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AUTÓNOMA DE
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Regional Multidisciplinary Faculty, FAREM-Estelí

**TOPIC: EFFECTIVENESS OF TEACHERS' CORRECTIVE FEEDBACK IN
IMPROVING STUDENTS' LEARNING DURING TASK-BASED ON SPEAKING
ACTIVITIES.**

Course:

SEMINARO DE GRADUACION

**Undergraduate Project to opt to the Bachelor of Arts Degree in
Education, with Emphasis in English Language Teaching**

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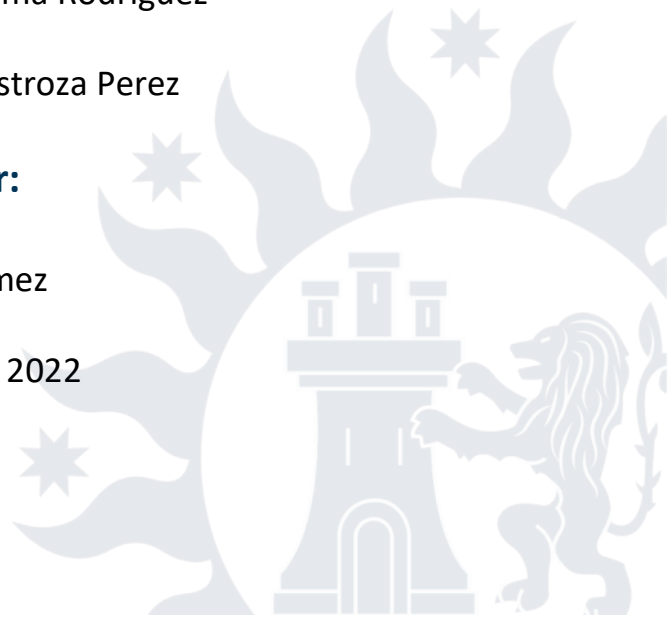
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Facultad Regional Multidisciplinaria de Estelí FAREM – Estelí

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Endorsement Letter of Approval

Hereby it is stated that the students, **BEVERLY TATIANA RUGAMA RODRIGUEZ AND ERVIN FRANCISCO INESTROZA PEREZ**, in compliance with scientific, technical and methodological requirements, have completed their undergraduate program in English Language. They have presented the work *Effectiveness of Teachers’ Corrective Feedback in Improving Students’ Learning During Task-Based on Speaking Activities* in accordance with the stipulated guidelines for undergraduate studies at the National Autonomous University of Nicaragua, UNAN – MANAGUA; in order to qualify for the Bachelor of Arts Degree in Educational Sciences, with a major in English Language Teaching. Therefore, the aforementioned students are authorized to make the presentation and public defense of the undergraduate research project before any examining board that is deemed appropriate.

This letter is issued in the city of Estelí, on the twentieth day of the month of January of the year two thousand and twenty-two.

Sincerely,

A handwritten signature in blue ink, appearing to read "Marjorie N. Gomez", is written over a horizontal line.

Dr. Marjorie N. Gomez

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Abstract

Oral corrective feedback and task-based learning have been two important pedagogical topics in second language acquisition research in recent years nevertheless, there is few research about the effectiveness of corrective feedback on speaking in Nicaragua`s elementary school settings. Therefore, this study provides relevant information about feedback and the different types of oral correction based on the categorization made by Lyster & Ranta (1997), same information that was contextualized in order that Nicaraguan teachers know how to give efficient feedback in the classroom. This project took as sample to students of fourth grade and the English teacher of the school Nelly Beatriz Castillo in the community La Rica. In the same way, it presents a guideline based on a didactic unit to develop in a month. This guideline will help teachers to apply oral corrective feedback in the oral production of the students. Also, it proposes recreates activities and it exemplify the steps to develop effective feedback during activities in the classroom.

Resumen

La retroalimentación correctiva oral y el aprendizaje basado en tareas han sido dos temas pedagógicos importantes en la investigación sobre la adquisición de un segundo idioma en los últimos años, sin embargo, hay pocas investigaciones sobre la efectividad de la retroalimentación correctiva sobre el habla en las escuelas primarias de Nicaragua. Por lo tanto, este estudio brinda información relevante sobre la retroalimentación y los diferentes tipos de corrección oral a partir de la categorización realizada por Lyster & Ranta (1997), misma información que fue contextualizada para que los docentes nicaragüenses sepan cómo dar una retroalimentación eficiente en el aula. Este proyecto tomó como muestra a estudiantes de cuarto grado y maestro de inglés de la escuela Nelly Beatriz Castillo en la comunidad La Rica. De igual forma se presenta una guía basada en una unidad didáctica la cual se desarrollará en un mes. Esta guía ayudará a los docentes a aplicar la retroalimentación en la producción oral de los estudiantes. Además, propone actividades recreativas y ejemplifica los pasos a seguir para desarrollar una retroalimentación efectiva durante las actividades en el aula.

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1. Introduction

Being fluent in a foreign language is not the only component of language learning/teaching process; accuracy it is also an indispensable element to create meaningful interaction, particularly for oral communication. One way to improve accuracy in oral production is the constant oral corrective feedback (OCF) during the classes. Corrective feedback is an approach that is widely used by language teachers to evaluate and reflect on the progress of the learners with regards to utterances and pronunciations (Zhao, 2015).

