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ORAL CORRECTIVE FEEDBACK EFFECT IN THE PRONUNCIATION OF REGULAR VERBS

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Abstract

The aim of this research was to investigate whether oral corrective feedback improves learners' accuracy in the pronunciation of regular verbs. A group of 23 fourth year of high school students of English as a foreign language participated in a quasi-experiment. The participants were divided in three groups; group 0 (G0 control group), group 1 (G1 explicit group), and group 2 (G2 implicit group). In the pre-test, participants were asked to read aloud a short story with 9 regular verbs in it. In the first and second treatment session, participants were asked to read aloud in pairs a dialogue with 15 regular verbs in it. In each session G1 received oral explicit corrective feedback (CF) with metalinguistic explanation, and G2 received oral implicit CF in form of recast in the correction of errors in the pronunciation of regular verbs in simple past tense. In the post-test, the participants were asked to read a short story with 9 regular verbs in it. Pronunciation accuracy was evaluated with checklists from which data was collected. The data was statistically analysed with nonparametric tests; Friedman, Kruskall Wallis, and U. Man-Whitney. The results in the post-test showed a statistically significant difference between testing times for the G1 and G2, across the 3 groups, and between G0 and G1, G0 and G2, G1 and G2. It might be concluded that oral CF improves learners` accuracy in the pronunciation of regular verbs, and that oral explicit CF is more appropriate to correct learners' errors regarding form.

Resumen

El objetivo de esta investigación fue investigar si la retroalimentación oral correctiva mejora la precisión de los estudiantes en la pronunciación de verbos regulares. Un grupo de 23 estudiantes de inglés como lengua extranjera de cuarto año medio participaron en un quasi-experimento. Los participantes fueron divididos en tres grupos; grupo 0 (G0 grupo control), grupo 1 (G1), y grupo 2 (G2). En el pre-test se le pidió a cada participante que leyera en voz alta una historia corta con 9 verbos regulares en su interior. En la primera y segunda sesión de tratamiento se les pidió a los participantes que leyeran en voz alta y en parejas un dialogo con 12 verbos regulares en su interior. En cada sesión G1 recibió retroalimentación oral correctiva (ROC) explicita con explicación metalingüística, y el G2 recibió ROC implícito en forma de recast en la corrección de errores de pronunciación de verbos regulares. En el post-test se le pidió que realizaran la misma actividad del pre-test. La precisión en la pronunciación fue evaluada a través de checklist de las cuales se extrajo datos para ser analizados. Los datos fueron analizados estadísticamente con pruebas no paramétricas; Friedman, Kruskall Wallis, and U. Man-whitney. Los resultados en el post-test mostraron una diferencia estadísticamente significativa entre grupos. Se concluye que la ROC mejora la precisión de los estudiantes en la pronunciación de los verbos regulares, y es más apropiada para la corrección de errores relacionados a la forma.

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Chapter 1 – Oral corrective feedback effect in the pronunciation of regular verbs

1.1 Introduction

The role of feedback has a place in most theories of second language (L2) learning and language pedagogy. In both behaviourist and cognitive theories of L2 learning, feedback is seen as contributing to language learning. In this research, we drew on research in second language acquisition (SLA) focused on feedback. In particular, what type of oral corrective feedback is effective for high school students in the VIII region, focused on the pronunciation of the simple past tense-*ed*.

There are many strategies used by teachers when correcting oral errors of foreign students. In this research, we discussed oral CF. Oral production is a complex activity, not only for L2 learners but also for native speakers; that is why oral CF plays a fundamental role to help, to assist and to improve linguistic accuracy in L2 (Ellis, 2009;Heydari&Bagheri, 2012).Pronunciation becomes important when students want to communicate orally in the classroom (Mallinson, Charity, Strickling, & Figa, 2011) because when they cannot pronounce properly, some problems in the learning process appear. For instance, non-standardized English speaking students feel afraid or embarrassed when they try to pronounce English accurately a fact that leads them to a

lack of communication in oral activities with their classmates or peers and so a bad pronunciation leads to a misunderstanding of the message. However, the training of oral skills is still often neglected in traditional classroom instruction (Darabad, 2014). The next section will discuss the types of corrective feedback and the importance of phonetics. We will discuss what phonetics is, the common English pronunciation problems and examine corrective feedback used in recent years. The chapter will directly compare oral implicit and explicit CF and previous research with regards to pronunciation.

Finally, this study collected data to determine if oral CF as recast (implicit) or metalinguistic feedback (explicit) contribute to gain in oral accuracy and pronunciation using past tense *–ed* with Spanish high school students in a Chilean context. The pronunciation of the past tense –ed was chosen because it is known as a common problem in learners of L2 (Doughty & Varela, 1998, Lillo, 2014).

1.2 The science of speech

Roach (2001) expressed that "speaking to each other is one of the most interesting thing that human beings do". In fact, everyone has a mind, and private thoughts, memories and feelings. In order to communicate these thoughts, we can use different means such as writing, sign language, or using pointer and a computer screen.

Although there any many different ways that humans can use to communicate, when it comes to telling other people what we want to tell them “what we use most is speech, and this is something which is only available to human beings” Roach (2001).

1.2.1 The speech chain

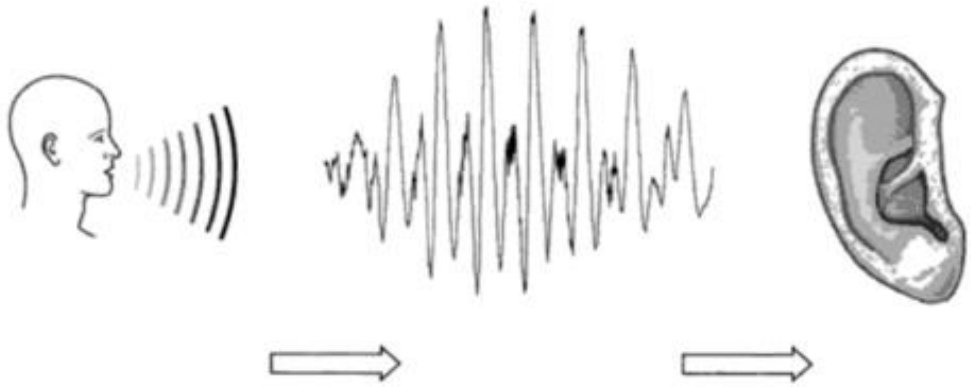

Figure 1. The speech chain (Roach, 2001).

Figure1. Shows the “speech chain” that Roach (2001) used to describe the process of speaking in the simplest way.

In the illustration above it is possible to describe the process of speaking by looking to three main events. In the first event, we can see a human head that represents the act of producing sounds, this process involves the parts of our chest, throat, and head. The second event represents the sounds released and how they travel through the

air in the form of vibrations. Finally, the last event represents the sounds being received by the ear of a listener.

However, if we take a look more carefully, it can be possible to find out that the brain of the speaker is involved in controlling the production of speech, and the brain of the listener has to analyse the sounds that were heard so then the brain can transform into a meaningful message (Roach, 2001).

1.3 Phonetics

Roach (2001) expressed that Speech is a complicated process to study, and that it requires a whole scientific subject “the science of phonetics”. However, one of the fundamental areas is the use of symbols to represent a particular sound.

The “standard accent” of English is described similarly to one which for much of the twentieth century was known as Received Pronunciation (RP). However, modern writers prefer to use the name British broadcasting corporation accent (BBC). Although not all the speakers on the BBC have the same accent, and an increasing number of professional broadcasters now have Irish, Scottish, or Welsh accents, it is still possible to identify quite consistent pronunciation that is used by English born announcers and newsreaders on channels (Roach, 2001).

1.4 Pronunciation

There have been numerous studies that have investigated the effectiveness of pronunciation teaching (Derwing & Munro, 2009) but the lack of conclusive results in those studies still constitutes a problem since the teaching of a second languages focuses on other linguistic aspects such as grammar, vocabulary, written assessment, so pronunciation is left behind (Pfandl-Buchegger, Landsiedler, & Insam, 2012; Neri, Cucchiarini & Strik, 2001). Oral proficiency training focused on pronunciation, plays an important role in the curricula, the reason is because pronunciation improves communication, speech production and also speech perception. Some studies have shown that there are some learners with difficulties when trying to integrate a new sound system. Some others struggle when acquiring the native pronunciation, since they are influenced by the sound inventory of previously learned languages, as their mother tongue. This phenomenon is called "phonological transfer". Students have problems with certain sounds that are pronounced differently, or do not exist at all, in their L1. This agreement of interference makes learners to replace unfamiliar phonemes in the L2 by those existing in their native language (Pfandl-Buchegger et al., 2012).

Another research in cognitive neuroscience made by Khul (2009), (cited in Pfandl-Buchegger et al., 2012) showed that children are born with a universal speech perception and they are able to differentiate between a large number of language sounds. He called this process as the "native language magnet effect", through which unfamiliar speech

sounds are replaced by the native ones in the learner´s perception. Once the learners construct their mental grammar and pronunciation of the English language, they tend to have problems with the rules of this language. That is the reason why learners make errors in their oral performances (Darabad, 2014), since, as it has been mentioned before, errors are part of the learning process and it is hard to avoid them.

To date, there are few studies that have investigated the association between errors on pronunciation and CF. In relation to phonological targets in L2, Saito and Lyster (in Lyster, Saito, & Sato, 2013) emphasized in studies how instructions with and without recasts can facilitate L2 speech learning processes. These reports recommend that short pronunciation-focused recasts can play an important role in L2 pronunciation development, because students notice the negative part of the output, and afterwards they practice the correct form in response to their teachers' way of pronunciation, which is a positive evidence for learners. Also, explicit information is highlighted, because it allows the learner to attend to the phonetic unit of L2 input.

Other researchers agree that the use of recasts and prompts are the most effective techniques for the error correction in oral production (Neri et al., 2001; Darabad, 2014). It means that although this type of strategies does not give the correct form, they lead learners to produce the correct form by themselves. When CF is provided, the assistance should be given mainly from teachers. Thus, Pfandl-Buchgger et al. (2012) expressed that teachers encourage learners to provide CF themselves, such as peer feedback and

self-assessment. The former refers to the development of reflective and evaluative skills at the same time, which increases learner's awareness of the pronunciation of the target language. To implement this strategy, a checklist in the form of questions that makes students think of their weaknesses is suggested.

Darabad (2014) said that "pronunciation is never an end and involves negotiation of meaning in discourse". The teaching and learning of pronunciation requires instruction, and the provision of CF plays a fundamental role in order to improve learner's oral performance, yet only if teachers take into account learners' proficiency levels to ensure the effectiveness of the CF technique.

