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SCHOOL OF EDUCATION AND LANGUAGES

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

**“ORAL CORRECTIVE FEEDBACK AS A
TECHNIQUE TO ENHANCE SPEAKING
FLUENCY”**

RESEARCH PROJECT

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL
AND FOREIGN LANGUAGES**

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Advisor's Approval

In my role as advisor of the research paper under the title “ORAL CORRECTIVE FEEDBACK AS A TECHNIQUE TO ENHANCE SPEAKING FLUENCY” prepared by Cherre Gonzalez Edith Dayanara, Roca Bacilio Melanie Ariana, undergraduate students of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena I declare that after oriented, studied and reviewed the project, I approve in its entirety because it meets the requirements and is sufficient for its submission to evaluation of the academic tribunal.

Sincerely,



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Declaration

The information and content in this degree and research work are our responsibility; the intellectual property belongs to Universidad Estatal Península de Santa Elena.



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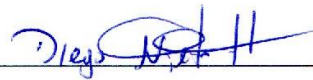
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Acknowledgment I

First of all, I would like to thank God for allowing me to achieve one of my goals and for giving me the strength to keep going and not give up.

I also want to express my special thanks to my parents, who have worked very hard so that I could study and focus on this goal; without them, it would not have been possible.

I am also very grateful to my friends, who have helped me enjoy this experience.

I want to acknowledge and thank everyone who has been part of my journey to becoming a professional, as well as my family, who have supported me every step of the way and believed in me.

- Cherre Gonzalez Edith Dayanara

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- Roca Bacilio Melanie Ariana

Dedication I

I would like to dedicate this project to my parents: my dad, Duller, who I know works hard every day to support me, and who I know will be there to support me in whatever decisions I make.

To my mom, Johanna, whom I admire greatly for everything she does for me and who cares so much about my well-being.

I also want to thank my two siblings, who bring happiness to my life.

- With love, Cherre Gonzalez Edith Dayanara

Dedication II

I dedicate this project to my beloved family. To my greatest inspiration, my father, Franklin, who has raised me with admirable values, who works hard to ensure I never lack anything, and who believes in me unconditionally.

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- With love, Roca Bacilio Melanie Ariana

Abstract

One of the current challenges students face when speaking English is the limited development of oral fluency, which consequently leads to a lack of confidence that hinders their progress in the language. Given this, it is known that classroom techniques can influence various components of speaking skills. One such technique is Oral Corrective Feedback, and this study aimed to explore how it is implemented to enhance fluency, as understanding its effects on undergraduate students is essential. For this reason, a qualitative methodology and a phenomenological study were employed in this research, along with interviews consisting of eight open-ended questions to collect data from faculty members at the Universidad Estatal Península de Santa Elena, a higher education institution in Ecuador. It was concluded, based on the findings, that although Oral Corrective Feedback depends on the consideration of aspects such as time, preferences, and students' needs, it is effective in boosting the fluency of undergraduate students, since it provides continuous support from teachers, helping students identify and correct their errors in their oral expression, and strengthening their confidence to achieve more fluent results.

Key words: oral corrective feedback, speaking fluency, undergraduate students, error correction.

Resumen

Uno de los desafíos actuales que enfrentan los estudiantes al hablar inglés es el desarrollo limitado de la fluidez oral, lo que conlleva una falta de confianza que obstaculiza su progreso en el idioma. Ante esto, se sabe que las técnicas de aula pueden influir en diversos componentes de las habilidades orales. Una de estas técnicas es la Retroalimentación Correctiva Oral, y este estudio tuvo como objetivo explorar cómo se implementa para mejorar la fluidez, ya que comprender sus efectos en los estudiantes de pregrado es fundamental. Por esta razón, en esta investigación se empleó una metodología cualitativa y un estudio fenomenológico, junto con entrevistas que consistieron en ocho preguntas abiertas para recopilar datos de miembros del profesorado de la Universidad Estatal Península de Santa Elena, una institución de educación superior en Ecuador. Se concluyó, con base en los hallazgos, que, si bien la Retroalimentación Correctiva Oral depende de la consideración de aspectos como el tiempo, las preferencias y las necesidades de los estudiantes, es una técnica efectiva para mejorar la fluidez de los estudiantes de pregrado, ya que proporciona apoyo continuo por parte de los docentes, ayudando a los estudiantes a identificar y corregir sus errores en su expresión oral y fortaleciendo su confianza para lograr resultados más fluidos.

Palabras clave: retroalimentación correctiva oral, fluidez al hablar, estudiantes universitarios, corrección de errores.

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Introduction

Learning English as a foreign language can be a difficult process; among the four main skills of this language, speaking is one of the abilities that requires a lot of effort and time to produce. There are several aspects involved in producing good oral English, such as pronunciation, accuracy, and grammar. Likewise, an essential factor is fluency, evidenced as the students' ability to answer coherently, demonstrating mastery of the English language.

The persistence of errors during oral performances and classroom interactions demonstrates to teachers the fluency challenges that EFL students face and the need for continuous support to address these particular issues in real classrooms. In addition, other closely related difficulties teachers find include a lack of confidence when engaging in these activities, large class sizes, and limited training. Based on these problems, it was necessary to research a technique that can help students enhance their speaking fluency in the target language. This is how the study on Oral Corrective Feedback (OCF) arose, as it was identified as a technique associated with speaking skills that is consistently used in oral tasks.

This technique has proven effective in assessing and enhancing relevant factors of language development, such as fluency; this is why teachers use oral correction to make students aware of their mistakes in oral production. This qualitative research, hence, focuses on analyzing teachers' perceptions of the use of Oral Corrective Feedback and its effectiveness to enhance speaking fluency. For this reason, a phenomenological methodology was employed, using a questionnaire consisting of eight open-ended questions to gather in-depth information about various aspects of this technique, such as the challenges teachers face when using it and the perceived effects it has on EFL students.

To support the objectives of this study, the literature review included relevant background information in international contexts, in countries such as Turkey and China; at a regional level, with research carried out in Latin America, and national studies, such as the one by Sanmartín et al. (2026), which provided valuable insights into the educational reality of this technique in Ecuador, demonstrating that OCF had a positive effect on students, contributing to their progress, reducing their errors, and strengthening the oral fluency component.

Alongside this, theoretical concepts were necessary to broaden understanding regarding the variables used in this research, and different learning theories were considered, including Krashen's affective filter hypothesis, which, according to Khan (2023), explains how oral production can be affected by emotional factors, and the noticing hypothesis, connected to the importance of feedback and students' recognition of their errors and gaps (Ahadi, 2023).

From the interviews, the findings demonstrated how Oral Corrective Feedback is applied in real university classroom settings and how students show considerable enhancement in their speaking fluency after the proper application of the present technique. Notably, continuous practice activities were remarked as necessary and recommended, so that corrections do not vanish and enhancement occurs over time. This stage of the research also revealed that a good balance of corrections helps to reduce the disadvantages of this technique identified by teachers.

To sum up, this qualitative research on Oral Corrective Feedback explored how this technique encourages students to enhance their fluency in oral production and identified the challenges that need to be taken into account in order to find the most suitable way to deliver feedback to students. Furthermore, knowing how this technique boosts students' fluency helps teachers understand how to continue implementing it to increase their participation in speaking activities without affecting their confidence.

Chapter I

The Problem

Research Topic

Oral Corrective Feedback and Speaking Fluency

Title

Oral Corrective Feedback as a Technique to Enhance Speaking Fluency

Problem Statement

Nowadays, it is essential to learn another language, especially English, which is widely spoken. However, for a non-native English speaker, achieving a high level of English proficiency can be difficult, specifically in speaking skills. According to Shamim (2021), oral ability is the most important skill in learning a second language, highlighting that English is mostly used for communication, as it enables people to express their ideas, thoughts, and views to others around the world. In the process of enhancing speaking abilities, it is common to make mistakes, especially if the student is not used to the grammar or pronunciation in that target language.

For this reason, feedback has been a recurrent technique used by teachers to correct these errors. One can find valuable global research studies on corrective feedback that provide evidence of its effectiveness in developing oral skills. A study by Tarigan et al. (2023) revealed that Oral Corrective Feedback (OCF) helps students identify their mistakes. Once this occurs, learners can repeat the correct form and memorize it more effectively. In addition, other studies highlight the importance of teachers noticing students' feedback preferences, since knowing how and when to apply OCF techniques influences its effectiveness (Nurjanah et al., 2024).

Despite these findings, one main concern about Oral Correction Feedback is how it is put into practice in speaking classes by teachers, as it can be directly related to some factors that limit progress toward fluency in a second language. In some cases, when this technique is applied, students' anxiety and their fear of making mistakes become significant problems. This is evidenced by Muslem et al. (2021), who state that when immediate OCF is provided, students may experience negative reactions, such as nervousness or embarrassment, when corrected in front of their classmates.

