University of El Salvador
School of Arts and Social Sciences

Foreign Language Department

Graduation Work

Topic:

"The Impact of Oral Corrective Feedback on the Participation of Students in Advanced Intensive English II groups 05, from the Bachelor in English Teaching, and 09 from the Bachelor in Modern Languages at the Foreign Language Department, at the University of El Salvador Semester I 2017"

To obtain the degree of:

Licenciatura en Idioma Inglés opción Enseñanza

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September 2017

Main University Campus, San Salvador, El Salvador, Centro América

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ACKNOWLEDGEMENT

Introduction

For many years researchers have focused on investigating about corrective feedback, and also participation separately one from the other, but there are not too many researches on the relationship between both and a deeper analysis about the impact of corrective feedback on students´ participation.

Some studies, cited in this graduation project, present a series of different factors that could affect the participation of a student in a foreign or second language classroom, but our investigation is giving some results on the real impact of corrective feedback in the Advanced Intensive English II classes at the University of El Salvador. This investigation presents a triangulation of the perspectives from teachers, students, and researchers. What it has been already mentioned is what makes this study richer not only in theory, but also in the results.

The selected topic to make this research is "The Impact of Oral Corrective Feedback on the Participation of Students in Advanced Intensive English II groups 05, from the Bachelor in English Teaching, and 09 from the Bachelor in Modern Languages at the Foreign Language Department, at the University of El Salvador Semester I 2017"

Topics such Corrective Feedback, Error analysis, Procedures for Giving Feedback during Oral activities, different types of Corrective Feedback (explicit, recast, clarification request, metalinguistic, elicitation and repetition), and theory about Participation, and different factors that some studies show are the cause of the lack of participation during oral activities. Besides that, it is given a contextualized example for every corrective feedback type. These types of corrective feedback are applied in oral interactional tasks.

In addition, at the end of presenting the theory, it has been applied a triangulation of data to compare and contrast the perspectives of what the corrective feedback used during classes and the impact it has on the participation of students from University of El Salvador in the semester I. This investigation project succeeded in having the theoretical background concerning to the topics mentioned above and having the participation from the teachers and students from the Advanced Intensive English II.

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CHAPTER I

1. STATEMENT OF THE PROBLEM

1.1 DESCRIPTION OF THE PROBLEM

At the Foreign Languages Department of the University of El Salvador, the English Teaching major and the Modern Languages major have an English program, made up of five different levels: Basic Intensive English, Intermediate Intensive English I, Intermediate Intensive English II, Advanced Intensive English I, and Advanced Intensive English II. In each group of the English levels mentioned before, there are around 40 students per class, and a total of 9 groups for the semester I/2017. Class size is factor that makes students´ participation difficult, because the bigger a group is, the more difficult it is going to be for the teacher to make all of them to participate and students participate actively in the class.

According to the researchers´ perspective, who have taken the subjects before mentioned and specifically Intensive Advanced English II, where students are supposed to have an advanced speaking ability and should participate actively in the class, they do not participate, due to different aspects: first, the type of corrective feedback received from teachers, that can be direct or indirect and that has negative and positive impact on students; second, the lack of advanced micro skills as pronunciation, fluency, accuracy and use of the correct structures among others at this level; third, the fear of making mistakes in front of their classmates and teachers; finally, students´ personality (being shy and/or introvert).

If lack of participation continues and errors are not corrected, students will finish their major making the same errors that should have been fixed in the English courses in the first two and a half years of study.

1.2 DELIMITATION OF THE PROBLEM

The study is going to be administered at the Foreign Languages Department of the University of El Salvador, specifically in the courses: Advanced Intensive English II, group 05 from Teaching Option and group 09 from Modern Languages. The study is going to be developed during the first semester 2017, in the months of March, April and May. The impact of oral corrective feedback on students´ participation in the class is going to be analyzed by a triangulation of the information gathered during the observation of classes, a questionnaire administered to the students in both groups, and an interview to the professors in charge of groups 05 and 09, respectively.

1.3 RATIONALE

This study is going to be done at the Foreign Languages Department of the University of El Salvador because of three main reasons.

The first, is to detect in the Advanced Intensive English II the corrective techniques used by the professors and to know how they affect students´ participation in the class, this with the idea of giving a satisfactory use of the speaking ability skill during their performance in future subjects.

Second, this study will provide some information regarding the positive or negative impact of oral corrective feedback, not only perceived by students but also by teachers and observers, this data triangulation will help future studies to have a variety of perceptions and to propose specific solutions for teachers and students.

Third, the study emphasizes the importance of learning to practice self-correction and peer correction, since a big quantity of students from English teaching and Modern languages are going to be teachers after graduating. To have the information provided at the end of this study will help them to improve the process of becoming professionals of the language.

1.4 OBJECTIVES

1.4.1 General Objective:

- To analyze the impact that oral corrective feedback has on students´ participation from Advanced Intensive English II, groups 05 Teaching Option and 09 Modern Languages major from Foreign Languages Department, at University of El Salvador.

1.4.2 Specific Objectives:

- To study the correlation of factors such as class size, students´ English performance, teachers´ correction ways; with the participation of students in the class.

- To triangulate students, teachers, and researchers´ perceptions of the impact of oral corrective feedback on students´ participation in the class.

- To identify specific aspects that motivate students to participate actively in the class.

- To analyze the reasons why students do not participate actively in class.

1.5 RESEARCH QUESTIONS

1.5.1 Research General Question:
- What is the impact that oral corrective feedback has on students´ participation from Advanced Intensive English II, groups 05 Teaching Option and 09 Modern Languages major from Foreign Languages Department, at University of El Salvador?

1.5.2 Research Specific Questions:
- What is the correlation among factors such as class size, students´ English performance, and teachers´ correction ways with the participation of students in the class?

- What are students, teachers, and researchers´ perceptions of the impact of oral corrective feedback on students´ participation in the class?

- What are the specific aspects that motivate students to participate actively in the class?

- What are the reasons why students do not take part on an active participation in the class?

CHAPTER II

2. HISTORICAL FRAMEWORK

2.1 BACKGROUND

To begin this investigation about the impact that oral corrective feedback has on students´ participation when learning a second language, different books, authors, online journals and websites with information about corrective feedback and oral participation were revised and cited.

Stephen Krashen´s theories of second language acquisition have been widely discussed and hotly debated over the years. The major methodological offshoot of Krashen´s view was manifested in the **Natural Approach**. According to H. Douglas Brown (2001), in the natural approach, learners presumably move through three stages which are: a) the preproduction stage is the development of listening comprehension skills. b) the early production stage is usually marked with errors as the students struggles with the language. The teacher focuses on meaning here, not on form, and therefore the teacher does not make a point of correcting errors during this stage (unless they are gross errors that block or hinder meaning entirely). c) The last stage is one of extending production into longer stretches of discourse involving more complex games, role plays, open-ended dialogues, discussions and extended small group work. Since the objective in this stage is to promote fluency, teachers are asked to be very sparse in their correction of errors.

According to Brown, "The most controversial aspects of the Natural Approach were its advocacy of a "silent period" (delay of oral production) and its heavy emphasis on comprehensible input."

2.2 Error analysis

According to Louise Ryan (2012) Error analysis should be linked with corrected feedback because error analysis happens when "individuals tend to transfer the forms and meanings, and the distribution of the forms and meaning of

their native language and culture to the foreign language and culture". So this happens when learners who speak Spanish decide to study a second or foreign language, English for example. Students might think that because in English there are words called cognates, so the students may think that most of English word + S are cognates. Because of this, learners can make many mistakes at using cognates improperly or mixing Spanish source of words regarding to the target language. "Error analysis then originated as a result of claims in learning a second language steamed from the influence the native tongue of the speaker holds over the second language" Louise Ryan (2012).

2.3 Error correction Strategies for the classroom

Alice Omaggio (1993) suggests that many scholars and practitioners agree that the type of feedback one provides to students should vary according to the purposes of the activity in which they are engaged.

Marianne Celce-Murcia (2001) argues that a traditional notion is that the teacher or materials provide a correction of every (important) learner error, while a more current view emphasizes the importance of learners obtaining feedback (and possible correction) only when the meanings they attempt to convey are not understood; even then, the feedback should be a natural outcome of the communicative interaction, often between learners.

A few examples from studies on the effects of feedback illustrate the complex nature of the issues involved in responding to learner needs and preferences. In the context of oral work, Alice Omaggio cites Cathcart and Olsen (1976) who found that students felt the need to be corrected and preferred consistent corrective feedback. In the same book Ommagio cites Courchene (1980) who reports similar results in a study with ESL students. On the other hand, Walker (1973) cited in the same text reports that students believe frequent correction destroys their confidence and prefer to be allowed to communicate freely without constant intervention from the teacher. A complicating factor in studies like these is the fact that the exact nature of the "feedback" or "correction"

provided and the conditions under which students were corrected can differ considerably from study to study, yielding conflicting results.

In order to know when to correct or give some feedback to students, two different authors have suggested different systems. Alice Omaggio in her book cites Cohen (1975) who suggests a comprehensive system for error selection, including four areas of analysis:

1.Basic information about the error. One needs to consider what was said versus what was meant.

2.Importance of the correction. The most important error can be determined using the following criteria:

a) Intelligibility

b) High frequency

c) High generality of rules

d) Stigmatizing or irritating effects

e) Number of students affected

f) Pedagogical Focus

3.Ease of correction

4.Characteristics of students. Correction may depend on individual differences, such as each student´s past history, current state of mind, and effective considerations.

Alice Omaggio also cites Walz (1982), in summarizing these various correction schemes, suggests one of his own. He posits four basic criteria for selecting error to be corrected:

1. Comprehensibility. Above all, choose errors that interfere with understanding first.

2. Frequency. More frequent errors should be corrected consistently, while isolated slips can be left alone.

3. Pedagogical Focus. It is best to correct errors that reflect misunderstanding or incomplete acquisition of material that is the focus of current classroom practice. If

such errors are left uncorrected, students who notice the mistake might become confused about their own understanding of the concept being covered.

4. Individual student concerns. Walz in the same book suggests that all good teachers get to know students well enough to be able to sense their reactions to various correction techniques.

2.4 Some sources of Error in Interlanguage

Alice Omaggio (2001) at any given state of proficiency, the oral and written language competence of nonnative speakers, though different from that of native speakers, can be characterized as a coherent system governed by some set of internalized rules. These "rules" should not be confused with the pedagogical rules that one finds in text-books; many times the learners' rules differ from those that they may have been taught. Often learners are unable to explicitly state the rules by which they are operating. (The said can be said of many native speakers, who know how to use their first language expertly but are unable to explicitly state the rules that govern their language use).

Alice Omaggio (1993) suggested that students are bounded to produce errors of various kinds as they struggle to get their meaning across. This is especially true in communicative and open ended activities, where activity formats are not heavily structured and monitoring of formal features is not as likely to be central to the task.

Slinker (1974) identifies five processes that he believes are central to second a language learning and acquisition, each of which can force non-native items, rules, and subsystems to appear and possibly remain indefinitely in the interlanguage systems of language learners. These five processes are: 1. language transfer, or interference from the mother tongue, 2. transfer-of-training, or errors due to the nature of the language-learning materials, and approaches themselves, 3. strategies of second language learning, or errors due to the learner's own approach to the material to be learned, 4.strategies of second language communication or errors due to the way in which the learner attempts to communicate with native speakers in natural language-use situations, and

5.overgeneralization of target language or errors due to way in which the learner restructure and organizes linguistic materials.

Language Transfer. Alice Omaggio (1993) cited Gas and Selinker (1994) in her book they cited the work of Kellerman and Sharwood Smith (1986) who suggest that the term "cross-linguistic influence" might be a useful way to characterize the phenomenon of transfer, as well as avoidance, language loss, and rate of learning (Gass and Selinker 1994, p. 89). Errors that can be attributed to cross-linguistic influence can be found at the level of pronunciation, morphology, syntax, vocabulary or meaning (Richards 1974). Transfer errors in vocabulary and encoding of meaning can occur when learners use strategies such as literal translation or language switch (the use of a native- language term without translation) to solve their communication problems (Tarone 1978) cited by Alice Omaggio(1993).

An example of this error transfer can be:

Error: Can you recommend ones good magazines?

Correct form: Can you recommend some good magazines?

The plural form (unos, unas) of the Spanish indefinite article (uno, una) means "some".

Transfer of training Alice Omaggio (1993) continues citing Selinker who maintains that some errors may be due to the nature of the learning materials or procedures used in formal second language learning. In the book he cites the example of Serbo-Croatian speakers who learned English from a textbook in which the third person singular was almost always presented in the masculine form

Overgeneralization of Target language Material: Errors derived from overgeneralization result when a previously available strategy or rule is used in new situations where that rule does not apply. Many ESL students do not add an –s to the third-person singular verb form in the present tense, overgeneralizing the use of the form without –s in the remaining persons. Alice Omaggio (1993).

Strategies of second language learning: Language learning strategies are attempts to develop competence in the language and may include such procedures

as the use of normal rules, rote memorization, deliberate rehearsal, contextual guessing, looking for recurring patterns, imitating formulaic routines, seeking opportunities to obtain comprehensible input appealing for assistance from native speakers or teachers and the like (Omaggio, 2001).

Omaggio (1993) cites Selinker who uses the term *fossilization* to refer to the permanent retention of non-native interlanguage forms in the learners developing linguistic system. In the same book Selinker and Lamendella (1979) make a distinction between fossilization and stabilization; in the latter case, non-native items, structures, or subsystems in the interlanguage grammar are not permanent, but may eventually "destabilize" or change toward
 the target language norm.

2.1.5 Procedure for Giving Feedback During oral practice Activities

For Walz (1982) cited by Alice Ommagio (1993), classification of error-correction procedures consists of three basic categories:

1. Self-correction with teacher helping

a) Pinpointing. The teacher localizes the error without providing the correct form by repeating the student´s response up to the point at which the error is made, hesitating, and exaggerating the last word slightly with a rising intonation.

b) Cuing. Instead of supplying the correct answer, the teacher provides some options for the incorrect or missing element, as in an oral multiple choice.

c) Providing your own answer. The teacher cues the student by providing his or her own answer to the question, thereby supplying a model.

d) Repetition of an answer, with correction. Without making an overt correction, the teacher repeats the student´s response, subtly correcting the mistake. This technique is indirect.

e) Rephrasing a question, after a formally correct, but inappropriate response to the original formulation has been given.

2. Peer correction

a) Student monitors. When monitoring devices are used in small group work.

b)   Group monitoring with checklists. Recording their own speech or conversations in small groups on occasion.

3.   Teacher correction.

a) Direct correction. Teacher can correct students directly by modeling the appropriate form of the utterance that the students attempt to make, preserving as much of what was said.

b) Indirect correction. This technique involves the repetition of a student response with a correction made, but without drawing the students attention to the change or requiring a repetition of the corrected material.

CHAPTER III
3. THEORETICAL FRAMEWORK

3.1 What is corrective feedback?

Before going to the definition of what corrective feedback (CF) is, it is necessary to mention that every single teacher should apply it in classrooms because it is uncertain the impact that CF can cause on students learning who are learning a foreign or second language. Lantolf, (2006) considers feedback to be essential; however, given that feedback is regarded as a dialogic process between instructors and students. Some researchers say that there are some advantages and disadvantages at applying corrective feedback. Thus the success of corrective feedback will depend upon the well performance the teacher applies and the purpose he has at correcting the students. It is going to be mentioned two definitions of corrective feedback from two different sources. The first, according to Loewen, (2012); Sheen, (2007), cited in Anon, (2016); states the Corrective Feedback refers to "information given to learners regarding a linguistic error they have made" and according to IGI global (2016), corrective feedback is defined as "Visual, auditory, or tactile indications that the student stated the incorrect response. This type of feedback supplies the correct response, re-teaches skills, and re-tests student learning. It also includes some types of encouragement; such as Try again!" It can be either explicit or implicit the corrective feedback that a

student can get from the teacher and the kind of impact will be reflected on students´ perception.

3.1.1 Types of corrective feedback

Explicit feedback

Rodgers, P. and Kagimoto, E. (2007) express that explicit correction refers to the explicit provision of a correct form and the clear indication of the non-target-like feature used. For example:

Student: I go to the beach last weekend.

Teacher: No, not go – went. You should use the past tense.

Recast

Then according to Websites, O. (2009), he argues that "recast is an implicit corrective feedback, for example, a repetition of content in a grammatically correct way. In other words, it paraphrases of learners´ incorrect utterances that involve replacing one or more of the incorrect components with a correct form while maintaining the meaning. Roy Lyster and Leila Ranta (1997); developed an observation scheme which describes different types of feedback teachers give on errors. They also examined students' uptake. They identified 6 types of feedback and one of them was recast:

Student 1: Why you don't like Pasta?