1.4.1 Common English pronunciation variation problems

The mother tongue can affect the pronunciation of the target language, in this case at the time of learning English as a second language. For instance, a Japanese, Chinese or Spanish speaker will have difficulties when pronouncing English vowels, consonants, syllables or words. Here are the following examples:

Japanese Speakers of English

Ohata (2004) argues that in Japanese the syllables take a consonant vowel (CV) structure and all the words end with vowels. Thus, when Japanese students begin to learn English, they tend to add some vowels after English words that end with consonant (Parker & Riley, 2009).

Chinese Speakers of English

The Chinese sound system affects the pronunciation of the target language (Tang & Zhang, 2009). In Chinese, the sounds /θ/ and /ð/ do not exist; thus, they are replaced by the sounds /s/ and /z/ (Gao, Zhu, Cheng & Xu, 2005). The word "teeth" /tiːθ/, for instance, sounds like /tiːz/ and the word "though" /ðəʊ/ transcription sounds like /ˈsəʊ/.

Spanish Speakers of English

For Spanish speakers of English, the common pronunciation problems have to do with the long vowel /ɑː/ and voiced consonant /d/. They have difficulties recognizing the difference between the short vowel /ʌ/ and long vowel /ɑː/ (Derwing & Munro 2005) Besides, the difference between the voiced consonant /d/ and voiceless consonant /θ/. In addition, Spanish speakers pronounce v and b as the sound /b/, while in English these are two different phonemes.

It is also known that in other languages, the pronunciation of the past tense *-ed* has been difficult to acquire. In classroom and in our own experience we have noticed that it is a problem at the time of learning how to pronounce them properly. In fact, there have been researches that measured the acquisition of the past tense *-ed*, for example in New Zealand where learners were tested by means of an oral imitation test (Ellis, 2009).There were beneficial results obtained in the study, where the learners improved their pronunciation. In this research, we investigated weather Spanish speakers in the

Chilean context can acquire the past tense *–ed* pronunciation by providing two types of oral CF.

1.5 Regular and irregular verbs and morphology

Pinker and Prince (1994) claimed that inflection encapsulates the central theoretical issues that concern the psychological status of grammar, because it involves two sub processes that are closely to match in function but not in operation. It is possible to call regular inflection as “regular verbs”. Regular inflection such as the verb “walk-walked” is defined as “the perfect rule-governed”, and it looks like a paradigm case of a grammatical rule implemented in human brains” (Pinker & Prince, 1994).

Irregular inflection makes reference to the irregular verbs such as the verbs “sing-sang” these types of verbs that present simple change to past tense “show varying degrees of unpredictability and thus would seem to involve brute-force memory” (Pinker & Prince, 1994). For instance, an English speaker child that says “singed” instead of “sang” at some point he is going to memorize it. The regular process seems to be the essence of the symbol-manipulating, while the irregular process seems to involve a quite different kind of memory process, productivity and focus.

1.5.1 Regular verbs and research

There are different ways of communication, however, written and spoken language are the common ones. Lately, the form of correspondence that has received the most attention is the phonological (spoken) (Goswami & Bryant, 1990).

There are some sounds that in most of L2 learners and native speakers are difficult to pronounce (Bryant,1998). The most common mistakes when pronouncing verbs are directly related with regular verbs.

Bryant (1998) conducted a research where he realised that many children made a mistake when pronouncing regular verbs in English as a first language. When a word is spelled just on the basis of letter-sound correspondences is a method that works with the words like: “went” “list” but not with words such as “kissed”, “killed”, the reason is because those words are not pronounced as they are written (Bryant, 1998).

Bryant (1998) expressed that the bad pronunciation of those verbs made children (also adults) poor readers, a fact that makes them weak in their knowledge of phonologically based letter-sound correspondences. This fact deprives them of a successful reading experience, and so in life communication.

Bryant (1998) also stated that the answer is because regular past tense-ed is typically introduced in elementary and lower intermediate textbooks, but it is not among the morphemes acquired early. The typical error made by learners was the use of the simple or present form of verb in place of V-ED: Yesterday I visit my sister (Hawkins, 2001).

In addition, these verbs are not only pronounced differently as they are written, but also because they are pronounced in a different way according to the verb ending. For instance, it is possible to distinguish three categories of regular verbs: a) those ending in

a vowel or voiced consonants, which take a /d/ to form the past tense, b) those ending in a voiceless consonant, which take a /t/, and c) those ending in /t/ or /d/ which take a final /d/ to form the past tense (MacWhinney, 1987) Here there are some examples: the final –ed in the word "asked" is pronounced like the /t/ sound /æskt/, the final –ed sound in the word "stayed" is pronounced like /d/ sound /steɪd/, the final –ed sound in the word "added" is pronounced like /ɪd/ sound /ædɪd/.

The table below shows an example of voiceless or voiced consonant according to the regular verb and their suffix (MacWhinney, 1987)

Table 1. Number of Regular Verbs of Each Type

			Frequency		
Type	Suffix	Example	High	Medium	Low
End in dental	/ɪd/	start	0	94	13
End in voiceless consonant	/t/	look	1	64	30
End in voiced consonant or vowel	/d/	move	1	176	29

Adopted from The competition model by MacWhinney, B. (1987). *Mechanisms of language acquisition*, 249-308.

Table 1. Shows that the regular verb “start” is followed by the suffix /ɪd/, while “look” ends in a voiceless consonant and it is followed by the suffix /t/, finally the verb “move” ends in a voiced consonant and it is followed by the suffix /d/ (MacWhinney, 1987).

1.6 Positive and Negative Feedback

During the last decades, there has been great concern regarding the strategies that can be used to help students to learn and improve their pronunciation. Some of these strategies deal with feedback and the types of feedback.

Feedback can be positive or negative. Positive feedback confirms a correct response from the learner, this type of feedback is produced when is provided an effective support to the learner and foster motivation to continue learning (Lee, 2013). Examples of positive feedback include expressions such as “good”, “yes”, and “well done”; however, these words do not always mean that learners’ responses are correct, but they are a preface of a subsequent correction of students’ responses (Lee, 2013). Consequently, this type of feedback could be positive in appearance and negative in reality. That is why it is not studied.

In contrast, negative feedback, that is corrective feedback (CF), refers to the immediate oral response which aims at a mistake correction (Lyster & Ranta, 1997). Negative feedback signals, in one way or another, that learner`s utterance lacks veracity or is linguistically deviant. The response to this error is the repair of it by indicating that an error has been done. The correction can have the provision of the correct form of the target language, the information of the metalinguistic error.

Example of negative feedback:

S1: What do you spend with your wife?

T: What?

S1: What do you spend your extra time with your wife?

T: Ah, how do you spend?

S2: How do you spend

1.6.1 Corrective Feedback

As mentioned above negative feedback is equal to say CF. It can be written or oral, and it is defined as an integral part of teaching. It constitutes an ideal "dimension" of "practise" in that all teachers will need to make decisions about when and how to correct learners (Ellis, 2009). The correction often occurs in most classrooms. Brophy (1999) expressed that teachers' feedback is important because it motivates students by letting them know how they are doing, and claimed that feedback should be provided in both cases whether the student's response is correct or incorrect.

Sheen (2011) defined CF as "the feedback that follows an incorrect learner's response". In this way CF can be considered as an umbrella term to cover negative feedback, error treatment, and error correction (Sheen, 2011). Long (1991) claimed that CF assists learners' acquisition when they have communication problems since it makes input comprehensible and enables them to modify their utterances. Chaudron (1997)

argues that CF can be defined also as any reaction of the teacher that can transforms or demand the improvement of learners' utterances.

The use of CF explained by Sheen (2011) and Long (1991) involves the correction after a mistake. However, Chaudron (1997) mentioned that it is not only the act of make students aware that they have made a mistake, but also it can cause an impact and transformation on their learning process. Students can meditate in the mistake and make the change, the transformation that leads to the improvement. The next time, students will learn from the previous mistake and will produce what they were asked to correct. Besides, it is claimed that CF in L2 learning, has mainly focused on form, this mean that most common CF was given by paying attention to the grammatical accuracy and its development. Long (1991) pointed out the term "focus on form" referring to the attempts to induce learners' attention to linguistic form while they communicate.

CF involves negotiation of meaning and negotiation of form. Negotiation of meaning is defined as the process in which learners and competent speakers provide and interpret signals of their own provoking adjustments to linguistic form, conversational structure and message content until the level of understanding becomes acceptable (Long, 1996). Negotiation of form is considered as the brief time that teachers and learners have out from communication in order to treat language as an object, that is to say to treat language from a metalinguistic point of view (Sheen, 2011).

Corrective feedback can be given either immediately after the error or delayed later in time, that is why the teacher keeps a record of learner's errors in order to give feedback about them later (Sheen, 2011). Nevertheless, Doughty (2001) expressed that CF should be provided immediately after the learner's error since it assists acquisition when it is done in that way.

Moreover, it is important to say that there is difference between CF conducted in a laboratory or in a classroom context. It is important to make the difference, because CF and learning outcomes are notably distinct in laboratory and classroom settings. On one hand, learners in a laboratory setting may be more sensitive to CF due to variables such as intensity and consistency are more controlled. On the other hand, in classroom settings teachers may have problems providing CF following specific linguistic targets in a constant manner. Research demonstrating the efficacy of recasts has taken place in laboratory settings, where variables can be easily more controlled than in classroom, and CF can be transferred intensively in consistent forms on specific linguistic targets.

To conclude, based on Sheen (2011), Long (1991) and Chaudron (1997) CF is mainly used as the correction after the mistake of the learners. The purpose is to assist learners' acquisition when they have communication problems making the input comprehensible and enabling them to modify their utterances. Furthermore, the results can vary depending on the context that is given.

1.7 Guidelines for corrective feedback

Ellis (2009) proposed the following general guidelines for correcting learners' errors. These guidelines constitute a set of principles that teachers can reflect on when they determine the policy for the CF. The principles are explicit, and they are:

1. Teachers should ascertain students' attitude towards CF, and appraise the value of it. Agreed the goals, that then likely to vary according to the situational and social context.
2. Teachers should not be afraid to correct learners' error, because CF works (written and oral) as well as works in fluency and accuracy.
3. A focused CF is more effective than unfocused CF. Teachers should identify the specific linguistic targets for correction in different contexts.
4. Teachers should ensure that learners are aware that they are being corrected. Generally, it is clear that learners are being corrected in written CF, however it is not always clear in the case of oral CF.
5. Teachers should implement a variety of strategies in written and oral CF and adapt them according to the particular learner.
6. Teachers should experiment with the timing of the CF. Written CF is almost invariably delayed, while oral CF can be delayed or immediate.
7. Teachers need to give the opportunity for learners to know the correction provided. Even if it is or is not appropriated, it should be left to the learner.

