, oral and written feedback, accompanied by codes, is totally accepted by students and helps develop writing skills, and that screen casting is a promising, motivating strategy that helps improve their writing level.

The article mentioned that feedback is vital in almost all learning and should help students constantly improve their skills because using them, it is possible to manage learning problems and, even more, their reduction or elimination. Additionally, feedback supports the students' performance improvement.

This article contains information about the importance of feedback, the most common forms of application, the need for teachers to apply feedback strategies to encourage students to improve their skills and thereby reduce school failure.

(Macías, 2017) in his article titled “Methodological strategies to improve English speaking and listening skills in the basic education school of the University Eloy Alfaro de Manabí”, had the objective to develop a methodological strategy to enhance oral communication skills in English language based on feedback. In addition, the author mentioned that for students who learn a language, oral expression is one of the most difficult skills, where there is the evidence that problems of organization and structuring of the discourse appears in a coherent way. Where feedback has the furthest importance because the construction of teaching-learning process happens in 3 dimensions: instructive, educational and developer, in the last one, the feedback is substantial.

With the above, English language speaking learning strategies necessarily implies a feedback process that allows students to know their deficiencies in order to improve their productive skills taking into consideration that, feedback allows the development of the students.

This article provided valuable information about learning styles along with the particular characteristics of each of them, in addition to the students' perception of the methods, procedures, means, forms of teaching-learning, evaluation and feedback that allow the development of its potential.

(Tritiño & Hernández, 2015) in their work named “A Set of Activities to Improve Oral Expression in English in the School of Energy and Mines”, set the objective to improve the ability of oral expression in students with beginner level of the School of Energy and Mines (EEM). In this study, the authors mentioned that the ability of oral expression, joint

to reading, listening and writing, are of great importance for the student to appropriate the foreign language, therefore, it is important to develop reading, writing, oral expression and listening skills in the English language, which must be positive, contextualized, and in addition to promoting in the student metacognitive process of reflection, self-regulation and allowing the development of communicative and social skills.

According to that, learning English and especially oral expression requires the use of appropriate strategies where the student can gain confidence and motivation in the use of the language.

This research proceeded as a contribution because it highlighted the importance of the work of oral expression in the English language, where are necessary, not only sub-skills such as fluency and pronunciation but also the acquisition of communicative and social skills because the speech should be, as close as possible, to the reality. In this way, the interest of the student was going to be greater.

(Tatle, y otros, 2016) in his research “Learning and the feedback provision in academic writing: Beliefs from students of pedagogy in English”, developed with the objective to identify the beliefs about learning and writing feedback that 58 students of English pedagogy of four Chilean universities, highlighted that, writing should imply feedback on positive and negative aspects of production, reinforcing affective factors of learners when writing.

In addition, both positive and negative feedback are important to promote learning. Positive feedback is associated with giving information to the learner, considering what he or she has done well and negative feedback focuses on the mistakes that have been made. Furthermore, it distinguishes between direct and indirect feedback: the first type of feedback occurs when the students receive the correct linguistic form; and the second, when there is an indication that an error has been made, but the student is allowed to solve the problem or correct the error.

Consistent with the above, feedback is a valuable instrument in student learning because it is associated with motivation and the development of expressive skills. If the students already know about their mistakes and their strengths, they can improve their performance.

The article indicated relevant information about feedback of productive skills and although more emphasis is given to writing. It additionally describes the types of positive and negative feedback, in addition to direct and indirect feedback with each one of its benefits.

To continue, (Rico & Ramírez, 2016) in their article called “Development of oral competence through the use of Open Educational Resources”, analyzed the feedback as an educational innovation to develop the oral ability of the English language in a b-learning environment. The methodology was qualitative, with case studies in a group of fifteen students who used the SpeakApps tool to promote oral ability. Besides, the researchers interviewed the students, which allowed to know the interpretations about the feedback and the development of the English oral competence. In addition, the authors interviewed an expert on the platform, they applied the logbook, finally, they examined significant documents.

This research revealed that the b-learning environments in the teaching of the English language, provide a means of interaction that not only facilitates learning, but also stimulates the development of the same communication capacity in the student and in the case of English language teaching, encouraging interaction becomes very important. Because of learning a language is learning to communicate, the b-learning environment in teaching English must provide several interaction channels that allow students to experience communicative situations in the same daily life.

This study indicated that the oral competence of the students in a b-learning English course had benefits from the feedback when complemented with didactic strategies. It happened because it opened the possibilities of extension of the language practice in the interaction and production, and it additionally promoted the communicative approach.

The information presented in this research functioned as a reference for this study because it covered topics of the teaching-learning process, educational innovation and the importance of promoting students' communication skills through interaction processes.

In the article entitled “Oral corrective feedback in speaking class of English department” developed by (Solikhah, 2016) the author used a qualitative methodology in order to determine the types of corrective feedback used by the English teacher, based on interviews and observation, the writer identified the types of feedback used and how this influenced the student progress.

This article defined that feedback on oral work can be completed in several ways, some focused on correcting errors and others based on comments throughout oral work focused on fluency. In the first case, the feedback based on: show inaccuracies, repetition, echo, statement and question, expression, suggestion, reformulation. And the feedback during fluency work includes some techniques such as: smooth correction, recording errors after production and feedback on written work prior to oral production.

This study assisted as a reference because it displayed in detail the types of feedback strategies based on error correction, along with their definitions and examples. Additionally, it highlighted the importance of performing a kind feedback that allows the student to self-correct, overcome their mistakes and not limit their oral production.

The research developed by (Anggoro, 2013) titled “Corrective feedback found in speaking class at the English department of Muhammadiyah University of Sarakarta” had the objective of describing the types of feedback used by the teacher in the classroom in the speaking class. The author mentioned that feedback is important in speech ability because speaking requires correctness in terms of pronunciation, grammar and fluency. Therefore, corrective feedback must be intense by the teacher. The study used a qualitative type because it focused on describing the categories of feedback in the classroom, consequently, the researcher applied the observation technique.

This research mentioned that the feedback in speaking is: clarification request corrective feedback, recast corrective feedback, metalinguistic feedback, explicit correction corrective feedback and translation corrective feedback, but the request for clarification is the main one.

The exposed study worked as a reference for the present investigation because it details the importance of the feedback, the types and their characteristics, in addition to exemplifying each one of them.