In this sense, instructors of English as a Foreign Language (EFL), especially during speaking classes empirically use oral corrective feedback (CF) to improve students' oral proficiency like repetition and recast. However, the frequency of using these oral CF strategies in language classes is often inconsistent across the different instructional settings. Furthermore, it is important to undertake an in-depth study of learners speaking mistakes, to identify methods of improving speaking accuracy.

This project follows a qualitative approach and aims to enhance students learning process through the application of effective corrective feedback during tasks-based on speaking activities, due to the importance that it has on improving students' mistakes in their oral productions.

1.1.Problem Statement

Feedback is used in education. However, how to give effective feedback to students in class is not well understood by most teachers because in the educational context of Nicaragua, teachers apply distinct types of feedback like repetition, but they do it empirically and are unaware of the scientific terms.

One type of feedback is oral corrective feedback. It is understood as any correction technique used by the teacher to indicate or respond to students' erroneous utterances (Buu Huan & Bich Phuong, 2018). In the learning process it plays an essential role in facilitating student's oral performance, due to its facility in the correction of student's mistakes during their utterances by providing them with the right words, accent, or syntactic structure of the mistakes. At the same time, it makes students aware of their mistakes and thus focus on the improvement of that, which made them to have an effective speaking accuracy.

We decided to analyze oral corrective feedback because its use plays an essential role in facilitating student's oral performance (Fan, 2019). Due to its undeniable importance of speaking skill, teachers have a significant role when providing corrective feedback, because they are the ones in charge of the progress of students in their speaking skill. Furthermore, it is important that teachers know about these types of CF to provide a better class and help students develop their communicative ability.

For all the above-mentioned, our project is focused on understanding how to do effective corrective feedback to improve student's learning during task-based on speaking activities.

1.2. Background of the problem

The dynamism existing in teaching and learning process in foreign language classroom in Nicaragua is a matter in discussion among language educators. It has been in scrutiny for decades and since then, ways for improving the teaching-learning process have been studied. One of the most notable aspects of these studies is feedback which has been concerned as the information provided by an external agent (Hattie & Timperley, 2007). However, in Nicaragua this conception is unknown by teachers, especially for those in elementary schools due that the program of teaching English as L2 in primary schools started in 2018. Nevertheless, MINED¹ in coordination with INATEC² have trained teachers on pedagogical competences in order to guarantee a successful teaching and learning of the English language matter.

An efficient teaching and learning process is fundamental when learning a foreign language. In this sense, throughout the process of teaching and learning process feedback is an essential factor to enrich the learning in students. However, the lack of knowledge of teachers about how to correct the mistakes made by students gradually affects the quality of learning, since teachers are those in charge of promoting the effective use of language skills. Nevertheless, it is important to emphasize that teachers in Nicaragua give corrective feedback in an indirect, intuitive, and implicit way, which makes them ignore the value of providing effective feedback during their classes and its effect on improving language skills specifically when it comes to oral production.

¹ MINED: Ministerio de educación

² INATEC: Instituto Nacional Tecnológico

Due to its importance in Education, researchers around the world have been interested in the usefulness, description, taxonomy, context, and efficacy of corrective feedback, most notable since Lyster & Ranta (1997) proposed a classification of six types of CF: repetition, elicitation, metalinguistic feedback, clarification request, recast, and explicit correction. Since (and even before) this taxonomy was described, studies have sought to describe not only the effectiveness of these types of feedback (Amaliah, 2016), (Alsolami, 2019) but also the students' preferences on corrective feedback (Smith, 2010), (Gamlo, 2019).

In this sense, it is important to remark that the type of feedback developed by teachers vary according the context. For example, Amaliah (2016) in a university study found out that explicit correction was the type of feedback most used in the classes observed. This study was developed with university students. Similarly, Öztürk (2016) conducted a study with university students too, and he found out that recast is also one of the most useful strategies when giving oral corrective feedback. So, the evidence shown points out that the value of knowing and understanding the teaching context play a key role to give an effective and significative feedback to learners.

1.3. Justification

The purpose of this project is to understand how to do effective feedback to improve students learning during task-based on speaking activities. Currently, feedback plays an important and necessary role in education, so, it is a challenge for teachers to apply a properly feedback that allows them to reinforce learners to obtain effective knowledge on the language.

In this sense, teachers need to analyse the methodology that they are using to applied feedback and reflect if their methodological resources need to be improved. That process of change needs the support of instructors that could guide teachers through that experience. Also, teachers need to be willing to improve their abilities to provide an effective correction in improving students' learning during task-based on speaking activities.

Students can learn a lot. They have the energy and the intensity to discover new things which made them have a natural ability for learning languages. Due to this ability, children need the support of a trained teacher who provides them the tools to accomplish their goals. At the same time, teachers need professional instructors who shares with them the methodology to provide effective feedback in the classroom.

In Nicaragua context, teachers are not aware of the terminology of the several types of corrective feedback. As a result of this, they are not aware of the influence and impact of giving effective feedback on the learning of students. Therefore, we decided to focus on this topic to provide important and quality information that would be useful for teachers in Nicaragua. Given the importance of this topic we will create a guide to

understand how to do effective feedback to improve students learning during task – based speaking activities.