Therefore, teachers need to identify the right time to provide feedback. According to Rochma (2023), finding the suitable moment to provide feedback is generally a notable challenge for teachers. Consequently, teachers should think carefully about when to deliver their suggestions and comments to avoid interrupting the students' flow and affecting their participation. This also depends on what type of corrective feedback they give, since they must take into account their learners' cognitive and emotional responses.

Along with these factors, in Ecuador, a great number of teachers face different realities in the classroom compared to the goals expected in the English language curriculum. A study by Guerrero and Moreira (2025) indicates that English as a Foreign Language (EFL) teachers in the country often encounter critical obstacles in enhancing speaking abilities in the learning process. These scenarios include limited class hours, a deficient approach to digital assets, and a lack of teacher training, which could be associated with the challenges in the use of OCF.

In fact, in EFL classrooms, there is a concerning gap between the feedback concept and what happens in the actual classroom. Although there are many studies focused on this technique in elementary and high schools, there is also a severe lack of research done in university contexts. Considering this, it is crucial to explore teachers' perceptions in higher education. The

present study, conducted at Universidad Estatal Península de Santa Elena (UPSE), facilitates access to first-hand experiences of how teachers apply the OCF technique and the challenges they face while using it, thereby enhancing the effectiveness of Oral Corrective Feedback in enhancing students' speaking fluency.

Problem Formulation

Problem question

How do teachers perceive the use of oral corrective feedback to enhance the development of speaking fluency in EFL learners?

Specific questions

- How do teachers implement oral corrective feedback to enhance the development of speaking fluency in EFL learners?

- What challenges do teachers face when implementing oral corrective feedback in the classroom?

- How could oral corrective feedback improve the development of speaking fluency in EFL learners?

Objectives

General Objective

To analyze teachers' perceptions of the use of oral corrective feedback to enhance speaking fluency in EFL learners through qualitative data methods, such as interviews.

Specific objectives

- To explore how teachers implement oral corrective feedback to enhance the development of speaking fluency in EFL learners.

- To identify the challenges teachers face when implementing oral corrective feedback in the classroom.

- To describe how oral corrective feedback improves the development of speaking fluency in EFL learners.

Justification

Oral Corrective Feedback (OCF) emerges as a necessary response to the limitations that arise in the development of effective oral production in Ecuador, since many students in EFL settings often face several difficulties that prevent them from achieving oral proficiency. As stated by Nguyen and Phan (2023), speaking skills are a fundamental part of active communication, and the mastery of these abilities is the result of a significant understanding of the language. In addition, being able to express oneself orally with ease reduces language barriers, promoting cultural exchange and providing a wide range of opportunities.

Hence, effective pedagogical techniques are required to address learners' speaking competence directly. Hartono et al. (2022) mention that the use of Oral Corrective Feedback (OCF) refines the oral performance of EFL students. By receiving immediate correction of their mistakes, aspects such as grammar accuracy, fluency, and pronunciation can be enhanced considerably, facilitating their English proficiency. Thus, OCF is understood as a crucial component of language construction and the learning process.

According to Ivan and Hakim (2024), Oral Corrective Feedback (OCF) not only helps students gain deeper vocabulary knowledge but also encourages self-reliance and autonomy. Students become very receptive to teachers' guidance and are more aware of their mistakes and the gaps that need to be addressed in order to develop clearer and more concise oral production. These teachers' interventions can be strongly supportive, strengthening students' confidence in

oral participation and their ability to acknowledge that errors are part of their formative assessment.

Moreover, it can also create meaningful connections between learners and educators, creating engaging and communicative educational environments. Nevertheless, the application of Oral Corrective Feedback must be based on appropriate, well-founded suggestions and constructive comments from the teacher. Otherwise, the development of speaking skills would be hindered in its entirety, and the students' performance could be affected (Gaffar et al., 2024). For this reason, having deep insights into this technique is essential.

Since the correlation between speaking fluency and Oral Corrective Feedback (OCF) has not been investigated in depth enough in EFL university classrooms, this research aims to thoroughly explore teachers' perceptions of the use of OCF in order to provide other teaching professionals with the necessary information about the benefits, difficulties, and experiences related to this technique. In this way, the effective practice of Oral Corrective Feedback in real classroom settings is encouraged, enriching pedagogical training through more effective teaching approaches.

Chapter II

Theoretical Framework

Background

In the context of teaching English as a foreign language, Oral Corrective Feedback is considered essential for refining students' oral communication skills. According to Hamidi et al. (2022), the OCF technique is strongly linked to supporting speaking abilities, since it represents direct error correction. In this sense, with proper use of corrective feedback, students pay more attention to grammatical forms, which strengthens their confidence, accuracy, and fluency when delivering oral performances. Previous research has demonstrated valuable insights regarding OCF, emphasizing the importance of this technique in the teaching process. However, several factors are often overlooked during the implementation of OCF in actual classroom settings.

International Background

The study conducted by Soruç et al. (2025) in Turkey is of particular relevance to this investigation, since it demonstrates that individual differences among educators, such as prior teacher training and experience, are important aspects influencing the use of this type of feedback. Building on this foundation, more than half of the EFL teachers involved in the study prefer delayed oral corrective feedback over immediate feedback because they have to carefully identify which mistakes need reasoned correction, and which ones might not be aligned with the linguistic approach of the lesson, or do not disrupt the transmission of the message. Sometimes there is not enough time to acknowledge all of them, either.

Another dimension worth considering, as noted in research carried out in China by Weekly et al. (2022), is that contextual factors and learners' attitudes are significantly taken into account during OCF provision. The authors highlight that teachers focus their corrections on

pronunciation and fluency rather than lexical features, and emphasize how students, despite their fear of making mistakes in front of their classmates, understand the role of oral corrective feedback in their target language development. They state that without OCF, their mistakes would become permanent.

Regional Background

On a regional scale, Tanús and Juárez-Díaz (2022), in their study done in Mexico, mention that timing and types of corrective feedback are important aspects of discussion. According to their results, teachers believe that the effects of this technique are long-term, since students sometimes tend to forget the corrections and repeat the same mistakes. Along with this, recast, explicit, and metalinguistic feedback are the techniques that work best in the classroom, and feedback timing can be determined based on the student's English level, the type of activity carried out, and the objective of the lesson.

This is consistent with the findings of research conducted in Chile by Orellana and Ortiz (2022), who establish that OCF serves as a meaningful technique for the development of oral production, significantly supporting this study. According to the authors, students have limited language exposure outside the classroom. Therefore, OCF is perceived as beneficial among students because they value the opportunity to recognize their weaknesses with the teacher's help. Also, it is believed that students prefer OCF types of feedback that are more focused on encouraging self-correction, as it makes them protagonists of their learning.

National Background

From a national perspective, research on Oral Corrective Feedback carried out in Ecuador has examined relevant facets over the last few years. Quintero (2025) from Pontificia Universidad Católica del Ecuador, contributes substantial insights to this study. In his systematic

review article, the author states that oral corrective feedback effectively fulfills its role in boosting students' oral performance. Nevertheless, to ensure its proper functioning and to achieve a balance between fluency and grammar accuracy, teachers need to adjust the pedagogical context to their students' needs and communicative intentions.

Likewise, researchers from Universidad Bolivariana del Ecuador conducted an investigation in a school located in Quito, where they implemented immediate OCF to address pronunciation and vocabulary mistakes in learners' oral presentations during various weeks. Their findings align with the purpose of the present study, broadening the understanding of OCF. They demonstrate through pre and post-tests that the technique has a positive effect on speaking, since students with a good English level made a lot of progress, and the ones facing difficulties were reduced considerably. Their growth was observed in the way they made fewer grammatical and pronunciation errors and in their acquired fluency and discourse organization abilities (Sanmartín et al., 2026).

Pedagogical Basis

Communicative Language Teaching

Communicative Language Teaching (CLT) is an approach that allows students to enhance their oral abilities by focusing on creating real-life opportunities to use the target language, in which interaction and fluency are prioritized rather than grammar accuracy, therefore enabling students to know how language is used in context. Some principles that must be considered when applying CLT in the classroom for language teaching are that enough opportunities must be created for the student to develop the basic abilities of a language, that allowed them to practice real communication in real-life contexts to ensure the enhancement of fluency and accuracy in the language (Oviedo & Mena, 2021).

Skill Acquisition Theory

In the learning process, students must go through several stages to build knowledge, especially when learning a new language. Mastering a skill involves specific steps related to behavior and students' minds. For learners to acquire a new skill, some of the steps to follow are to start with knowledge, then practice, and end with fluency. This forms an important process for enhancing a skill in a second language, since not paying special attention to one of these steps can affect skill development. Putting special attention to the initial stages of learning a language is essential, as skill acquisition theory is primarily used in the early development of learning related to simple structures in instructional contexts (DeKeyser & Suzuki, 2025).