8. Teachers need to be prepared to vary, when, how, and who they correct accordingly to the cognitive and affective needs of every individual.
9. Teachers should enable the learner to achieve full self-regulation by correcting a specific error on several occasions.
10. Teachers need to identify which CF causes anxiety in the learners and adapt the strategies to make sure the anxiety facilitates the learning that debilitates.

Ellis (2009) expressed that these guidelines should not be presented as a mandatory. However, they serve as a basis for teacher development.

1.8 Oral Corrective Feedback

Different English language teaching handbooks recognize and point out the difference between written CF and oral CF since they differ in the way in which learners' errors corrections are done. Those books cover themes such as when, what and how oral errors should be corrected. However, when comes to oral CF, the opinions of the experts can vary depending on the type of activity the students or learners are engaged with, for instance, whether it is fluency or accuracy work.

Some other authors agreed that oral CF should come when a fluency or communicative activity is done in order to not interrupt learners' speaking production (Derwing & Munro, 2005).

Others take a different point of view, arguing that CF works better when it occurs in context at the time the learner makes the error (Mackey, Al-khalil, Atanassova, Hama, Logan-Terry & Nakatsukasa, 2007). Whereas Sheen (2011) argued that oral learners' errors should be corrected when learners need it and wish to be corrected.

Regarding to which type of error should be corrected, Hendrickson (1978) proposed three criteria to identify the main errors; errors that impair communication significantly, errors that have highly stigmatizing effects on the listener or reader, and errors that occur frequently in students' speech. It is also proposed that teachers focus mainly on form and global errors that hinder comprehensibility in communication (Corder, 1967).

To conclude, expert's opinion can vary depending on the type of oral activity, and when it has to be provided.

1.8.1 Oral Corrective Feedback strategies.

Lyster and Ranta (1997) defined some strategies of oral CF. Table 2 illustrates these strategies, their definitions and examples.

Table 2. Strategies of Oral Corrective Feedback

Strategy	**Definition**	**Example**
Explicit Correction	Refers to the explicit provision of the correct form.	**S:** *On* May **T:** Not *on* May, *in* May. We say, *"It will start in May"*
Recast	Teachers reformulate whole or part of learner's erroneous utterance without changing its meaning.	**S:** I *went* there two times **T:** *You've been.* You´ve been there twice.
Metalinguistic Clues	Teachers directly provide comments or questions	**S:** I *go* to the cinema last weekend

	related to the linguistic information about the errors.	**T:** You have to use *past tense.*
Clarification request	Teachers use phrases or sentences to indicate an error.	**S:** *What* do you spend with your wife? **T:** *What?*
Elicitation	Teachers directly elicit a reformulation from students by asking questions.	**S:** I´ll come if it *will* not rain **T:** I´ll come if it…?
Repetition	Teachers repeat students´ ill formed by adjusting intonation to highlighting the error.	**S:** I will showed you **T:** I will *SHOWED* you **S:** I´ll show you

Adopted from Corrective feedback and learner uptake by Lyster, R & Ranta, L. (1997). *Studies in second language acquisition*, *19*(01), 37-66.

Table 2. shows six strategies stated by Lyster and Ranta (1997), explicit correction, it occurs when the correct form is provided; recast, which includes a reformulation of learners' utterances without the error; metalinguistic clue, that involves comments, information, or questions associated to the correct form of learners'

utterances without correcting the error; clarification requests, which use words or phrases to express misunderstandings; elicitation, that includes three techniques to directly elicit the correct form from the learner, such as "fill in the blank", questions, or asking for reformulation of the utterance; and repetition, that refers to the explicit repetition of the learners' erroneous utterances, using changes in the intonation as well.

Ellis, Loewen & Erlam (2006) added a strategy that consists on the use of facial expressions and gestures that indicates that the learner has made an error. The following table shows the strategy proposed by Ellis et al. (2006).

Table 3. Categories of Corrective Feedback

Corrective feedback	**Input providing**	**Output providing**
Explicit	Explicit correction	Metalinguistic Feedback Elicitation Paralinguistic signal
Implicit	Recast	Repetition Clarification request

Adopted from Implicit and explicit corrective feedback and the acquisition of L2 grammar by Ellis et al. (2006). *Studies in second language acquisition*, *28*(2), 339.

Table 3. Shows two categories of CF proposed by Ellis et al. (2006) that are explicit and implicit CF. The first category is explicit correction, that involves metalinguistic feedback, elicitation and paralinguistic signal (includes gestures and facial expressions to indicate that the learner has made an error). The second category is the implicit correction, it refers to corrections that involve repetition and clarification request. The definitions are similar to the ones given by Lyster and Ranta (1997).

Additionally, Sheen (2011) classifies Oral CF into seven types. Table 4 demonstrates this taxonomy.

Table 4. Strategies of Oral Corrective Feedback

	Strategy	**Definition**	**Example**
Correct form is provided	Recast	Reformulation of the learner's erroneous utterance that correct all or part of the utterance.	S: I have 20 years old T: I am
	Explicit correction	Teacher provides the correct form,	S: She go to school every day. T: It´s not “she

			go", but "she goes".
	Explicit correction with meta-linguistic explanation	The correct form and metalinguistic comment on the form are provided.	S: Yesterday rained T: Yesterday it rained. You need to include the pronoun "it" before the verb.
	Repetition	Teacher repeats the wrong utterance with some intonation emphasizing the error.	S: I eated a sandwich T: I EATED a sandwich?
Corrected form is elicited	Elicitation	There is a repetition of the learner's erroneous utterance up to the point when the error occurs.	S: When did you went to the market? T: When did you…?
	Body language	Teacher uses either a	S: She doesn´t can

		facial expression or a body movement to indicate that what the students said is incorrect.	swim T: Mmm (T. shakes head: no)
	Clarification requests	Teacher says a comment to indicate learner's utterance has an error.	S: How many years do you have? T: Sorry?

Adopted from Corrective feedback, individual differences and second language learning by Sheen (2011).

Table 4. Shows numerous oral CF strategies proposed by Sheen (2011), which are divided into two categories: the correct form is provided and the correct form is elicited. In the first category strategies, such as recast, explicit correction, explicit correction with metalinguistic explanation, are included, whereas the second category involves elicitation, repetition, metalinguistic clue, clarification request and body language. This last strategy consists on the teacher using either a facial expression or a body movement to indicate an error. In this study, we provided oral CF in the form of explicit with metalinguistic explanation and recast strategies mentioned by Sheen (2011).

1.8.1.2 Implicit vs Explicit Corrective Feedback

It is relevant to make the distinction between implicit and explicit feedback, as it is discussed in this research, explicit in the form of metalinguistic explanation and implicit in form of recast. In learning, the term implicit refers to the "acquisition of knowledge about the underlying structure of a complex stimulus environment by a process that takes place naturally, simply and without conscious operations". However, explicit learning is defined as "a more conscious operation where the individual makes and test hypotheses in search for a structure" (Ellis et al., 2006).

The term implicit is related to the knowledge that learners are only intuitively aware of and that is generally provided in a controlled processing. Whereas, explicit knowledge is related to metalinguistic labels. These types of knowledge are not mutually exclusive; that is, speakers can hold implicit and explicit representations of the same linguistic feature. Ellis et al. (2006) expressed that in the case of oral implicit CF, there is no indicator to the learner that an error has been committed.

In oral explicit CF types, students are aware that they have committed an error. Oral explicit feedback can have three forms: a) explicit correction. The response indicates that the learners' answer was incorrect e.g. "No, no goed-went", b) metalinguistic feedback, defined by Lyster and Ranta (1997) as "comments, information, or questions related to the well-formedness of the learner's utterance" for example, "You need past tense", or Sheen (2011) as "comments, information regarding the well-

formedness of the student's erroneous utterance, but without giving the correct form" c) explicit correction with metalinguistic explanation: "involves the provision of both the correct form and the metalinguistic comment on the form such as S: Fox was clever, T: the fox was clever, you should use the definite article "the" because fox has been mentioned" (Sheen, 2011).

Recast often takes the form of oral implicit CF, Sheen (2004) defined it as "the teacher's reformulation of all or part of the student's erroneous utterance without changing the meaning". Recast can be positive in learning because in oral techniques is well adapted to communicative classroom, because this feedback does not interrupt the flow of communication, maintain learner's attention focused on meaning and contributes stages that permit learners to collaborate in interaction that needs linguistic abilities transcending their current development level. In other words, make the learner aware there is a gap between the non-target output and target forms in the input.

However, Lyster (1998) said that levels of repair in uptake following recasts are notably lower than those following more explicit types of feedback. The findings from Lyster's (1998) research, which examined classrooms in Canada and that were corroborated by Sheen (2004), found that the repair occurred with less frequency following recasts than following explicit correction and metalinguistic feedback. He researched it in four different instructional contexts (immersion, Canadian English as a second language (ESL), Korean English as foreign language and New Zealand ESL).

Although the repair cannot be taken as a measure of the students' learning, it is reasonable to agree that it can be a measure of whether learners have noticed the key linguistic forms.

Some authors argued that recast have not worked because it only works if learners notice their mistakes and errors and that have been made to their own utterances. Carroll (2001) expressed that "most of the indirect forms of feedback do not locate the error". She argued that CF can only work for the acquisition if learners recognise the intentions of the feedback and that learners must also be able to locate the error. Students can identify the exact location of the error with clues and it works better if it is explicit type of feedback.

In our study, the participants received two types of feedback, oral implicit CF in form of recast and oral explicit CF with metalinguistic explanation.

1.8.2 Oral corrective feedback studies

Muranoi (2000) conducted a study with 114 first-year Japanese college students. The participants were asked to do a grammaticality judgment test, an oral production task, and finally a written production task with two post-tests. One group (A) received requests for repetition, recasts in the communicative tasks, and explicit grammar explanation. The other group (B) received focus on-meaning debriefing. And the third (C) group was the control group and they did not receive any feedback. The results

indicated that both experimental groups outperformed the control group. Moreover, the group of recasts (A) outperformed group B but only in one post-test.

Kim & Mathes (2001) conducted a study with 20 Korean adult ESL learners. In the study, they examined two groups: Group (A) received metalinguistic feedback (explicit) while the Group (B) received recasts (implicit). The students were exposed to use a target structure of dative verbs. Both groups presented in two sessions per week said that they preferred oral explicit CF. Although the gains between the two-production task were similar.

Sanz (2003) conducted a study with 28 first-year university learners of Spanish. The students were asked to sentence completion and written video retelling. The students were divided into two groups. Group one received metalinguistic oral CF (explicit) and the Group 2 received oral implicit CF. The results indicated that both groups increased considerably the ability to supply the target structure with no difference between them.

There has been a wide discussion regarding what kind of oral CF should be provided, what kind of feedback is more effective: implicit CF or explicit CF.