1.4.Objectives

1.4.1. Main objective

- To enhance students learning process through the application of effective corrective feedback during tasks-based speaking activities.

1.4.2. Specific objectives.

- To identify the effects of corrective feedback on speaking activities.
- To describe types of oral corrective feedback proven effective.
- To create a guideline to provide effective corrective feedback during oral activities.

1.5.Key terms

Feedback: It is the transmission of evaluative or corrective information about an action event, or process to the original or controlling source (Merriam Webster, 2021)

Speaking: The learner's ability to express himself/herself orally, coherently, fluently, and appropriately in each meaningful context.

Oral corrective feedback: Oral corrective feedback refers to any correction technique used by the teacher to indicate or respond to students' erroneous utterances by providing them with the correct form regarding their errors or giving them clues for correction (Buu Huan & Bich Phuong, 2018)

Task based activities: A task-based activity is one in which students have to use language to achieve a specific outcome (Bolen, 2021).

1.6. Organization of the study

This Project is structured into four main chapters.

The first one is the introduction. In this chapter a brief description about the topic is contemplated as well as information provided about the problem statement where we explain the reason why we started this research or why it is important to make a proposal for the improvement of learning, in this case through the correct use of feedback to improve oral skill.

The second chapter reveals all the information found related to the thematic under investigation. In this sense, it is important to remark that the data found was the basis for the creation of the proposed didactic guide, as it contemplates essential topics to consider at the moment of provide feedback.

The third chapter is related to the methodology used along the project. In this chapter the methodology and context of the study is discussed. An important aspect to highlight is the descriptions of the context where the project is carried out and the participants who are the main protagonist in this process. In the same way the corresponding data collection and analysis of data are shown. Also, this chapter reveal that we make sure that every aspect in this process was carefully developed avoiding plagiarism and respecting the rights and privacy of people involved in this research process.

Finally, in the last chapter the didactic guide is presented. This guideline includes the type and name of oral corrective feedback, the name of the activity, the content according to the curriculum and didactic action of fourth grade, the methodological process and the resources to be used in the activity designed to provide effective feedback during oral production activities.

2. Literature review.

2.1. Teaching to children.

Being a teacher is both an art and a craft. This practice requires creativity and energy, but overall passion. As TEFL³ teachers, it is important to consider, that there are certain differences in the way children and adults learn. Children learn languages naturally and are self- motivated to pick up the language unconsciously (Dunn, 2021). Furthermore, children's natural abilities to acquire new languages is strong before adolescence and this is what teacher should keep in mind because at this stage, as pronunciation comes easier, and vocabulary sticks during this time.

The process of language acquisition with children may be complicated regarding the motivations of the students, learning styles, role of teacher and the age of learners. Moreover, no matter the age of the children, it is crucial to understand the various stages of languages- learning. In this sense, Seldin (2017) recognizes that children go through stages of intellectual, interest and curiosity in which they become intrigued and absorbed by aspects of their environment. It is important to understand this process because each stage represents an opportunity which, if taken advantage of can profoundly influence the children's development. Equally important, English language teachers should always consider the different characteristic of children and adults in terms of classroom setting. In fact, an important aspect when teaching English to young learners is to deliver on fun and always keep in mind that their attention spans are short.

The process of teaching to children in Nicaragua has been well interactive and dynamic. Teachers who are in charge at primary classrooms promote the development of

³ Teaching English as a Foreign Language

the four main language skills, listening speaking reading and writing, more specifically speaking, and listening in the first grades of elementary school. This process is developed and supported using interactive activities such as games, songs that involve body language, craft activities, among others.

2.2.Characteristic of children

Teaching-English to children has been of particular concern. For this reason, Scotch and Lisbeth (1992) as cited in Hashemi & Azizineshad (2021, p. 284) claim that there are characteristics of children between ages 8-10. They argue that children at this age are mature enough; They have a particular point of view, they are able to describe the differences between facts and fictions; They are curious of asking questions; They believe in what is said and the real word to express and comprehend meaning message; They have distinct opinions about what they like and what they dislike; They are open to what happens in the classroom and begin asking a teachers decision; and they can cooperate with each other and learn from others. Language educator when teaching to children need to be aware of all these characteristics to develop an efficient teaching process that guarantees and promotes the well use of this valuable children learning stage.

Another aspect to highlight is that children construct knowledge through social interaction (McLeod, 2018). This means that children need to interact with someone else. Learning must happen in social interaction whether is the teacher or peers. Normally in Nicaragua EFL classrooms, this kind of interactions occurs through body language conversations, playing together, sharing, cooperation and more.

Moreover, children need to be involved in hands-on experiences for effective learnings (Goodwin University, 2018). When we talk about hands-on experience, we refer

to experiential learning with activities that involved doing something. In the same way, children learn through the manipulation of concrete materials which help them to understand and process the meaning in a better way.

2.3. Defining speaking

Speaking is one of the four language skills (reading, writing, listening, and speaking). It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. As teachers are those in charge of promoting the development of this production skill with learners, they need to provide the scaffolding process for enriching and improving it along the teaching process. According to Wallace, Stariha, & Walberg (2004), students improve their formal speech when teachers provide insights on how to organize their ideas for presentation. In this sense, students give better speeches when they can organize their presentation in a variety of diverse ways, including sequentially, chronologically, and thematically.