Finally, the research titled “Teacher's oral corrective feedback on student's dialogue performance at senior high school PGRI I PADAG”, developed by (Maizola, 2016) the author analyzed the types of feedback used in oral productive ability. He mentioned that oral feedback is interactive where teachers can talk with students to clarify mistakes and provide suggestions on how to improve their ability.

This research clarified that the oral feedback given by the teacher has four main types: requests for clarification, recasting, obtaining and metalinguistic feedback. Requests for clarification is where the teacher indicates to the student that a statement has been

misunderstood or there is an error on it, and there is the necessity of a repetition or a reformulation. The request for clarification includes phrases such as “forgive me”, additionally, it can also include a repetition of error like “what do you mean by?” Afterward, the recasts is where the teacher repeats the statement of a student, using the correct forms where the student has made a mistake, but does not draw attention to the error and maintains a central approach. Subsequently, obtaining is where the teacher uses questions to acquire or complete student statements, asks questions to achieve correct forms, or asks students to restate their expressions. The last one is metalinguistic, where the teacher points out the nature of the error in commenting or providing information about the good form of a student's expression.

The current information is undoubtedly relevant for the study because it exemplifies the types of feedback for oral ability under various research approaches, in addition to providing recommendations about the instruments used to verify their use during class.

According to the (Federation University Australia, 2020) feedback can operate for several purposes and take several forms. Feedback can act as a single entity, that is: informal feedback on the student's comprehension of a concept in class, or a combination of multiple entities, that is: formal, formative feedback. Each has its place while improving and maximizing student learning. Therefore, when possible, courses should provide opportunities for a variety of feedback, among the most important are the following:

Informal feedback: occurs at any time, it emerges spontaneously at the time or during the action. This type of feedback requires building a relationship with students to encourage, train or guide them effectively in daily management and decision making to learning.

Formal feedback: is systematically planned and programmed in the process. It is associated with the evaluation tasks because it includes qualification criteria, competencies or the achievement of standards, and it records for both, the student and the institution as evidence.

Formative feedback: involves monitoring student learning to provide continuous comments in order to use them by instructors to improve their teaching, and by students to improve their learning. Therefore, formative feedback is better at the beginning of the course and before summative assessments. This type of feedback helps students improve and prevent them from making the same mistakes again.

Summative comments: its objective is to evaluate student learning at the end of an instruction unit by comparing it with some standard or benchmark. This feedback consists of detailed comments related to specific aspects of the work, explanations and additional constructive comments on how to improve the work.

Peer Comments: it is not necessary for teachers to be the only experts within a course, because with basic instruction and ongoing support, students can learn to provide quality comments, which is highly valued by their peers. Provide students with opportunities to give and receive comments from their peers, enrich their learning experiences and develop professional skills.

Student self-feeding: this is the ultimate goal of feedback for learning because, during the feedback, teachers have the opportunity not only to provide direction to students, but also to teach them, through explicit models and instructions, skills of self-assessment and goal setting, which leads them to be more independent. To help students achieve their autonomy, teachers can explicitly identify, share and clarify learning objectives and

success criteria; provide guided opportunities for self-feedback; teach students how to use feedback to determine next steps and set goals; and give time for self-feedback / reflection.

Constructive feedback: this type of feedback is specific, focuses on the problem and on observations. There are four types of constructive comments:

Negative feedback: corrective comments about past behavior, what was unsuccessful and what should not repeat.

Positive comments: affirmative comments about past behavior that succeeded and should continue.

Negative progress: corrective comments about future performance, focuses on behavior that should avoid in the future.

Positive progress: affirmative comments about future behavior, focusing on behavior that will improve performance in the future.

Agreeing to the exposed information, there are several types of feedback used in one or several circumstances or it depends on the criteria of the teacher or instructor who according the learning objective or accessibility will choose one or other type. It shows the wide range of existing feedback possibilities to support student learning.

The above research exposed before broaden the level of knowledge about what is feedback?, its importance and its necessity in the development of oral productive ability and the most commonly used types of feedback. However, the (Anggoro, 2013), (Federation University Australia, 2020) and (Maizola, 2016) research overhang because, in addition to detailing the types of feedback in speaking, they also exemplify and provide guidelines for this process.

1.2. Objectives

General Objective

- Determine how feedback improves the oral ability of students in the fifth semester of Pedagogy in National and Foreign Languages of the Technical University of Ambato.

Specific Objectives

- To investigate about the types of feedback used to improve oral ability.
In order to fulfill the first objective, a search, review and analysis of different investigations was developed, where the types of feedback in oral ability were addressed. After, the most frequent ones were listed and the best results were given in order to have a broader idea of the subject and based on it, be able to propose the instruments of data collection.

- To identify the types of feedback most frequently used in oral ability with students from fifth semester of Pedagogy in National and Foreign Languages of the Technical University of Ambato.

In order to achieve the second objective, a survey was designed and applied to the fifth semester students that aimed to know the most and least frequent types of feedback used in the speaking class, in addition to the students' perception about them.

- To establish the feedback types that most help students improve oral proficiency.
In order to know the feedback type that most helps students to develop their oral skills, the researcher applied an interview to learn about the processes and feedback types that have given the best results. To complement the information from the interview, data were also taken from the applied students' survey, allowing to have a clear idea about the effectiveness of the different types of feedback in oral ability.

CHAPTER II

METHODOLOGY

2.1 Resources

2.1.1 Human Resources

- Researchers
- Research tutor
- Students

2.1.2 Stationery supplies

- Photocopies
- Sheets of paper
- Pens
- Bibliographic material

2.1.3 Technological materials

- Internet
- Computer
- Printer

2.1.4 Institutional materials

- Technical University of Ambato
- Faculty of Human Sciences and Education
- Library

2.1.5 Economic resources

Table 1 Economic resources

Transport	100,00
Prints	50,00
Investigative process	50,00
Incidentals	50,00
TOTAL	250,00

Developed by: Guerrero, M (2020)

2.2 Methods

Mixed Approach (qualitative-quantitative)

Mixed research involves combining the quantitative and qualitative methods in the same study to achieve a broader and deeper perspective of the phenomenon, help formulate the problem statement more clearly, produce more "rich" and varied data, enhance theoretical creativity, more solidly support scientific inferences and allow better “exploration and exploitation” of numerical data. (Hernández, Fernández, & Baptista, 2010, pág. 580)

The current research was mixed, because it needed qualitative and quantitative methods to have a broader view of the proposed topic, the qualitative approach allowed describing the benefits of feedback in oral ability and quantitative to be able to process and manage numerical or statistical data of the field study, that permitted recognizing the types of feedback most used by students in the speaking class.