Lyster & Ranta (1997) presented an analysis of classroom interactions that allowed them to characterize various types of CF; they identified six main feedback moves, which were previously mentioned. In this research, it was found that recast was by far the most widely used technique by teachers with a 55% in response to learners'

errors. Nonetheless, this analysis also reported that this strategy presented the lowest rate of uptake and the lowest rate of repair. Besides, this analysis reported that neither recast nor explicit correction led to peer or self-repair due to the fact that these strategies provide the correct forms to learners. These results concluded that recast and explicit correction were not effective in terms of learners' uptake and self-repair. Some researchers have claimed that these results, in the case of recast, may be due to the lack of suprasegmental features such as stress, intonation, accent, among others, since some students do not notice that they are being corrected (Sheen, 2006).

Therefore, some researches have been conducted studies in order to investigate whether the recast strategy is more effective if we consider some factors such as the context, focus, suprasegmental features, among others. Bao, Egi and Han (2011) found out that recast can be more useful and effective if the teacher raises the intonation when he corrects the mistake, it is also more effective in terms of learners' uptake. Sheen (2004) also found that the learner uptake and repair is greater in contexts where the focus of the recast is more salient, and where students are oriented to attend to the linguistic form rather than the meaning.

Lyster, et al. (2013) revealed that learners do prefer receive CF from their teachers, whether it is written or oral, rather than just simply been ignored. For example, Schulz (in Lyster, et al., 2013), in a questionnaire applied to students of different foreign language classes 90% responded that CF has to be provided. That is why, research on

learners' preferences in the use of CF in L2 development are taken into account. For instance, it is thought that CF is more useful when is given within the context of meaningful and supported communicative interaction. According to the interaction perspective holds that L2 development could happen when a learner tries to get the meaning that result because of an incomprehensible message during interaction. Besides, interaction supplies learners with opportunities to manage the input to some extent providing them with important information about their communicative success. As a result, they can make their input more accessible and at the same time more likely to be joined into the learners' developing interlanguage system.

Ellis et al. (2006) conducted a study in a private language school in New Zealand. There were 34 participants that were provided with two types of oral CF: explicit error correction in the form of metalinguistic information and implicit error correction in the form of recast. Group 1 received oral implicit CF(recast group), group 2 received oral explicit CF (metalinguistic group), and group 3 (a testing control) had no opportunity to practice the target structure, they did not receive oral CF. There were three testing times: a pre-test, an immediate post-test, and a delayed post-test. The target grammatical structure was past tense –ed. The acquisition was measured by means of an oral imitation test (designed to measure implicit knowledge) and both an untimed grammaticality judgment test and a metalinguistic knowledge test (both designed to measure explicit knowledge). Finally, the results indicated that explicit correction with

the metalinguistic explanation test indicated a high level of knowledge of the past tense-ed.

Another study was conducted by Fawbush (2010). It took place at a suburban public middle school in the Upper Midwest. In this study the target grammatical structure was the past-*ed.* There were 11 students that were simply asked to retell or describe (orally). The research design consisted on a pre-test, immediate post-test, and a delayed post-test. The results indicated that oral CF had a positive effect on the learning of students receiving oral implicit and explicit CF. Moreover, the learners that received oral explicit CF had a greater improvement than the ones which received oral implicit CF.

This study was conducted by Ajabshirv (2014) with forty female learners of EFL in an institute in Bonab, East Azerbaijan, Iran. The target structure of the study was the speech act of refusal. The participants were exposed to a pre-test, post-test design with a control group. Having received explicit instructions forty intermediate participants in the study received explicit type of feedback (metalinguistic explanation) and recast (implicit) in response to any utterance that contained an error while doing the role plays of refusals. The results indicated that both experimental groups outperformed the control group. However, explicit group outperformed the implicit group.

Some researchers explained, teachers should consider to use all the wide range of strategies they have at their disposal, and not just relying that much on recasts (Lyster, et

al, 2013). In order to do it, teachers should take into account in coherence with linguistics targets, interactional contexts, students' age and proficiency and the classroom communicative orientation, because using only one type of corrective feedback will not cover all the bases.

Chapter 2 - Problem statement and research proposal

2.1 Justification

Phonological competence is an important area of linguistics which can determine the success or failure of a student when learning a new language. The four systems of the language are equally important. However, the sound system lacks of attention in some context of education since there are weaknesses in specific training to get accuracy in oral production.

In the Chilean language learning context, it is noticeable the significant importance given to grammatical written correction rather than phonological correction. However, students need to know whether they are pronouncing accurate or not by receiving an appropriate correction. Hence, oral CF seems to take an important role on the improvement of pronunciation accuracy as a strategy that gives the opportunity to learner uptake (Sheen, 2004).

As English and Spanish, do have differences regarding sounds, most Chilean beginner learners of English struggle with pronunciation due to the absence of certain sounds. For instance, there are long and short vowels and some consonants difficult to articulate (Derwing & Munro, 2005). What is more, correction is not given after students' wrong utterances, or if it is given learners do not notice that they are being

corrected. Therefore, pronunciation accuracy seems difficult to accomplish. That is why; different types of oral CF should be provided according to the context where it is given, as well as considering the linguistic item that is being corrected.

Particularly for this study, the -ed ending phonemes /t/, /d/, and /ɪd/ were chosen as the target features, andit is intended to provide oral CF on those three variations of –ed ending phonemes in the pronunciation of regular verbs to determine the effectiveness of two types of oral CF. Oral explicit CF and oral implicit CF.

Several studies have covered the field of oral CF and how it affects ESL learning as a strategy to correct learner's utterances (Lyster, 1998; Naeini, 2008; Lyster, et al., 2013). However, oral CF has not been widely explored in terms of phonological correction. Having this into consideration, the present study intends to bring knowledge to an area which has not being covered in the Chilean context.

2.2 Research questions

1. Does Oral Corrective Feedback improve Learners' accuracy in the pronunciation of regular verbs in simple past tense?
2. What type of Oral Corrective Feedback has a major effect in the correction of errors in the pronunciation of regular verbs in simple past tense?

2.3 Objectives

2.3.1General objective

To analyse whether oral corrective feedback improves learners' accuracy in the pronunciation of regular verbs in simple past tense.

2.3.2 Specific objectives

1. To determine oral corrective feedback effectiveness in learners' accuracy in the pronunciation of regular verbs in simple past tense.
2. To compare explicit oral CF with implicit oral CF in terms of effectiveness in learners' accuracy in the pronunciation of regular verbs in simple past tense.
3. To evaluate which type of oral corrective feedback is more effective in the correction of errors in the pronunciation of regular verbs in simple past tense.

2.4 Variables

2.4.1 Independent variable

Oral corrective feedback strategies

Explicit with metalinguistic explanation

Operational definition: The correction of learner's pronunciation of regular verbs showing where the error is and giving a metalinguistic explanation about it.

Implicit in form of recast

Operational definition: The reformulation of all or part of learner's pronunciation without making it clear that it is a correction.

2.4.2 Dependent variable

Accuracy

Operational definition: The number of regular verbs pronounced correctly

2.5 Hypotheses

Hi0: Oral corrective feedback does not improve learners' accuracy in the pronunciation of regular verbs in simple past tense.

Hi1: Oral explicit corrective feedback improves learners' accuracy in the pronunciation of regular verbs in simple past tense.

Hi0: Oral explicit corrective feedback is not more effective than oral implicit corrective feedback in the correction of errors in the pronunciation of regular verbs in simple past tense

Hi2: Oral explicit corrective feedback is more effective than oral implicit corrective feedback in the correction of errors in the pronunciation of regular verbs in simple past tense.

Chapter 3 – Study

This study intends to determine whether oral CF improves learners' accuracy in the pronunciation of regular verbs in simple past tense. Besides, it aims to compare possible differences between oral explicit and implicit CF

The research was carried out through a quasi-experiment divided in four phases. (See Figure 2) These phases consisted on a pre-test, two treatment sessions and a post test. During the pre-and post-test, the participants were asked to read aloud a short story. During the treatment sessions, they were asked to practice a dialogue in pairs. After the practise, they performed the dialogue in pairs and received immediate oral CF one group received oral implicit CF in the form of recast and the other oral explicit CF with metalinguistic explanation. The third group received positive comments but did not get CF at all.

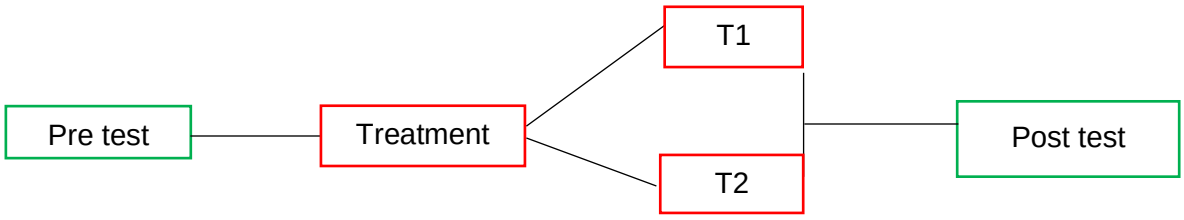

Figure 2. Structure of the study

3.2 Research Paradigm

The present study was conducted under a quantitative paradigm. Itis an investigation that works with measurable and observable aspects. What is more, following the definition from Aliaga and Gunderson (2002) a quantitative research seeks to explain or describe phenomena by collecting data that will be analysed statistically.

Hence, the present study attempts to determine the effectiveness of oral CF in participants' accuracy in the pronunciation of regular verbs in simple past tense. Considering participants' number of correct responses from a pre-and post-test.

3.3 Research Design

As previously mentioned, the research design of this study follows the structure of a quasi- experiment, which is intended "to demonstrate or examine the validity of hypothesis through a test under controlled conditions" (Muijs, 2004). Unlike experiments, quasi- experiments do not allocate participants randomly. That is, participants in this study were from an intact class, divided into two experimental groups and one control group.

In this study the three groups completed a pre-test and post-test (see Figure 3), and the two experimental groups were provided with oral CF. One group received oral explicit CF and the other oral implicit oral CF.

	Pre test	*Treatment*	*Post test*
Experimental group1	X	X	X
Experimental group2	X	X	X
Control group	X		X

Figure 3. Design of the quasi- experiment

3.4 Participants

A public High School in the city of Concepción, Chile, allowed the researchers to carry out the present study. The education in this school starts from 1º grade to 4º grade secondary school. All the classes have around 35 to 40 students. The class chosen for this study has three pedagogical hours of English weekly which consist of 3 modules of 45 minutes each. The average mark in the subject ranged from 6.0 to 6.3 approximately. Besides, this class was considered one of the best of the school in terms of marks and behaviour.