The ability to speak confidently and fluently is something which children will develop during their time at school, and something that will help them throughout their life. In terms of teaching, speaking is defined as an interactive process of constructing meaning that involves producing, receiving, and processing information Burns & Joyce (1997) and Luoma (2004) as cited in Shaimaa Abd EL Fattah (2006)). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, the physical environment, and the purposes for speaking.

Traditionally speaking classes in Nicaragua often have taken the form of drills in which one person asks a question and another gives an answer. The question and the

answer are structured and predictable, and often there is only one correct, predetermined answer. In this sense the purpose of asking and answering the question is to demonstrate the ability to ask and answer the question. However, Decker (2012, p. 28) claims that the real purpose of speaking is to accomplish a task, such as conveying a telephone message, obtaining information, or expressing an opinion. Thus, it is necessary to develop authentic speaking activities that led students to relate to the real interaction context specifically in elementary schools due to the facility of children to learn and interact through new language acquisition.

In the context of the current study speaking is defined as the learner's ability to express himself/herself orally, coherently, fluently, and appropriately in a given meaningful context. This process of sharing spontaneous information when it comes to teaching to children is regulated by the facilitator which provides cues for a better interaction and a fluently and understandable speech.

2.4. Defining feedback

As a crucial element in education, feedback has been discussed by researchers. (Hattie & Timperley (2007), define feedback as information provided by an agent (teacher, peer, book, parents, self-experience). In this sense, it is information that aims to reduce the gap between what is now and what should or could be. Likewise, Richardson as cited in (Mandouit, 2018, p. 755) defines feedback as the use of formal processes to gather information from students' performance. So, its importance in the learning process cannot be denied and its impact on learners is quite clear on the achievement of learners and their development of production skills. Thus, in the classroom feedback provided by teachers tell student what they did wrong or right and what should be done in the future.

Feedback may be divided into two types that are external and internal. Role of external feedback according to Hattie & Timperley (2007) is to give information about deliverer's expectations and a justification of why student scored a particular mark. As part of external feedback, the way how corrections are made by instructors play an essential role in improving learners' performance especially when it comes to the speaking skill.

2.4.1. What is oral corrective feedback?

Over the last decades, there has been an increasing interest in researching corrective feedback in second language acquisition, and several definitions have been offered since then. According to Buu Huan & Bich Phuong (2018, p. 112) oral corrective feedback refers to any correction technique used by the teacher to indicate or respond to students' erroneous utterances by providing them with the correct form regarding their errors or giving them clues for correction. In this sense, it is the correction that teachers give based in a wrong utterance in the student's oral production. Moreover, Ananda, Febriyanti, Yamin, & Mu'in (2017) claim that this type of feedback explains how the utterance is correct or wrong, which is related with accuracy.

On the other hand, corrective feedback also is defined as an indication to learners that their use of the language is incorrect (Ferreira, D.Moore, & Mellish, 2007). According to Harmer and Naghizadeh (2003, p. 62-63) a correction helps students to clarify their understanding of the meaning and construction of language. So, it is a vital part of the teacher's role to point out student's errors and provide correction because students need to be corrected in order not to be fossilized to make errors but to improve their knowledge and corrective feedback will help them clarify their understanding of meaning and how language is constructed.

2.4.2. Effects of corrective feedback.

Corrective feedback plays a significant role in learning as it highlights the mistakes made by a learner enabling them to eradicate such errors in the future.

According to Alsolami (2019) the use of corrective feedback to facilitate learning begins in early childhood whereby mothers and caregivers correct the young child when they commit mistakes in their speech. Therefore, this work starts from the beginning of our lives, children learn to speak by repeating after their mothers and they oversee correcting their first speech mistakes.

Moreover, corrective feedback is used as a support strategy that improves the learning process, especially in languages. It is essential as it helps teachers and learners to identify and focus on the common errors made in languages (Alsolami, 2019). In language classroom, it is an essential element that causes changes in the practices of oral skills helping learners to develop fluency and accuracy during speaking practices. In this sense Gamlo (2019) claims that English teachers should be aware of their influence on their students as the source of information and be prepared to take note of oral errors and provide clear and efficient CF to ensure students not only recognize their errors, but also learn.

According to a study conducted by Khunaivi & Hartono (2015), this study shown that feedback was more frequently provided during the language-focused exchanges. It was also shown that two of the teachers were very reluctant to provide their students corrective feedback during communicative activities. Despite this, although Nicaraguan's teachers do not know the scientific term about corrective feedback, in the classroom they provide it in an empiric way.

2.4.2.1. Types of oral corrective feedback

Oral corrective feedback is an integral part of the speaking courses in EFL classes which is implemented by the instructors. In this sense and based on a descriptive study of teacher- student interaction in French immersion classroom Lyster & Ranta (1997) presented a categorization for the diverse types of OCF that teachers applied in the classes. Based on this classification many researchers as Amaliah (2016), Öztürk (2016), Hernández Méndez, Gómez Arguelles, & Jiménez Castro (2010), Buu Huan & Bich Phuong (2018) and others authors have carried out their studies about oral corrective feedback which are normally subdivided into various types whereby each of them has its appropriate functions. In this study we provide relevant information about each type of CF and at the same examples of how each of them is carried out in Nicaragua language speaking classes.