Teacher: Why don't you like Pasta?

Student 2: I don't know. I don't like it."

Clarification request

Concerning the clarification request Coskun (2010) says that "Clarification request: The teacher indicates that the message has not been understood or that the student utterance included some kind of mistake and that a repetition or a reformulation is needed by using phrases like; ´Excuse me´?".

Student: I have three years

Teacher: Again?

Metalinguistic Feedback:

This type of corrective feedback uses different questions, comments or information that pretend the student to be aware of the mistake that he has made without explicitly given the correct form to the students. In other words, this method is used when the teacher asks the student a question about their incorrect utterance in order to illicit self-repair. When using this method, the students should be motivated to find the correct form before the teacher gives it. Generally metalinguistic feedback comments try to show the student the nature of the problem or mistake and the knowledge of the grammar he has.

Example:

Teacher: Are you sure are you using the correct form of the verb?

        Remember is third person singular.

According to Louise Ryan (2012), one of the good things about this method is that because the teacher asks a question that centers on the error, it aids the student in locating the error and then hopefully the student will use the hint provided by the teacher in the question to reformulate their utterance. Also, since the teacher does not provide the correct form, the student is then prompted to think about the correct form and therefore there is more of a chance that the new, correct form will be learned.

Elicitation Feedback: Elicitation refers to at least three techniques that teachers use to directly elicit the correct form from the student. First, teachers elicit completion of their own utterance by strategically pausing to allow students to "fill in the blank" as it were (This is …........). Such "elicit completion" moves may be preceded by some metalinguistic comment such as "No, not that. It's a . . ." or by a repetition of the error, Roy Lyster and Leila Ranta (1997).

According to Kagimoto, E., & Rodgers, M. P. H. (2008) the correction is often accompanied by accentuated word stress or intonation.

Student: I go for a walk last weekend.

Teacher: Really? I drove a car last weekend. I played tennis…I go for a walk?

According to the same authors, some studies seem to confuse the metalinguistic and elicitation method of corrective feedback, but in this one the

teacher goes directly to find the mistake so that student can understand what the error is.

Repetition: This method does not need more than just repeating the same words of the students by changing the intonation so that student can understand the mistake or highlight the error.

Student: He walk the dog

Teacher: He walks the dog?

In his study Louise Ryan, (2012). says "A clear advantage of this method is that the emphasis that the teacher places on the part of the learner's utterance that contains the error helps the learner to identify the problematic piece of their construction. Also since the teacher generally forms a question out of the student's utterance this aids in the learner's noticing that they made an error. Similarly, with the previous two methodologies, the disadvantage here comes in the form of embarrassment. So if the student cannot provide the correct form that the teacher is seeking, the student then 'loses face' in front of their classmates."

Comparative table of different authors and different types of corrective feedback.

Walz (1982) cited by Alice Ommagio (1993)	Other titles given by different authors
Self-correction with teacher helping **a) Pinpointing.** The teacher localizes the error without providing the correct form by repeating the student´s response up to the point at which the error is made, hesitating, and exaggerating the last word slightly with a rising intonation.	**Repetition**: This method does not need more than just repeating the same words of the students by changing the intonation so that student can understand the mistake or highlight the error. Student: He walk the dog Teacher: He walks the dog? In his study Louise Ryan, (2012). says "A clear advantage of this method is that the emphasis that the teacher

	places on the part of the learner's utterance that contains the error helps the learner to identify the problematic piece of their construction. Also since the teacher generally forms a question out of the student's utterance this aids in the learner's noticing that they made an error. Similarly, with the previous two methodologies, the disadvantage here comes in the form of embarrassment. So if the student cannot provide the correct form that the teacher is seeking, the student then 'loses face' in front of their classmates."
Self-correction with teacher helping **b) Cuing.** Instead of supplying the correct answer, the teacher provides some options for the incorrect or missing element, as in an oral multiple choice.	**Metalinguistic Feedback**: This type of corrective feedback uses different questions, comments or information that pretend the student to be aware of the mistake that he has made without explicitly given the correct form to the students. In other words, this method is used when the teacher asks the student a question about their incorrect utterance in order to ellicit self-repair. When using this method, the students should be motivated to find the correct form before the teacher gives it. Generally metalinguistic feedback comments try to show the student the nature of the problem or mistake and the knowledge of the grammar he has.

	Example:
	Teacher: Are you sure are you using the correct form of the verb?
	Remember is third person singular.
	Elicitation Feedback: Elicitation refers to at least three techniques that teachers use to directly elicit the correct form from the student. First, teachers elicit completion of their own utterance by strategically pausing to allow students to "fill in the blank" as it was (This is …). Such "elicit completion" moves may be preceded by some metalinguistic comment such as "No, not that. It's a ..." or by a repetition of the error, Roy Lyster and Leila Ranta (1997).
	According to Kagimoto, E., & Rodgers, M. P. H. (2008) the correction is often accompanied by accentuated word stress or intonation.
	Student: I go for a walk last weekend.
	Teacher: Really? I drove a car last weekend. I played tennis…I go for a walk?
Self-correction with teacher helping	**Clarification request**
c) **Rephrasing a question**, after a formally correct, but inappropriate response to the original formulation has been given.	Concerning to clarification request Coskun (2010) says that "Clarification request: The teacher indicates that the message has not been understood or

	that the student utterance included some kind of mistake and that a repetition or a reformulation is needed by using phrases like; "Excuse me?".
	Student: I have three years
	Teacher: Again?
	It can also be compared with cuing.
Teacher correction.	**Explicit feedback**
a) Direct correction. Teacher can correct students directly by modeling the appropriate form of the utterance that the students attempt to make, preserving as much of what was said.	Rodgers, P. and Kagimoto, E. (2007) express that explicit correction refers to the explicit provision of a correct form and the clear indication of the non-target- like feature used. For example:
	Student: I go to the beach last weekend.
	Teacher: No, not go – went. You should use the past tense.
Teacher correction.	**Recast**
b) Indirect correction. This technique involves the repetition of a student response with a correction made, but without drawing the students attention to the change or requiring a repetition of the corrected material.	Then according to Websites, O. (2009), he argues that "recast is an implicit corrective feedback, for example, a repetition of content in a grammatically correct way. In other words, it paraphrases of learners´ incorrect utterances that involve replacing one or more of the incorrect components with a correct form while maintaining the meaning. Roy Lyster and Leila Ranta (1997); developed an observation scheme which describes different types of feedback teachers give on errors.

	They also examined students' uptake. They identified 6 types of feedback and one of them was recast: Student 1: Why you don't like Pasta? Teacher: Why don't you like Pasta? Student 2: I don't know. I don't like it."

3.2 Definition of participation

According to Rocca (2010, p. 3) "Participation can be seen as an active engagement process which can be sorted into five categories: preparation, contribution to discussion, group skills, communication skills, and attendance" Burchfield & Sappington, also defines participation as ''the number of unsolicited responses volunteered'' (Cited in Student Participation in the College Classroom: An Extended Multidisciplinary Literature Review by K. A Rocca, 2010,)

There is a discussion about participation in class, James (2016), based on field researchers has found that in theory students would like to participate in class, but only one third of the students´ population participates actively, while a 90% of all participations are made by a handful of students (2016, p 13 in James: early intervention: The Impact on future Student Participation and Engagement in Classroom Environments)

It can be said, participation is related to the way the teacher promotes it and how the students do it. Like in all educational process, participation is about an active relationship between teaching and learning.

Based on Lightbown & Spada, 2006 when the students engage in the classroom with their teachers or among peers, they are compelled to be involved in the "negotiation of meaning", that is to express and clarify their intentions, thoughts and opinion. In turn, the students´ communication competence or what they need to know to communicate, can be developed in the classroom (Larsen-Freeman, 2000; Chang & Goswami,2011). Therefore, students' oral contribution is of great importance for class participation. Operating from the belief that verbal participation

is associated with learning; students are always encouraged by their teachers to contribute to the classroom discourse, (Warayet, 2011).

According to Black (1995) cited in (2008, students' participation in English Language Classroom by Simajalam) participation can take many forms in the classroom, and some of the forms could not be easily identified or recognizable by the teacher. Thus, students´ participation includes speaking and also many other forms of students´ actions which some of it are outwardly visible and some are not. As mentioned before, participation may be graded in different forms, and vary substantially from the instructor to another according to the types of interactions activities and measured quality, the ultimate goal is somewhat to increase student involvement (Bean & Peterson 1998)

On the other hand, Lee (2005) also cited in Simajalam (2008,) states that participation usually means students speaking in classroom such as answering teacher´s or other student's questions and asking questions to get the better explanation and clarification.

In the same study, Lee also added that making comments and joining in discussions by sharing their opinions, thoughts and ideas is also considered as student's participation in classrooms. Students who do not participate in those ways mentioned above are often considered to be passive in the classroom. However, according to Fritschners (2000) found that there is difference between students and professors have slightly different definitions of participation. Bippus and Youngs (2000) explain that students consider several types of involvement, not just in-class discussion, to be "participation".

According to Rocca; (Cited in Student Participation in the College Classroom: An Extended Multidisciplinary Literature Review) active classroom participation plays an important role in the success of language learning (Tatar,2005). As involvement and participation are essential for language acquisition, the more utterances the learners offer, the better their spoken language is and vice versa. This is known such as "Matthew Effect" that is "rich get richer, poor get poorer" (Chau, Fung-ming, 1996).

Participation is a way to bring "students actively into the educational process" and to assist in "enhancing our teaching and bringing life to the classroom" (Cohen, 1991, p.699). The more they participate, the less memorization they do, and the more they engage in higher levels of thinking including interpretation, analysis, and synthesis (Smith, 1977).

Based on the researchers there are different studies list with different aspects that can cause a lack of participation in the classroom. According to Dawit Tesfaye Abebe and Demis G/Tsadik Deneke (2014) and Student Participation in the College Classroom: An Extended Multidisciplinary Literature Review by K. A Rocca, 2010, some aspects are:

✓ **Fear of Negative Teacher Traits**

Negative teacher traits affect students' participation in the classroom discussions. Many past researchers mentioned that negative teacher traits discourage students' participation (Liu, 2005 and Tanveer, 2007). Similar to the previous studies, the present paper also found that many students mentioned that negative teacher traits like having poor teaching skills (65.4%) and being impatient, item 58 (62.2%) deter students from participating. The teaching procedure adopted by the teacher may be anxiety-provoking which inhibits students' participation. Cited in Dawit Tesfaye Abebe and Demis G/Tsadik Deneke (2014)

Afraid of being criticized and embarrassed in front of classmates was also one of the factors that contribute to student's unwillingness to take part in classroom discussions. As such, 53.3% of students prefer to remain silent rather than to orally participate in the classroom so as to avoid teacher's criticism and any embarrassing situation. This result is in agreement with Tanveer (2007) who found that students prefer to remain silent or speak in a submissive voice due to their consciousness of their limitation in the new language. Cited in Dawit Tesfaye Abebe and Demis G/Tsadik Deneke (2014).

Another negative teacher trait that discourages learners' participation was teacher's harshness and strictness. Around 86% of students agree with the statement "I am reluctant to participate in class because I am afraid of my teacher'

harsh comments and negative gestures". Again, 52% of students expressed that they get more anxious when their teacher is very strict. At the same time, many students (72 %) reveal that they feel relax when their English teacher responds in a friendly way.

✓ **Lack of preparation**

According to Mustapha's study, 2010, who found lack of preparation, fear of appearing unintelligent to their classmates or instructors, and feeling intimidated make students become less inclined to participate, also some get nervous when the teacher asks questions which they have not prepared in advance. Cited in Dawit Tesfaye Abebe and Demis G/Tsadik Deneke (2014)

✓ **Incomprehensible Input**

One of the reasons why the students do not participate according to the research Cited in Dawit Tesfaye Abebe and Demis G/Tsadik Deneke (2014), is the participants were unable or reluctant to participate was that they do not understand what they say, 62.3% of learners said that they get anxious. The finding of the study revealed that knowing what to say was as important knowing how to say. Based to the reached by Han (2007) who indicated that one of his students in the interview said "I will only participate if I know what to speak". Students also agreed with statements "I get upset when I do not understand what the teacher is correcting". They believe that in order to understand the target language message they must understand every word that was spoken.

✓ **Fear of teachers´ Correction**

According to the reached Cited in Dawit Tesfaye Abebe and Demis G/Tsadik Deneke (2014) Indicate the authoritative, embarrassing and humiliating attitude of the teachers towards students, particularly when they make mistakes, can have severe consequences on learner's cognition and their willingness with the literature on language anxiety, also the participants feel more anxiety in the class because they always correct them in a very bad way.

✓ **Class Size**

On the other hand, another reason why students do not participate is "class size", according to Berdine, (1986) cited in *Student Participation in the College Classroom: An Extended Multidisciplinary Literature Review* by Kelly A. Rocca (2010) said "students being more willing to participate, less anxious about participating, and less likely to be able to "hide" in smaller classes than larger classes; larger classes tend to hamper communication". At class size is predictive of participation, as an example a course of 20 students at the university might be small and they can participate more compared to a course with 40 students. To combat the issue of large size, in the same research mentioned above, suggested that students meet for smaller weekly discussion sessions with former students who had performed well in the course, and they reported that this worked well in the classroom during a trial period. Also, dividing the large class into smaller groups also can be helpful to facilitate discussion and to enhance group activities.

✓ **Seating arrangement**

Traditional row and column seating (Bowers,1986) allows for less participation than a U-shaped/circular/semicircular arrangement (Berdine,1986; Fassinger,1995b; Ferguson, 1986; Fritschener,2000). Time also can play a factor, participation is less likely to occur in night classes, especially those that meet only once per week (Howard & Henney, 1998; Howard et al., 1996) The time of semester also has been found to impact student participation as the semester progressed (Howard & Henney, 1998).

✓ **Confidence and Classroom Apprehension**

Another reason that students may not participate in class is because of their own personal fears of feeling inadequate in front of the other, regardless of the logistic of the classroom setting. Armstrong and Boud (1983), Fritschner (2000), Howard and Henney (1998), Hyde and Ruth (2002), Karp and Yoles (1976), and Weaver and Qi (2005).

✓ **Personality Traits**

Personal traits, self- esteem, may impact one willingness to participate in class, depends on how it is measured. In comparing participation behaviors of students with three different measure of self-esteem which was directly related to the classroom impacted the participation behaviors of students, especially, those with lower school-related self-esteem were less likely to participate and more likely to sit in the back of the classroom, but overall self-esteem in general to be predictive of low levels of class participation.

✓ **Impact of the Instructor and Classroom Climate**

The instructor contributes to students´ levels of participation, and students believe that their professors influence their participation based on the ways in which the professors communicate with them (Fritschner,2000). Karp and Yoels (1976) found that "the actions of the teacher are indeed most crucial in promoting classroom interaction" and Wade (1994) noticed that a primary reason students do not participate may be because of the instructor. Although, a climate where students and the instructor respect each other, where the students respect one another, and where the instructors care about the student, is conducive to class participation (Crombie et al., 2003; Dallimore et al. 2004; Fassinger, 1995a; Wade, 1994).

CHAPTER IV
4. RESEARCH DESIGN

Qualitative and Quantitative Non-Experimental (Mixed Method)

The research design is non-experimental, because the situation to be studied is already given, nothing is going to be provoked. The process is going to be based on observation, interaction, and interpretation of the information to come up with the results, because the variables are not going to be manipulated The researchers are going to observe, during classes, the different types of oral corrective feedback teachers use and the impact they have on students´ participation. Also, the involvement of all people in the investigation is going to be important to get to the last result; and finally go through the collected information to be interpreted to get the main and closing findings.

4.1 TYPE OF RESEARCH

Descriptive, qualitative, and quantitative research have been selected to lead this study, because the research provides descriptions of phenomena that occur naturally without the intervention of an experiment or artificially contrived treatment. To be more specific qualitative research decisions regarding research questions of data have been made before the research begins, and descriptive because it is going to be utilized already existing data. This research also includes quantitative because statistically information is going to be gotten. The method to do the research is mixed, and it is about the mixing of quantitative and qualitative research methods, approaches, or other paradigm characteristics. What is going to be shown in this research is the relation between Oral Corrective Feedback and Students´ participation in the classroom of Advanced Intensive English II, groups 05 and 09 from the B.A. in Teaching option and the B.A. in Modern Languages. Techniques like observation in the classroom, interview to teachers, and questionnaires to students are going to be applied by the researchers in both groups of classes.