Basic mode of research

- **Bibliographic-documentary research**

Bibliographic-documentary research is a process based on the search, recovery, analysis, criticism and interpretation of secondary data, that is obtained and recorded by other researchers in documentary sources like: print, audiovisual or electronic, with the purpose of providing new knowledge. (Arias, 2012, pág. 27)

The research had a bibliographic-documentary modality, since theoretical and scientific information was collected, classified, reviewed and analyzed from various physical and virtual bibliographic sources such as: books, magazines, publications, scientific articles, research reports and others, to support the study variables. and guide the investigative process.

- **Field research**

“Field research consists on collecting data directly from the subjects investigated, or from the reality where the events occur” (Arias, 2012, pág. 31)

The research also had a field modality because the data was extracted directly from the reality of the study, which is from the students in fifth semester of Pedagogy in National and Foreign Languages from Technical University of Ambato and the speaking teacher, through the collection techniques utilization in order to give a response.

Descriptive research

“Descriptive research consists of characterizing a fact, phenomenon, individual or group, in order to establish its structure or behavior.” (Arias, 2012, pág. 24)

The study was descriptive because the study population, that is the fifth semester students of Pedagogy in National and Foreign Languages, was described, characterized and detailed, in order to know particular situations about their performance in oral production, forms or types of feedback and their effectiveness.

Study population

Table 2 Population

Professors	3
Students	22
TOTAL	25

Developed by: Guerrero, M (2020)

The study population consisted of 25 people; 22 students who are officially enrolled in the fifth semester of Pedagogy in National and Foreign Languages and 3 language teachers. But considering that the population is limited and accessible in its entirety, the sample was not calculated and the researcher worked with the 25 elements.

Techniques and instruments of data collection

The data collection techniques were two:

- **Survey**

“The survey is considered, in the first instance, as a technique of data collection through the questioning of the subjects to systematically obtain information about the previously constructed research problem” (López & Fachelli, 2015, pág. 8).

This technique used a structured questionnaire that was applied to the students, to collect information about the importance of feedback, how it helps in oral ability, feedback process, types, frequency and effectiveness.

- **Interview**

The interview, rather than a simple interrogation, is a technique based on a dialogue or conversation "face to face", between the interviewer and the interviewee about a previously determined topic, characterized by its depth, in a way that the interviewer can obtain a lot of information. (Arias, 2012, pág. 73)

This technique utilized an eight-question quiz, applied to language teachers in order to know the most use types of feedback, the ones that have produced the best results and, in general, how this process is developed in speaking ability.

Data collection and processing process

The collection and management of information was developed in the following order:

- a) Technical University of Ambato gave the authorization for the development of the research.
- b) The study group was selected.
- c) The fifth semester students were informed about the topic and the implications of the research to request their collaboration.
- d) The speech teacher coordinated the curricular activities with those of the research.

- e) The researcher designed the information collection instruments (questionnaires) and asked for the approbation before their application to guarantee greater reliability of the data.
- f) Both, the students and the teacher took the data collection instruments.
- g) After the data collection, the researcher reviewed and processed to develop the analysis and interpretation;
The interview data were transcribed and interpreted descriptively to learn about the effectiveness of the types of feedback used in the oral ability.
The survey data was processed through Microsoft Excel to create a database that allowed obtaining global statistics about the most and the least frequent types of feedback regarding the oral ability.
- h) The information obtained from both, the interview and the survey, was jointly reviewed and analyzed to develop the interpretation of the information in a complementary way, which allowed obtaining a clearer idea of the use of the different types of feedback in oral ability and their effectiveness, perceived from the point of view of students and teachers.
- i) The results of the study were contrasted with the existing theoretical-scientific evidence for the discussion of results and the approach of the respective conclusions and recommendations.

CHAPTER III

RESULTS AND DISCUSSION

3.1 Student survey results

1. Are the speaking activities accompanied by feedback in class?

Table 3 Speaking Feedback

Indicators	Frequency	Percentage
Always	0	0%
Sometimes	14	57%
Hardly ever	7	36%
Never	1	7%
TOTAL	22	100%

Source: Survey

Developed by: Guerrero, M (2020)

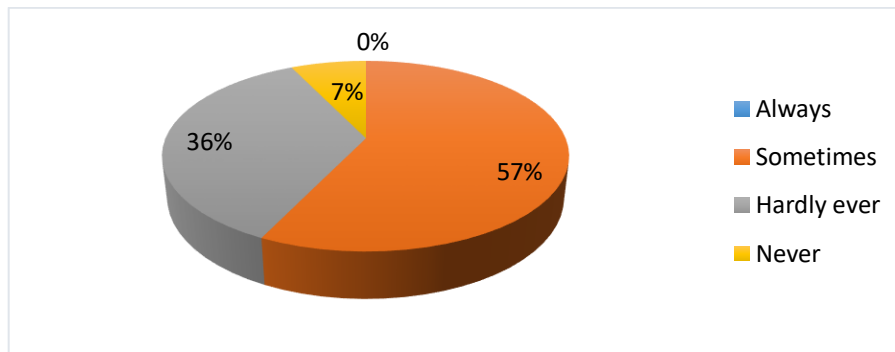


Figure 1 Speaking Feedback

Source: Survey

Developed by: Guerrero, M (2020)

Analysis and interpretation:

According to the 57% of surveyed students, feedback was only done sometimes in speaking activities, 36% alluded that it was almost never done and 7% stated that it was never done. Information that permitted to assume that fifth semester language students did not always receive feedback in their oral productions, which often triggered concerns about their development and progress.