Recast. It involves the teacher's reformulation of all or part of a student's utterance, minus the error (Öztürk, 2016). In this sense, teacher when providing this technique of feedback, they implicitly reformulate the student's mistake, or provide the correction without directly pointing out that the student's utterance was incorrect.

In this sense, it is important to consider the nature of the activity in which teacher provide feedback by using the recast technique and more specifically when it comes to speaking activities. For example, in the activity about personal information exchanges (dialogue) focus on progressive structure sentences produced by the students, the reformulation of the wrong students' utterances is made after the students' intervention. On the contrary, in the case of oral production activities conducted by the teacher and students the reformulation of the sentences said wrong is made of the same time that the mistake occurs.

Example. Activity: playing with festivals days.

Student: my birthday is in July (mai berdei is in juli).

Teacher: oh, yur berdei is in julai? (Your birthday is in July?)

Explicit Correction. It refers to the explicit provision of the correct form. It means that the teacher clearly indicates the student's error and provides the correct form of the mistake. According to Amaliah (2016) it occurs when the teacher identifies the student's error and tries to correct it immediately. As teachers provide the correct form, they clearly indicate that the student utterance is incorrect.

The efficacy of this technique is in the moment that this kind of correction is conducted. For example, in the daily interaction among language users this kind of correction is commonly used, as well in the classroom interaction along the language classes. In this sense, some activities through which teacher provide explicit correction are role plays, oral presentations, among other activities which facilitate the correction of the facilitator at the moment of the oral production.

Example. Activity: dancing on a big paper.

T: what is the second month?

S: the second month is February

T: the correct pronunciation of the second month is februeri

S: the second month is February (de second month is februeri)

Repetition. This type of feedback is conceived as the teacher repetition of the student's erroneous utterances to guide a student to be aware of the mistake (Amaliah, 2016). It is simply, the teacher repeats the ill-formed part of the student's utterance,

usually with a change in intonation. This current type of oral CF strategy requires only the repetition of student's erroneous utterance by teacher; therefore, the students have a chance to correct the mistake by themselves.

Example. Music rhythm.

T: what day is today?

S: today is Monday, (today is Monday)

T: today is Monday? (Tudey is mandey?)

S: today is Monday, (tudey is mandey)

Elicitation. According to Lyster (1997) as cited in Hernández Méndez, Gómez Arguelles, & Jiménez Castro (2010) in this type of feedback teachers provide a sentence and strategically pause to allow students to “fill in the blank”, then if the students give an incorrect answer, he/she makes a comment such as “No, not that. It's a...” or just repeats the error.

Example: The ball

T: what color is it?

S: it is **blue (blue)**

T: It is?

S: It is blue (bluu)

Metalinguistic Cue. This strategy is like explicit correction with metalinguistic explanation, which is an explanation about grammatical structure, but it differs in that there is a metalinguistic comment by the corrector, but the correct form is not provided. Self-correction is then encouraged.

Example: Activity: Lemon- lemon, orange-orange, banana- banana

T: When is Mother's Day?

S: May

T: oh, it is in May. You need to provide the whole structure of the sentence.

The example illustrates that teacher do not correct the student's mistake, but they give metalinguistic comment to help students to recognize and then correct the mistakes themselves. This type of corrective feedback is commonly used by English Teacher at elementary school in Nicaragua. Children are excited because they are learning another language and they try to express themselves through sentences with the vocabulary that they already know.

For example:

S: he is my mom.

T: oh, she is... remember for girls we use SHE and for boys HE.

Clarification requests. In this type of feedback the teacher asks for repetition or reformulation of what the learner has said (Hernández Méndez, Gómez Arguelles, & Jiménez Castro, 2010). It is like ,Excuse me? ', ,Sorry? ', ,Pardon me? ', or ,I don't understand what you just said' indicating that the student's utterance was not understood by the teacher or contained an error in some way that reformulation is required.

Example one.

S: I spent all my money in clothes yesterday.

T: pardon me?

S: I spent all my money... on clothes yesterday.

2.4. Definition of task

According to Nunan (2005), defines a task as a classroom activity which involves learner comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on "meaning" rather than "form". That is mean that a task must be capable of giving learners a sense of completeness, being able to stand alone as a communicative act.

2.5. Task based activities

A task-based activity is one in which students must use language to achieve a specific outcome. In the classroom activities based on task are developed through the immersion of children in interactive situations that encourage the production of language. The best TBL activities reflect real life and allow students to use whatever language they want as long as they are able to complete the task. A study conducted by Tuyen & Hoai An (2019) showed that there are different Task-Based speaking activities the teacher can perform in the classroom, such as:

- **Brainstorming:** is a group activity where each participant shares their ideas as soon as they come to mind.
- **Interviews:** is a structured conversation where one participant asks questions and the other provides answers.
- **Role-plays:** is the changing of one behavior to assume a role, unconsciously to fill a social role.
- **Storytelling:** describes the social and cultural activity of sharing stories, sometimes with improvisation, theatrics, or embellishment.