CHAPTER V

5. UNIVERSE OF THE STUDY

5.1 Population Universe:

Nine groups of Advanced English II is the population universe that was taken to perform this investigation during semester I in the current year, 2017.

5.2 Sampling:

The total of groups attending Advanced English II is nine, but it has been agreed to do this research with two of them only. One group from Teaching Option and the other one from Modern Languages. They are groups 05 and 09, respectively. The first one with a schedule from 5:00 to 7:00 pm, and the second one from 1:00 to 3:00 pm, both groups from Monday through Thursday.

5.3 Sample:

Two groups of Advanced Intensive English II, group 05 teaching Option and group 09 Modern Languages; have been selected by convenience to do this research.13 students from the group 05 and 32 students from the group 09, were part of the sample.

CHAPTER VI
6. TECHNIQUES AND INSTRUMENTS

There are different techniques and instruments to carry on an investigation. In this non-experimental research, the techniques to be used will be: the observation, the survey, and the well-structured interview. The instruments to be administered during the data collection are: the checklist, a self-addressed questionnaire, and a questions guideline. The checklist was elaborated for the researchers with questions referring to the Oral Corrective Feedback teachers use in the classroom, students´ participation, and questions related to students´ self and peer correction. The self-addressed questionnaire was elaborated to be administered to students, in which some sociodemographic information was asked, for example: gender, age, and major specialty. A structured interview was designed to be administered to both teachers in charge of the groups being observed. The questions were related to Direct and Indirect Oral Corrective Feedback and how they implement it (them) in the classroom to correct students´ oral mistakes. The researchers will observe the Advanced Intensive English II classes in the two groups already chosen. What mainly is going to be observed is how teachers correct students´ oral mistakes and how this impacts students´ participation in the class. For this technique, the instrument that is going to be used is a checklist. The self-addressed questionnaire is going to be applied to students in both groups of classes, and the structured interview is going to be administered to each teacher in the two groups. The three instruments are going to be related in the questions. The objective of this is to make a triangulation of the information gotten by the three parts involved in the research (researchers, teachers and students) to have the final and reliable last research result.

CHAPTER VII
7. ANALYSIS OF DATA

7.1 DATA GATHERING PROCESS

The data gathering process took place during semester I-2017. After the sample was selected and the permission from the teachers of the two groups was received, the data collection process started. First the techniques to be used were selected based on the specific information that wanted to be collected. It was decided that the observation, the survey, and the interview were going to be the techniques to be used, and that the objective of using these three techniques was to come up with the appropriate instruments to get the information needed for triangulating the results obtained, in order to have more reliable and valid information at the end of the research. The instruments designed and used to get the information were a checklist for the researchers, a self-addressed questionnaire for the students, and a structured interview for the teacher. This with the purpose of collecting the information to be analyzed and triangulated taking into account the perspective of the parts involved in the research (students, teachers, and researchers).

First, the observation was carried out from April 24th to May 31st 2017. Eleven classes of two hours, in the two groups, making a total of forty-four hours of observation in both groups. For collecting the information observed in each class, a checklist with key points taken from the information presented in the historical and theoretical framework of this research, was designed and used.

Then, in the month of May 2017, the survey was administered to students of both groups. In which 8 students from a group of 13 (Teaching Option) and 26 students from a total of 32 (Modern Languages) took it and provided us with the information requested in each item. Information that is going to be used to triangulate and analyze the impact that the oral corrective feedback, among other factors taken into account, impact the oral performance in the students.

Finally, in the same month of May 2017, the interview to the teacher in charge of groups 05 and 09, was carried out. This instrument was a structured interview. It had a total of 15 information questions, in which the teacher had the opportunity to give his or her own opinion, or sustained answers in theory related to the topic under research.
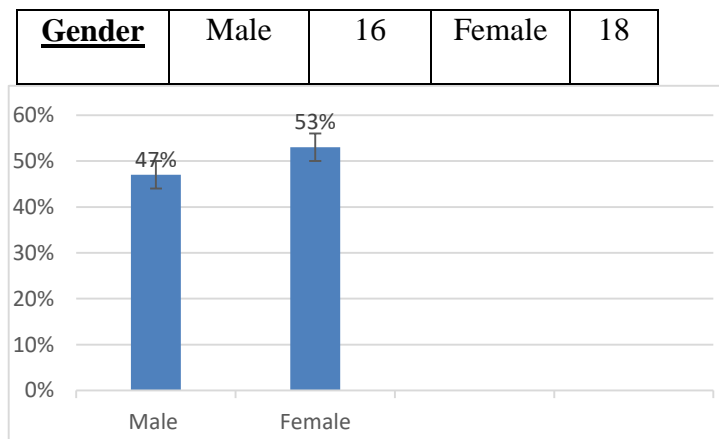
7.2 DATA ANALYSIS
7.2.1 ANALYSIS OF SURVEYS RESULTS

A detailed analysis of the most representative graphs with information gotten in the survey administered to the students of both groups, under research, is presented in this part of the project.

SECTION I: SOCIO DEMOGRAPHIC RESULTS

Graph 1:

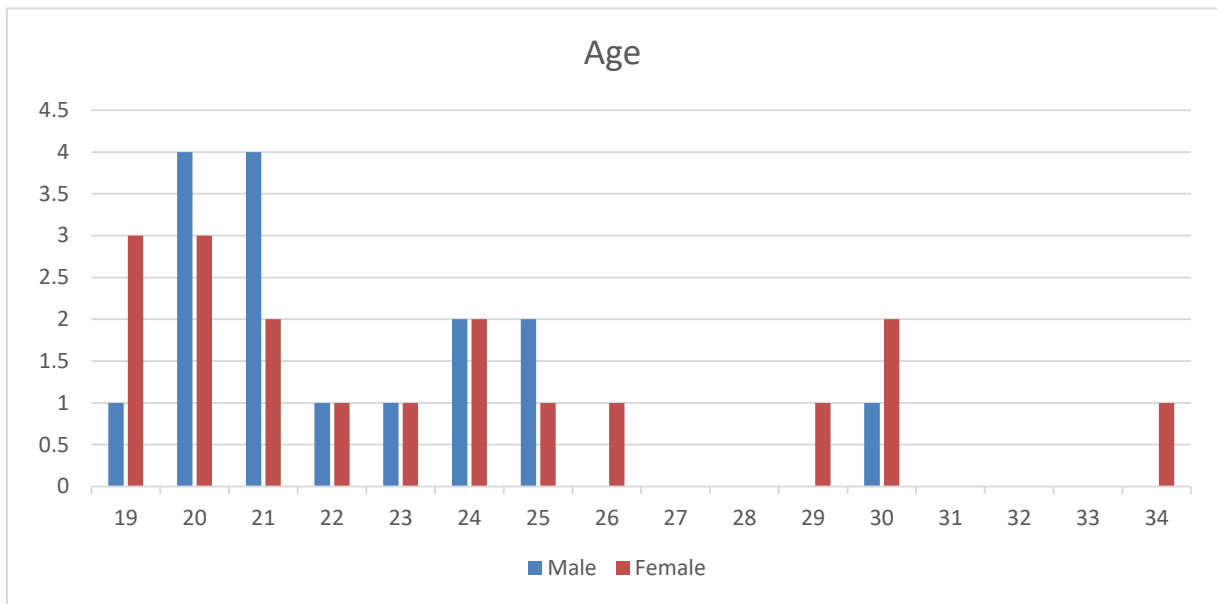| **Gender**	Male	16	Female	18

Analysis:

From a total of 34 students to whom the survey was administered, 16 were men and 18 were women, having a 47% of men and a 53% of women, in both groups of Intensive Advanced English II.

Graph 2:

Analysis:

Related to the age of the 34 students who answered the questions in the survey, the result shows that it varies from 19 to 34 years old. It can be seen that the age of men is between 19 and 30 year old, meanwhile on women´s side it is from 19 to 34 years old. It tells us that for different factors that were not investigated here and that are not going to be assumed, women stay a little bit longer at the University.

Graph 3:

Major
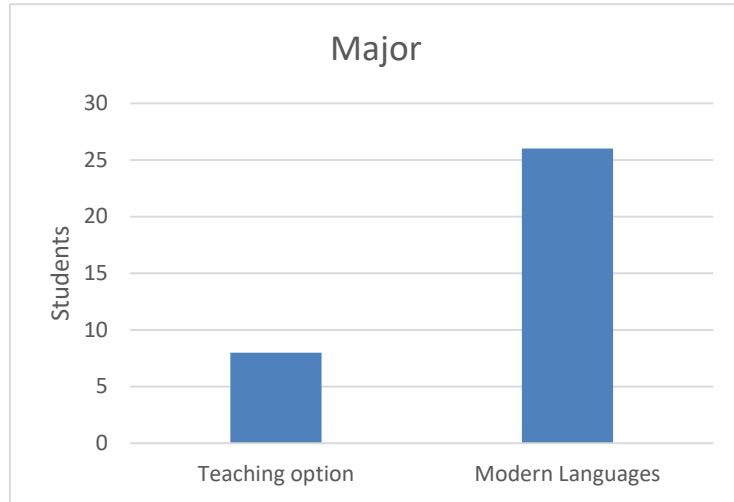
Analysis:

This graph shows that the students from Teaching Option is significantly smaller than the group of people who are studying Modern Languages. This graph refers to the day in which the surveys were administered to students. From a group of 13 students registered in the Teaching Option group, only 8 of them were present in the class that day. From 32 students registered in the Modern Languages group, the day the survey was administered, only 26 of them came to the class. This due to different reasons, one of them was because they had homework from other subjects, or because they were sick.

SECTION II: QUESTIONS RELATED WITH THE FREQUENCY TEACHERS USE DIRECT OR INDIRECT ORAL CORRECTIVE FEEDBACK IN THE CLASSROOM.

Graph 4:

Frequency	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	Total
	1	2	4	17	10	34
Percentages	3%	6%	12%	50%	29%	100%
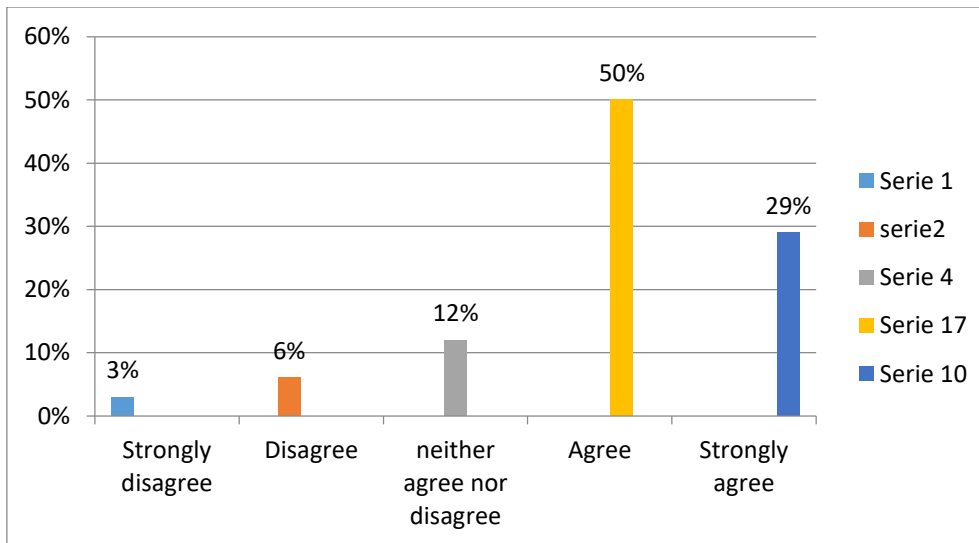
Analysis:
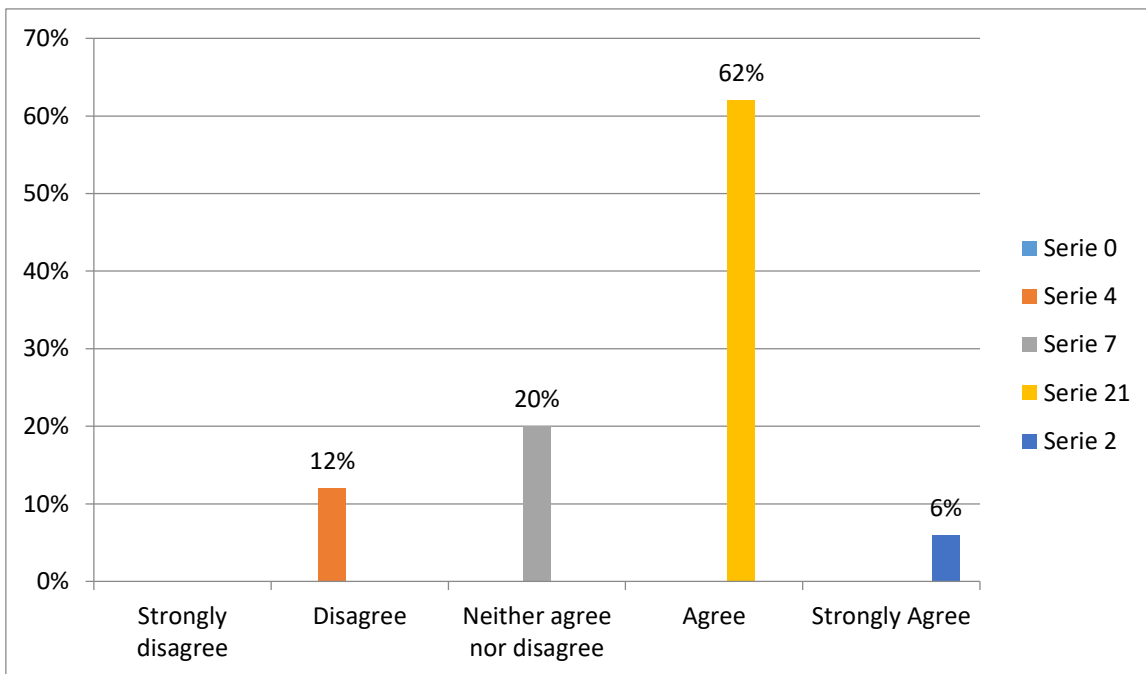
Students were asked if the teacher always applies *direct* oral corrective feedback in the classroom and 50% of the students agreed that teachers always apply direct oral corrective feedback in the classroom to correct oral mistakes, while 29% shows they strongly agree with it. On the other hand, 12% neither agree nor disagree. 6% of students disagreed, and only the 3% strongly disagrees.

Graph 5:

Frequency	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	Total
	0	4	7	21	2	34
Percentages	0%	12%	20%	62%	6%	100%

Analysis:

This graph shows the result to the question if the teacher always uses *indirect* oral corrective feedback in the classroom. In contrast with the previous question in which a 50% of students agreed, in this one a 62% of students agreed with this practice that teachers apply to correct oral mistakes in the class. While 6% shows they strongly agree. 20% of students neither agree nor disagree. A 12% of them disagreed, and 0% strongly disagree. So this tells us that the most common way teachers correct students in the class is in an indirect way.

Graph 6:

Frequency	**Strongly disagree**	**Disagree**	**Neither agree nor disagree**	**Agree**	**Strongly Agree**	**Total**
	0	*2*	*3*	*27*	*2*	*34*
Percentages	*0%*	*6%*	*9%*	*79%*	*6%*	*100%*
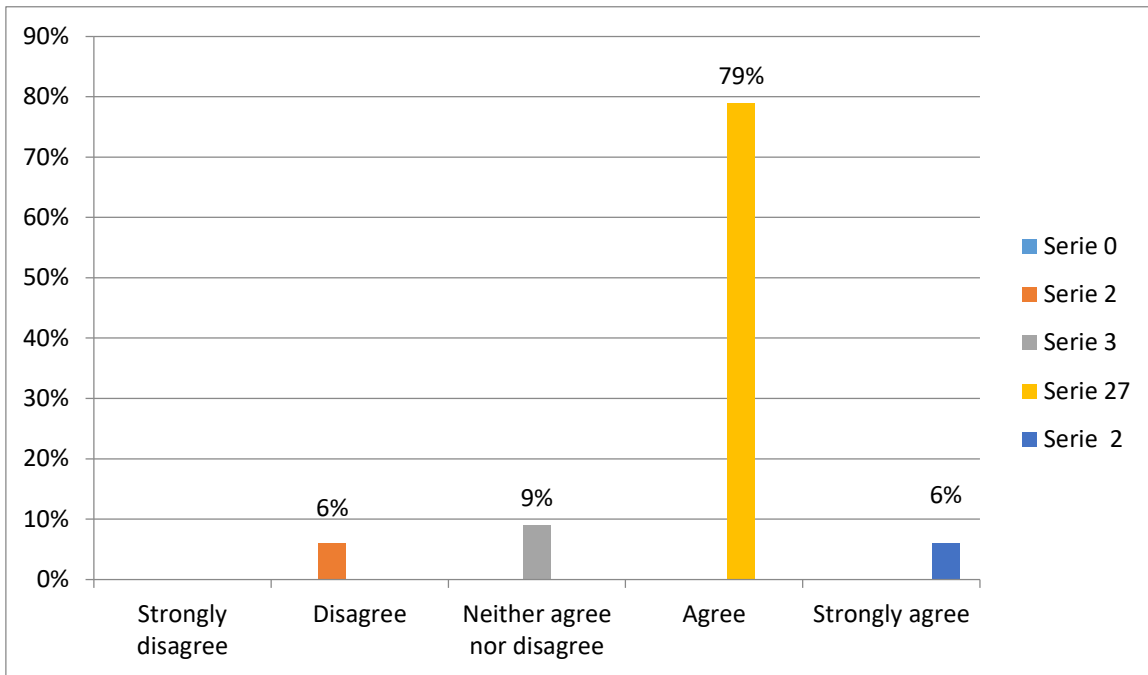
Analysis:

Students were asked if the teacher sometimes uses *direct* oral corrective feedback in the classroom and the results were: A 79% of students agreed with this item, this is higher than the question that asked students if the teacher always uses direct corrective feedback when correcting their oral mistakes in class. A 6% strongly agreed on this, while 9% of the people in the group said they neither agree nor disagree. On the other hand, a 6% of students disagreed, and none of the students, representing, 0% strongly disagreed.