2. How important do you think is the use of feedback in speaking?

Table 4 Feedback importance

Indicators	Frequency	Percentage
Very important	13	59%
Important	9	41%
Less important	0	0%
Nothing important	0	0%
TOTAL	22	100%

Source: Survey

Developed by: Guerrero, M (2020)

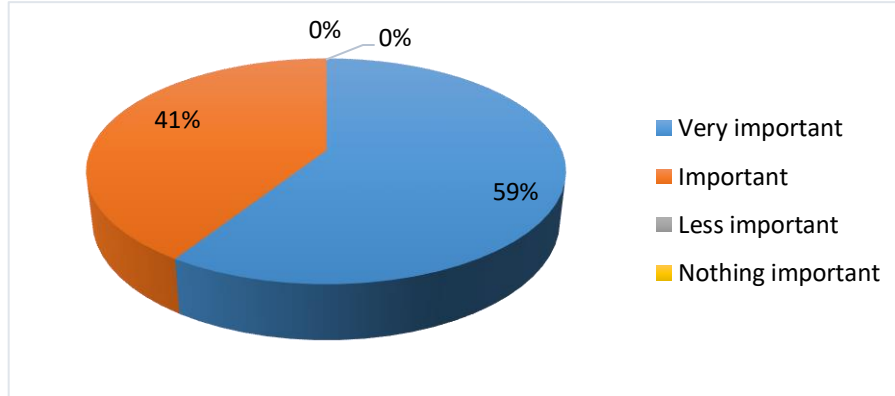


Figure 2 Feedback importance

Source: Survey

Developed by: Guerrero, M (2020)

Analysis and interpretation:

For the 59% of the fifth semester students of Languages, speaking was a skill that, necessarily required, a feedback process. While for the 41%, this activity was only important, but not essential.

Therefore, to improve oral productive ability, it was necessary to apply feedback, not only for the student to recognize their mistakes or progress, but also to facilitate and consolidate previous and new learning.

3. Why do you think feedback helps improve oral ability?

Table 5 Reasons for using Feedback in speaking

Indicators	Frequency	Percentage
It helps identify errors	6	27%
It helps improve skills	12	55%
It provides information about evolution	2	9%
Other	2	9%
TOTAL	22	100%

Source: Survey

Developed by: Guerrero, M (2020)

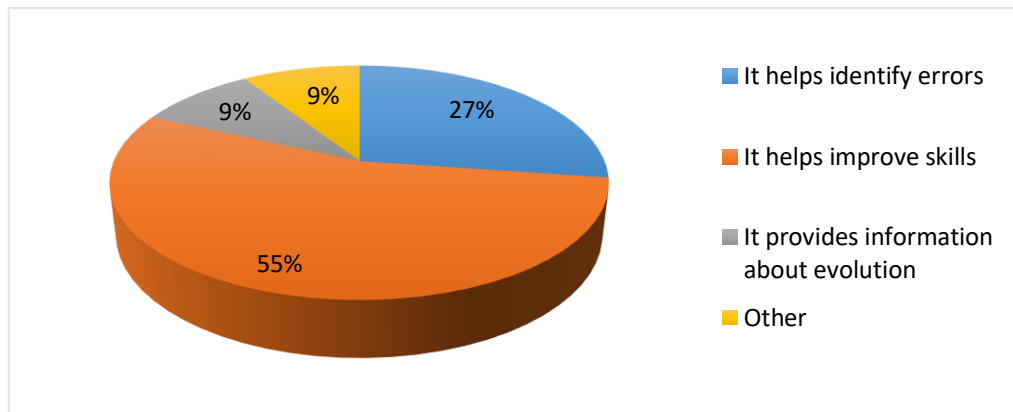


Figure 3 Reasons for using Feedback in speaking

Source: Survey

Developed by: Guerrero, M (2020)

Analysis and interpretation:

According to the 55% of the fifth semester students, feedback helped improve their skills, for 27%, it facilitated to identify errors, for 9%, it provided information about their evolution and, in the same way, 9% considered other reasons such as the enrichment of knowledge. Agreeing to the above, the majority of students were aware that feedback is very important in oral ability because it not only assisted to recognize errors and improve skills, but also to enrich knowledge and communication.

4. Who makes feedback in the speaking activities developed in class?

Table 6 Responsible for feedback

Indicators	Frequency	Percentage
Only the teacher	10	45%
There is classmates support	2	9%
Auto feedback	5	23%
It is done jointly	5	23%
TOTAL	22	100%

Source: Survey

Developed by: Guerrero, M (2020)

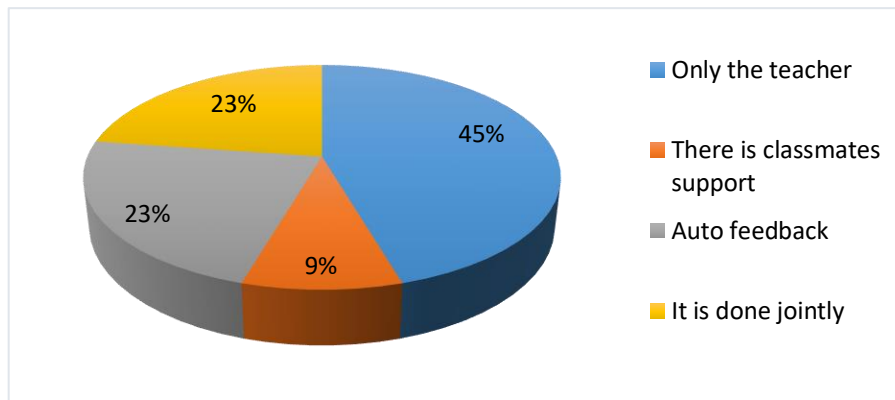


Figure 4 Responsible for feedback

Source: Survey

Developed by: Guerrero, M (2020)

Analysis and interpretation:

To continue, the 45% of the students alluded that the feedback process is developed exclusively by the teacher, for the 23%, the process is settled jointly, the other 23% stated that there is a room for auto feedback and the last 9%, did it with peer support. This information allowed to state that the teacher is the one who most often makes feedback, whether for training or constructive purposes. However, it is necessary to consider that feedback should be a joint task where the teacher must participate as a guide, classmates as support and the students by themselves as the protagonist of their learning and evolution.

5. While what point in the speaking activity is feedback made?

Table 7 Feedback time

Indicators	Frequency	Percentage
At the end of oral production	18	82%
At all times	4	18%
In subsequent actions	0	0%
Other	0	0%
TOTAL	22	100%

Source: Survey

Developed by: Guerrero, M (2020)

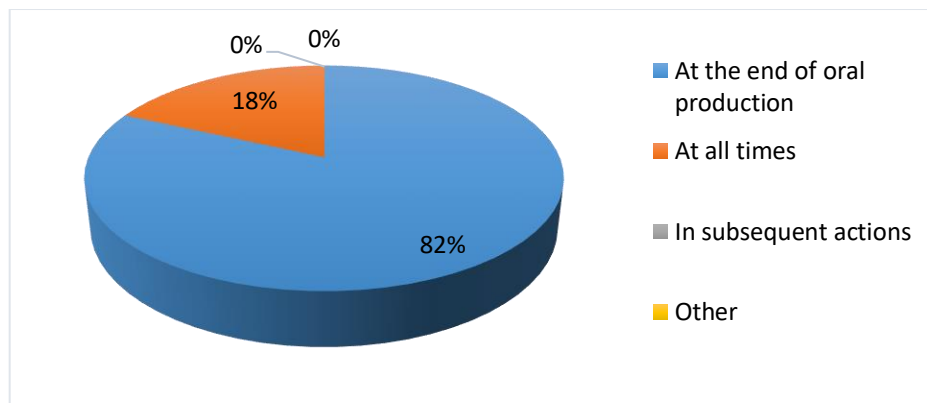


Figure 5 Feedback time

Source: Survey

Developed by: Guerrero, M (2020)