Noticing Hypothesis

Learners must be conscious of their mistakes in order to enhance their speaking skills. Feedback is one of the strategies that allows students to notice their errors and helps them avoid the solidification of the idea that their language errors are correct. This hypothesis highlights the importance of awareness of students' mistakes, as without it, even when corrective feedback is delivered, it may not be possible for the student to notice their error and improve (Schmidt, 2010, as cited in Nguyen, 2020).

This hypothesis is based on the premise that learning will not be perceived and then understood by the students unless they have noticed it (Ahadi, 2023). For this reason, one of the strategies that can be used for students to enhance their oral expression is feedback, since pointing out their errors will allow them to process what their mistake was and correct it.

Output Hypothesis

This hypothesis emphasizes how language output works in second language acquisition. It avows that output activities enable students to solidify their knowledge and recognize their

mistakes in oral production. This means that when students practice producing language, it helps them in learning, as they can reflect on and revise their linguistic structures and sentence patterns, due to that they may experience some challenges while expressing their thoughts, so this learning process pushes learners to modify their output. Also, this hypothesis focuses on the development of oral ability and self-correction, which is strongly connected to feedback (Li, 2025).

This theory developed by Swain and Lapkin, takes into account the role of noticing in the development of a second language, it is stated that oral production is enhanced when the student becomes aware of their mistakes, therefore the learner may be forced to think about them, which results in a refined production in the second language, this can be explained as when student notices the linguistic problem through interaction with people or by doing a task, the learner, after identifying the error may correct themselves by examining the meaningful language information and deciding what needs to be modified for the development of second language production (Congmin, 2021).

Affective Filter Hypothesis

Students' speaking competencies can be influenced by many factors that affect their performance outcomes. In second-language acquisition, these factors can include motivation, self-confidence, and anxiety. Affective filter hypothesis by Krashen suggests that for students successfully to acquire a second language the combination of those factors mentioned are necessary to facilitate learning otherwise if negative emotions are involved these can act as a filter that stop the student to assimilate information, so these filters must keep low in a classroom environment, teachers must take into account not only cognitive factors but also emotions and

feedback as the ones that influence students' comprehension in the acquisition of a second language (Li & Zhou, 2023).

A study made by Khan (2023) demonstrate what are some of the negative emotions that undergraduate EFL learners can experience, which can directly affect their performance and impact the development of oral ability, in the questionnaire most of the students agree with the statement of them feeling anxiety, stress and nervousness in different contexts for instance when the teacher ask students to correct their classmates' mistakes, this kind of situations can lead to the student to raise their affective filter and consequently affect their enhancement in communication competences.

Theoretical Basis

Speaking Fluency

Speaking skills are a fundamental part of communication and foreign language education. According to Sharma et al. (2024), speaking is described as the ability to express ideas orally with coherence and effectively manage to interact, collaborate, and persuade others. Speaking stands out among the other fundamental language skills, as it allows students to engage in social exchanges. Richards (2008) points out that speaking is often considered direct evidence of language progress, since emitting competent oral production can be a clear sign of successful language acquisition. Speaking can also have different purposes, whether conversational, to convey a message, or directed at an audience.

Tagayeva and Metinova (2026) emphasize that Speaking skills involve fundamental components that build significant mastery, such as pronunciation, fluency, accuracy, and discourse organization, all of them working together to achieve strong oral proficiency. Fluency, specifically, is essential within speaking competence, as it refers to the ability to continuously

speak without any pauses or problems, with adequate rhythm and speed, following the context of the main message the students want to portray (Cendra & Sulindra, 2022).

Feedback in Language Development

Feedback is an elemental part of assessment used to enhance the quality of someone's work or performance. Feedback, as stated by Lim and Bowman (2024), must be strictly constructive rather than critical, as it is closely linked to growth and skills development. Feedback is often delivered after a task or presentation, either in writing, verbally, or using technology. It plays an important role in EFL teaching and language acquisition for its formative and summative purposes. Furthermore, teachers must adapt their feedback to learners' needs and preferences to foster their motivation in the learning process (Hossain et al., 2024).

Oral Corrective Feedback

EFL learners are vulnerable to errors during their learning process. As a result, teachers implement effective techniques to reduce mistaken utterances, which are a constant problem and hinder speaking fluency. Sheen (2011) defines Oral Corrective Feedback as the response usually provided by teachers to correct students' errors that happen during oral performances and communication. Through OCF, teachers let students know what mistakes they have made and what areas they need to focus on for a better output. In this way, OCF enables students to process their errors and enhance their oral competence (Azam et al., 2024).

Oral corrective feedback consists, therefore, in drawing students' attention to their mistakes, and that is a direct opportunity for them to actively learn the right forms of the language and even foster self-correction (Asmara et al., 2022). Essentially, Ellis (2017) also mentions that OCF is a fundamental component in English teaching, whose timing varies

according to the language component being addressed, highlighting that if the correction is related to fluency, the feedback should be delayed rather than immediate.

Types of Oral Corrective Feedback

As stated by Lyster and Ranta (1997), there are six types of OCF divided into two categories based on the teacher's production. Reformulations, when the educator explicitly or implicitly provides the correction (explicit correction and recast belong to this group), and prompts, when the correct information is retained, promoting self-correction (as demonstrated in elicitation, clarification requests, metalinguistic feedback, and repetition).

In this sense, explicit correction refers to cases where the teacher corrects the student's mistake, that is, indicates what the error is and provides a proper correction (Sardabi et al., 2025). Similarly, recast indicates that teachers correct errors, trying not to emphasize them directly. It is a type of OCF feedback that allows teachers to subtly reformulate a student's mistake in the right form without explicitly telling them what the mistake was (Ito, 2026).

As for prompts, elicitation is considered an implicit type of feedback. Teachers repeat the start of the sentence that contains an error without mentioning the specific part of the mistake, prompting students to fill the gap with the correct form. In this case, students must actively participate in correcting their own mistakes. Likewise, a clarification request consists of asking students to repeat their oral production in a correct way, indicating that the message was not entirely understood (Nassaji, 2018, as cited in Soe, 2022).

Although metalinguistic feedback hints that there is a mistake, the teacher does not offer the precise correct version. Instead, this feedback has teachers giving students metalinguistic information to help them remember, analyze the content, and realize what mistakes they have made. In contrast to recasts, in repetition feedback, the educator not only does not give students

the correct form of the language, but also emphasizes the mistake by repeating it, expecting students to understand the intention and correct it on their own (Le et al., 2025).

Legal Basis

La Constitución de la República del Ecuador

Given the nature of the research, it is important to highlight which articles in the Ecuadorian Constitution support the study for improving the use of techniques such as Oral Corrective Feedback that promote interaction and support learners in improving their oral abilities. According to the Constitution of the Republic of Ecuador (2008), Article 27 establishes that education focuses on the integral development of the human being, it promotes an inclusive and quality education process, fostering the acquisition of skills and the development of critical thinking, all of this applied in an environment where everyone has the right to participate, cultural diversity is respected, and equality is promoted.

Additionally, another article that encourages the use of strategies for the development of students' skills and capacities is Article 343, which highlights that the national education system is student-centered, which allows students to learn effectively and dynamically, fostering the development of skills and enhancing them both individually and in groups, in order to provide the students with the knowledge and competencies necessary in the real world.

La Ley Orgánica De Educación Intercultural

Regarding the importance of the use of feedback in the learning process to enhance speaking abilities, it is essential to mention what the legal obligations of teachers are in implementing effective strategies and monitoring student progress. The Organic Law of Intercultural Education (LOEI), chapter four on the rights and obligations of teachers, article 11, in paragraph i, mentions that through the process of students' development of competencies and

abilities, teachers must support them and help learners to overcome educational difficulties, while maintaining educational monitoring.

Furthermore, in the same article, literal h highlights that the teacher should promote an inclusive education in which the differences of the students are recognized and respected, in addition to the fact that the evaluations will be adjusted and adapted to the context and needs of the student, in turn the teacher is responsible for clearly communicating the student's progress and using pedagogical foundations that help the student's improvement.

Chapter III

Methodological Framework

Methodology

Qualitative Research

Qualitative methodology focuses on the in-depth exploration and description of human experiences, perspectives, and social phenomena that cannot be captured subjectively or in their entirety using quantitative approaches. These studies connect research with complex real-life contexts (Lim, 2025). Moreover, Ahmed (2024) emphasized fundamental principles for the effective implementation of these methods. In this sense, credibility plays an essential role, since when conducting qualitative research, a detailed and prolonged analysis of the information obtained is required. Likewise, being objective without preferences involved, and making use of various data collection tools complement these processes.

In teaching English as a second language, qualitative research serves specifically to reveal perceptions, either from teachers or students, regarding different components of teaching, such as strategies, methods, classroom dynamics, and social or cultural contexts, that is, everything that builds the process and attitudes toward learning the language (Pandey, 2025). For this reason, qualitative methodology was selected for this project to explore teachers' perceptions regarding the use of OCF as a possible technique to enhance speaking fluency. Based on their experience working with undergraduate learners, these insights are highly relevant to identifying the effectiveness, challenges, and contributions of using this technique.