Graph 7:

Frequency	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	Total
	0	*4*	*13*	*14*	*3*	*34*
Percentages	*0%*	*12%*	*38%*	*41%*	*9%*	*100%*
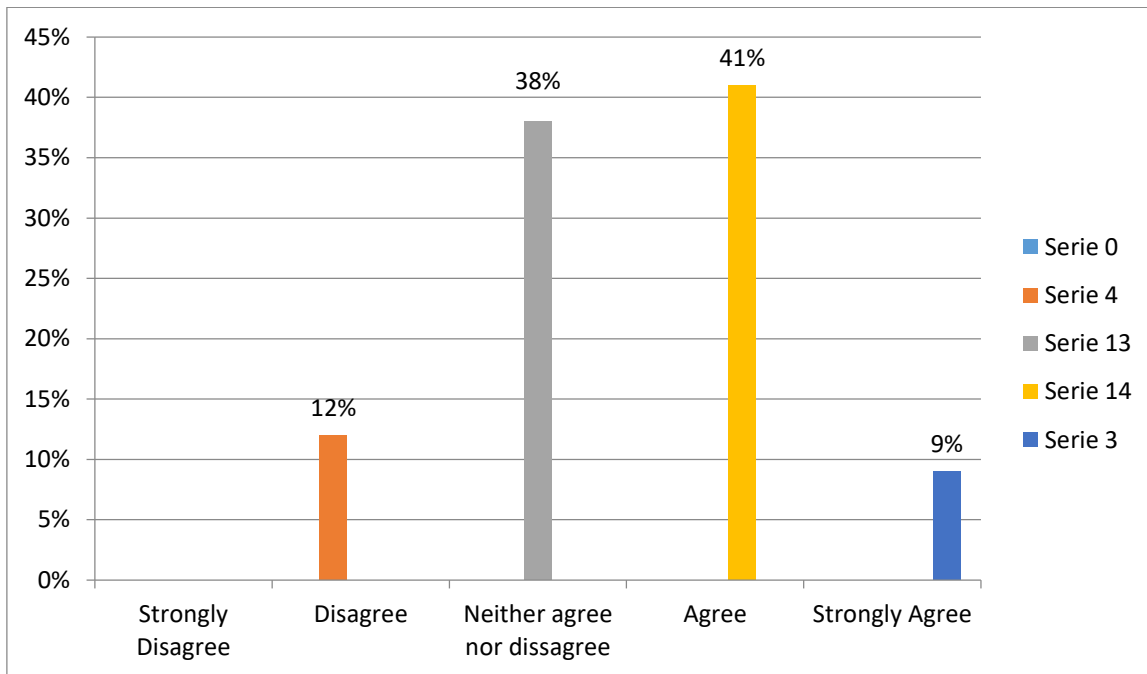
Analysis:

In this question that asked students if their teacher sometimes uses *indirect* oral corrective feedback in the classroom, the results show that 41% of the students agreed that teachers sometimes use indirect oral corrective feedback, meanwhile a 9% show they strongly agree with it. A 38% neither agree nor disagree. On the other hand, 12% of students disagreed, and 0% strongly disagreed. It can be seen that the majority of students agreed with this practice done sometimes, but it also can be appreciated that a high percentage neither agreed or disagreed.

Graph 8:

Frequency	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	Total
	9	*17*	*5*	*3*	*0*	*34*
Percentages	*26%*	*50%*	*15%*	*9%*	*0%*	*100%*
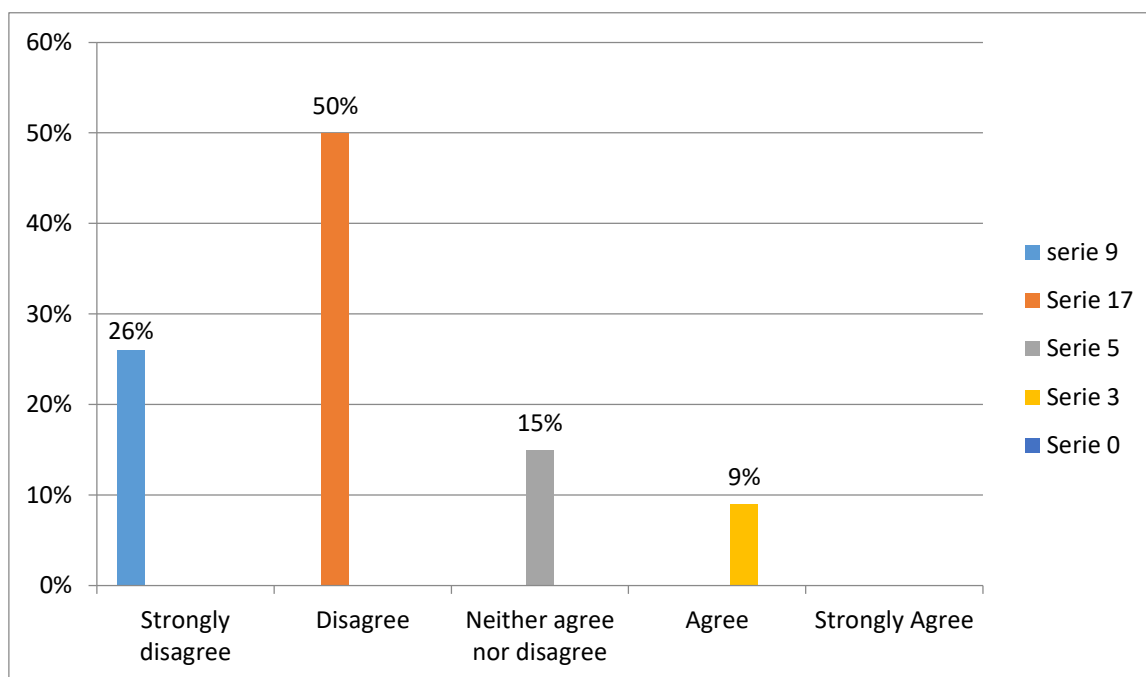
Analysis:

When the students were asked if the teacher never uses *direct* oral corrective feedback in the classroom, 50% disagreed, while a 26% strongly disagreed. On the other hand, 15% said they were neither agreed nor disagreed, and only a 9% of them agreed on this. A 0% of students strongly agree. It can be inferred that from the 100% of students who answered the survey, a 76% of students disagreed with the fact that teachers never use direct oral corrective feedback. It means that teachers correct students using either direct or indirect oral corrective feedback in the class.

Graph 9:

Frequency	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	Total
	5	*20*	*6*	*3*	*0*	*34*
Percentages	*15%*	*58%*	*18%*	*9%*	*0%*	*100%*
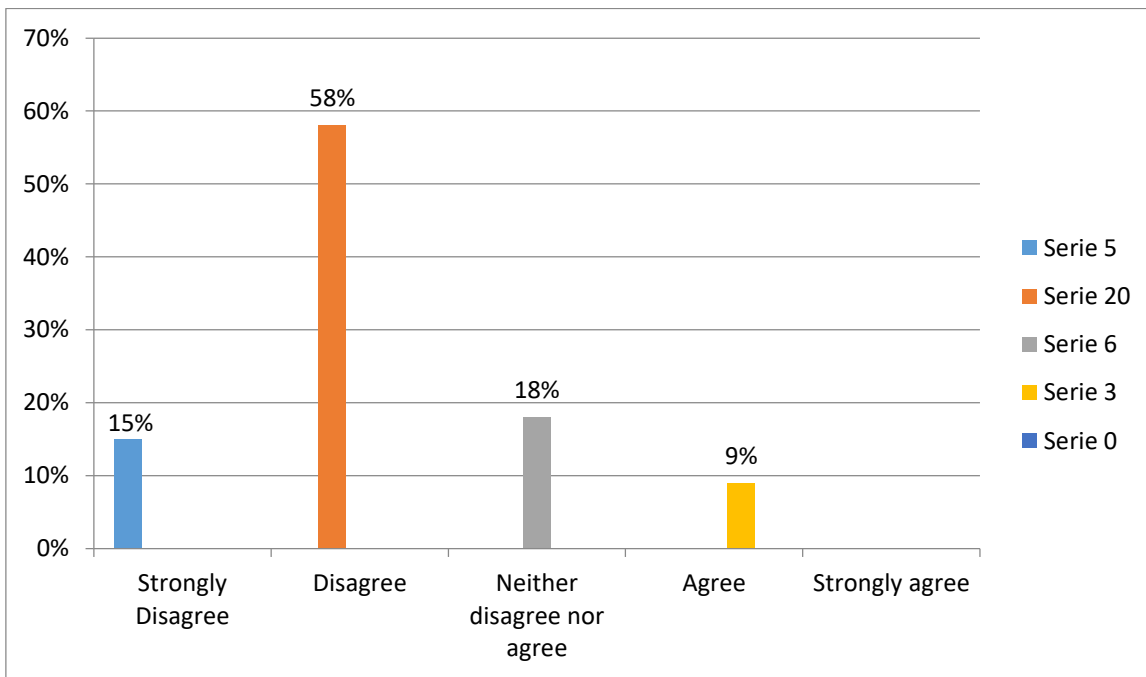
Analysis:

When students were asked if the teacher never uses *indirect* oral corrective feedback in the class, the opposite as in the previous question, a 58% of students said they disagreed with this, this tells us that teachers in a way correct students oral mistakes in the class. On the other hand, 18% of them said they neither disagreed nor agreed with this practice from the teacher. A 15% answered they strongly disagreed with the question, and only a 9% of them agreed. And a 0% strongly disagreed.

SECTION III: QUESTIONS RELATED TO STUDENTS PARTICIPATION IN THE CLASS

Graph 10:

Frequency	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	Total
	1	3	10	16	4	34
Percentages	3%	9%	30%	47%	12%	100%
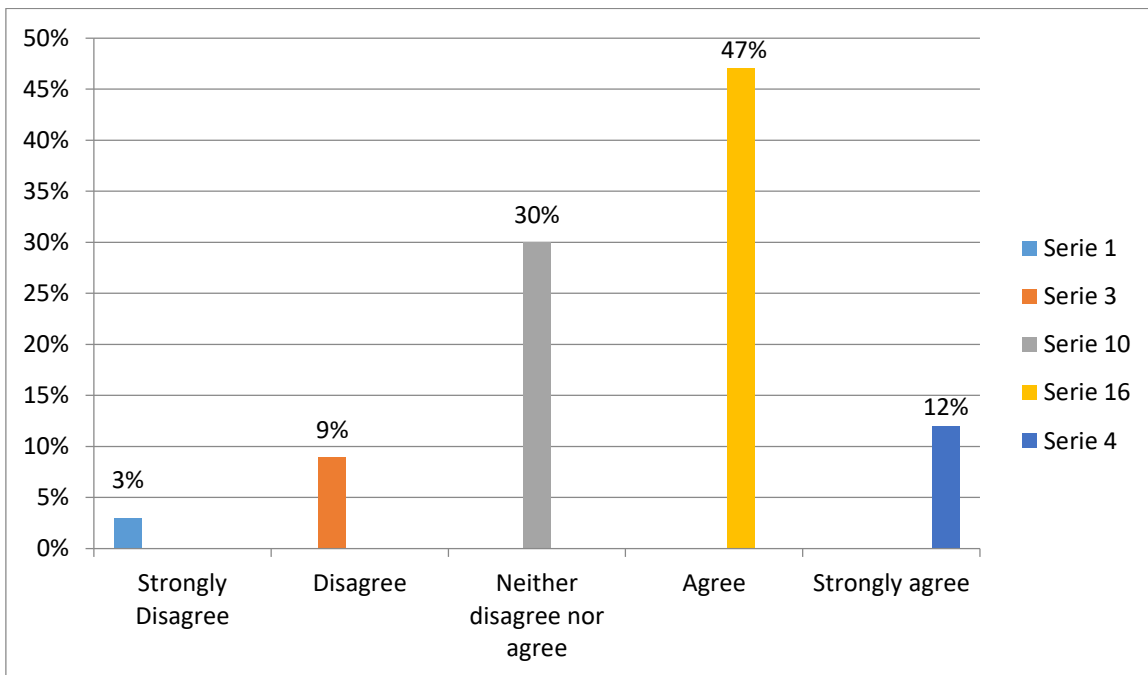
Analysis:

When students were asked if they felt like participating more during class discussions when their teacher uses direct oral corrective feedback, a 47% agreed that if the teacher corrects them in a direct form, it does not stop students from participating in the class. A 30% neither disagreed nor agreed. 12% of the group strongly agreed, while a 9% disagreed and a 3% strongly disagreed. So, it can be seen that a 12% of the total does not agree with this practice. It means that in a way this percentage of students´ participation is affected when the teacher corrects them in a direct form.

Graph 11:

Frequency	**Strongly disagree**	**Disagree**	**Neither agree nor disagree**	**Agree**	**Strongly Agree**	**Total**
	0	*5*	*10*	*14*	*5*	*34*
Percentages	*0%*	*15%*	*30%*	*40%*	*15%*	*100%*
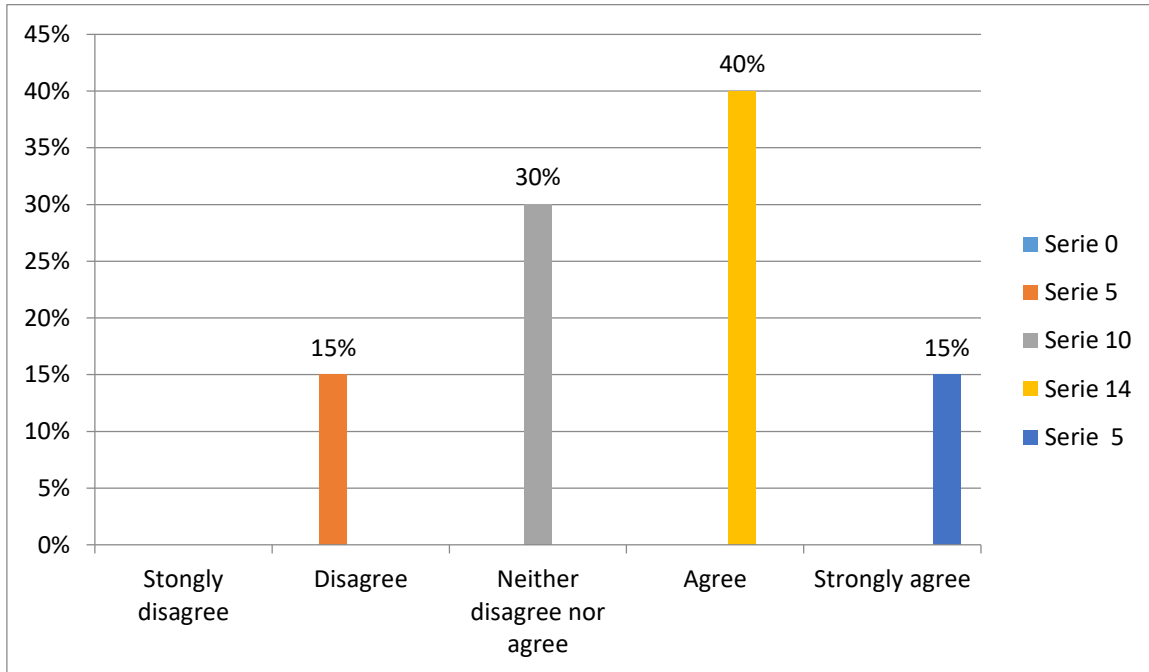
Analysis:

In this question, students were asked if they wanted to participate more during class discussions when the teacher uses *Indirect* oral corrective feedback. The results show that 40% of the students agreed that if the teachers use indirect oral corrective feedback students want to participate more during class discussions, while 30% expressed a neutral answer by saying neither agreed nor disagreed with it. Also, it be seen that a 15% of students strongly agreed while the other 15% disagreed. A 0% strongly disagreed with the question. So, it is clearly seen that the fact of the teacher corrects them in an indirect form does not affect students their desire to continue participating in class.