Analysis and interpretation:

The 82% of the students stated that feedback was always given at the end of oral production, while 18% alluded that it was given at all times, hence it is inferred that the most feedback processes are framed in the overall result. Because it is expected to listen to the entire oral production in order to highlight the errors, successes or evolution of the student, without disrupting the presentation, allowing the student to express himself freely. However, this type of feedback does not provide the support that the student requires during the presentation, which often generates insecurities.

6. What is my reaction to feedback when I do an oral production?

Table 8 Reaction to feedback

Indicators	Frequency	Pocentage
I am afraid of the mistakes made.	14	64%
I focus on positive feedback.	6	27%
Greater confidence because the teacher and / or classmates help develop my skills.	2	9%
Other	0	0%
TOTAL	22	100%

Source: Survey

Developed by: Guerrero, M (2020)

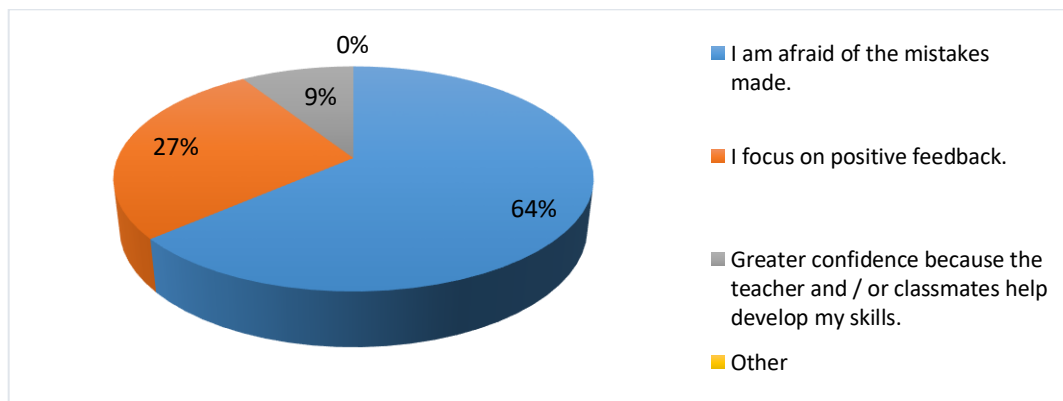


Figure 6 Reaction to feedback

Source: Survey

Developed by: Guerrero, M (2020)

Analysis and interpretation:

The 64% of the students admitted that the feedback generated fear because they generally focus on errors, the next 27% stated that despite the negative comments of their oral presentation, they preferred to consider only the positive ones, but to the 9%, feedback built confidence and support in the presentation, helping them develop their skills and acquire new ones. With the above, the way of making feedback is decisive in the behavior and evolution of the student because it depends on whether the student is self-conscious in the oral presentation or feels more confident.

7. What types of feedback are applied in the speaking class and how often?

Table 9 Types of feedback

Types of feedback	Frequency	Percentage
Informal feedback (corrective): occurs at any time because it emerges spontaneously at the moment or during the action.	10	46%
Formal feedback: is systematically planned and programmed in the educational process.	0	0%
Formative feedback: involves continuous feedback on progress.	0	0%
Constructive feedback based on positive aspects.	4	18%
Constructive feedback based on negative aspects.	8	36%
Classmate Comments	0	0%
Auto feedback	0	0%
TOTAL	22	100%

Source: Survey

Developed by: Guerrero, M (2020)

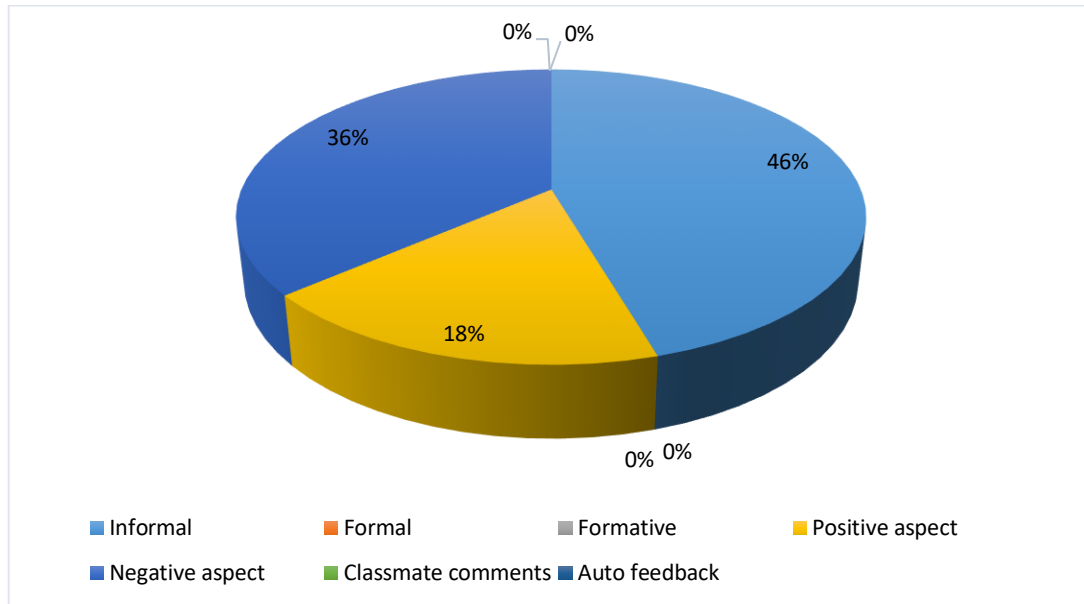


Figure 7 Types of feedback

Source: Survey

Developed by: Guerrero, M (2020)

Analysis and interpretation:

The 46% of students affirmed that the type of feedback most used during the speaking class was informal or corrective, the 36% declared that it was constructive based on negative aspects and only the 18% admitted it was constructive feedback based on positive aspects.