Type of Research

Phenomenological Study

The method used in the research is phenomenology, which focuses on the comprehension of lived experiences. The use of this approach means that the researcher will investigate more deeply, looking for implicit meanings, avoiding just providing casual explanations or hypothesizing about the experience (McLeod, 2024). In the field of education, this approach allows the researcher to study how teachers and learners are oriented in learning environments, especially in contexts related to inclusion or curricular changes (Bantugan, 2025).

The use of this method is accurate since, in phenomenology, according to Badil et al. (2023), the researcher primarily describes their thoughts and assumptions about an event they are studying and takes into account certain perceptions that are connected to factual interpretations, in which the information about individual experiences is obtained through in-depth interviews, inductive analysis, and reflexivity.

Data Collection Techniques

Interviews

As defined by Sahoo (2022), the interview is a very consistent method of data collection in qualitative research, where two or more people interact with each other, sharing various insights based on a set of questions aligned with the study, thus generating detailed information that will later help with the understanding of a particular behavior, experience, or social practice. This study employed one-on-one interviews as a data collection tool. This technique was implemented using a questionnaire of eight open-ended questions with five experienced teachers to gain an in-depth understanding of their points of view and considerations regarding the use of the OCF technique within an EFL classroom as support for oral fluency development.

Instruments

Questionnaire

A questionnaire is a group of questions to obtain data from several individuals, important to the study objectives. The design of a questionnaire is diligent and needs time since the answers must provide meaningful information on the topic researched (Sharma, 2022). In this study, the tool used was a questionnaire to gather information about the experiences of teachers using techniques to correct students' mistakes in their speaking in oral activities in the classroom. This questionnaire was designed to obtain data related to thoughts, opinions, and difficulties regarding the implementation of OCF in the enhancement of speaking fluency in undergraduate learners.

In the interview, open-ended questions allow the participants to give more detailed answers in which they can express their feelings and thoughts. Besides, open-ended questions help to obtain a greater amount of information since it is not limited to given answers such as multiple-choice options (Mwita, 2024). In the study, the questionnaire included eight open-ended questions that enabled teachers to describe their personal experiences and indicate what challenges they face when implementing OCF in their classes, specifically in the enhancement of fluency in oral ability. This led to the research gathering meaningful qualitative data to analyze.

Data Collection Processing and Resources

Guiding Questions and Explanation

What?

Interview

Where?

At Universidad Estatal Península de Santa Elena (UPSE), La Libertad - Santa Elena.

When?

Academic period 2026-1

How?

One-on-one interviews via Zoom (questionnaires with open-ended questions).

What for?

To explore teachers' perceptions of the use of OCF in real classroom settings, the challenges experienced, and the effects observed in speaking fluency development.

Population and Sample

Population refers to the group of people or organizations carefully selected that have characteristics relevant to a given study and that serve as the proper reference for the generalization of the findings obtained (Casteel & Bridier, 2022). The population in the present study consisted of EFL teachers directly involved in university classroom settings. In this way, the insights gained about the application of this technique in higher education to enhance speaking fluency were more valuable and reliable.

In qualitative studies, the sample size depends on the nature of the research. Since this type of study aims to investigate the phenomenon in depth, the groups selected are commonly small in order to generate meaningful comprehension (Bekmezci & Sürücü, 2025). The sample of this study consisted of a small group of five PINE teachers from UPSE selected under a purposive sampling methodology, considering that the teachers have experience both in working with undergraduate students and in incorporating OCF into their classrooms to enhance the development of oral fluency.

Chapter IV

Analysis of Findings

This section presents the analysis and interpretations of the data collected through interviews, which contributed considerably to this project by delving into teachers' perspectives on the use of Oral Corrective Feedback (OCF) to develop students' fluency and the factors associated with its effectiveness in university contexts. The chapter further compares the obtained information with the researched literature to identify similarities, discrepancies, and significant shifts in teaching practices that add to the field and existing knowledge regarding this technique.

Interpretation of the data collected from interviews

The results of the interviews, conducted with 5 university English teachers and consisting of 8 open-ended questions, are shown below through integrated interpretations for proper understanding.

Question 1: Based on your experience, in what ways do you think oral corrective feedback contributes to students' fluency development?

In response to this first question, interviewees agreed that Oral Corrective Feedback positively contributes to students' speaking competence when delivered appropriately. They pointed out that this technique provides valuable support through corrections and responses that help students make fewer errors in future oral performances, eventually boosting their fluency in the target language. They also highlighted that this technique promotes the development of self-monitoring abilities, since students become more aware of their inaccuracies.

This is closely aligned to Asmara et al. (2022), who mention that OCF gives students a direct opportunity to actively participate in their language learning process through constant self-correction. Azam et al. (2024) reinforce this idea by stating that OCF allows students to process their mistakes and know exactly what areas they need to work on for more proficient results. In addition to this, in certain cases observed in the years of experience of one of the teachers interviewed, students' motivation to engage in classroom practices is often strengthened when professors show their willingness to help them constructively.

Question 2: What types of errors do you tend to prioritize for oral correction in your classes?

Most of the teachers mentioned that they tend to correct phonological and lexical errors when they want to polish aspects such as fluency and pronunciation. Despite that, they often agreed, prioritizing the correction of errors based on the extent to which they affect clarity in communication. For example, as stated by one of the teachers interviewed, if a pronunciation issue or an incorrect vocabulary choice makes listeners have difficulties understanding the general message, it is crucial to provide OCF, either immediately or after the interaction.

At the same time, other teachers believe that grammatical errors require corrections, especially when the lesson objectives are connected to the use of grammar structures. Although there is a certain belief that pronunciation errors are more important to address to be able to speak with others, statement supported by Weekly et al. (2022) who indicate that phonological errors are the most essential feature to address within speaking proficiency, there are teachers who see grammar as a fundamental part not only of language acquisition in general, but also of the development of oral communication skills specifically. Consistent with this perspective,

Hamidi et al. (2022) emphasize that if students pay more attention to grammatical forms, it will enhance their accuracy and fluency in English.

Question 3: In what situations do you prefer to use implicit OCF, and when do you opt for explicit correction?

According to the information obtained, teachers' perspectives vary considerably on this question. The most recurrent statement among the responses demonstrates their preference for implicit OCF techniques, specifically recasts in communicative tasks. They denote using this type of oral corrective feedback at the end of the interventions to avoid any interruptions. Other types of implicit OCF mentioned by the teachers as a constant help and part of their teaching practice were repetition and clarification requests. Notably, Orellana and Ortiz (2022) report in their research that students prefer implicit OCF techniques, since they encourage their self-correction skills.

As for explicit oral corrective feedback, all the teachers agreed to use it when the students' mistakes are too frequent, when they have received the correction before, and they keep making the same mistakes. These are considered serious cases that evidently show the students' need for direct and clear support. Then, explicit OCF, as reflected in one of the interview responses, seems to be the most effective when the main goal is fluency and comprehension enhancement. A combination of these two types of oral corrective feedback is emphasized as a positive alternative to create a balanced and supported learning environment. Echoing this idea, Tanús and Juárez-Díaz (2022) agree that students forgetting corrections is a common problem and mention recast and explicit OCF as the types of oral feedback that work best in classroom settings.

Question 4: What do you consider to be the main challenges when implementing OCF, whether logistical (group dynamics, time, classroom management), or relational (concerning students' speaking confidence)?

Concerning the challenges associated with Oral Corrective Feedback, the most frequent is affecting students' confidence. Teachers believe students, especially those with lower proficiency levels, tend to feel vulnerable when speaking in front of the class. Therefore, they must be extremely careful not to increase students' fear of making mistakes and demotivate them from participating. Considering this, determining the appropriate time to provide OCF is a common concern among teachers. In this sense, one of the interviewees explains that taking into account students' preferences, personalities, and needs is crucial to know if they feel more comfortable with immediate or delayed OCF. In agreement with this, Hossain et al. (2024) suggest that teachers must adapt their feedback to learners' preferences and needs to increase their motivation and self-confidence. In contrast, Ellis (2017) considers that the timing depends instead on the language component. In the case of fluency, oral feedback should be delayed rather than immediate.

Another challenge presented among the responses is identifying which errors are worth correcting. This means that, in order to avoid excessive correction, they have to thoroughly analyze which errors truly interfere with the successful understanding of a message and must be addressed. Additionally, regarding classroom management, most teachers emphasized the constant difficulty in providing individualized OCF in large classes. Then, the overall effectiveness and constructive value of OCF, as emphasized by teachers, depends on several factors that require strong training, such as proper time management, adequate teachers' attitudes and tone of voice, and the ability to perceive the disposition or willingness of students to receive

feedback and make progress. This is very related to the viewpoint of Lim and Bowman (2024), which indicates that feedback must have constructive purposes and be closely linked to growth and skills development.