The participants were, in total, 34 female students that were considered to voluntarily participate in the study. Their age ranged from 17 to 18 years old. Finally, over 90% of the students had received English instructions for an average of 10 years. According to the Common European Framework of Reference for Languages (CEFR), they would be placed in A2 level, in which they are considered "basic" users of the language. While, in B1, they are considered "independent" users. A2 level students are

expected to understand sentences and common expressions related to personal and family information, local geography, shopping, among others. In the B1 level, students are capable of understanding the main ideas of standard input connected to everyday topics and produce simple texts providing reasons and opinions. However, according to the results of the standardized test SIMCE, the actual level of English of 3º grade is below A1 (Agencia Calidad de la Educación, 2015).

From 34 students that participated initially, only 23 people took part in all the phases. Therefore, these 23 students were considered as the participants of the study and divided in three groups; control group (G0), explicit with metalinguistic explanation group (G1), implicit in form of recast group (G2).

3.5 Instruments

To analyse the aforementioned objective, a short narrative text (see appendix 1) was implemented as a pre-test and post-test. The purpose was to measure the effectiveness of oral CF in the pronunciation accuracy of regular verbs in simple past tense. This narrative story was adapted from Charles Perrault's Little red riding hood (Lang, 1891), which was composed of 200 words including regular and irregular verbs in simple past tense. However, only 9 regular verbs were used to assess participants' pronunciation of ed- ending phonemes. From those 9 verbs, there were three variations in pronunciation of -ed endings phonemes; 3 verbs ending with /t/, 3 verbs ending with

/d/ and 3 verbs ending with /ɪd/. The Participants read the short story aloud at the beginning and at the end of the experiment.

The number of verbs pronounced correctly was considered as the data collected in the pre-and post-test, it was gathered in a checklist used to evaluate participants' performance before and after the treatment. The checklist consisted of nine regular verbs to be assessed in the pre-and post-test. In order to assess the pronunciation there were two evaluation criteria; correct and incorrect (see appendix 2).

Two dialogues were implemented for the treatment sessions, those dialogues were part of two lessons, one lesson per week, (see appendix 3) adapted from Interchange 1 (Richards, Hull & Proctor, 2005). Each dialogue included regular and irregular verbs, but only fifteen regular verbs were used to correct participants' pronunciation. The purpose of reading the dialogue aloud was to provide participants with oral CF at the moment of making a pronunciation mistake, particularly the regular verbs in simple past tense. Those verbs were corrected through a checklist (see appendix 4) composed of fifteen verbs, five verbs with each ed-variation, and four evaluation criteria, correct, incorrect, repaired and need repair. Three groups were chosen to be evaluated, the strategy of oral CF used by teachers was the explicit correction with metalinguistic explanation, recast (implicit feedback), and the other group did not receive any type of oral CF feedback.

The instrument used to collect the information of this research was validated and checked in advance by three professors from Universidad Católica de la Santísima Concepción. (See appendix 5)

3.6 Procedure

The following paragraphs are going to introduce the process carried out to collect the data for this research. It is presented according to the stages that researchers followed.

The quasi-experiment took place in Liceo de niñas de Concepción on a 4th grade class once a week during four weeks. There were two testing times, the pre-test and post-test. In the first week, the participants took a pre-test that lasted 60 minutes. The second week the participants took part in the first treatment session for 60 minutes. The third week the participants took part in the second treatment session for 60 minutes. Finally, in the fourth week the participants were asked to participate in a post test for 60 minutes. The instrument was validated by three teachers from the Universidad Católica de la Santísima Concepción.

Testing Procedure

1. 34 students were asked to take part in a pre-test and post-test during their English classes, and 23 of them agreed. The post-test was applied at the end of the quasi-experiment after the treatment sessions.
2. It was devoted 60 minutes per test.
3. The participants were divided in 3 groups considering the sitting arrangement in the classroom. The groups were classified as follows; Group 0 (6 participants), Group 1 (8 participants), and Group 2 (9 participants).
4. Each participant was asked to read aloud, at her own pace, a short story.
5. It was evaluated participants' pronunciation of regular verbs at the moment they read.
6. Some checklists were used in order to assess participants' pronunciation of regular verbs.
7. Each checklist had two main evaluation criteria; "correct" and "incorrect".
8. It was considered "correct": the pronunciation of the -ed ending phonemes correctly according to each regular verb.
9. It was considered "incorrect": the mispronunciation of -ed ending phonemes, and the omission of -ed ending phonemes.

Treatment

1. Both treatment sessions were done in the school library facilitated by the educational institution.
2. The 3 groups formed during the pre-test were categorised as follows; G0 as control group, G1 as experimental group 1, and G2 as experimental group 2.
3. It was agreed to provide oral explicit CF with metalinguistic explanation to G1, and oral implicit CF in form of recast to G2. It was also agreed to not provide any type of corrective feedback to G0 as control group.
4. During the second week of research, the participants were asked to take part in the first treatment session as part of their English classes.
5. There was a researcher in charge each group, each group was taken to a classroom in the school library.
6. Once there, the 3 groups started the first lesson at the same time. The lesson lasted 60 minutes approximately.
7. The participants were asked to do some warm up activities, to read and practice a dialogue in pairs, and to write a short letter to a friend as part of the lesson.
8. Once the participants get to the activity where they had to read and practice a dialogue in pairs, they were asked to do it in pairs for 5 minutes, for then read it in pairs in front of the researcher.

9. G1 and G2 received oral CF at the moment they read. G1 was corrected with oral explicit CF with metalinguistic explanation, while G2 was corrected with oral implicit CF in form of recast; for instance,

Table 5. Example of correction guidelines

	Explicit oral corrective feedback with metalinguistic explanation
G1	**Participant:** ……I attended some guitar lessons... /ə'tend/ **Researcher:** No, when the word finishes in the sound /d/you have to add the sound /ɪd/…. attended /ə'tendɪd/ **Participant:** …..I attended some guitar lessons. /ə'tendɪd/

	Implicit corrective feedback in form of recast
G2	**Participant:** …...I attended some guitar lessons... /ə'tend/ **Researcher:** ohh I attended some guitar lessons… /ə'tendɪd/ **Participant:** yes….I attended some guitar lessons…. /ə'tendɪd/

10. Oral CF was provided immediately after the participants made an error in the pronunciation of a regular verb.

11. A checklist was used in order to evaluate participants' pronunciation while they read the dialogue in lesson 1 and 2.

12. Each checklist had four main evaluation criteria; correct, incorrect, repaired, and not repaired.

13. It was considered as repaired when the participants correct their errors after the oral CF they received. Moreover; it was considered as not repaired when participants did not correct the error after the oral CF they received.

14. The participants kept working on the lesson after they finished the activity about the dialogue until the last activity of the lesson.

3.7 Results

As it was mentioned in previous sections, an attempt was made to find out if oral explicit CF with metalinguistic explanation and oral implicit CF in form of recast improve learners' accuracy in the pronunciation of regular verbs. At the same time, it has been important to figure out which kind of oral CF treatment was more effective in the correction of errors in the pronunciation of regular verbs. To check the aforementioned issues, the English -ed ending phonemes of regular verbs have been chosen as the target feature of the study.

3.7.1 Descriptive statistic and data analysis.

To analyse the obtained data, it was used the excel software to transform the number of regular verbs pronounced correctly by participant in the pre- and post-test into percentages to later be put into SPSS software to be statistically analysed.

There were two whole classes available to take part in the study; however, from those two classes just one class of 34 students was willing to participate. 23 out of 34 participants took part in all the phases of the study (pre-test, treatment, post-test); thus, the data was collected from these 23 participants. The data distribution was not normal and the number of participants was not enough to run statistical analysis with parametric tests; thus, it was agreed to use nonparametric tests to:

a) Compare changes over time within each group: the data was split into different groups, and then a Friedman test was carried out (equivalent to a repeated measures ANOVA).

b) Compare means of pre-test and post-test across groups: a Kruskal-Wallis test was carried out (equivalent to an ANOVA). If this showed a statistically significant difference, then a Mann-Whitney test (paired test for between-subject comparison) was used.

The mean scores of accuracy in pronunciation and the standard deviation are provided in Table 6, and presented graphically in Figure 4.

Table 6. Descriptive statistics per group in the pre- and post-test.

Groups	N	Pre-test		Post-test	
		M	SD	M	SD
G0	6	5,6	6,07	9,3	12,97
G1	8	2,8	5,14	56	21,39
G2	9	12	6,67	27	11,25

Table 6 shows that all the groups improved their accuracy in the pronunciation of regular verbs in the post-test; however only G1 and G2 improved considerably in the same test. It can be also seen that G1 outperformed both groups during the same test.

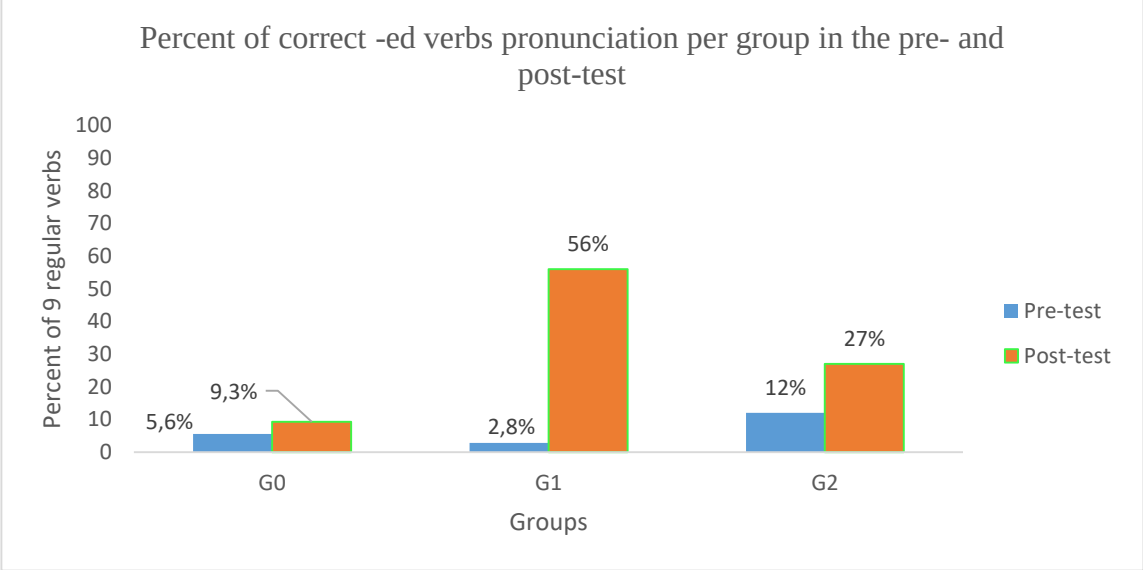

Figure 4. Percent of correct -ed verbs pronunciation per group in the pre- and post-test.