Therefore, the type of feedback most used in fifth semester language students regarding oral productive ability is corrective, which focuses on comments, clarifications, corrections or even sanctions at an academic level, but also the constructive one based on the negative aspects.

8. What types of feedback do you consider, have helped you the most improve oral ability?

Table 10 Feedback that helps improve the most

Indicators	Frequency	Percentage
Informal feedback (corrective)	0	0%
Formal feedback	0	0%
Formative feedback	10	45%
Constructive feedback based on positive aspects	12	55%
Constructive feedback based on negative aspects	0	0%
Classmate Comments	0	0%
Auto feedback	0	0%
TOTAL	TOTAL	100%

Source: Survey

Developed by: Guerrero, M (2020)

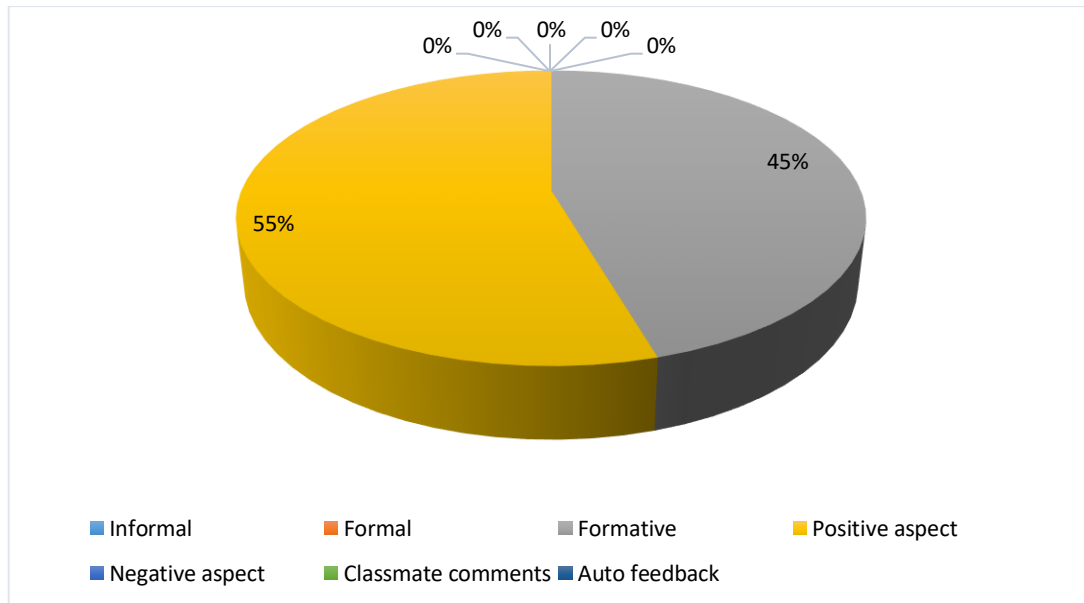


Figure 8 Types of feedback
Source: Survey
Developed by: Guerrero, M (2020)

Analysis and interpretation:

In the opinion of the 55% of students, the type of feedback that had helped them the most in the development of oral productive ability is the constructive feedback based on positive factors, while for 45% it had been formative feedback based on evolution.

Based on the above, the type of feedback that contributes the most to the development of students is the one that reflects strengths or positive aspects, but additionally, the one that attests to their evolution over time since the feedback helps them clearly identify the aspects that the students need to improve, but those that they have consolidated will also be highlighted, which will strengthen their self-esteem.

3.2 Interview results

The interview was applied to three language teachers, whose age fluctuated between 35 and 40 years, with an experience in language teaching of between 5 and 15 years at various levels of instruction in public and private establishments.

1. How important is oral ability to learning English?

When inquiring about the importance of oral skill, a consensus of criteria was observed, since all teachers reported that it has a great importance in learning English language because it demonstrates expertise on it.

Teacher 1: The ability to speak is, undoubtedly, one of the most important because it reveals the dominance of the language.

Teacher 2: Speaking is the key in any language because it allows the development of communication skills.

Teacher 3: It is the most important productive skill because it provides the opportunity to apply the grammar and vocabulary acquired during the instructional process, and also allows communication with the environment.

These criteria allow to understand that, for teachers, the ability to speak is essential in language learning because this skill defines what is the English proficiency level of every speaker, since those who know how to speak, express themselves and pronounce well, are prepared to interact in formal and informal media with other speakers.

2. What kinds of errors in speaking ability need to be corrected?

The ability to speak is one of the most important, but it constitutes a real challenge for students because of problems, such as:

Teacher 1: Pronunciation without a doubt.

Teacher 2: I consider that there are many errors that must be corrected, many more than in other skills such as writing or reading, but mainly those of pronunciation and fluency that are due to grammatical and vocabulary difficulties.

Teacher 3: The most frequent problems are related to the use of grammatical resources, pronunciation, but also lack of security.

Hence, it is clear that students present many problems in speaking ability that need to be improved, including pronunciation and lack of grammatical resources.

3. Do you think that speaking activities need feedback and why?

It is a fact that the ability to speak necessarily implies feedback, so that, they can be perfected. Teachers stated the following:

Teacher 1: Undoubtedly, speaking requires individualized feedback to be effective.

Teacher 2: Yes, speaking must be reinforced with feedback for the recognition of errors, explanations and the knowledge enrichment.

Teacher 3: Yes, the worth of feedback is because the student has gaps, doubts, which must be addressed.

Therefore, the speaking ability implies feedback because it is a process, so that, the student can learn based on mistakes and thus, improve the language.

4. Who do you consider is responsible for giving feedback in speaking?

When inquiring about the person who should make feedback, there is a discrepancy of criteria:

Teacher 1: It must be a joint effort because the feedback should not always come from the teacher, but also from the student himself.

Teacher 2: Usually falls on the teacher.

Teacher 3: It is the teacher's responsibility.

Based on the proposed criteria, feedback is not only the teacher's job, who, although it has great importance in student learning, other members must also intervene, such as the students themselves (auto feedback) or classmates because the more guides the apprentice has, the better their evolution will be.

5. What types of feedback can be used to improve students' oral ability?

According to the teachers' criteria, all or almost all the types of feedback are valid for speaking ability:

Teacher 1: I consider that any type of feedback can be applied to improve productive skills, the important thing is to provide this process to students.

Teacher 2: Anyone, because the process is similar to the other skills, only that they must be readapt to the skills that they want to reinforce.