Graph 12:

Frequency	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	Total
	0	*3*	*6*	*20*	*5*	*34*
Percentages	*0%*	*9%*	*18%*	*58%*	*15%*	*100%*
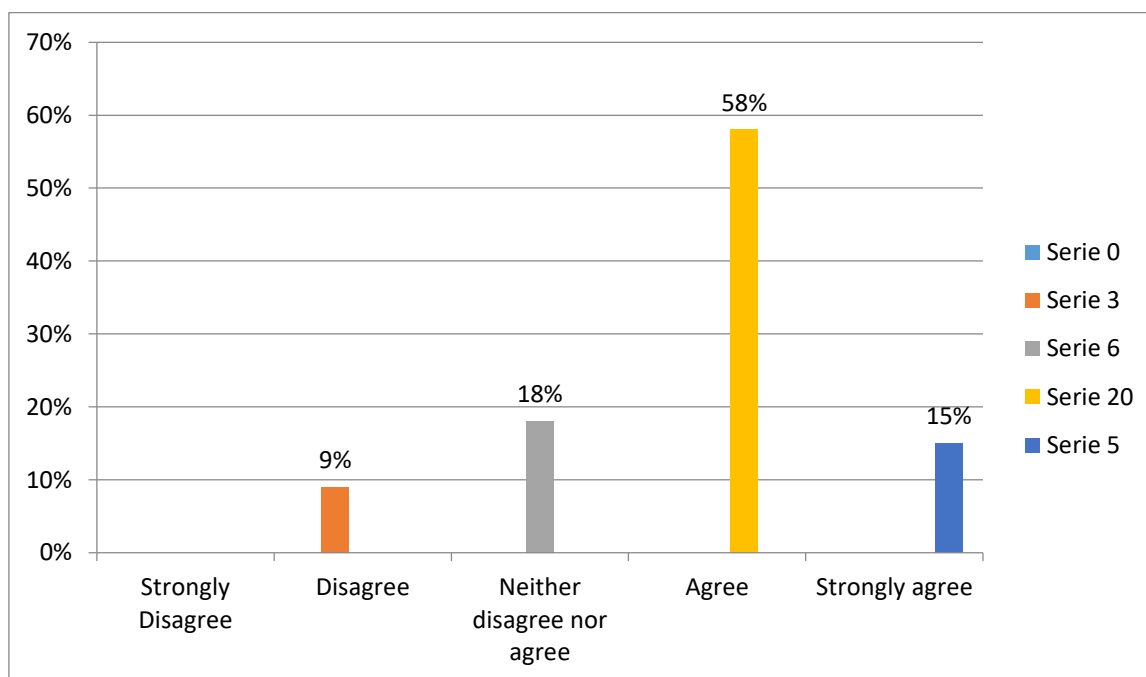
Analysis:

Students were asked if after being corrected they wanted to continue participating in class discussions, and their answer is the following: 58% said they agreed on continuing participating in class discussions after being corrected. 18% said they neither agreed nor disagreed in this item. Also, a 15% of students answered they strongly agreed. While a 9% disagreed on continuing participating after being corrected, and 0% strongly disagreed. It can be concluded that the majority of students are not affected by teachers´ correcting their mistakes, and this action does not stop them in producing orally.

Graph 13:

Frequency	**Strongly disagree**	**Disagree**	**Neither agree nor disagree**	**Agree**	**Strongly Agree**	**Total**
	5	*4*	*5*	*14*	*6*	*34*
Percentages	*15%*	*12%*	*15%*	*40%*	*18%*	*100%*
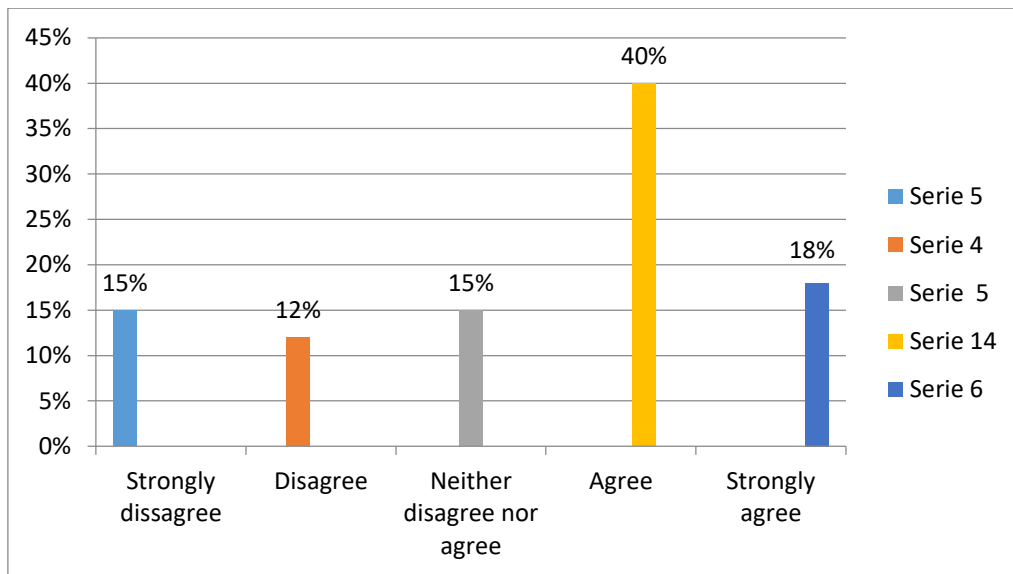
Analysis:

In the question that said if the oral corrective feedback received from the teacher affected their participation during classes in a positive way, students answered in different ways. A 40% of the students agreed the oral feedback teachers give them affects their participation in a positive way and 18% shows strongly agreed on it. On the other hand, 15% neither agreed nor disagreed, while 15% strongly disagreed, and 12% disagreed. It can be inferred that the way teachers correct students´ mistakes, affects them in a positive way and this action makes students are willing to participate in the class; which is good because they are producing in the new language.

Graph 14:

Frequency	**Strongly disagree**	**Disagree**	**Neither agree nor disagree**	**Agree**	**Strongly Agree**	**Total**
	0	*8*	*15*	*9*	*2*	*34*
Percentages	*0%*	*23%*	*45%*	*26%*	*6%*	*100%*
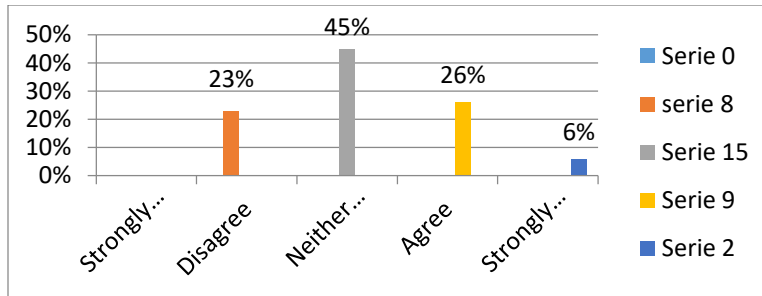
Analysis:

In the question that asked students if the number of students in the class affected their participation more than receiving oral corrective feedback from the teacher. 45% said they neither agreed nor disagreed. A 26% agreed on this item and they see their participation affected by the class size. 6% agreed on this. On the other hand, 23% said they disagreed with this factor, and 0% was strongly disagreed. According to Berdine, (1986) cited in *Student Participation in the College Classroom: An Extended Multidisciplinary Literature Review* by Kelly A. Rocca (2010) said "students being more willing to participate, less anxious about participating, and less likely to be able to "hide" in smaller classes than larger classes; larger classes tend to hamper communication". The groups observed have a meaningful difference on students´ number, in one group there were 13 students, and in the other one there were 32 students. Theory and observation from the researchers in contrast with the highest result in this question (neither agree nor disagree), can be said that the number of students in a classroom does affect students´ participation, because in the group with a few students, all of them were able to participate, meanwhile in the largest group, students did not have the same chances to participate in the class, because of different reasons, and one of them was there was a group of students who tended to monopolize the class and always participate, not giving chances to the rest for doing it.

Graph 15:

Frequency	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	Total
	2	*5*	*8*	*15*	*4*	*34*
Percentages	*6%*	*15%*	*23%*	*44%*	*12%*	*100%*
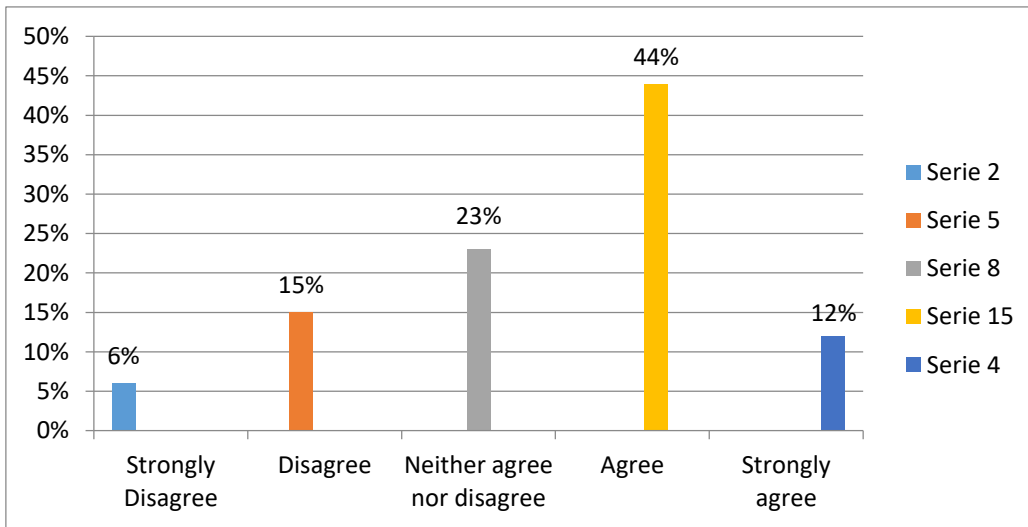
Analysis:

Students were asked if they consider that their participation in class was active (making comments, giving opinions, answering questions from teacher). 44% of students said they participate actively in the class, while a 23% neither agreed nor disagreed. On the other hand, 12% of students strongly agreed on their participation being active in the class. 15% percent said they disagreed and only a 6% of students strongly disagreed. It can be appreciated that only 21% of the 100% does not participate actively in the class.

Graph 16:

Frequency	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	Total
	1	*1*	*6*	*19*	*7*	*34*
Percentage	*3%*	*3%*	*17%*	*56%*	*21%*	*100%*
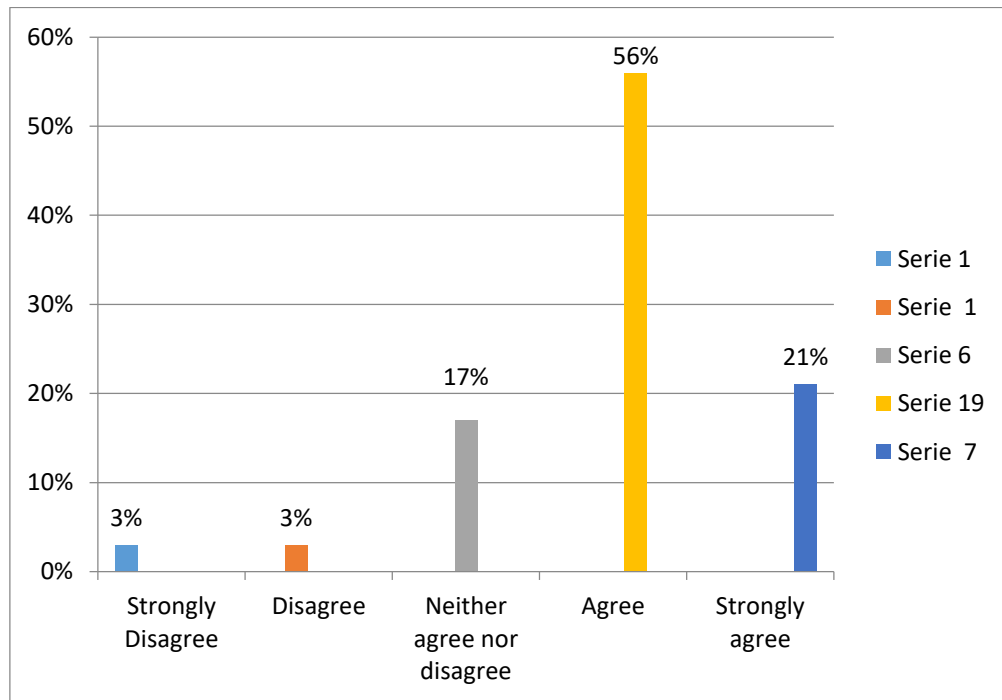
Analysis:

When the students were asked if the way the teacher corrected motivates them to participate during class activities, 56% of them agreed and 21% strongly agreed; making a total of 77% of a 100%. This shows that it is very important for the teacher to know and put into practice the correct ways of correcting students, for motivating them to participate in class. On the other hand, 17% of them said they neither agreed nor disagreed. And only 3% strongly disagreed and 3% disagreed.

Graph 17:

Frequency	**Strongly disagree**	**Disagree**	**Neither agree nor disagree**	**Agree**	**Strongly Agree**	**Total**
	1	*6*	*6*	*17*	*4*	*34*
Percentage	*3%*	*18%*	*18%*	*50%*	*11%*	*100%*
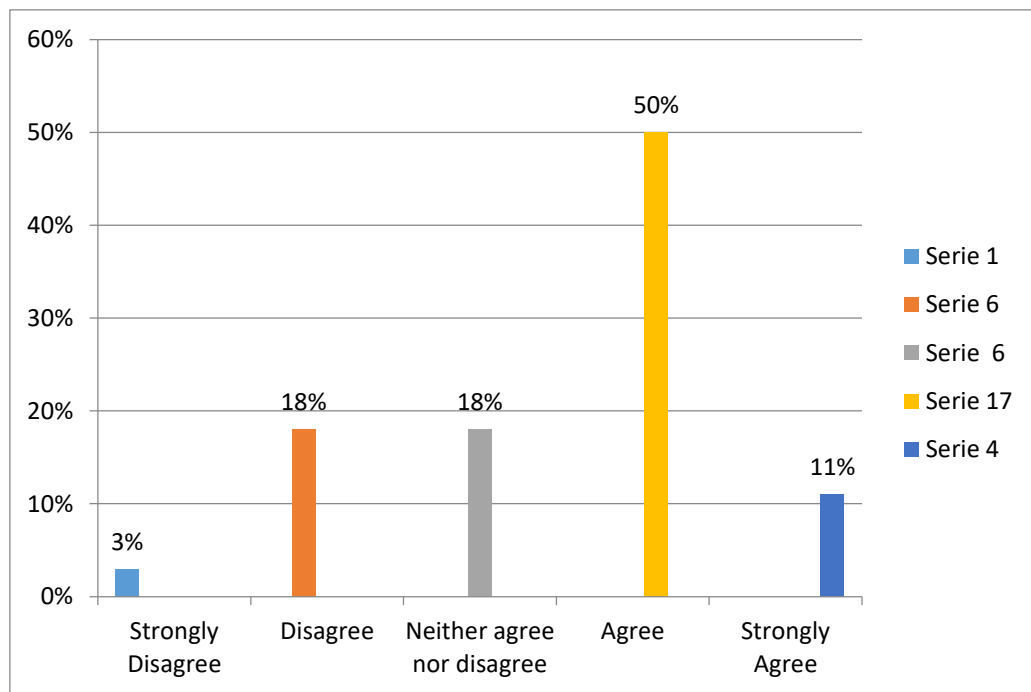
Analysis:

In the question that asked students if they did not take part during class oral activities because their English performance is low according to the level, 50% of the surveyed students said they agreed, while 11% strongly agreed on this. This reflects despite other factors the teacher could think about, the low participation of students in the class is due the low proficiency level of the language they have at this point in the major. On the other hand, 18% of them neither agreed nor disagreed. 18% disagreed and only the 3% strongly disagreed.