Figure 4. shows that all the groups improved their accuracy in the pronunciation of regular verbs G0 pre-test *(*5,6%) post-test *(*9,3%), G1 pre-test *(*2,8%) post-test *(*56%), G2 *(*12%) post-test *(*27%). It also shows that the experimental groups, G1 *(*56%) and G2 *(*27%), performed better than G0 *(*9,3%) in the post-test. This figure also shows that G1 *(*56%) outperformed G2 *(*27%) in the post-test.

A Friedman test was run to find out whether there was a significant difference in the pronunciation accuracy of regular verbs within subjects per group from pre-test to post-test. The results of the Friedman test indicated a statistically significant difference between testing times for the G1,χ^2 (1) = 8.000, p = 0.005 and G2, χ^2 (1) = 5.000, p =

0.025. In contrast, there was no statistically significant difference for G0, χ^2 (1) = .333, *p* = 0.564

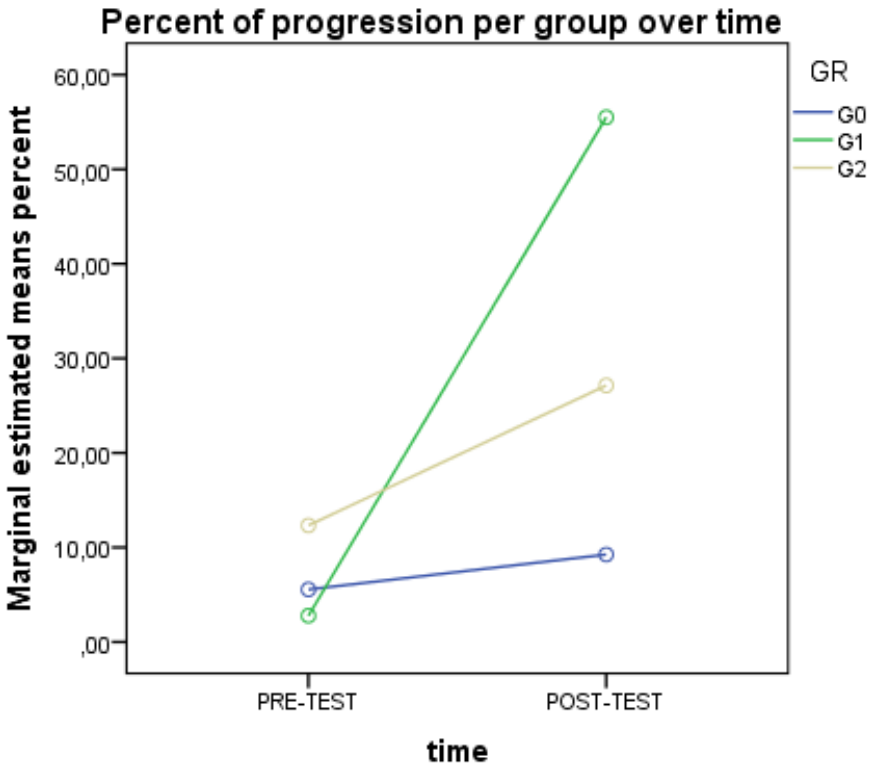

Figure 5. Percent of progression per group over time (pre-test to post-test).

Figure 5. shows that there were differences within subjects in each group from pre-test to post-test. G0 improved in 3,7%, G1 in 53,2% and G2 in 15% the accuracy in the pronunciation of regular verbs from pre-test to post-test.

A Kruskal-Wallis test was run in order to find out whether there was a significant difference in pronunciation accuracy of regular verbs across the study in the 3 groups during the post-test. The Kruskal-Wallis test indicated a statistically significant difference across the 3 groups at the time of post-test, H(2) = 13,28, p = 0.001

As there was a statistically significant difference across groups, a Mann-Whitney test was carried out to find out where exactly those differences are between-subject comparison between G0 and G1, G0 and G2, G1 and G2. The results of Mann-Whitney test indicated a statistically significant difference between G0 and G1, (Z = -2,93, p = 0.001), G0 and G2 (Z = -2,31, p = 0.026), and G1 and G2 (Z = -2,59, p = 0.008).

To know the percent of participants that pronounced correctly each regular verb, the data with the number of participants that pronounced correctly each regular verb was put in an excel document and transformed into percentages. The results show that participants had a considerable improvement in the accuracy in the pronunciation of regular verbs with /ɪd/ ending phonemes where 61% out of 23 participants pronounced the verb "waited" correctly, and 65% out of 23 participants pronounced the verb "shouted" correctly in the post-test. (see Figure 5)

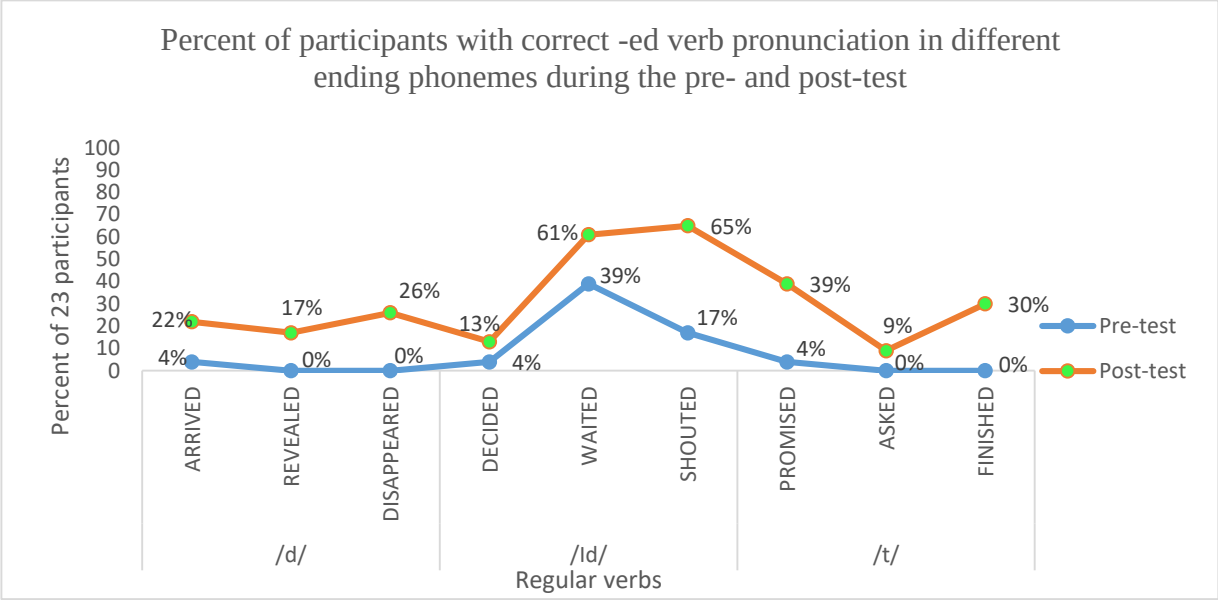

Figure 6. Percent of participants with correct -ed verbs pronunciation in different ending phonemes during the pre- and post-test.

Figure 6. Shows the percent of participants that pronounced each regular verb correctly in the pre- and post-test. It is possible to identify the most difficult words and the not so difficult to pronounce for the participants. The most well pronounced verb with /ɪd/ ending phoneme is the word "shouted" which was pronounced correctly by 65% of the participants, followed by the word "waited" which was pronounced correctly by 61% of them in the post-test. The most well pronounced verb with /t/ ending phoneme is the word "promised" where 39% of the participants pronounced it properly

in the post-test. The most well pronounced verb with /d/ ending phoneme is the word “disappeared” where 26% of the participants pronounced it properly in the post-test.

Chapter 4 – Discussion, conclusions, and limitations

4.1 Discussion

The current study attempted to bring knowledge to the field of oral corrective feedback, corresponding to the correction of phonological errors by providing oral explicit CF with metalinguistic explanation and oral implicit CF in form of recast.

In response to the first hypothesis, quantitative data was collected from students' correct pronunciation of regular verbs, measured with the instrument and tabulated in a checklist. From the results, there were obtained the following conclusions:

The first hypothesis indicated that oral CF would improve participants' pronunciation accuracy. The results confirmed that oral CF did improve pronunciation accuracy of regular verbs in simple past because the results of the Friedman test indicated a statistically significant difference between testing times for the G1 and G2 as a Friedman test showed a *p* value statistically high.

The results showed an improvement when the three groups had better results in the post-test. G1 had a 95% of improvement while G2 54,4%. Consequently, both, oral CF with metalinguistic explanation and oral CF in form of recast helped to improve participants' pronunciation of regular verbs in simple past. Although, it was not expected an improvement of the students in the control group, they did in a 3,4%,

Despite, this result did not match with the hypothesis, as we expected 0% of improvement, there was no statistically significant difference for G0.

It is possible to relate the improvement in the control group due to the fact that they have been learning English, that is to say, there is an ongoing process so the improvement could reflect some effective teaching and learning as they become aware of the gap during the two testing sessions. However, even though the control group improved a little percentage, it did not outperform experimental groups Along with this, it is possible to conclude that oral CF is effective. Oral CF improved students' pronunciation, particularly in the -ed ending phonemes of regular verbs, and as Ellis et al. (2006), Fawbush (2010) and Ajabshirv (2014) expressed that oral CF had a positive effect on learners' performance, as the focus is on form rather than meaning (Long, 1991).

Secondly, it is confirmed the hypothesis about that oral explicit CF with metalinguistic explanation is the most effective feedback on the correction of errors in the pronunciation of regular verbs, hence, it outperforms oral implicit CF in form of recast and so outperforms control group who received no feedback. The results of Mann-Whitney test indicated a statistically significant difference in the post-test between G0 and G1, ($p = 0.001$), G0 and G2 ($p = 0.026$), and G1 and G2 ($p = 0.008$).

It means, oral explicit CF had an improvement of 95% while oral implicit CF had an improvement of54,2%. That is oral explicit CF outperformed oral implicit CF in a

percentage of 42,3%. Students in the G1 group did better because they were provided "the correct form and metalinguistic comment on the form" and immediately provided with the correct answer (Sheen, 2011). Hence, each time they pronounced a regular verb they tried to remember the rules till they memorised them. Oral explicit CF in this research was the most effective feedback and it agrees with the study of Fawbush's (2010), where in a public high school participants had to retell, also using the past tense and the accuracy score in the post test was higher for oral explicit CF with metalinguistic explanation group than recast group.