All the above-mentioned activities are useful for the teacher at the moment of teaching English, as they promote learning, practice, and the improvement of the production skills. It is important that teachers encourage themselves to develop this kind of activities due to its facility to connect the learning process with the context of production of language.

3. Body of the project

3.1. Methodology

The research methodology used in the present study is qualitative. According to Hernandez Sampieri, Fernandez Collado, & Baptista Lucio, (2014) this kind of research is focused on understanding phenomena, exploring it based on the perspective of the participants in a natural approach and in relation to the context. According to Creswell & Poth (2011) Qualitative Research is a situated activity that locates the observer in the world. This design consists of a set of interpretative material practices that make the world visible. Furthermore, the current project is focused on the effectiveness of teachers' corrective feedback in improving students' learning during task-based on speaking activities. This approach was selected because it allowed the researchers to gather relevant data to be correspondently analyzed in order to establish a useful guideline for teachers to provide feedback in the classroom.

3.2. Objectives of the project:

Main objective:

- To enhance students learning process through the application of effective corrective feedback during tasks-based speaking activities.

Specific objectives.

- To identify the effects of corrective feedback on speaking activities.
- To describe types of oral corrective feedback proven effective.
- To create guidelines to provide effective corrective feedback during oral activities.

3.3.Context and participants

The current study was conducted at the public-school Nelly Beatriz Castillo. It is a rural school located in the community La Rica, 20 km to north-east from the city of San Sebastian de Yali. This school was founded in 1948 and since then it has attended the modalities of kindergarten and primary and has attended a student's population of 170 students approximately per year. It is important to remark that this school was one of the first schools in the implementation of the national strategy of teaching English as foreign language in Nicaragua's classrooms. Nowadays, in this school, students from first to fourth grade are privileged with the English teaching; process that is supported through the use of a correspondent student's book and audio tracks for each learner. Based on this, we choose this school because of its accessibility and conditions for the English teaching and learning process, specifically in fourth grade because the design of the program for this grade is highlighted for being more interactive in terms of communicative activities among students. This fact will facilitate the development of oral corrective feedback by the facilitator during the oral production of students.

Another important aspect to highlight is the characterization of learners in this grade which according to the facilitator they are so disciplined, studious and have excellent team-work skills which facilitate the interaction among learners. Respecting to teacher's academic level, he has a degree on Education Science with mention in English Language Teaching and more recently he got a specialist didactic certification on English language. Also, he has four years of experience in the English language teaching at elementary school level.

3.4. Ethics in the project design.

Researchers need to protect their research participants. Every single person has their privacy and Creswell (2014, p. 134) recommends assign fictitious names or aliases; develop composite profiles of participants. Most of the Nicaraguan higher education students and even teachers do not respect the privacy because public universities normally don't have an Ethics Committee for research compliance, but it does not mean that is correct and that no guidelines should be followed. Furthermore, the law No.787 in the chapter VI explains that there are punishments to the people that commit minor infractions or serious infractions against the privacy of people.

Therefore, to follow the ethical considerations in this project, we designed a letter requesting to the director of the school Nelly Beatriz Castillo to allow us to conduct our research there. This letter shown our intention as researchers for conducting our project in this school due to its facility and conditions for the English learning and teaching. On the other hand, the facilitator Eliar Blandon facilitated us his personal data and allowed us to observe his class. Also, to gather evidence, we took photographs of the classroom environment which were correspondently authorized by the facilitator and school authorities.

3.5. Data collection.

Table 1 Data collection of relevant information.

Type	Category	Authors
Rolle play	Speaking activity	Torky Shiamaa Abd EL
Debates		Fattah (Shiamaa Abd EL
Dialogues		Fattah, 2006)

<p>Obtaining information</p> <p>Expressing opinions</p>		<p>Trudy Wallace;</p> <p>Winifred E. Stariha;</p> <p>Herbert J. Walberg.</p> <p>(Wallace, Stariha, & Walberg, 2004)</p>
<p>Recast</p> <p>Repetition</p> <p>Explicit correction.</p> <p>Elicitation.</p> <p>Metalinguistic cue.</p> <p>Clarification requests</p>	<p>Types of feedback</p>	<p>Roy Lyster; Leila Ranta (Lyster & Ranta, 1997). Aam Amaliah (Amaliah , 2016), Gökhan Öztürk, (Öztürk, 2016), (Hernández Méndez, Gómez Arguelles, & Jiménez Castro, 2010), Nguyen Buu Huan,; Tran Thi Bich Phuong, (Buu Huan & Bich Phuong, 2018).</p>
<p>Self-motivated</p> <p>Natural ability to learn</p> <p>Learners' characteristics</p> <p>Games, songs.</p> <p>Social interactions.</p>	<p>Teaching to children</p>	<p>Dunn Opal (Dunn, 2021)</p> <p>Tim Seldin (Seldin, 2017)</p> <p>Saul McLeod (McLeod, 2018)</p>

<p>Giving opinions about something:</p> <p>Playing the role of someone in a conversation</p> <p>Exchanging information about something</p> <p>Brainstorming</p> <p>Interviews</p> <p>Role-plays</p> <p>Storytelling</p>	<p>Task based activities.</p>	<p>Le Van Tuyen Huynh Hoai An (Tuyen & Hoai An, 2019)</p>
<p>They are mature enough</p> <p>They have a particular point of view</p> <p>They can describe the differences between facts and fictions</p> <p>They are curious of asking questions</p>	<p>Characteristic of children</p>	<p>Masoud Hashemi; masoud Azizineshad. (Hashemi & Azizineshad, 2021)</p>

Source: The authors of this project.