Graph 18:

Frequency	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	Total
	1	*4*	*9*	*14*	*6*	*34*
Percentages	*3%*	*12%*	*26%*	*41%*	*18%*	*100%*
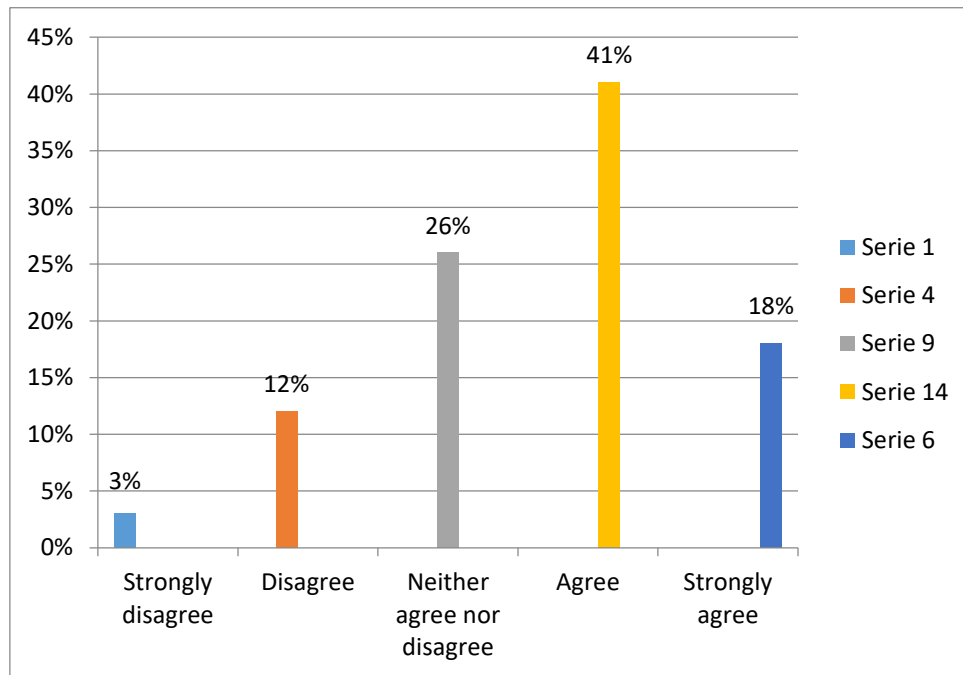
Analysis:

When students were asked if they did not participate in class because they were afraid of making mistakes and their classmates would laugh at them, these were the answers in percentages they gave: 41% of students agreed, while 18% strongly agreed. On the other hand, 26% neither agreed nor disagreed. 12% disagreed and only 3% strongly disagreed. Even though the results tell this, what was observed in classes and the information gotten by the teachers when interviewed tells us the opposite. Students in these groups are mature enough for laughing at others mistakes. And the participation, because of this factor, was not a problem.

Graph 19:

Frequency	**Strongly disagree**	**Disagree**	**Neither agree nor disagree**	**Agree**	**Strongly Agree**	**Total**
	1	*4*	*17*	*7*	*5*	*34*
Percentages	*3%*	*12%*	*50%*	*20%*	*15%*	*100%*
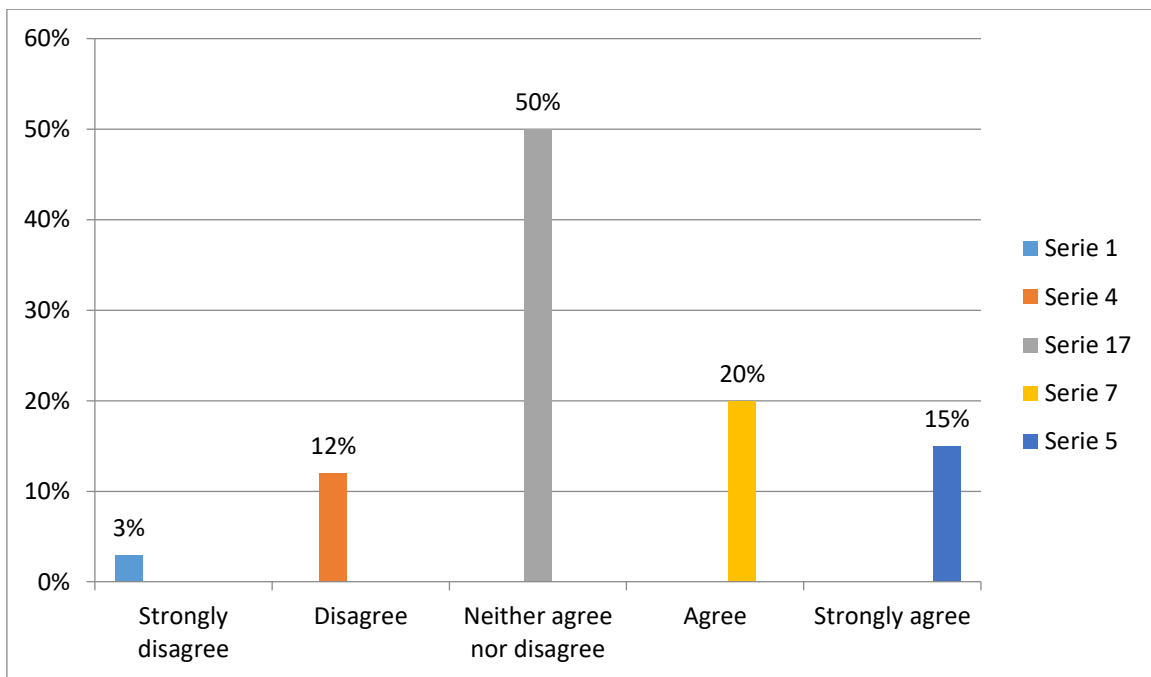
Analysis:

In the question that asked students if they prefer to be corrected by the teacher than to be corrected by their classmates, 50% of them said neither agreed nor disagreed, 20% agreed and only the 15% strongly agreed. 12% of the students disagreed and 3% strongly disagreed. What can be inferred in this answer is that students do not like to be corrected by anyone.

Graph 20:

Frequency	**Strongly disagree**	**Disagree**	**Neither agree nor disagree**	**Agree**	**Strongly Agree**	**Total**
	1	*1*	*9*	*17*	*6*	*34*
Percentages	*3%*	*3%*	*27%*	*50%*	*17%*	*100%*
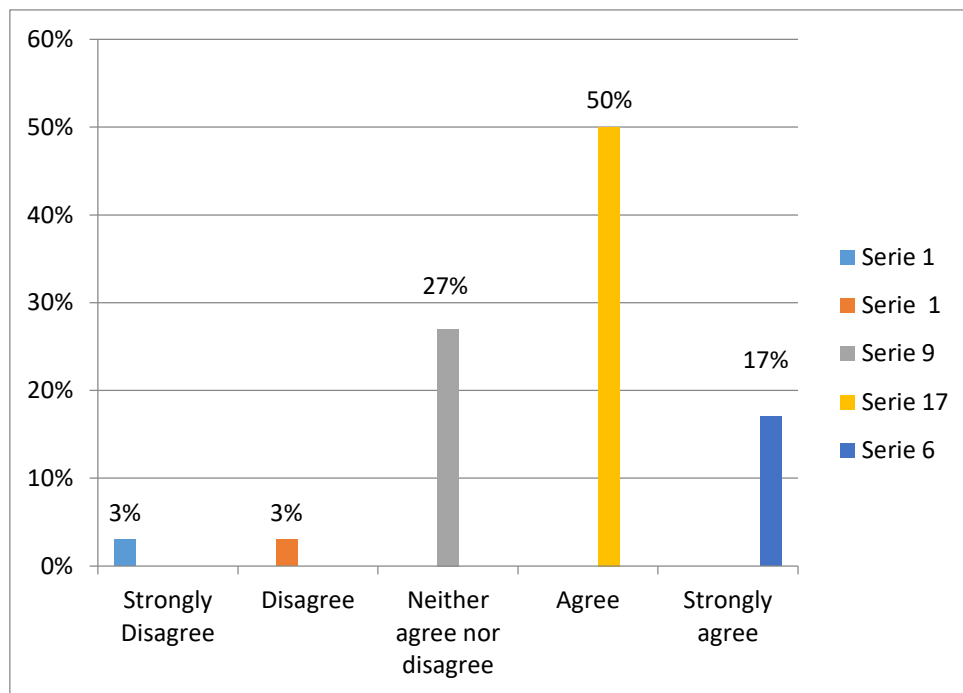
Analysis:

When the students were asked if they implemented strategies to practice self-correction, 50% of them agreed, while 17% strongly agreed. On the other hand, 27% said neither agreed nor disagreed. 3% of the students strongly disagreed and 3% disagreed on this. It shows that students can identify when making an oral mistake and have the accuracy of correcting it once noticed.

Graph 21:

Participation in class
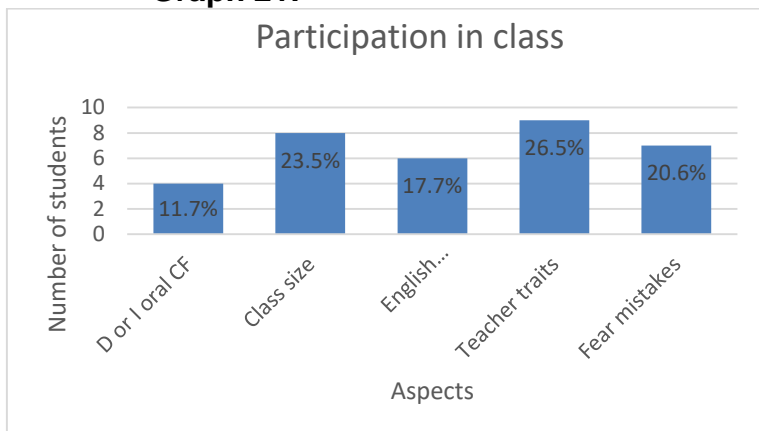
Aspect	Frequency	Percentage
Direct or Indirect oral corrective feedback.	4	11.7%
Class Size	8	23.5%
English Performance	6	17.7%
Teacher traits	9	26.5%
Fear to make mistakes	7	20.6%

Write the number from 1= most to 5=less, according to the impact of the following aspects in your participation during classes

_____Direct or Indirect oral corrective feedback.

_____Class Size

_____English performance

_____Teacher traits (The way the teacher corrects)

_____Afraid of making mistakes in front of your classmates.

Analysis:

In the last question of the survey, students were asked to number from 1= most to 5=less, according to the impact of the aspects, mentioned above, in their participation during classes. 26% said that what impacts them the most is teacher´s traits, 23.5 said that class size is one of the factors that impact their participation, also, 20.6% said that the fear of making mistakes impacts them and stop them in a way in the participation, 17.7% of the group said that the English proficiency level impacts them, and 11.7% agreed that direct or indirect corrective feedback impacts them in the participation in the class. It can be inferred that the ways teachers use to correct students (teacher´s traits) impact their participation the most.

7.2.2 ANALYSIS OF CLASSROOM OBSERVATION RESULTS

During Semester I, starting in the last week of April and the whole month of May, two groups were observed in order to analize the impact of corrective feedback on the participation of students in the Advanced Intensive English groups 05 and 09 at the University of El Salvador. Each group was observed eleven hours, making a total number of twenty- two classes or forty- four hours. The most important aspects gathered from the observation are going to be described in the following pages.

> ➤ **Teacher´s correction**

Teachers from both groups applied direct oral corrective feedback during classes. In the direct oral corrective feedback as described by the author Walz (1982) cited by Alice Ommagio (1993) the teacher can correct students directly by modeling the appropriate form of the utterance that the students attempt to make, preserving as much of what was said.

During the observation both teachers from the two groups applied different procedures of direct corrective feedback, but the one that was observed the most were the notes of comments or sentences said by students written on the board with the correction already provided by the teacher, this was made at the end of an oral activity. In the theoretical framework of this graduation project it has been taken another classification of feedback where the authors Rodgers, P. and Kagimoto, E. (2007) express that explicit correction refers to the explicit provision of a correct form and the clear indication of the non-target- like feature used. The teachers from the two groups observed, actually did not use a very explicit form when correcting students in an oral way, instead, they corrected students by taking their mistakes while they were talking, writing them on the board and correcting them at the same time. It is important to mention that from twenty two classes observed during the semester I, in twenty classes some type of direct oral corrective feedback procedure was percieved. Another aspect to mention is that grammar mistakes were the most corrected by teachers, while pronunciation and intonation were not corrected in depth.

Another form of teacher´s correction is the indirect correction as described by Walz (1982) cited by Alice Ommagio (1993). This technique involves the repetition of a student´s response with a correction made, but without drawing the students attention to the change or requiring a repetition of the corrected material. According to the results gathered from the instruments indirect oral corrective feedback was less used in contrast with direct corrective feedback. From twenty two classes, in sixteen, the teachers used indirect feedback. Some examples of indirect oral corrective feedback or recast that were noticed during the observation were the corrections made by teachers during oral activities, where students were talking with fluency, but making mistakes, the teachers, without letting them know, were repeating the students utterances with corrections made, but without asking the students to repeat the sentence and in that way not affecting the students fluency.

There were not classes were teachers did not correct students mistakes but they did not correct students at every moment during oral activities, there were some moments where they focused on fluency more than in correcting students mistakes, in addition it can be said that the correction was not constantly seen during a whole class, but at any point they always made any type of correction. Moreover, any student seemed to be uncomfortable when the teachers gave any type of corrective feedback, besides the students seemed to be supported by their teacher when they corrected them in the majority of classes observed during this investigation.

In addition, it was not perceived that the correction given by teachers affected the students participation in a negative way, there were other aspects that had a higher impact, for example in the groups the students who did not participate where the ones that had a low English level and they seemed to be afraid of participating, in some activities where these students participated, it was clear that sometimes they did not understand the question asked by the teacher, this if the participation was a direct question for them. Also, these students did not participate even in small groups discussion where they had to speak among classmates. So, it can be said

that for students with the needed English level for this class the corrective feedback from teachers affected their participation in a positive way.

Both teachers´ classes were really dynamic and organized, they always opened their classes with warm up activities that helped students to feel comfortable and ready to learn, some of them were oral activities where students must participate. Also, each teacher had different and specific traits that made their correction method unique, according to Dawit Tesfaye Abebe and Demis G/Tsadik Deneke (2014) The teaching procedure adopted by the teacher may be anxiety-provoking which inhibits students' participation, but in this case, any of the teachers traits observed affected the students participation in a negative way, on the contrary, their correction method motivated students to participate.

➢ **Students´ participation**

During the time in which classes were observed, both researchers had the opportunity to see students´ participation in the class and evaluate different aspects that affected this in either a positive or negative way. According to Rocca (2010, p. 3) "Participation can be seen as an active engagement process which can be sorted into five categories: preparation, contribution to discussion, group skills, communication skills, and attendance". Also, Burchfield & Sappington defines participation as ''the number of unsolicited responses volunteered''. In the majority of the classes observed, it was seen that students were never forced to participate, they always were willing to do it. The teachers always planned oral activities to provide students a scene to participate. According to Dawit Tesfaye Abebe and Demis G/Tsadik Deneke (2014) and Student Participation in the College Classroom: An Extended Multidisciplinary Literature Review by K. A Rocca, 2010, there is a variety of aspects that affect students´ participation in the classroom, but in this graduation project the ones that are going to be mentioned are the ones that were observed in the classes, for example:

✓ **Fear of Negative Teacher Traits**

Negative teacher traits affect students' participation in the classroom discussions. Many past researchers mentioned that negative teacher traits discourage students' participation (Liu, 2005 and Tanveer, 2007). According to what was observed in the classes, this aspect was present but in the opposite way because students were not afraid to participate due to the way the teachers corrected them.

The way in which teachers corrected them was never an obstacle for not participating actively. There were other aspects noticed in the classes that affected students´ participation, for example:

✓ **Lack of preparation**

Fear of appearing unintelligent to their classmates or instructors, and feeling intimidated make students become less inclined to participate, also some get nervous when the teacher asks questions which they have not prepared in advance. It was noticed that some students avoided participating because they were shy, and because they were not feeling confident with an answer to be given, so they preferred not to put themselves on evidence that they did not know the correct answer. Based to the reached by Han (2007) who indicated that one of his students in the interview said "I will only participate if I know what to speak".

✓ **Fear of teachers´ correction**

According to the reached Cited in Dawit Tesfaye Abebe and Demis G/Tsadik Deneke (2014) Indicate the authoritative, embarrassing and humiliating attitude of the teachers towards students, particularly when they make mistakes, can have severe consequences on learner's cognition and their willingness with the literature on language anxiety. Students were not afraid of teachers´ correction, in fact, what it was observed in classes was that students participated without having any problem after being corrected by the teacher, either being corrected in a direct or indirect way. It was seen that teachers´ ways of correcting them affected students in a positive way because they did not stop participating, on the contrary, they participated with the same enthusiasm (making comments, giving opinions, and answering teacher´s questions).