Question 5: In your experience as a teacher, how effectively do students retain oral corrective feedback?

This question regarding whether teachers identify if the student retained the oral correction delivered resulted in many teachers agreeing that OCF benefits the students, but if the corrections are not practiced further, they can fade away. One of the answers was that for the effectiveness of the delivered OCF to be retained long-term, it is essential that the student, after noticing their error and reflecting on it, practice what they had learned in real-life communication tasks. Likewise, the rest of the answers mention the same idea that practice is necessary. These findings align with the CLT approach, which states that for the enhancement of fluency in oral production, teachers must create opportunities for students to practice speaking in real-life contexts, as this will ensure students enhance their oral abilities (Oviedo & Mena, 2021).

In addition, based on the interview responses, practicing activities are important for them to reinforce the feedback delivered and have a meaningful impact on students' fluency development. This finding aligns with the statement that output activities that encourage students to reflect on their mistakes help them to solidify their knowledge, and, in consequence, enhance their oral abilities and self-correction (Li, 2025).

Question 6: Over the course of your teaching career, how has your approach to OCF evolved?

In this question, related to how teachers' application of the technique OCF has evolved over the years, participants agreed in their responses, mentioning that in the beginning, they

tended to give frequent feedback and interrupt students during their presentations, but over time, that changed; teachers started to analyze some specific factors before providing feedback. One teacher mentioned that it was important to observe first what the state of the student is, and based on that, feedback would be influenced. The rest of the participants agree with this answer, as some of the factors they take into account are students' confidence and willingness to communicate. It was also mentioned that maintaining a correct balance between grammar accuracy and fluency enhancement is beneficial for students.

This is connected to the results obtained on the research conducted by Quintero (2025), who stated that for the effectiveness of OCF and the creation of a balance between features such as fluency and accuracy, teachers should adapt their teaching practices to students' needs. Furthermore, other teachers mentioned that some of the negative results they observed in students, that leads them to be more careful and analyze when and how to correct the errors, were that students experienced reduced confidence and spontaneity. Therefore, instead of focusing on correcting grammar or pronunciation errors directly each time, at present, they try to provide supportive feedback, depending on the needs of students, motivation, and what is best for each student.

Question 7: How does a student's proficiency level or the type of communicative task influence the way you provide OCF?

This question aims to understand what teachers consider before providing OCF based on the English proficiency level of the student and the kind of oral productive activity, the interviewees coincide that based on both factors their delivering will experience changes, first for the level, they mentioned that for lower levels, aspects such as trying to maintain confidence and motivation in students is crucial, in the other hand, for higher proficiency levels, just few

corrections would be provide it. Most of the teachers emphasized that it all depends on students, whether they like or not to receive feedback, and if they are afraid of speaking. These findings are consistent with the research carried out by Weekly et al. (2022), who found that the attitude of the student has to be considered when providing OCF.

In contrast, when it comes to the type of communicative task, the focus is on the time, when the teacher will provide OCF and with what frequency. One teacher mentioned that in activities such as debates, trying to minimize interruptions and provide feedback afterward will be essential, but for activities where accuracy is important, the teacher will directly intervene to correct the errors. This supports the results of Soruç et al. (2025), who observed that teachers choose the type of OCF depending on what the linguistic goal is in the activity, together with whether it is necessary to interrupt or not. In addition, these results confirm the finding of Tanús and Juárez-Díaz (2022), who point out that the type of OCF selected and timing will be based on students' level, learning goal, and kind of activity.

Question 8: What changes do you notice in the fluency of students who receive constant feedback compared to those who are allowed to speak with fewer interruptions?

This question aims to recognize the effectiveness of OCF based on students who receive more feedback throughout the semester and those who speak without any interruption. Most participants agreed that students who receive constant feedback show a noticeable enhancement both in accuracy and fluency. In addition, other results observed in students are better awareness of their mistakes, enhanced self-correction, and confidence. This is aligned with the noticing hypothesis, that stated how important mistake awareness is to show improvement (Schmidt, 2010, as cited in Nguyen, 2020). But one teacher also acknowledges that it can have negative results, such as being less spontaneous and hesitant to participate.

Similarly, those who received few corrections showed greater enhancement in both fluency and confidence, although one of the teachers also recognized that students who receive little feedback hardly show any change, whether they have boosted their English level or stated the same. All teachers emphasized that a correct balance between communicative opportunities, freedom, and the OCF technique is essential for the overall enhancement of students' fluency in their performance. Furthermore, some of the answers highlight that every student is different, so the OCF type used will be different. Another teacher also suggests that the student's willingness to receive and accept feedback will influence students' English proficiency development.

Table 1

Analysis of the Interviewees' Perceptions (teachers) of Oral Corrective Feedback as a Technique to Enhance Speaking Fluency.

Questions	Answers	Authors
Based on your experience, in what ways do you think oral corrective feedback contributes to students' fluency development?	Oral Corrective Feedback, based on teachers' experiences, offers several important benefits. It has a positive influence on students' fluency development and speaking competence, promotes self-monitoring abilities, and boosts their confidence when engaging in oral classroom practices.	Azam et al. (2024); Asmara et al. (2022)
What types of errors do you tend to prioritize for oral correction in your classes (grammatical, lexical, phonological, or discourse-level)?	Teachers tend to correct mistakes that they believe directly affect effective communication. In most cases, these are phonological, lexical, and grammatical errors, hindering accuracy and fluency in the target language. However, when mistakes do not interfere with overall comprehension, corrections are not always necessary.	Hamidi et al. (2022); Weekly et al. (2022)
In what situations do you prefer to use implicit OCF, and when do you opt for explicit correction?	On one hand, implicit strategies, such as recasts, clarification requests, and repetitions, are mostly used at the end of communicative tasks where maintaining the flow is important. On the other hand, explicit OCF is used when errors are too recurrent, especially in pronunciation training. The	Tanús and Juárez-Díaz (2022); Orellana and Ortiz (2022).

	combination of these two types of OCF creates an effective balance.	
What do you consider to be the main challenges when implementing OCF, whether logistical (group dynamics, time, classroom management), or relational (concerning students' speaking confidence)?	The most frequent challenges in the implementation of OCF lie in affecting students' confidence, identifying which mistakes are worth correcting, and determining when the proper time to apply it is. Other common problems are providing individualized feedback in large classes and considering students' preferences.	Hossain et al. (2024); Ellis (2017); Lim and Bowman (2024).
In your experience as a teacher, how effectively do students retain oral corrective feedback?	The effectiveness with which students retain OCF depends on some factors, such as consistent practice and reinforcement. Most teachers highlight that feedback alone can fade over time, so activities that allow students to practice the corrections are essential.	Oviedo and Mena (2021); Li (2025)
Over the course of your teaching career, how has your approach to OCF evolved?	Over time, the way teachers approach OCF has changed in terms of when they provide it and the factors they consider before sharing it with students. Some mentioned that at first they would repeatedly interrupt students but later began to take the students' state of mind into account, assessing whether they were receptive to feedback.	Quintero (2025)
How does a student's proficiency level or the type of communicative task influence the way you provide OCF?	The student's proficiency level affects how often the teacher provides feedback, and depending on the activity, the teacher decides when to interrupt or not. Besides, teachers mention and agree that other factors influence their approach to OCF, such as students' personalities and the number of students in the classroom.	Weekly et al. (2022); Soruç et al. (2025); Tanús and Juárez-Díaz (2022)
What changes do you notice in the fluency of students who receive constant feedback compared to those who are allowed to speak with fewer interruptions?	All interviewees agree that students who receive more consistent feedback show a notable enhancement in fluency compared to those who receive little feedback. Many also report a positive change in confidence and motivation when practicing speaking.	Schmidt (2010, as cited in Nguyen, 2020)

Note: The table elaborates on the categories of the questions, followed by an analysis of the responses that have a significant connection to the authors, elaborated by Roca, M., & Cherre, E. (2026).

The analysis of the data collected from the interviews shown in the table above helps to explore the points of view of the interviewees when applying OCF to enhance fluency. Most of

the answers contributed to the comprehension of teachers' application of this technique with undergraduate students, such as what factors they consider before correcting a student, and why it is important to find a balance between constant and little feedback on students. Since the sample included only five participants, there was a reduced range of perspectives, which could be considered a limitation found in the conduct of this research. Despite that, all the answers provided meaningful information to identify the benefits and challenges of OCF and its effect on speaking fluency in EFL students at UPSE.

Chapter V

Conclusions and Recommendations

This chapter encompasses the final reflections regarding the results that responded to the objectives of the research conducted on the use of Oral Corrective Feedback in the development of speaking fluency within a university context. In turn, based on the conclusions drawn, a set of recommendations is provided for EFL teachers who are interested in enhancing the implementation of this technique in real classroom settings.