Teacher 3: Corrective, formative, constructive based on errors and successes.

With the responses obtained, feedback on speaking ability is not exclusive to one type or another, but that any type of feedback serves to reinforce the student's knowledge as long as it adapts to the objective pursued in said ability.

6. What types of feedback do you apply more frequently in speaking activities and why?

When inquiring about the type of feedback used, there are several criteria, but all of them focus on the construction process.

Teacher 1: The corrective, constructive and auto feedback.

Teacher 2: Corrective, positive and negative feedback.

Teacher 3: Constructive based on positive and negative factors.

Therefore, there is an unanimity on the use of the construct based on positive and negative factors of student performance, in addition to corrective feedback, because skills and sub-abilities can be improved based on these aspects.

7. What types of feedback have given you better results in the students' oral production and why?

The types of feedback have pros and cons, and based on them, are applied by the teachers, who in their opinion, are inclined to the following:

Teacher 1: It depends on what the student want to achieve, but it is appropriate to use the constructive.

Teacher 2: Positive and negative feedback, but the negative should be handled with caution because the idea is to improve the skill and not trigger feelings of frustration or guilt.

Teacher 3: Feedback based on positive factors because it makes both, the teacher and the student notice their evolution in the class. Additionally, this type of feedback is motivational, achieving better results.

Hence, the type of feedback that has given teachers the best results in the speaking class are the constructive based on positive and negative factors, because through the negative errors can be recognized to eliminate them. And, based on the positives, skills can be improved, as well as, greater interest in learning and mastering the language.

3.3 Discussion of results

For (Adelfa, 2009), both, teacher and students must be aware that each one has their own learning time and, therefore, they must mature, progress and advance in a second language through the mistake. Since if there are no mistakes, possibly there is no learning, nor improvement. Hence, it is necessary to reflect on the need to apply feedback that enriches the students' knowledge, and that does not focus only on the mistakes made because this would generate insecurities and loss of interest.

Under this argument, a number of studies have been developed that defend one or another type of feedback for its benefits or applicability in the oral ability of a second language. However, in the current study, the most used type of feedback is corrective and constructive based on negative aspects, focusing on corrections, comments, clarifications, errors are highlighted or even imply academic sanctions.

This result is similar to that reported by (Solikhah, 2016) who, after his research based on class observation, determined that the type of feedback most used in the speaking class is the corrective, which focuses on showing incorrectness, errors and it involves techniques such as repetition, echo, declaration and question, expression, suggestion, reformulation.

This information is also supported by the findings of (Anggoro, 2013) and (Maizola, 2016) who also alluded that the most used feedback in speaking is corrective, also stressing that it is effective because it is based on the correction of errors and provides suggestions on how to improve the ability. Furthermore, (Ortiz, 2016) mentioned that corrective feedback facilitates the acquisition of knowledge by activating internal processes such as repetition and attention, which make possible the acquisition. However, for (Sánchez, 2014), feedback based on the recognition of errors is not always adequate because it can generate feelings of frustration, demotivation and loss of interest.

Another relevant result of the research process was knowing that the type of feedback that has most helped students improve their speaking ability is the constructive based on positive aspects, because it generates motivation towards the perfection of skills that leads to growth and evolve the student. This result is similar to that reported by (Ventura, 2012) who expressed that the feedback that generates the most impact on language students is positive, because it is linked to motivation when evaluating the positive aspects of their interventions, giving value to the correct responses and the student's successes, factors that are the key to the learning development.

Finally, it is pertinent to consider what has been exposed by, (Hernández M. , 2016) who mentioned that, regardless of the specific type of feedback that is being worked with or the classification that is being used as a frame of reference to conceive feedback. It should be taken into account that the action as a consequence of a mistake made by the student, is much more beneficial than not doing something and simply waiting for the student to obtain, by other means, the information required to identify their mistakes. Likewise, the more information students are provided about the mistakes made and about the way in which they should act accordingly, the higher the level of competence acquired.

3.4 Hypothesis verification

To continue, the hypothesis is checked using the chi-square statistical test.

Alternative hypothesis

Feedback influences the oral ability of the fifth semester students of Pedagogy in Foreign Languages of the Technical University of Ambato.

Null hypothesis

Feedback does not influence the oral ability of the fifth semester students of Pedagogy in Foreign Languages of the Technical University of Ambato.

Selecting the significance level

The level of significance that was used for the calculation was $\alpha = 0.05$ or 5%.

Degrees of Freedom

$$gl = (f-1)(c-1)$$

$$gl = (3-1)(2-1)$$

$$gl = (2)(1)$$

$$gl = 2$$

According to the chi-square distribution table, when there are 2 degrees of freedom, with a significance level of 0.05, the theoretical chi-square presents a value of: $\chi^2_t = 5,99$.

Statistical method

$$\chi^2 = \sum \frac{(O - E)^2}{E}$$

Where:

χ^2 = Chi squared

O= Observed frequencies

E= Expected frequencies

Below are the tables of observed frequencies and expected frequencies that were calculated in the statistical program IBM SPSS Statistics.

Table 11. Observed Frequencies

		What is my reaction to feedback when I do an oral production?		Total	
		I am afraid of the mistakes made.	I focus on positive feedback.		
Are the speaking activities accompanied by feedback in class?	Sometimes	Count	13	1	14
	Hardly ever	Count	0	7	7
	Never	Count	0	1	1
Total		Count	13	9	22

Source: Survey

Developed by: Guerrero, M (2020)

Table 12. Expected Frequencies

		What is my reaction to feedback when I do an oral production?		Total	
		I am afraid of the mistakes made.	I focus on positive feedback.		
Are the speaking activities accompanied by feedback in class?	Sometimes	Expected Count	8,3	5,7	14,0
	Hardly ever	Expected Count	4,1	2,9	7,0

	Never	Expected Count	,6	,4	1,0
Total		Expected Count	13,0	9,0	22,0

Source: Survey

Developed by: Guerrero, M (2020)

Decision rule

If the calculated chi square X_c^2 is equal to or less than the value of the theoretical chi square X_t^2 , which in this case is 5.99, the null hypothesis is accepted and the alternative hypothesis is rejected. While, if the calculated value is greater than the theoretical chi-square value, the null hypothesis is rejected and the alternative hypothesis is accepted.