3.6.Data analysis.

This project was undertaken with the purpose of creating a guideline for supporting the process of giving effective oral corrective feedback during task based on speaking activities. The information was gathered from different sources like articles,

books, and self-experience. This information was collected based on key terms and on the previous objectives that were defined and that we followed in order to create the guideline final product.

It is important to mention that the process of teaching to children at elementary school is a new national project yet, and the process of improvement is still required. In this sense the information about teaching to children helped us to understand how this process could be developed with learners, considering their characteristics, and learning styles that teachers need to keep in mind at the moment of teaching them.

On the other hand, in the context of elementary school in Nicaragua children develop the speaking skill through social interaction. This means that they need to be involved in activities that promote the active participation in the classroom. So, this is something that we considered for creating the activities included in the guideline, which seeks to improve the oral production skill.

In the context of Nicaragua, teachers do not know what is understood by feedback so, in order to provide information about it we did research, we read different articles looking for specific information related to the thematic in the study. The information found helped us to establish the basis to create the guideline and to know the right moment and conditions to implement it in the classroom. By having the information based on previous studies conducted on the field of feedback, this led us to contextualize how feedback could be applied in the context of our study and what we should keep in mind at the moment of providing the right and effective oral corrective feedback strategy.

Feedback could be given in the four main language skills (reading, listening, writing, and speaking); nevertheless, in our project we focused on oral corrective feedback which is conceived as an indication that the language use is incorrect. At this

point, this constitutes an essential part in the process of correcting oral production made by students. It is important to keep in mind that the feedback strategies will be different depending on the activities. In this sense the collected information about the diverse types of feedback provides us the tools to implement the right effective corrective feedback type during speaking activities.

Along with the teaching process, it should exist a variety of activities that support the accomplishment of the competences by the students. One efficient type of activities developed in the classroom are those who reflect real life situations. These activities are known as task-based activities. Related to this thematic the information gathered was essential at the moment of designing the leaning situations due to the activities must be connected with the real context of students in order to prepare them to face the challenge that in the real life they would face.

4. Didactic Guideline

Description

This didactic guide includes the distribution of the different types of feedback that exist, names of activities, contents according to the first unit of the fourth-grade curriculum, the methodological process, time, goals and suggestions.

Purpose of the guide: The purpose of this guide is to be a support base for the teacher when providing feedback. In addition, get to know the different types of feedback that exist and how facilitators can apply them through activities exclusively in the development of the oral skill. This didactic guide is designed for face-to-face implementation at Nelly Beatriz Castillo school with the active participation of students and teacher.

We must take into account that feedback occurs naturally. No specific mistake or correction is planned for a certain time. Therefore, in this guide, four moments in which feedback can be applied are provided as a guide or example of what the teacher can use when giving feedback using the type of feedback that is most comfortable or preferable at that moment.

Group: This guide is designed to be developed with students of fourth grade. The examples presented are related to the specific fourth grade syllabus.

Objective: To improve the learning process through the application of effective feedback in tasks based on speaking activities.

Contents: The examples shown are focused on the syllabus of the first unit, in which we find the following topics: months of the year, ordinal numbers, celebrations and days of the week.

Methodology process: it is the description step by step of each activity.

Timing: The teacher can have between 8 to 10 minutes to provide the feedback and can be carried out at the beginning, in the middle or at the end of the class.

Resources: We must be creative when providing feedback, try to recycle to not spend money and not pollute the environment. To create didactic material, you can use the resources that we have in our environment such as leaves, cardboard, leftovers from the roll of toilet paper, etc.

Evaluation: We will know that the feedback was effective when the students make correct use of the feedback giving.

Type of feedback: we present a type of feedback for each examples shown that the teacher can use but he/she can change according to their learning environment.

Situational feedback activities:

Name of the activity: bowling

Recast: it involves the teacher's reformulation of all or part of a student's utterance, minus the error.

Content: months of the year

Methodology process:

Step 1: The teacher places 12 bottles in front of the blackboard containing questions regarding the months of the year.

Step 2: Selection of participants: the teacher will write down a number from 1 to 10 in his notebook and ask the students to try to guess it. Whoever guesses it will have the opportunity to throw the ball dragged across the floor with the aim of knocking the bottles.

Step 3: If the student managed to drop three bottles, the teacher will ask the three questions, but if the student dropped five or more bottles, the teacher will choose one or two questions to ask to the student.

Step 4: the teacher will read the questions contained in the bottles and the student will answer them one by one.

Example: teacher: which is the second month?

Student: the second month is February

Assuming that the student mispronounced the month February. As a suggestion, if the teacher wants to use recast to provide feedback, it can be as follows:

Example: teacher: which is the second month?

Student: the second month is February.

Teacher: oh! The second month is February. (oh! Da second monz is february)

Resources: paper, 12 bottles and a ball

Time: 10 minutes

Activity's objective:



1. Help students review the months of the year
2. Correct the incorrect pronunciation of the months of the year in students.