Conclusions

This research titled “Oral Corrective Feedback as a Technique to Enhance Speaking Fluency” has demonstrated the relevance of understanding in depth the use of Oral Corrective Feedback in order to achieve speaking competence, specifically in terms of the development of fluency in the language by university students, considering the perspectives of experienced teachers regarding its application and the insights reflected in different learning theories and studies that contribute significantly within foreign language education.

Firstly, teachers' perceptions indicated that the implementation of OCF prioritizes the correction of phonological and lexical errors when the development of comprehension and fluency is affected, while grammatical errors are addressed when the class objective is related to them. Its application varies according to learners' needs, proficiency levels, and preferences, since confidence is crucial when engaging in oral communicative tasks, and some students are more receptive to oral feedback than others. Teachers often select the OCF type based on which one makes their students feel more comfortable. As a result, they maintain a balance between implicit and explicit OCF, reserving the latter for situations where corrections do not seem to be fully understood by students after several attempts.

According to the findings, the OCF technique that all teachers agreed on using in tasks where maintaining the flow is important is recast, along with clarification requests and repetitions. This has shown that teachers combine both the reformulation and prompting categories, providing students with the correct forms of their mistakes in some cases and guiding them to correct themselves in others.

The OCF technique presents potential challenges for teachers regarding students' confidence, time, and classroom management. Oral Corrective Feedback can be counterproductive if it is not applied with consideration for each student, especially in relation to students with low proficiency levels. Therefore, OCF aims to be purely constructive, supporting each student's learning process rather than discouraging them from continuing their progress.

Furthermore, avoiding overcorrection, delivering this feedback individually in large classes, the lack of teacher training, and determining the appropriate time to provide it are constant problems. In relation to this, the findings pointed out that teachers use delayed rather than immediate OCF to not disrupt students' flow or hinder their fluency. All these difficulties are part of the actual practice of OCF in university contexts. However, they do not diminish OCF's contribution to the development of speaking fluency.

Oral Corrective Feedback is a fundamental element of the assessment process as it equips EFL students with constructive support. This technique allows them to recognize their weaknesses and enhance their oral proficiency once corrections have been provided and acknowledged. Concerning fluency, OCF significantly contributes to its enhancement, as teachers focus heavily on pronunciation errors and overall understanding that subsequently influence language fluency in a positive way.

Although OCF tends to have a long-term rather than immediate effect, with the teachers' help, students are able to learn from their errors and gaps, understand that these erroneous utterances are part of their knowledge construction, and correct them for future oral performances. Combined with consistent practice and reinforcement, OCF is a valuable technique for developing EFL students' autonomy and self-monitoring skills, transforming them into protagonists of their learning process.

Recommendations

Considering the results obtained in this research, some recommendations are suggested for the effective implementation of the OCF technique that teachers may consider before applying it to enhance speaking fluency in EFL students.

Teachers are encouraged to continue implementing OCF in speaking activities as a regular practice to correct students' errors, since this technique fosters confidence, mistake awareness, and oral fluency in undergraduate students. Teachers must be aware of some factors before applying it, such as students' attitudes and proficiency level, so they can choose the most suitable type of OCF with the aim of creating a supportive classroom environment where students feel comfortable receiving and responding to OCF. Additionally, to maximize the effectiveness of this technique, it is recommended to incorporate more opportunities for repeated practice of the feedback delivered, to help students retain corrections and boost their speaking fluency over time.

In addition, given the findings and the research's focus on teachers, future studies should explore the OCF technique in relation to enhancing speaking fluency in diverse educational contexts and with larger populations. First, it is recommended to investigate students' perspectives on OCF implementation to comprehend their thoughts on receiving oral feedback in

their speaking performances. Additionally, research on the use of this technique on English language skills needs to be conducted to determine how OCF helps to develop them. The expansion of this research would allow a deeper understanding of its impact and contribute to the more effective development of English proficiency.

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Annexes

Annex A: Certified Anti-plagiarism System

La Libertad, 24 de junio de 2026.

Certificado Sistema Anti-Plagio

En calidad de tutor del Trabajo de Integración Curricular denominado “ORAL CORRECTIVE FEEDBACK AS A TECHNIQUE TO ENHANCE SPEAKING FLUENCY” elaborado por los estudiantes, CHERRE GONZALEZ EDITH DAYANARA y ROCA BACILIO MELANIE ARIANA de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 3% de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,



Ing. García Villao Rosa Tatiana, MSc.

Tutora



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Resumen (sección 1/2)

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Annex B: Questionnaire

1. Based on your experience, in what ways do you think oral corrective feedback contributes to students' fluency development?
2. What types of errors do you tend to prioritize for oral correction in your classes (grammatical, lexical, phonological, or discourse-level)?
3. In what situations do you prefer to use implicit OCF (such as recasting/rephrasing), and when do you opt for explicit correction?
4. What do you consider to be the main challenges when implementing OCF, whether logistical (group dynamics, time, classroom management) or relational (concerning students' speaking confidence)?
5. In your experience as a teacher, how effectively do students retain oral corrective feedback?
6. Over the course of your teaching career, how has your approach to OCF evolved?
7. How does a student's proficiency level or the type of communicative task influence the way you provide OCF?
8. What changes do you notice in the fluency of students who receive constant feedback compared to those who are allowed to speak with fewer interruptions?

Annex C: Transcript from the interviews

Question 1: Based on your experience in university classrooms, in what ways do you think oral corrective feedback contributes to students' fluency development?

1. Well, in my experience, oral corrective feedback plays an important role in students' fluency development when it is implemented in an appropriate way, but mainly with pedagogical awareness. So, in many situations, corrective feedback helps learners become more conscious and aware of recurring inaccuracies, especially linguistic inaccuracies, and it can gradually enhance their communicative competence, as well as confidence when they speak English. So, I have observed that students who receive constructive, balanced feedback tend to develop greater self-monitoring abilities and become more accurate speakers over time. I believe that the effectiveness of oral corrective feedback depends on time, the tone of the voice that the teacher uses, as well as the student's emotional disposition and attitude. So, I have also observed in my class that this supported feedback, combined with the opportunity to speak freely, can produce a more positive change in fluency.
2. Okay, so during my whole experience, I have identified that oral corrective feedback is important because it can be beneficial for me as a teacher and for my students, as it can give positive insights to help them enhance aspects of their oral practice, such as fluency, maybe. When I have time to work on this properly, I can give support and the needed corrections to them so they can make fewer errors and avoid making those mistakes in the future, improving some essential aspects in their learning process. Sometimes I also have to balance this kind of correction. Since we are talking about speaking skills, we can sometimes stop the process and the activity I am listening to, so I have to be careful with that. I have to manage how I am going to give this feedback accordingly.
3. Okay, in my experience, oral corrective feedback contributes in positive ways to a student's fluency and development when we, as teachers, provide it in an appropriate way and at the right

moment, because there are students who can be very receptive to the correction of their errors. If that is the case, they can improve their language development; they can improve their English knowledge.

4. Well, I consider that oral corrective feedback contributes a lot. Even though you cannot see the changes so quickly, it's a process. It's a process that is happening little by little. It's not something that is going to happen overnight. That's something that you need to be struggling with, and all the processes are going to be increasing and decreasing at the same time, but that's the way it is. So sometimes you may feel that you are developing, and sometimes you might feel that you are delaying your skills, but that is how feedback works. In the end, when you are a little bit more proficient in the English language, you feel that you do not know anything, but everyone can observe that you have developed a lot. So, well, that is something so gratifying in the end. You do not recognize it, but everyone can. So, I think that feedback makes a lot of changes. As I told you before, it is not something that you can observe at first, but with time, the change is going to be more noticeable.
5. This is an interesting question. To begin with, I believe that oral corrective feedback, or the other way that I refer to it, is OCF; it helps a lot of students to correct themselves and improve their fluency. In addition to that, it does not only correct fluency, but also build confidence, build confidence when they, when students have a teacher nearby to correct them. And finally, I believe that this can encourage students and motivate them to keep practicing in public.

Question 2: What types of errors do you tend to prioritize for oral correction in your classes (grammatical, lexical, phonological, or discourse-level)?

1. Well, I try to prioritize errors that can directly affect communication, especially phonological and lexical errors. For example, if a pronunciation issue or an incorrect vocabulary choice makes listeners have difficulty understanding the message, I consider it important to address it immediately or after the interaction. So, we know that grammatical errors are also crucially

important, but I usually prioritize them depending on the lesson. I mean, depending on what our students are able to do at the end of the lesson. So, if they are working on a specific grammatical structure, I focus more on accuracy in that area. In addition, we also focus on coherence and turn-taking. For example, inappropriate use of linking words. So, it becomes more important at advanced proficiency levels. And there are also several factors that can influence this prioritization, including a student's proficiency level, as well as the type of activity. I mean, the communicative purpose of activities, as well as a student's emotional confidence when they speak.