Meanwhile, students in the G2, provided with oral implicit CF in form of recast, were given a "reformulation of the learner's erroneous utterance that correct all or part of the utterance" (Sheen, 2011). Moreover, learners were not able to recognise when to pronounce the different ways of -ed endings. This type of feedback became a problem as Ellis et al. (2006) expressed that in the case of implicit feedback, there is no indicator to the learner that an error has been committed, and agrees with Carroll's study (2001) as she expressed that "most of the indirect forms of feedback do not locate the error". She argued that feedback can only work for the acquisition if learners recognise the intentions of the feedback and that learners must also be able to locate the error. She argued that students can identify the exact location of the error with clues and it works better if it is explicit type of feedback, such as in this research where explicit outperform implicit.

Lyster et al. (2013) explored which type of oral CF was the most used in classroom and they determined that recast was the most used strategy; however, it was not effective, since learners' rate of uptake was the lowest among other oral correction strategies, contrary to explicit strategy which had the highest rate of uptake, that is learners repaired their erroneous utterance after receiving immediate oral explicit CF. Moreover, it agrees with another study made by Ellis et al. (2006) whose results indicated that oral CF with metalinguistic explanation demonstrated a higher level of acquisition of simple past tense in comparison to oral CF in form of recast by means of an oral imitation task. Undoubtedly, oral explicit CF with metalinguistic explanation is more effective than oral implicit CF in form of recast as results confirmed that oral CF have a major effect on participants' performance.

Considering the aforementioned, an explanation for the gains, in our study, of oral CF with metalinguistic explanation over oral CF in form of recast, it is possible to argue that the level of English among students could have affected the results. Some studies have concluded that feedback should be provided taking into account the task and the level of proficiency in the target language (Lyster et al., 2013; Sheen, 2004) thus, in this particular case oral explicit metalinguistic CF was more effective with learners with basic level of English, the same as in Fawbush's (2010) study, which the same as ours, he conducted the study in a public high school where the level of English was basic and oral explicit CF was the most effective. With respect to recast, some studies

(Muranoi,2000) have found that this kind of feedback has better results with college learners with intermediate or advanced level of English. It is possible to find out that due to a low level of English of the participants, oral CF in form of recast it is not as effective as explicit oral CF. Moreover, the results could have been affected because in the pre-test they showed a higher accuracy in the pronunciation of regular verbs than the rest of the groups G0 pre-test *(5,6%),* G1 pre-test *(2,8%),* G2 *(12%).*

To conclude, in this research oral CF was effective and it means students can get an improvement on their pronunciation when it is provided. Particularly, oral explicit CF improves learners' accuracy in the pronunciation of regular verbs in simple past tense, as it was the most effective feedback and it significantly outperformed oral implicit CF. Furthermore, the provision of oral CF will prevent students from disturbing their actual communicative intention in the L2 and undoubtedly, learners can be more confident, because oral CF will promote fluency and the proper communication with people.

4.2 Conclusions

According to the results of this study, it can be established that oral CF improves learners' accuracy in the pronunciation of regular verbs in simple past tense, and oral explicit CF is the most effective on the correction of errors in the pronunciation of regular verbs. These findings answered the first research question, due to oral CF interventions, which resulted in a better pronunciation on learners.

The second research question was answered, since in the reading-aloud during the post-test, where the pronunciation was better on the learners who received explicit corrective feedback with metalinguistic explanation.

Giving the correct feedback in a specific content such as in this case regular verbs can have positive effects on learners, the best feedback is the explicit with metalinguistic explanation. For instance, the G1 learners, who received oral explicit CF with metalinguistic explanation, also got an improvement of a 95%, the group G2, students who received implicit correction in the form of recast, improved in a 54,8% their pronunciation in the pre-test. Thus, it is possible to conclude that when it is provided the metalinguistic explanation plus the immediate and clear correction, it is possible to get better results when talking about pronunciation. Although, oral implicit CF in form of recast is effective in the accuracy on pronunciation of regular verbs, it is not as effective as oral explicit CF with metalinguistic explanation.

To conclude, these results lead to agree that in this research oral CF was effective and it means students can get an improvement on their pronunciation when are provided the proper corrective feedback. Our findings demonstrate to be important for EFL teachers, since they day by day try to identify the best pedagogical strategy to improve student`s level of English. Along with this, the importance of acquiring a proper pronunciation makes possible to communicate effectively and do not misunderstand the messages. Particularly, it improves learners' accuracy in the pronunciation of regular verbs in simple past tense and this provision of the effective oral CF will prevent students from disturbing their actual communicative intention in the L2. Moreover, learners can be more confident, because oral CF will promote fluency and the proper communication with people. Therefore, if we want learners to understand a foreign language, we need to provide them the appropriate tool and different methods in order to accomplish this task.

4.3 Limitations of the study

The present experiment aimed at comparing three different groups of high school students in order to find out if there were any differences regarding their accuracy in the pronunciation of regular verbs after receiving Oral CF. There were some limitations along the study. The main one was the low number of participants that were involved in the quasi-experiment since there were not more participants available to be part of the sample. At the beginning, there were an adequate number of students available, however when they were asked to continue all the treatment lessons many of them withdrew. Consequently; it would be difficult to find significant relationships from the data likewise to use these results to generalise the entire population. Though the data collected was small there were still found relevant findings.

The lack of perseverance of the participants affected the normal distribution of the groups. Thus, there was a great difference in number between them in the pre-andpost-test. Even though the control group was the smallest they also improved. Therefore, that difference of participants in each one was not relevant to the general findings and it was not significant.

When planning the method of the experiment, it was not considered how short the authorized time for instruments application would be. The time class was less than expected since the participants needed it for administrative purposes. The time available to apply the tests and lessons appropriately was not enough also due to the number of

participants and the type of tasks of the study that had to do with receptive and productive skills. Moreover, it was not considered that the access to the installations such as classrooms or library would be limited caused by lack of fluent communication between the administrative staff, even there were times when the lessons application had to be cancelled.

4.4 Further Research

More research into the correlation between Oral CF and accuracy improvement of pronunciation of regular verbs can be still done. It can be used other implicit and explicit strategies to know how oral CF actually works by other treatments and how it should best be provided in classroom settings.

Moreover, further research is needed on the issue of how it works in other educational institutions; it can be applied in a private school, subsidized school and public ones. Afterward compare the results between those three different educational realities.

Further research investigating the performance of participants after some weeks of treatments is also needed. Apart from the post-test which was done in this study it would be interesting to find out how oral CF works taking a delayed post-test.

For future studies, a greater number of participants from different level of English or different educational contexts could be considered.

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Appendices

Appendix 1

Read-aloud task for pre-and post-test.

Instructions: Read aloud the following story in normal speed, with appropriate volume of voice and clear pronunciation.

Little Red Riding Hood

Once Upon a time there was a girl called Little Red Riding Hood. One day her mother said to her, “Take this basket of goodies to your grandma’s cottage, but don’t talk to strangers on the way!” The girl promised not to. On her way, she met the Big Bad Wolf who asked, “Where are you going, little girl?” “To my grandma’s house, Mr. Wolf!” she told him, and then the wolf disappeared. The Big Bad Wolf then ran to her grandmother’s cottage much before Little Red Riding Hood. The wicked wolf then wore Grandma’s clothes and lay on her bed, and then he waited for Little Red Riding Hood.

Little Red Riding Hood finally arrived to her Grandma's home, but the wolf was there “What big teeth you have, Grandma!” said Little Red Riding Hood. “All the better to eat you with!” shouted the wolf pouncing on her. He revealed his true identity, so Little Red Riding Hood asked for help and the woodcutters in the forest came running to the cottage and finished with the Big Bad Wolf’s life and set free Grandma, Little Red Riding Hood learnt the lesson and she decided not to talk to strangers ever again.

Appendix 2

Phoneme checklist for pre-and post-test.

WORD	PHONEME	CORRECT	INCORRECT
ARRIVED	/d/		
REVEALED	/d/		
DECIDED	/ɪd/		
PROMISED	/t/		
ASKED	/t/		
WAITED	/ɪd/		
SHOUTED	/ɪd/		
DISAPPEARED	/d/		
FINISHED	/t/		

Appendix 3

Lesson 1: *Free time and leisure*

WARM UP!

1. Check (✓) the activities you do in your free time.
2. List three other activities you do in your free time.
3. Put the activities you do in order from your favorite to your least favorite.

Activity 1

Work in pairs. Read and practice the following dialogue about your last vacation.

A: So, what did you do last vacation?

B: I travelled to New York; did you travel abroad?

A: No, I stayed at home most of the time, how long were you there?

B: About two weeks, we visited my aunt Lucy.

A: Did you missed your family?

B: Yes, I missed them a lot.

A: I see, was the weather ok?

B: Yes, it was mild, what about here?

A: Not really good! I expected sunny days, but it was cloudy.

B: So, did you do something new?

A: Yes, I attended some guitar lessons, it was amazing!

B: Cool! I looked for some workshops in NY but it was too expensive.

A: I tried to take one at the university, but it was full.

B: As I worked some months before travel I could save some money to new lessons.

A: Did you buy something interesting?

B: Yes! We shopped all day long the first week.

A: Lucky you! I just relaxed with some movies and enjoyed new series.

B: We explored some shops, and divided our time to find the perfect souvenir.

A: I dropped my laptop while I was watching some series so I needed a new, wait! Did you buy souvenirs?

B: Yes! It's for you my dear. We afforded to buy you something unique.

A: Really? You are amazing! Thank you.

B: It´s nothing darling.

Activity 2

Write a short letter telling a friend what you did last winter vacation.

_____

_____

_____

Lesson 2: *Talking about past events*

WARM UP!

1. Tell your partner three things about your last vacation.
2. Match the verb with the activity

TRY	VISIT	GO	STAY	TAKE	WRITE	FLY	GO	BUY
_____ photographs			_____ sightseeing			_____ souvenirs		
_____ economy class			_____ at a hotel			_____ shopping		
_____ the local food			_____ an art gallery			_____ postcards		

Activity 1

Work in pairs. Read and practice the following dialogue between two friends.

A: Hi, nice to see you, did you just come from your vacation? How was it?

B: Yes, I did, I had a great time, and I visited my family in Valparaiso.

A: Really? I went to Valparaiso too, but I only stayed there for one day.

B: Just one day! But, I believed you were going to Santiago with your sister.

A: Yes, but we changed our plans. My sister wanted to meet her boyfriend's family.

B: That's so nice, she invited you. You had a great time there, do you?

A: Well, not really. When we were in Valparaiso, I hoped sightseeing a lot but…

B: What happened?

A: My sister's boyfriend damaged his leg, so she helped him with his therapy the whole day long.

B: So you wasted your day in Valparaiso. What a pity!

A: I know, I watched TV the whole day.

B: So, the next day, you and your sister returned to Santiago, right?

A: No, She dedicated the whole vacations to take care of her boyfriend.

B: So bad …You worked really hard to save money.

A: Yes, it ended badly.

B: I stopped traveling with my sister for the same reason.