✓ **Class Size**

According to Berdine, (1986) cited in *Student Participation in the College Classroom: An Extended Multidisciplinary Literature Review* by Kelly A. Rocca (2010) said "students being more willing to participate, less anxious about participating, and less likely to be able to "hide" in smaller classes than larger classes; larger classes tend to hamper communication". The groups chosen to be observed have a meaningful difference on students´ number, and this was made on purpose, because of having class size as an aspect to be studied in this research, and how it affected students´ participation. Different perceptions were perceived by the researchers in both classes; in one group there were 13 students, and in the other one there were 32 students. So, what it was appreciated was that in the smaller group all the students had the chance to participate, and they did it. Meanwhile in the largest one, not all the students had the same chance to participate actively, because there were more students and because there were some who were trying to monopolize the participation (only they wanted to participate). It is necessary to say that in the group with 32 students the teacher made big efforts (planning activities) that involved all the students to participate at least once during the two hours of class.

Other aspects that have not been mentioned by authors regarding participation and correction, but that was noticed during the observation phases are:

✓ **Time and classroom physical conditions**

These two aspects affected, in a way, students´ participation. There was one classroom in which the class took place from 1:00 to 3:00 PM, and the heat was completely terrible, this made the majority of the times that people were focused on ventilating themselves with a paper or a notebook rather than being completely focused in the class. Despite this aspect that made the class uncomfortable, the students and the teacher were always giving their best. Meanwhile in the other group, the classroom was more comfortable because of the time in which the class took place and also the air circulation was much better.

✓ **Self-Correction**

It was observed that self-correction was addressed in the class, this with the help of teachers. For example, when a student said something that was not correct, either grammar, intonation or pronunciation aspect, the teacher with his or her technique, helped the student to identify it and correct it by him or herself.

Another aspect that was seen in the time that the observation lasted, was:

✓ **Peer Correction**

Teachers provided activities that stimulated peer correction among students. Even though this could be thought kind of hectic for students (to be corrected by a classmate), in general it was seen that this situation did not bother them and the active participation was not affected do to this event.

What can be concluded in this chapter is that participation is related to the way the teacher promotes it and how the students do it. Like in all educational process, participation is about an active relationship between teaching and learning.

7.2.3 ANALYSIS OF TEACHERS´ INTERVIEWS

As part of this research, two teachers of the Foreign Languages Department of the University of El Salvador, in charge of the *Advanced English II* courses were interviewed. One group was from teaching option and the other one from modern languages. The purpose of interviewing teachers was to ask them about the techniques used in the classroom to give students feedback during oral participation, and how different aspects affect students´ participation in the class. It is important to mention that one of the teachers in charge of the chosen groups to work with, is a teacher by hour hired during the Semester I 2017, while the other one has more time to be working there as a full time teacher.

➢ **Corrective Feedback**

When teachers from the two groups were asked about the necessity of correcting students in the learning process, they agreed on the importance corrective feedback has in the learning process but they also said that it is important to know the moment or the oral activity in which you have to correct the student in order not to affect their fluency or their ideas being said. According to what the theory of H. Douglas Brown (2001) in his classification of stages, in the natural approach says, b) the early production stage is usually marked with errors as the students struggles with the language. The teacher focuses on meaning here, not on form, and therefore the teacher does not make a point of correcting errors during this stage (unless they are gross errors that block or hinder meaning entirely). c) The last stage is one of extending production into longer stretches of discourse involving more complex games, role play, open-ended dialogue, discussions and extended small group work. It has been considered that the groups of students under this research should be placed in the last stage, in other words, they must be overcoming their quantity of errors when producing speech, no fossilization must be admitted at this level. However, teachers from both groups said they know that mistakes and errors are made by students from those levels and they still try to correct them during classes.

According to Loewen, (2012); Sheen, (2007), cited in (Anon, 2016), Corrective Feedback refers to "information given to learners regarding a linguistic error they have made". When both teachers were asked about what did they know regarding to corrective feedback both had a clear idea of the concept and they knew how to differentiate between direct and indirect. The teachers also mentioned they used both types of corrective feedback in the classroom but that they prefer indirect rather than direct. On the other hand, when asked about the frequency of corrective feedback in classes they said they use it often. One of them externalized she corrected mistakes when she has already listened to them before, in other words if she has a background of the error made by a specific student.

Lantolf, (2006) Similarly, sociocultural theory considers feedback to be essential in the process of learning a second language, on this way teachers were interrogated if they consider the CF to be positive or negative, they mentioned advantages and disadvantages of using it in their classes, they think is positive as long as the fluency or the idea of the student is not interrupted, in other words they think as teachers they must know what is the appropriate way and moment to correct students so that it can be a positive aspect in their learning process.

The perceptions of teachers when asked about the interest of their students in their errors to be corrected changed between groups. The teacher from teaching option thinks that their students were definitely really interested because it was a topic she told them at the beginning of the course and she asked students what was the best way to correct their mistakes, apparently the teacher in that class could see the interest of their students in their mistakes to be corrected. On the other hand, the teacher from modern languages group mentioned there was a balance on his group. He thinks there is always a group of students that is really interested on learning as well as receiving feedback, while there is also a group of students who don't like to be corrected by their teachers.

The fear of teacher´s correction in class is one of the factors that According to the research Cited in Dawit Tesfaye Abebe and Demis G/Tsadik Deneke (2014) Indicates that the authoritative, embarrassing and humiliating attitude of the teachers towards students, particularly when they make mistakes, can have severe consequences on learner's cognition and their willingness with the literature on language anxiety, also the participants feel more anxiety in the class because they always correct them in a very bad way. When teachers were asked about the preference of students to be corrected by their classmates or by teachers, one of the teachers explained in his group he thinks that students don't want to be corrected by anybody because he considers that they don't want be put on the stage. On the other hand, the other teacher thinks that there is another factor that influences the preference of students at the moment of being corrected. She thinks is the class size the one that will define student´s preference from either teacher´s

or classmates' correction. She mentioned that a student in a small class will get and prefer the teacher's correction more than peer correction, but in a large group maybe the student will prefer to be corrected by their classmates.

Correction could be generalized as only teacher´s correction but peer correction and self-correction are also important procedures when correcting mistakes. The last question asked to the teachers interviewed during this research was regarding to the strategies they implement in their classes in order to practice self- correction, one of the teachers said he doesn't implement any oral self- correction strategy but he has done it in written works. The other teacher said one of the strategies she implements in her class to practice self -correction is to make students record themselves so that they can listen to their mistakes and reflect about them.

> **Students´ Participation.**

This is another aspect under investigation in this research. According to Rocca (2010, p. 3) "Participation can be seen as an active engagement process which can be sorted into five categories: preparation, contribution to discussion, group skills, communication skills, and attendance". Also, Burchfield & Sappington, defines participation as ''the number of unsolicited responses volunteered''. When teachers were asked if students participation was active after using Direct Oral Corrective Feedback, both of them agreed that in general students participate actively in the English class. Even though, it was found out that students said in each of the two groups being analyzed, there are a couple of students who do not like to participate actively, but they do the biggest effort planning activities and asking them questions about the topics studied in the class to make them to participate at least a little.

Asking teachers about if correcting students orally affects them in a positive way, they said it does. And they think that happens because of the atmosphere it has been created in the classroom.

When being a teacher, there are many external factors (not depending on the students or the teacher) that affect students´ participation, for example class

size. According to what Bowers (1986) and Nunn (1996) say "courses which have more than 40 students have fewer overall interactions per class period". While on the other hand, Berdine, (1986) says that "The students being more willing to participate and less likely to be able to "hide" in small classes than larger classes". Both teachers agreed on this, because the one in charge of the largest group expressed that having a large class affects negatively students´ participation, because not all of them have the same possibility to participate. On the contrary with the small class size, the teacher manifested that all the students are able to participate because they have the chance to do it.

The students´ English level of the groups chosen to carry out this investigation, supposedly, is advanced, but the truth is that their English skills are not advanced, maybe just a few exceptions of them but the majority in the class. So, asking teachers about if students´ participation was more affected by being corrected by the teachers or by their low English skills, teachers said that what affects the most is that in the practice they are not in an advanced level of the language, so this makes students a little reluctant of participating, because they do not want to be put on stage and let them the rest notice they made a mistake because of something very obvious or about anything that should have been mastered in previous levels. One teacher said students sometimes feel frustrated because they do not understand and instruction or an activity, so they cannot participate, not because they do not want, but because they do not feel confident about doing it.

An annoying situation for some students when participating was that their classmates laughed at them when they made a mistake. One teacher, when being interviewed, said the students do not laugh at others when making a mistake, they respect each other, and this issue is not something that limits the students in the class to participate less; meanwhile the other teacher commented that maybe not students laughing at others mistake, but the sensation of being corrected by the others, that is what some students do not like, so they prefer not to participate in order not to be exposed to the rest of classmates and been corrected.

This investigation is mainly about methods teachers use to correct students´ oral performance, but also investigators asked teachers if they use any technique for students to practice self and peer correction. The teachers said they have put into practice this kind of correction, for correcting students among themselves. And also, this was seen during the class observation made by the researchers.

Triangulation of results from the three instruments administered during the process.

What is found in the academic literature:	What the students said:	What the teachers said:	Analysis of classroom observation by researchers:
In the direct oral corrective feedback as described by the author Walz (1982) cited by Alice Ommagio (1993) the teacher can correct students directly by modeling the appropriate form of the utterance that the students attempt to make, preserving as much of what was said.	The results show that 79% of the students agree that **teachers always apply "Direct oral corrective feedback into the classroom to correct oral mistakes.**	When both teachers were asked about what they knew regarding corrective feedback both had a clear idea of the concept and they knew how to differentiate between direct and indirect. The teachers also mentioned **they used both types of corrective feedback in the classroom but that they prefer indirect rather than direct.**	During the observation of both groups the teachers applied different procedures of direct corrective feedback, as the notes with corrections written on the board from comments or sentences said by students, this was made at the end of an oral activity. During the observation, from twenty two classes in twenty of them some procedure of direct corrective feedback was applied from teachers to students. Another aspect to mention is that grammar mistakes were the most corrected by teachers, while pronunciation and intonation were not corrected in depth.
Indirect correction as described by Walz (1982) cited by Alice Ommagio	The results from the survey show that 62%	They used both types of corrective	According to the results gathered from

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(1993). This technique involves the repetition of a student´s response with a correction made, but without drawing students attention to the change or requiring a repetition of the corrected material.	of the students agree that **teachers always apply "Indirect oral corrective feedback into the classroom to correct mistakes.**	feedback in the classroom but they prefer indirect rather than direct.	the instruments indirect oral corrective feedback was less used in contrast with direct corrective feedback. From twenty two classes, in sixteen, the teachers used indirect feedback. Some examples of indirect oral corrective feedback or recast that were noticed during the observation were the corrections made by teachers during oral activities, where students were talking with fluency, but making mistakes, the teachers, without letting them know, were repeating the students utterances with corrections made, but without asking the students to repeat the sentence and in that way not affecting the students fluency.
Peer-correction According to Jo Budden (2008)Students can also correct one another. Peer correction often helps to create a positive class atmosphere as students realize you are not the only source of error correction and	The results show that 35% of the students agree or strongly agree that **students prefer to be correct by the teacher than to be corrected by classmates**. While	When teachers were asked about the preference of students to be corrected by their classmates or by teachers, one of the teachers explained in	Teachers provided activities that stimulated peer correction among students. Even though this could be thought kind of irritating for students

they can learn a lot from one another.	50% neither agree nor disagree. Only 15% of students disagreed.	his group he thinks that students do not want to be corrected by anybody because he considers that they don't want be put on the stage. Another teacher mentioned that a student in a small class will get and prefer the teacher's correction more than peer correction, but in a large group maybe the student will prefer to be corrected by their classmates.	(to be corrected by a classmate), in general it was seen that this situation did not bother them and the active participation was not affected do to this event.
Self correction According to Budden (2008) students can often correct themselves when they realize they have made a mistake. Sometimes the mistake is simply a 'slip' and they are aware of the correct version. Give students a chance, and time, to correct themselves. Often by just raising your eyebrows or repeating the mistake students will know what you mean and back track to correct the error themselves. Some teachers create all sorts of hand signals to indicate the type of error. Pointing behind you is a classic to indicate to students that they should have used a past tense. If these work for you and your students, go ahead and create your own correction indicators.	The results show that 67% of the students agree that **they implement strategies to practice self-correction,** 27% neither agree nor disagree. 6% of students disagreed. It´s important to mention that self-correction with the help of the teacher can also be considered by other authors as indirect corrective feedback.	One of the interviewed teachers said he does not implement any oral self- correction strategy but he has done it in written works. The other teacher said one of the strategies she implements in her class to practice self -correction is to make students recorded themselves so that they can listened to their mistakes and reflect about them.	It was observed that self-correction was addressed in the class, this with the help of the teachers. For example, when a student said something that was not correct, either a grammar, intonation or pronunciation aspect, the teacher with his or her technique, helped the student to identify it and correct it by him or herself.

Participation According to Rocca (2010, p. 3) "Participation can be seen as an active engagement process which can be sorted into five categories: preparation, contribution to discussion, group skills, communication skills, and attendance". Also, Burchfield & Sappington, defines participation as ''the number of unsolicited responses volunteered''. The instructor contributes to students´ levels of participation, and students believe that their professors influence their participation based on the ways in which the professors communicate with them (Fritschner,2000)	Students were asked about the use of Direct oral corrective feedback from teachers and if students feel like participating more during class discussion, 59% of them want to participate more during the class. The same result was getting from the students if the teachers use Indirect oral corrective feedback. It means that even if teachers are using either one or the other students want to continue participating.	When teachers were asked if student's participation was active after using Direct Oral Corrective Feedback, both of them agreed that in general students participate actively in the English class. Even though, it was found out that students said in each of the two groups being analyzed, there are a couple of students who do not like to participate actively, but they do the biggest effort planning activities and asking them questions about the topics studied in the class to make them participate at least a little.	In the majority of the classes observed, it was seen that students were never forced to participate; they always were willing to do it. The teachers always planned oral activities to provide students a scene to participate.
Fear of teachers Correction According to the research Cited in Dawit Tesfaye Abebe and Demis G/Tsadik Deneke (2014) Indicate the authoritative, embarrassing and humiliating attitude of the teachers towards students, particularly when they make mistakes, can have severe consequences on learner's	Based on the results from the surveys, students said the way teachers correct the students help them and motivate to participate more during class.	Asking teachers whether correcting students orally affects them in a positive way, they said it does. And they think that happens because of the atmosphere it has been created in	According to what was observed in the classes, this aspect was present but in the opposite way because students were not afraid of teachers´ correction, in fact, what it was observed

cognition and their willingness with the literature on language anxiety, also the participants feel more anxiety in the class because they always correct them in a very bad way.		the classroom.	in classes was that students participated without having any problem after being corrected by the teacher, either being corrected in a direct or indirect way. It was seen that teachers´ ways of correcting them affected students in a positive way because they did not stop participating, on the contrary, they participated with the same enthusiasm (making comments, giving opinions, and answering teacher´s questions). The way in which teachers corrected them was never an obstacle for not to participate actively. There were other aspects noticed in the classes that affected students´ participation more than the teachers´ correction used.
Class Size and other factors. Time also can play a factor, participation is less likely to occur in night classes, especially those that meet only once per week. Traditional row and column seating	In this case students were asked about the number of the students in the classroom affects the participation more than receiving oral	Both teachers agreed on this, because the one in charge of the largest group expressed that having a large class affects negatively	The groups chosen to be observed have a meaningful difference on students´ number. Different perceptions were perceived by the

(Bowers, 1986) allows for less participation than a U-shaped/circular/semicircular arrangement.	corrective feedback: 32% of students agreed, while 45% neither agree nor disagree. These results do not match with the responses from teachers and observers since they think class size is one of the factors that affect student's participation more than receiving corrective feedback.	students´ participation, because not all of them have the same possibility to participate. On the contrary with the small class size, the teacher said that all the students are able to participate because they have the chance to do it.	researchers in both classes; in one group there were 13 registered students, and in the other one there were 32 students. So, what it was appreciated was that in the smaller group all the students had the chance to participate, and they did it. Meanwhile in the largest one, not all the students had the same chance to participate actively, because there were more students and because there were some who were trying to monopolize the participation (only they wanted to participate). It is necessary to say that in the group with 32 students the teacher made big efforts (planning activities) that involved all the students to participate at least once during the two hours of class.
English performance According to Mustapha's study 2010 the lack of preparation, fear of appearing unintelligent to their	The results show that 61% of the students agree that **students do not take part during oral activities because their**	Teachers said that what affects the most is that in the practice they are not in an advanced level of the language, so this	It was noticed that some students avoided to participate because they were shy, and because they were not feeling

classmates or instructors, and feeling intimidated make students become less inclined to participate, also some get nervous when the teacher asks questions which they have not prepared in advance. Another reason that students may not participate in class is because of their own personal fears of feeling inadequate in front of the other, regardless of the logistic of the classroom setting. Armstrong and Boud (1983).	**English performance is low according to the level.** Also 59% of the students said they **do not participate in class because they were afraid of making mistakes and the classmates laughed at them.** The majority of students from both majors feel some fear to participate because of their English level.	makes students a little reluctant of participating, because they do not want to be put on stage and let the rest notice they made a mistake because of something very obvious or about anything that should have been mastered in previous levels. One teacher said students sometimes feel frustrated because they do not understand an instruction or an activity, so they cannot participate, not because they do not want, but because they do not feel confident about doing it.	confident with an answer to be given, so they preferred not to put themselves on evidence that they did not know the correct answer. Students who were easily identified because they did not participate during class oral activities were students who were not confident to participate because their poor oral proficiency wasn`t good enough to give a fluently opinion or comment.