2. Okay, in these kinds of aspects, when I consider that certain phonological errors or grammatical errors affect communication, it is necessary to correct them. Sometimes, however, if we get the whole idea and it does not affect the interaction with the people or the students who are doing the oral performance, it is okay, but in other cases, I need, depending on the level, I need to identify or highlight the aspects of pronunciation and grammatical aspects, and I make this kind of correction at a specific time. So sometimes we can omit, we can tolerate the students' minor grammatical mistakes, but sometimes it is important to make this kind of correction so they can avoid it in the future and not do it again.
3. Well, I think that mostly lexical and phonological errors, but when these kinds of errors interfere with communication, when we can misunderstand the message, in these cases, I usually correct these two types, lexical and phonological.
4. When I started, I tended to correct more grammatical mistakes, even though I was mistaken, for the reason that if we are going to be correcting grammar every time, then we are not going to be developing anything because every time that we are going to think in English, we are going to be taking care of all of the grammar that we say and, well, we are going to be worried more about grammar than the fluency itself. So, I consider that maybe if we care less about grammar, we are going to make a lot of progress. Some people do not agree with me. Some people agree with me,

but that is how it works. Not everyone has the same reason. But nowadays, I consider that pronunciation is what I take most into account.

5. It all depends on the English level. For example, this is an open question. We are not referring to the first semester, second semester, third semester, or eighth semester. So, I am going to try to provide an answer based on general teaching and learning of English. As a college teacher, I tend to prioritize oral corrections based on the extent to which an error affects communication and the objective of the lessons. In general, I focus on different types of errors. For example, lexical errors. Okay, I always, you know me as my students; I always focus on lexical errors. I also, as an English teacher, prioritize grammatical errors. I always select certain grammatical errors in pronunciation or in fluency, and I make sure that students know about them.

Question 3: In what situations do you prefer to use implicit strategies (such as recasting/rephrasing) and when do you opt for explicit and direct correction?

1. Well, I tend to use implicit corrective strategies during communicative activities, right? When they are interacting, we tend to reformulate it. And these strategies allow students to notice and realize the correct form without interruptions, without interrupting them during conversation. On the other hand, I prefer explicit correction when the error is recurrent, when students are unable to self-correct, when they do not realize the mistakes, or when the pattern that they are practicing is central to the aim of the lesson. So, explicit feedback is also useful in pronunciation training when clarification is necessary. So, in my experience, combining these approaches according to context can create balance, as well as a supportive learning environment.
2. Okay, according to this, I prefer implicit correction strategies more, such as this one, recasting during communicative activities, because they allow students to continue speaking without feeling like this stops or interrupts them many times. On the other hand, I use explicit correction when these errors are frequent, serious, and we have to talk, maybe to highlight that this is

incorrect or, in this case, related to the objective of any kind of activity that we are doing. So, direct correction is also useful when students are unable to identify mistakes by themselves.

3. Well, I prefer explicit strategies when the main goal is fluency, because I do not want to interrupt all the time when my students are talking. So, I use explicit corrections when my students repeat the same mistake over and over, and when the students make a mistake with a target language that we have already studied in class. So, in this case, I use recasting, rephrasing, or clarification.
4. Well, I trust traditional methods a lot, so I tend to apply them to my students. In this way, I believe that repetition and recasting are part of the most traditional types of Oral corrective feedback that can be used in the classroom. Those are the ones I use the most. Either explicit or implicit, I consider that they have to be applied properly to work in the right way.
5. This is a difficult question. Let us say a little bit about implicit strategies. Okay, as a teacher, I prefer to use implicit corrective feedback strategies. For example, I use recasts, and I hope that you know what a recast is, or reformulations in situations where maintaining the flow of communication is important. Like I was telling you a little while ago, when the teacher decides to correct the students, which is important, the overcorrection might disrupt the student's confidence because, remember, some students, if we stop them while they are doing their presentation, some of them may get shy. Some others will accept that. Okay, and I also had to really pay attention to maintaining students' confidence in order for them to continue participating. With this being said, I also focus on fluency and comprehension, because remember that comprehension plays a very important part, and when students are less confident or are very anxious, I try to select them more often.

Question 4: What do you consider to be the main challenges when implementing OCF, whether logistical (group dynamics, time, classroom management) or relational (concerning students' speaking confidence?)

1. One of the main challenges is to balance the amount of correction with communicative confidence. Because many university students, especially those with lower proficiency levels, feel vulnerable when they speak in English in front of the whole class, in front of their classmates. So, excessive correction may discourage participation and also increase speaking anxiety. So, another challenge is related to classroom management, especially with larger groups. So, once we provide individualized oral feedback to all the students during communicative activities, it can be difficult. So, additionally, as teachers, we consider different learners' personalities. Some students really appreciate this direct correction, but others perceive this as a negative aspect. So, implementing oral corrective feedback effectively requires flexibility, empathy, and careful observation of a student's reactions and needs.
2. Okay, something that I mentioned previously: the biggest challenges may be related to maintaining that balance of correcting the students and allowing them to speak fluently without fear, because sometimes when we are doing this kind of correction, the students feel it is a negative thing, and they do not want to continue speaking. I need to be balanced with this kind of correction, and it is something that I must analyze well before making excessive corrections when they are speaking and identifying the best moment to do it. Obviously, it is difficult to give this kind of individualized feedback when we have large classes. So, depending on that, I have to manage the time. Another challenge may be, like I mentioned, right? This feeling of the students: when they do not feel confident in themselves, they could feel embarrassed or anxious when we correct these kinds of aspects, so it can affect them. Basically, these aspects can be the main challenges; in this case, the main challenges when I am applying this kind of feedback.
3. Well, I think it's that students feel, okay, that they are learning, that it does not affect their motivation, and that they feel confident speaking. So, well, I think the main challenge is that they do not feel that they are making mistakes, and I want them to feel that they are learning, and I do not want to demotivate them. I want to motivate them to speak correctly. So, I think it's like confidence, okay, the main challenge, isn't it? Sometimes, when we have large classes, it's

difficult to give feedback, no? But mostly it's to make the students feel confident when I am correcting something.

4. I consider that confidence, because, well, in this case, I could try to do all of the strategies, all the creative activities as much as I can. However, if we do not practice our confidence, it's not possible to change anything. And the main way in which we can do it is by ourselves, because I cannot think for you. You must do it yourself. So, if we take into consideration in our minds self-regulation and we practice on ourselves, on our own, that's the only way in which we can improve our self-confidence, because, well, as I told you before, I can put you in different groups with different people, and they are going to cheer you up. However, if that does not work, I cannot do anything else. The only motivation, the single motivation, is on you.
5. Yes, another difficult question. One of the main difficulties that I have seen as an English teacher for many years is when to correct the students. That is very difficult. Normally, I try to get to know the student first. I try to see how the student feels. Okay, and that begins from the very start of their academic preparation, because remember, sometimes we, as teachers, if we provide some excessive corrections, students may get a little shy, and perhaps they may not want to participate anymore. However, finding the right balance between promoting fluency and improving accuracy is also very beneficial for the students.

Question 5: In your experience as a teacher, how effectively do students retain oral corrective feedback?

1. Well, I strongly believe that oral corrective feedback can have an impact when it's meaningful and when it's accompanied by opportunities for repeated practice. So, in this way, this immediate correction alone may not always guarantee long-term enhancement, especially if our students do not revisit or apply this corrective form in future communicative situations. So, in my experience, the students tend to retain this feedback more effectively when they notice the error, reflect on it, and later use this corrective form in real-life communication. So, repetition and contextualized

practice are essential for transforming feedback into long-term learning. So, however, if feedback is isolated or only with the purpose of correction, but without reinforcement, its effect may fade relatively quickly.

2. Okay, I consider that it can have a positive impact on my students' retention depending on how I apply it and the activity carried out. They can remember these mistakes and identify them, so they do not do them again in the future. I consider that it depends on how the teachers manage this and on the group of students that we have, the level, and, well, the environment that we are managing in that specific moment. We can, in this case, have this positive impact on our students.
3. Well, feedback will last when a student has the opportunity to practice more when I correct, and then the students practice what we corrected. Because if I only make a single correction, this correction could last or be forgotten very quickly. So, I think that the key is that it will have a lasting impact if the students continue practicing. If they do not practice, that feedback may disappear.
4. Well, at first, in the moment of the correction, I do not consider that it's going to have such a great impact. However, when they keep making mistakes, they are going to remember the words that I told them, and then they are going to take into account those mistakes and change for good. I have a phrase that I always apply to myself, and this is: if I make a mistake, I do not care what they tell me, because I know that next time I will do it better, and that's something that I would like to transmit to all my students. Making mistakes is okay. We just have to take them into consideration. As I told you, they are not going to work at first, but then, with the process, it is going to work.
5. It depends. It all depends on the student's confidence. Okay, for example, on one hand, corrective feedback helps students to notice their own gaps between what they are saying and what they are practicing with the target language. When we say the target language, we are talking about the L2, keeping in mind that the L1 is the native language, in this case Spanish, and the L2 is the language that they are learning, and that is the target language. Okay, now that's what I say, and

on the other hand, I believe that effective feedback may fade if isolated or not reinforced. Why do I say if not reinforced? We as teachers try to know when to provide feedback, and also that little feedback needs to be reinforced in one participation, in the second participation, and in other participations. Just wrapping up this answer, because I think that I mixed it up here, is that it all depends on how students feel when the teachers provide feedback.