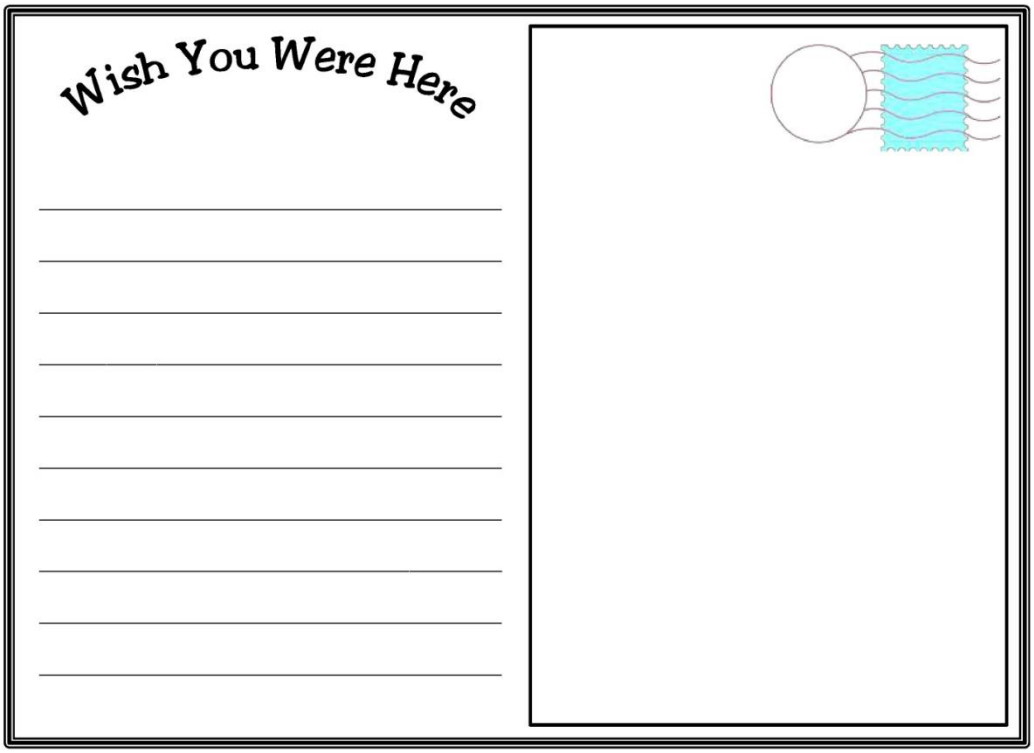
A: Really?

B: Yes, she walked away every time her boyfriend showed up. Next time we should go on a trip together, would you like it?

A: Yes, it's a great idea, it would be fantastic!

Activity 2

Write a postcard to a friend from your last holiday place.



Appendix 4

Checklist for treatment sessions.

Phoneme Checklist Lesson 1, activity 1

WORD	PHONEME	CORRECT	INCORRECT	REPAIRED/NEEDS REPAIR
TRAVELLED	/d/			
STAYED	/d/			
VISITED	/ɪd/			
MISSED	/t/			
EXPECTED	/ɪd/			
ATTENDED	/ɪd/			
LOOKED	/t/			
TRIED	/d/			
WORKED	/t/			
SHOPPED	/t/			
RELAXED	/t/			

ENJOYED	/d/			
EXPLORED	/d/			
DIVIDED	/ɪd/			
NEEDED	/ɪd/			

Phoneme Checklist Lesson 2, Activity 1.

WORD	PHONEME	CORRECT	INCORRECT	REPAIRED/NEEDS REPAIR
VISITED	/ɪd/			
STAYED	/d/			
BELIEVED	/d/			
CHANGED	/d/			
WANTED	/ɪd/			
INVITED	/ɪd/			
HAPPENED	/d/			
HELPED	/t/			

WATCHED	/t/			
RETURNED	/d/			
DEDICATED	/ɪd/			
WORKED	/t/			
ENDED	/ɪd/			
STOPPED	/t/			
WALKED	/t/			

Appendix 5

Validates instrument by UCSC professors.

Research Instruments

It is requested your participation as expert to validate the following instruments which are part of an undergraduate study as part of the research seminar course to aim for the bachelor's degree in education.

Introduction

This study seeks to conclude whether oral corrective feedback improves learners' accuracy in the pronunciation of regular verbs in simple past tense. Besides, it has the following specific research objectives:

1. To determine oral corrective feedback effectiveness in learners' accuracy in the pronunciation of regular verbs in simple past tense.

2. To evaluate which type of oral corrective feedback is more effective in the correction of errors in the pronunciation of regular verbs in simple past tense.

A quasi-experimental study will be conducted which will consist on a Pre-test, Treatment, and a Post-test. The experiment will be applied as part of normal classes in an intact 4th grade of a public high school in Concepción.

The pre-test consists of a short story in simple past tense which participants will have to read aloud. This test will only evaluate participants' pronunciation of regular verbs according to the three possible pronunciations of -ed endings /t/, /d/ and /ɪd/. The participants will not receive any type of feedback during the test.

There will be 2 treatment sessions in which the class will be divided into 2 experimental groups and 1 control group. Each group will have to read aloud and practice in pairs a dialogue with regular verbs as part of a lesson with a communicative goal. The experimental groups will receive oral corrective feedback in order to correct their errors in the possible pronunciation of -ed endings /t/, /d/ and /ɪd/; G1 will receive explicit corrective feedback in form of metalinguistic explanation[1] while G2 will receive implicit corrective feedback in form of recast[2]. The G0 (control group) will not receive any type of corrective feedback, only general comments about performance in pronunciation.

The post-test consists of a short story in simple past tense which participants will have to read aloud. This test will only evaluate participants' pronunciation of regular verbs according to the possible pronunciations of -ed endings /t/, /d/ and /ɪd/. The participants will not receive any type of feedback during the test.

PRE-TEST

Objective:

Evaluate participants' pronunciation of regular verbs in simple past tense by checking the possible pronunciations of –ed endings /t/, /d/ and /ɪd/.

[1]Metalinguistic Explanation: It involves the provision of the correct form and the metalinguistic comment on the form.

[2]Recast: It involves the teacher's reformulation of all or part of the student utterance without making it clear that it is a correction.

Introduction

Each participant will be asked to read aloud a short story which contains 9 simple past regular verbs; these verbs are categorized according to the possible pronunciations of -ed endings /t/, /d/ and /ɪd/. The story contains 3 verbs per each sound. A checklist will be used to evaluate participant's pronunciation of each regular verb with its corresponding -ed ending pronunciation. The participants' pronunciation will be recorded.

Instructions:

Please evaluate the Pre- test instrument according to the criteria in the checklist below.

Criteria	Yes	No	Comments
Is the instruction clear and easy to understand?			
Is there the same number of regular verbs in the text and in the checklist?			
Is the relationship between the regular verbs in the text and the -ed ending sounds in the checklist correct?			
Is the phoneme checklist of the pre-test appropriate to evaluate the obligatory occasions of pronunciation of regular verbs present in the story?			

TREATMENT

Objective

To treat participant's errors in the pronunciation of regular verbs providing oral corrective feedback.

Introduction

The treatment consists of 2 communicative tasks which will be carried out on two different days as part of a normal class within two lessons with communicative goals. These tasks are two different dialogues which have 18 regular verbs each. The participants will have to read aloud and practice the dialogues in pairs, and say it in front of the teacher. They will receive one type of oral corrective feedback according to the experimental group which they will be assigned to, G1 or G2, in order to correct their errors in the pronunciation of regular verbs according to the possible pronunciations of -ed endings /t/, /d/ and /ɪd/.

Oral Corrective Feedback

G1 will receive oral explicit corrective feedback with metalinguistic explanation.

E.g.

S: I travelled to New York….

/ˈ træv. ə lɪd /

T: No, it is travelled, when the verb ends in –l sound the –ed ending is pronounced as /d/.

/'trævəld/

S: Ok, I travelled to New York……

/'trævəld/

G2will receive oral implicit corrective feedback in form of recast.

E.g. **S**: I travelled to New York….

/ˈ træv. ə lɪd /

T: Ah, you travelled to New York….

/'trævəld/

S: yes, I travelled to New York…….

/'trævəld/

A checklist will be used for each task in order to evaluate participants' pronunciation of regular verbs based on the possible pronunciations of -ed endings /t/, /d/ and /ɪd/. The participants' pronunciation will be recorded.

Instructions:

Please, evaluate the activity 1in lesson 1 and 2 according to the criteria in the checklists below.

Checklist Lesson 1, Activity 1.

	Activity 1		
Criteria	Yes	No	Comments
Are the instructions clear and easy to understand?			
Is there the same number of regular verbs in the dialogue and in the phoneme checklist?			

Is it correct the relationship between the regular verbs in the dialogue and the -ed ending sounds in the phoneme checklist?			
Is the phoneme checklist of the task appropriate to evaluate the obligatory occasions of pronunciation of regular verbs present in the dialogue?			
Does the task elicit the forms that we want to treat with oral corrective feedback?			
Are the types of oral corrective feedback previously mentioned suitable to correct errors in the pronunciation of –ed endings /t/, /d/ and /ɪd/ in the activity?			

Checklist Lesson 2, Activity 1.

	Activity 1		
Criteria	Yes	No	Comments
Are the instructions clear and easy to understand?			
Is there the same number of regular verbs in the dialogue and in the phoneme checklist?			
Is it correct the relationship between the regular verbs in the dialogue and the -ed ending sounds in the phoneme checklist?			

Is the phoneme checklist of the task appropriate to evaluate the obligatory occasions of pronunciation of regular verbs present in the dialogue?			
Does the task elicit the forms that we want to treat with oral corrective feedback?			
Are the types of oral corrective feedback previously mentioned suitable to correct errors in the pronunciation of –ed endings /t/, /d/ and /ɪd/ in the activity?			

POST-TEST

Objective:

Evaluate participants' improvement in the pronunciation of regular verbs after the treatment sessions.

Introduction

Each participant will be asked to read aloud a short story which contains 9 simple past regular verbs; these verbs are categorized according to the possible pronunciations of -ed endings (/t/, /d/ and /ɪd/). The story contains 3 verbs per each sound. A checklist will be used to evaluate participant's pronunciation of each regular verb with its corresponding -ed ending pronunciation. The participants' pronunciation will be recorded.

Instructions:

Please, evaluate the Post-test instrument according to the criteria in the checklist below.

Criteria	Yes	No	Comments
Is the instruction clear and easy to understand?			
Is there the same number of regular verbs in the text and in the checklist?			
Is it correct the relationship between the regular verbs in the text and the -ed ending sounds in the checklist?			
Is the phoneme checklist of the pre-test appropriate to evaluate the obligatory occasions of pronunciation of regular verbs present in the story?			