Suggestions:

1. This activity can be done 10 minutes before the end of the class because the students will be able to review the months of the year in a funny way, on the other hand, it will make them want to take the English class again.
2. The teacher can carry out this activity in the classroom or in the school field.

Example #2

Name of the activity: the boat dance

Clarification request: in this type of feedback the teacher asks for repetition or reformulation of what the learner has said.

Content: celebrations

Methodology process: the teacher will have made a paper boat and colored pieces of paper with questions related to the topic of celebrations and will place them inside the boat. The teacher will explain to the children that while he plays music, they will pass the boat among them. When the music stops, the student with the boat should take out a piece of paper and read the question

aloud. That moment will be exclusive to provide feedback in the case that student has mispronounced a word, that correction that will serve to the whole group. In this case, it is proposed to use clarification request since reformulating what the student said is a good way to encourage him/her to notice and correct his/her mistake.

Example:

Student: easter is in April. (Easter is in april)

Teacher: excuse me?

Student: easter is in april. (ister is in eipro)

Resources: paper, music, speaker.

Time: 8/10 minutes

Activity's objective: Encourage students to practice speaking using the topics taught. At the same time, strengthen knowledge about the correct pronunciation of words.

Suggestions:

1. This activity can be done at the beginning of the class to remember the previous class or at the end of the class.
2. The sentences in the boat can be written in Spanish, so the student will remember the complete structure in English and at the same time has the opportunity to express it orally.
3. The boat can be made from colored leaves. The teacher can design the ship with drawings that the children like. It is also suggested that the music be moved so that the children have more fun, such as: baby shark and other action songs.



Example #3

Name of the activity: question's chest

Type of feedback.

Explicit correction: it refers to the explicit provision of the correct form. It means that the teacher clearly indicates the student's error and provides the correct form of the mistake.

Content: days of the week

Methodology process: In the first lesson the teacher will provide each student with a gold coin. Then he/she will say to the students that any doubt or question they have about the days of the week can be written by taking a gold coin previously designed by the teacher (made of a folder). The coin will be deposited in the question-s chest three minutes before the teacher leaves. This activity will take place in the last English lesson of the week. The teacher will take out the coins that contain the students' questions and give them answers. The coins must have the name of the student, the teacher will ask that student to pronounce the word, if the student pronounces it incorrectly, the 'teacher will make a comment such as: it's not that way... It's...

Example

Teacher: how do you pronounce Monday in English?

Student: monday (monday)

Teacher. The correct pronunciation of lunes is Monday (mandey)

Resources: a shoebox

Flexible cardboard and hard cardboard

Pieces of paper

Painting

Ribbon or ribbon to decorate

Time: 10 to 15 minutes



Activity's objective: To create an environment of trust so that students can express their doubts regarding the pronunciation of words. To respond to student concerns.

Suggestion:

If, for example, there are 30 students in the class and all of them deposited coins, then the teacher should see if there are repeated questions, if there are not, we suggest doing it in two 15-minute sessions.

Example #4:

Name of the activity: The moon asks you

Type of feedback:

Elicitation: in this type of feedback the teacher provides a sentence and strategically pause to allow student to fill in the blank, then if the student give an incorrect answer, he/she makes a comment such as: no, not that, it is a ...or just repeat the error.

Content: ordinal numbers

Methodology process: Professor will have designed a spinner in the shape of a full moon. In it he/she will write questions about ordinal numbers, fun challenges and leave some blank spaces. In this case, the teacher will read the question that the child asks. And the student will respond to it. If the student mispronounces, feedback will be applied. In this case, elicitation is suggested, but the teacher can use the one that suits him best. Before the teacher says the question, he will say to the student:

Example:

Teacher: ¿the moon is asking you... how do you say primero in English?

Student: first (first)

Teacher: not that. It is first (ferst)

Resources: cardboard, colors

Time: 10 minutes.

Activity's objective:

1. Help students remember and practice the correct pronunciation of ordinal numbers.
2. Help students to practice numbers in a fun way.

Suggestions

1. This activity can be carried out at the beginning or at the end of class.
2. The teacher can ask the students to sit in a circle and put the spinner in the middle so that everyone can see and pay attention to the activity.



5. Annexes.

A. Requesting letter.

La Rica 29 de noviembre de 2021

A Lic. Jahaira Rugama

Su despacho:

Buenos días, un saludo de paz y alegría esperando se encuentre bien.

Por medio de la presente nos dirigimos a usted los profesores de educación media Ervin Francisco Inestroza Pérez y Beverly Tatiana Rugama Rodríguez para solicitarle formal permiso para poder llevar acabo nuestro proyecto de investigación el cual es uno de nuestros últimos requisitos para obtener nuestro título de licenciado en ciencias de la educación con mención en Ingles.

Hemos elegido la escuela que usted dirige porque sabemos que cuenta con los medios necesarios para recolectar información útil para nuestro proyecto, además que cuenta con el docente que nos ayudara a poner en práctica nuestra propuesta didáctica la cual ayudara significativamente a la adquisición de un mejor aprendizaje de los niños del centro escolar.

Sin más que agregar, nos despedimos deseándole éxitos en sus labores.

Beverly Tatiana Rugama Rodrtiguez

Ervin Francisco Inestroza Pérez

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