Question 6: Over the course of your teaching career, how has your approach to OCF evolved? What led you to modify or refine it?

1. Well, at the beginning of my teaching career, not only with university students, but also with high school students, I remember that at the beginning of my teaching career, I focused only on grammatical accuracy, and I tended to correct students during oral interactions. So, over time, I realized that excessive interruptions sometimes affected the students' willingness to communicate and reduced spontaneity in speaking activities. So, as time passed, my approach evolved toward a more communicative and student-centered perspective. So, I now place greater importance on fluency. I focus on confidence and the communicative purpose of the activity. And so, I said that we have to be careful about when and how to correct the errors. So, the experience that you gained, the classroom observation and exposure to communicative language teaching methodologies, can influence this change, and I have also learned that effective feedback should not only correct errors but also encourage students as well as promote self-awareness.
2. Well, one of the most common aspects is that the students want to- in this case, they want to; sometimes they do not want the same; they do not like this kind of correction. Sometimes, even if they are from university, maybe they tend to, depending on the students; they do not like this kind of aspect, right? But during this process, in this kind of university career, they identify that this kind of aspect is important because of the exam that they are taking in the future. So, I can say that it has been positive for them because they have made possible corrections, and they avoid these kinds of mistakes during any kind of presentation. Well, because we, as teachers, tend to

encourage this kind of participation. Sometimes I do not take into account this kind of aspect, but the most important thing is to provide supportive and selective feedback for each specific student because they are different, and we have to identify what the best feedback is for them.

3. Well, at the beginning of my career, I used to correct my students more frequently, but now I have to analyze, okay, what my students are doing, what they are practicing. I also have to analyze the students' confidence and whether they are willing to communicate, because sometimes students do not like to talk in English. After all, they are afraid of making mistakes. So, I think that I adopted a strategy or methodology that makes them feel confident, and then I can make corrections without discouraging their participation or without making them feel that making an error is something wrong.
4. When I started, I did not use to do it correctly because every time they developed their speaking skills, I just interrupted them every time they made a mistake, and I told them at that moment how to say the pronunciation of a word correctly or how to say the grammar structure of a sentence they are saying in the right way, but then I realized that that's not the way it is, because I'm going to be decreasing their self-confidence. I know that not everyone has the same level of proficiency, so the ones that have an upper level of proficiency give me less work, too.
5. Yes, this is an easy one for me, I think. Okay, I have been teaching English for many, many years, and I have been learning as well. You are my primary example. I have always said how much I learn from students. For example, when I try to provide feedback, I always ask students how they feel. Remember when I say, "Okay, guys, how are you feeling right now?" By seeing and knowing how the student feels, I can provide the correct feedback, whether I do feedback at the end of the presentation or if I can do the feedback in the middle of the presentation. It all depends on how the motivation of the students is at that time.

Question 7: How does a student's proficiency level or the type of communicative task influence the way you provide OCF?

1. Absolutely, adaptation is crucial, and we also consider the student's level. With beginners, I usually provide supportive feedback. Simpler and supportive, using gestures, body language, drilling, and implicit correction to avoid them feeling overwhelmed. So, at lower proficiency levels, we try to maintain confidence and motivation. So, I encourage them to participate. With more advanced students, I tend to provide more explicit feedback related to pronunciation, accuracy, and discourse organization, because they are more capable of reflecting on these corrections, and they are going to integrate these corrections into their speech. So, the type of communicative task also affects or influences my approach. So, during fluency-based discussions or debates, I try to minimize interruptions and provide feedback afterward. So, in contrast, during curation-focused activities, I intervene more directly to correct specific language forms.
2. Well, yes, it relates to the previous one. We have to identify the level, important aspects, motivation, knowledge, and activity. Well, I need to identify all these factors when I am making this kind of assessment because there are sometimes students who are almost perfect when speaking or doing any activity. So, I just highlight something, but it is going to be different from another student who has a lot of mistakes in this kind of stress or pronunciation or, I do not know, grammatical errors. And another one who does not feel well; this kind of student sometimes feels very negative about it. So, I have to be like a different person in every situation because of all these aspects. So, I contribute in a better way with this kind of feedback. Feedback is like that, but it's going to change depending on the student. Because of this, I have to modify it according to all these variables when I am giving this kind of feedback to all my students.
3. Of course, I adapt the way I correct my students because every semester, or every time we have a new semester, we have students with different levels of proficiency in English, and of course, I have to adapt my methodology and the way that I correct depending on my students. Also, I need to analyze the personal aspects of my students. If they like to talk, they do not like to talk. If they are afraid of talking, I analyze it, and it depends on the class. It depends on proficiency. It depends on the number of students and, of course, the personality of the student.

4. Well, as I told you before, the people who are a little bit more proficient give me less work to do. However, I have to assign them some work to practice more. Well, in this case, what I assign to them is to practice with all of the people who are of low proficiency, and then they are going to be correcting, and that's the way in which they acquire a little more patience, because remember that with this major, we are going to be teachers, or well, I am a teacher already. You are going to be a teacher. So, with that, they acquire a little bit more patience. They acquire more strategies in order to help their partners improve. So, that's the way I assign some work to them. As I told you, I do not have the same kind of feedback for both levels. In this case, well, I also give some tips and strategies to the ones who do not have the same level of proficiency.
5. Well, yes, I adapt or provide corrective feedback according to both the student's proficiency and the communicative task, because there are two things here. Some students like to communicate, but they lack proficiency, or they have proficiency, but they lack fluency. So, we try to maintain a balance here. Okay, for example, I prefer a student to have proficiency because proficiency means that whoever the person is needs to understand what the student is saying, and here is what I was telling you earlier. It all depends on what English level the student is. Students need to know what level and recognize what level they are at for the teacher to provide feedback. So, on a personal note, I go for the proficiency level.

Question 8: What changes do you notice in the fluency of students who receive constant feedback compared to those who are allowed to speak with fewer interruptions?

1. Students who receive balanced and constructive feedback throughout the semester can demonstrate an improvement in both accuracy and fluency because you, as a teacher, realize when they become more aware of their linguistic patterns, when they develop better self-correction strategies, and when they have changed or the way that have gained confidence because they can express ideas more clearly. However, students who are constantly interrupted during speech become less spontaneous and more hesitant to participate. So, in contrast, those

students who are given opportunities to speak more freely often develop greater fluency and communicative confidence. And for this reason, I believe that the most effective approach is to have this balance between communicative freedom and strategic corrective feedback. So, fluency and accuracy should complement each other rather than compete during this language learning process.

2. Okay, well, I think that students who receive this kind of constant but balanced feedback usually show greater enhancement in curiosity and self-monitoring skills. Maybe they become more aware of, in this case, their mistakes and gradually enhance their fluency. On the other hand, students who speak with fewer interruptions often develop greater confidence in a spontaneous way of this kind of communication. I consider that the best result occurs when there is a balance of this feedback between opportunities for free communication and constructive, corrective feedback for my students.
3. Well, I think that the students who will obviously receive constant feedback are going to become more aware of their errors, and they are going to learn and gain more confidence speaking. If we do not correct other students, well, they will continue making the same errors without improvement. So, I think that feedback is necessary. So, if I give feedback and correct errors, my students will increase their motivation to speak. They are going to commit fewer errors than the ones that I do not correct.
4. Well, it is hard to know that just in one semester, because most of the time, you can realize all of the progress just in the four years of the major, but in one semester, you can see a little progress, but the ones that are really into it, you maybe can see a little more progress. Sometimes, it's necessary to apply some pressure to acquire a lot of fluency and proficiency in English. So, well, it may depend on the student, on how motivated they are and on how pressured they are. The pressure is not bad sometimes. Pressure is good when it's well applied.
5. Yes, I have been teaching English for so many semesters, so many years. I typically observe different parts of the fluency development of students who receive constant feedback and those

who are allowed to speak with fewer interruptions. For example, those students who receive frequent feedback are very good students at the end of the semester. Okay, with frequent feedback. For those students who are a little shy, in other words, who receive fewer corrections at the end of the semester, it is very hard to make a difference in whether they have learned more English or they have a state with the same English level. Okay, because some students do not like to get corrected, they do not like to receive feedback. Okay, so I believe, just to wrap up the question, whoever likes or accepts feedback enhances their English proficiency.