Table 13. Chi-Square Tests

	Value	df	Asymptotic Significance (2- sided)
Pearson Chi-Square	18,159 ^a	2	,000
Likelihood Ratio	22,562	2	,000
Linear-by-Linear Association	15,261	1	,000
N of Valid Cases	22		

Source: Survey

Developed by: Guerrero, M (2020)

Decision

Once the corresponding calculation was made, it could be determined that the calculated chi-square value is $X_c^2 = 18,159$, which is greater than the theoretical chi-square value, therefore the null hypothesis is rejected and the alternative hypothesis is accepted, that is to say:

The feedback influences the oral ability of the fifth semester students of Pedagogy in Foreign Languages of the Technical University of Ambato.

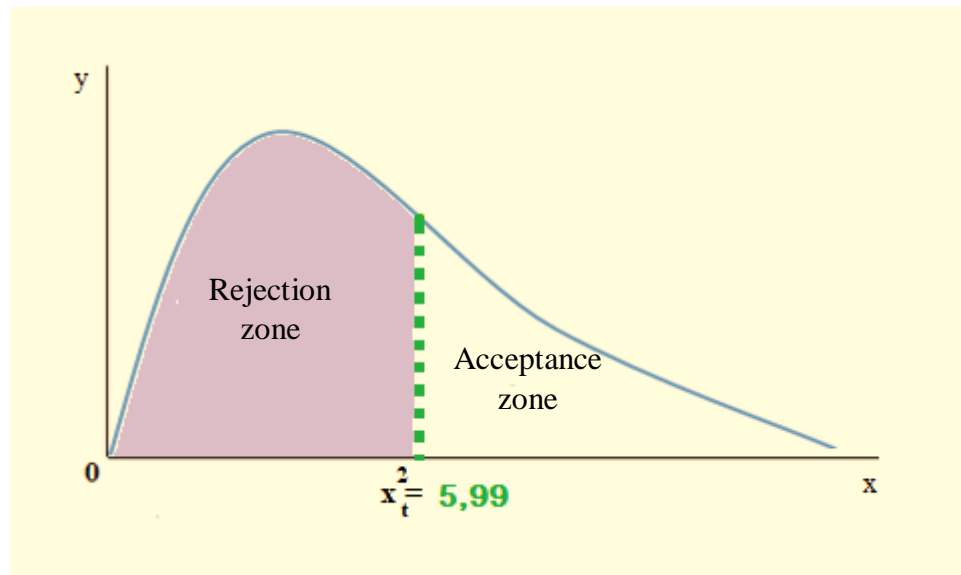


Figure 9. Chi square distribution
Source: Survey
Developed by: Guerrero, M (2020)

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

The conclusions presented below were made according to the specific objectives:

- Based on the review of the literature of several authors who addressed the feedback in speaking, it was possible to know that the types most used to improve oral ability are: informal, formal, formative, summative, student peer feedback, auto feedback and constructive based on positive and negative aspects.

- Through the field study, it was found that the types of feedback most used in oral skill with students of the fifth semester of Pedagogy in National and Foreign Languages of the Technical University of Ambato are corrective, which focuses on comments, clarifications, corrections or even sanctions at the academic level, but also the constructive one based on the negative aspects.

- Based on the opinion of both, students and teachers, it can be established that the type of feedback that most helps improve speaking ability is constructive based on positive aspects because it gives value to the student's successes, generates motivation to the learning development and the perfection of skills which leads to grow and evolve the student.

4.2 Recommendations

- It is important for the teacher to frequently review and analyze the types of feedback that are utilized successfully to improve each of the language learning skills, so that, based on this, they can replicate them in their classes and thus improve the delivered teaching quality.
- Once it is recognized that the type of feedback most used is corrective based on the recognition of errors (constructive based on negative factors), it is important that the teacher select the time, the means and the needs, to impart the feedback avoiding to generate fear, distance or frustration in the students.
- It is necessary for the teacher to recognize that the feedback cannot be applied in a general way to a group of students, even if it focuses on the positive factors because to achieve significant results in the ability to speak, it must be based on the individual needs of the students to satisfy their interests.

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ANNEXES

STUDENT SURVEY

Objective: Determine how feedback improves the oral ability of students in the fifth semester of Pedagogy in National and Foreign Languages of the Technical University of Ambato.

Mark with an (X) as appropriate.

1. Are the speaking activities accompanied by feedback in class?

Always	
Sometimes	
Hardly ever	
Never	

2. How important do you think is the use of feedback in speaking?

Very important	
Important	
Less important	
Nothing important	

3. Why do you think feedback helps improve oral ability?

It helps identify errors	
It helps improve skills	
It provides information about evolution	
Other.....	

4. Who makes feedback in the speaking activities developed in class?

Only the teacher	
There is classmates support	
Auto feedback	
It is done jointly	

5. While what point in the speaking activity is feedback made?

At the end of oral production	
At all times	
In subsequent actions	
Other... Which one?.....	

6. What is my reaction to feedback when I do an oral production?

I am afraid of the mistakes made.	
I focus on positive feedback.	
Greater confidence because the teacher and / or classmates help develop my skills.	
Other... Which one?.....	

7. What types of feedback are applied in the speaking class and how often?

Types of feedback	
Informal feedback: occurs at any time because it emerges spontaneously at the moment or during the action.	
Formal feedback: is systematically planned and programmed in the educational process.	
Formative feedback: involves continuous feedback on progress.	
Constructive feedback based on positive aspects.	

Constructive feedback based on negative aspects.	
Classmate Comments	
Auto feedback	

8. What types of feedback do you consider, have helped you the most improve oral ability?

Informal feedback	
Formal feedback	
Formative feedback	
Constructive feedback based on positive aspects	
Constructive feedback based on negative aspects	
Classmate Comments	
Auto feedback	

Why?.....

TEACHERS INTERVIEW

Objective: Determine how feedback improves the oral ability of students in the fifth semester of Pedagogy in National and Foreign Languages of the Technical University of Ambato.

General Information:

- **Age:**
- **Years of experience:**
- **Courses to which he teaches:**

1. How important is oral ability to learning English?

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.....
.....

2. What kinds of errors in speaking ability need to be corrected?

.....
.....
.....

3. Do you think that speaking activities need feedback and why?

.....
.....
.....

4. Who do you consider is responsible for giving feedback in speaking?

.....
.....
.....

5. What types of feedback can be used to improve students' oral ability?

.....
.....
.....

6. What types of feedback do you apply more frequently in speaking activities and why?

.....
.....
.....

7. What types of feedback have given you better results in the students' oral production and why?

.....
.....
.....

PHOTOGRAPHIC EVIDENCE