CHAPTER VIII

8. FINDINGS, CONCLUSIONS, RECOMMENDATIONS, AND LIMITATIONS

8.1 FINDINGS
General Research Question

- What is the impact that oral corrective feedback has on students´ participation from Advanced Intensive English II, groups 05 Teaching Option and 09 Modern Languages major from Foreign Languages Department, at University of El Salvador? The results of this investigation show that oral corrective feedback is not the main aspect that affects students´ participation in the classroom. Even though some specific teacher traits like the way the correction is made as using sarcasm or similar ways from teacher at the time of correction can affect student's participation. But in general the main aspect that affect student´s participation is class size since many students in large classes do not participate because they feel afraid of making mistakes in front of their classmates, on the other hand, in small classes students participate in all activities since the opportunities of participating are more and teacher´s feedback is easier to get.

Research Specific Questions:

- What is the correlation among factors such as class size, students´ English performance, and teachers´ correction ways with the participation of students in the class? The correlation is that class size affects students´ participation, because in the group that had less students, all of them had the same chance to participate in the class, meanwhile in the largest group, the students did not have the same possibility to participate, due to the number of students. Students´ English performance was another factor that stopped students´ participation, because it was noticed by the teacher and the interviewers and also said by the students in the survey, that they were

afraid of participating and making mistakes due to English level proficiency. Related to teachers´ correction ways, this did not have a really big impact on students´ participation, there were other factors, like class size and classroom conditions that affected their participation the most.

- What are students, teachers, and researchers´ perceptions of the impact of oral corrective feedback on students´ participation in the class? Students´ perceptions in the way teachers correct their mistakes are fine, even though, sometimes the use of sarcasm from the teacher can affect in a negative way their participation. In the surveys´ results, students show that they consider themselves having an active participation in the classes: By making comments, giving opinions, and answering to teacher´s questions. Teachers´ perceptions are that students do not like to be corrected by anyone, even though when mistakes are corrected, they are taken into account and students´ attitude towards it is not indifferent. Researchers´ perceptions are that some students do not mind being corrected, they continue participating; but some others are very sensitive and prefer not to make any comment and take the risk of making mistakes and being corrected.

- What are the specific aspects that motivate students to participate actively in the class? They are the environment that is created in the classroom among teachers and students, and students to students, the way teachers correct them when making mistakes, teachers´ traits, and being familiar or feeling confident with the topic being discussed in the class.

- What are the reasons why students do not take part on an active participation in the class? Teachers believe that students do not want or do not like to be corrected by anybody, maybe because correction is a very sensitive topic since they always relate it to students´ negative attitudes, while students think correction from teachers is important and they

perceived it as a positive factor in their learning process. Another reason is because their English level proficiency is not as advanced as it should be. So, students are afraid of making mistakes and classmates would laugh at them.

8.2 CONCLUSIONS

After gathering and analyzing the data collected from class observation, teachers´ interviews, and surveys administered to students, and based on the research objectives, the following conclusions are reached.

- Both teachers based their correction using Direct Oral Corrective Feedback, but the procedure was always the same, just writing the incorrect utterances on the board focusing on grammar mistakes. The micro skills, intonation and pronunciation were not corrected in depth. Based on theory cited in this investigation it can be concluded that the indirect oral corrective feedback is still missing to be put into practice by teachers for the students not to be emotionally hurt.

- Since the two groups observed had a significant difference in terms of the number of students in each one, it can be said that the factor of being a small group was positive because all the students have the same chance to participate in the class, meanwhile in the group that had many more students, there was the phenomena that not all of them had the same opportunity of participating in the class. Even though the teacher always had different speaking activities to do in the classroom. But there was a group of students who wanted always to participate, so the rest of students saw that situation, and they did not bother to participate. The group with less students was benefited because all of them have equal opportunity to participate. On the other group, with 32 students registered, class size impacted in a negative way, because not all of them were able to participate.

- One of the main factors why students were kind of reluctant to participate in the English class was their English proficiency level. Even though they were in the advanced one, their real level was not that. So, this was one of the limitations they had in order to participate actively in the class.

- The fear to make mistakes in front of their classmates and teacher, was another factor that stopped some students in a way of participating in the class. They did not want to be put on the stage and let the rest notice they had made a mistake.

- The way teachers corrected students was not really a big issue that affected their participation in the class. There are other factors such as class size, classroom conditions, and the level of students´ English performance that do affect their participation negatively. Even though it cannot be denied that Oral Corrective Feedback has some negative impact if this is combined with some specific teachers´ traits, like sarcasm from teachers.

- The schedule in which the classes were held did not help much. One group was from 1:00-3:00 pm and the other one from 5:00-7:00 pm. There were different factors involved here. People registered in the class from 1:00 to 3:00 were kind of sleepy and without too much energy to participate, some of them were eating something during the class; and also the heat in the room tended to irritate students and not to focus in the class directly. In the other group from 5:00 to 7:00, people seemed to be tired, after having spent the day involved in other activities, even though the classroom was in different conditions from the other one. The heat was not a problem, because it had a good ventilation.

8.3 RECOMMENDATIONS

Based on this research and the results from the surveys that were applied, the researchers have some recommendations in order to provide useful information that would help students and teachers to have a better process in the teaching and learning process using oral corrective feedback.

- Teachers should use Indirect and Direct oral corrective feedback in different activities during class. There should be a balance between both of them since the impact on students´ emotions is negative if the direct oral corrective feedback is combined with specific teachers´ traits.

- Teachers with large classes should use activities in the classroom that help to all students to get involved and participate, and also to implement procedures of self and peer correction in the class.

- Teachers should let students know when they speak with fluency, but if they make mistakes they should be corrected at the end of the participation, in order not to interrupt their fluency.

- The groups for the English classes should not have more than 20 students. This is because the larger a class, the more difficult it is for students to learn and develop their speaking skills.

- Teachers should apply strategies to keep students' attention in order for them not to be low on energy in the class due to the time this one is held.

- The University should provide classrooms with good conditions (good illumination and ventilation), for students to feel better in a nice environment and do not get suffocated with the heat and can focus in the class.

- Teachers should keep an eye on some students who have a low proficiency level according to the course they are taking, and try to motivate and help them to participate and improve their level.

- The classes should not be teacher-centered, but based on students´ team-work, but also there should be activities in which students participate individually and give their own point of view. Another aspect is that the good use of technology in the class promotes students´ participation.

8.4 LIMITATIONS

During the research process, the group encountered some difficulties or limitations. Among the most important ones that can be mentioned:

- At the time of observing classes, in one group specifically, the teacher got sick and did not notify on time to the students and the observer, so they came to the classroom to know the teacher was not going to be able to teach. This situation did not happen only once along the observation process. As consequence this took more time for the observation period.

- When interviewing teachers, one to be specific, answered the questions in a superficial way because it was noticed by the interviewer that this teacher was anxious and this affected the way of answering the questions.

- The day the surveys were administered to students, not all of them came to classes. So, the number of students who took the survey did not match with the sample that was mentioned at the beginning of this investigation.

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ANNEXES

University of El Salvador

Faculty of Arts and Sciences

Foreign Languages Department

Classroom Observation Checklist

Name of the Teacher   : _____

Researcher   : _____

Subject   : _____ Major: _____

Group   : _____   Date: _____

Investigation Topic: "The impact of oral corrective feedback on the participation of students in Advanced Intensive English II groups 05, from the Bachelor in English Teaching, and 09 from the Bachelor in Modern Languages at the Foreign Language Department, at the University of El Salvador Semester I 2017"

Objective: The main goal of this investigation is to analyze the impact that oral corrective feedback has on the participation of students in Advanced Intensive English II groups 05, from the Bachelor in English Teaching, and 09 from the Bachelor in Modern Languages at the Foreign Language Department, at the University of El Salvador Semester I 2017.

Statements / Agreement	YES	NO
1. Does the teacher use **Direct** feedback?		
2. Does the teacher use **Indirect** feedback?		
3. Is peer correction showed in the class? (Students monitors – Group monitoring with checklist)		
4. Is self-correction showed in the class?		
5. Does the teacher give constantly corrective feedback to the students' in the classroom?		

6.	Do students feel supported by the teacher when they are being corrected in their errors?		
7.	Are students shy to participate in the class?		
8.	Do the students want to participate more when the teacher uses direct oral corrective feedback?		
9.	Do the students want to participate more when the teacher uses indirect oral corrective feedback?		
10.	Do the students want to continue participating after being corrected by the teacher?		
11.	Do the students want to continue participating after being corrected by classmates (peer-correction)?		
12.	Does the corrective feedback from the teacher affect the students' participation in the class in a positive way?		
13.	Does the size of the class affect students' participation?		
14.	Does the method of teacher´s correction motivate to the students to participate?		
15.	Is the class active (making comments, giving opinions, answering questions from the teacher)?		
16.	Are students afraid of making mistakes and the classmates laughing at them?		
17.	Do the students prefer to be corrected by the teacher rather than their classmates?		

Survey for students in the Advanced Intensive English II.

Investigation Topic: "The impact of oral corrective feedback on the participation of students in Advanced Intensive English II groups 05, from the Bachelor in English Teaching, and 09 from the Bachelor in Modern Languages at the Foreign Language Department, at the University of El Salvador Semester I 2017"

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Part I. Instruction: Please read the statements below carefully and select by circling the appropriate choices.

    A) <u>Gender</u>
1. Male
2. Female
    B) <u>Group Number</u>
1. 05
2. 09
    C) <u>Major</u>   **D) <u>Age:</u>** _____

1. Teaching Option

Modern Languages

Corrective Feedback. *Corrective Feedback refers to "information given to learners regarding a linguistic error they have made" Loewen, (2012).*

Participation. *Lee (2005) also cited in Simajalam (2008) "states that participation usually means students speaking in classroom such as answering teacher´s or other students questions and asking questions to get the better explanation and clarification."*

Part II. Read the statements and select the appropriate answer by underlining according to your experience in

Direct Correction	Teacher can correct students directly by modeling the appropriate form of the utterance that the students attempt to make, preserving as much of what was said.
Indirect Correction	This technique involves the repetition of a student response with a correction made, but without drawing the students attention to the change or requiring a repetition of the corrected material.

this class.

1. The teacher always applies *direct* oral corrective feedback in the classroom to correct oral mistakes.

Strongly disagree   ***Disagree***   ***Neither agree nor disagree***   ***Agree***   ***Strongly Agree***

2. The teacher always uses *indirect* oral corrective feedback in the classroom to correct mistakes.

Strongly disagree   ***Disagree***   ***Neither agree nor disagree***   ***Agree***   ***Strongly Agree***

3. The teacher sometimes uses *direct* oral corrective feedback in the classroom

Strongly disagree   ***Disagree***   ***Neither agree nor disagree***   ***Agree***   ***Strongly Agree***

4. The teacher sometimes uses *indirect* oral corrective feedback in the classroom?

Strongly disagree   ***Disagree***   ***Neither agree nor disagree***   ***Agree***   ***Strongly Agree***

5. The teacher never uses *direct* oral corrective feedback in the classroom.

Strongly disagree   ***Disagree***   ***Neither agree nor disagree***   ***Agree***   ***Strongly Agree***

6. The teacher never uses *indirect* oral corrective feedback in the classroom.

Strongly disagree   ***Disagree***   ***Neither agree nor disagree***   ***Agree***   ***Strongly Agree***

7. When your teacher uses direct oral corrective feedback you feel like participating more during class discussions.

Strongly disagree   ***Disagree***   ***Neither agree nor disagree***   ***Agree***   ***Strongly Agree***

8. If the teacher uses Indirect oral corrective feedback you want to participate more during class discussions.

Strongly disagree   ***Disagree***   ***Neither agree nor disagree***   ***Agree***   ***Strongly Agree***

9. After being corrected you want to continue participating in class discussions.

Strongly disagree   ***Disagree***   ***Neither agree nor disagree***   ***Agree***   ***Strongly Agree***

10. The oral corrective feedback received from the teacher affects your participation during classes in a positive way.

Strongly disagree   ***Disagree***   ***Neither agree nor disagree***   ***Agree***   ***Strongly Agree***

11. The number of students in my class affects my participation more than receiving oral corrective feedback from the teacher.

Strongly disagree   *Disagree*   *Neither agree nor disagree*   *Agree*   *Strongly Agree*

12. I consider that my participation in class is active (making comments, giving opinions, answering questions from teacher)

Strongly disagree   *Disagree*   *Neither agree nor disagree*   *Agree*   *Strongly Agree*

13. The way your teacher corrects motivates you to participate during class activities.

Strongly disagree   *Disagree*   *Neither agree nor disagree*   *Agree*   *Strongly Agree*

14. I take part during class oral activities even though sometimes I consider my English performance is low according to the level.

Strongly disagree   *Disagree*   *Neither agree nor disagree*   *Agree*   *Strongly Agree*

15. I participate in the class although sometimes I am afraid of making mistakes and my classmates laughing at me.

Strongly disagree   *Disagree*   *Neither agree nor disagree*   *Agree*   *Strongly Agree*

16. I prefer to be corrected by my teacher than to be corrected by my classmates.

Strongly disagree   *Disagree*   *Neither agree nor disagree*   *Agree*   *Strongly Agree*

17. I implement strategies to practice self-correction.

Strongly disagree   *Disagree*   *Neither agree nor disagree*   *Agree*   *Strongly Agree*

18. Write the number from 1= most to 5=less according to the impact of the following aspects in your participation during classes.

_____Direct or Indirect oral corrective feedback.
_____Class Size
_____English performance
_____Teacher traits (The way the teacher corrects)
_____Afraid of making mistakes in front of your classmates.

University of El Salvador

Faculty of Arts and Sciences

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Direct Correction	Teacher can correct students directly by modeling the appropriate form of the utterance that the students attempt to make, preserving as much of what was said.
Indirect Correction	This technique involves the repetition of a student response with a correction made, but without drawing the students attention to the change or requiring a repetition of the corrected material.

1. Do you think correcting students is necessary in the learning process? Why?

2. Have you heard or read about direct and indirect corrective feedback? What do you think about them?

3. Do you apply both of them in the classroom to correct students 'mistakes? (yes or no) Why…?

4. How frequently do you apply corrective feedback in the classroom?

    Never_____ Rarely_____ Sometimes_____ Often_____ Always_____

5. Do you think corrective feedback is positive or negative?

    Positive_____   Negative_____

    Why?_____

    _____

6. What kind of interest students show at their errors being corrected?

   Students are not really interested their errors to be corrected_____

   Students are really interested their errors to be corrected_____

7. When you use Direct oral corrective feedback how is the students 'participation?

8. After the students being corrected do you think they want to continue participating in class?

9. Do you think the corrective feedback given in your class affects the students´ participation in a positive way?

10. Do you think the size of the class affects the students´ participation more than received oral corrective feedback from the teacher?

    Does it affect in a positive or negative way?

11. Do you think the way you correct students motivate them to participate during class activities?

12. If the English performance of the students is low according to the level, do you think it affects students´ participation more than your corrective feedback during oral activities?

13. Do you think some students don't participate due to the fact that they are afraid of making mistakes and their classmates laughing about them?

14. Do you think students prefer to be corrected by you or by their classmates? Why?

15. Do you apply some strategies in order to students practice self-correction and peer correction?