UNIVERSIDAD DE QUINTANA ROO

División de Ciencias Políticas y Humanidades

Corrective Feedback in EFL teaching: Experience with kindergarten children

MONOGRAFÍA
Para obtener el grado de:

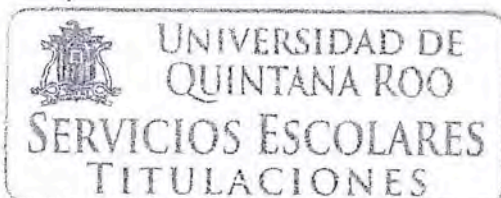**LICENCIADA EN LENGUA INGLESA**

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Chetumal, Quintana Roo, México, octubre de 2017.

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Monografía elaborada bajo la supervisión del comité del programa de Licenciatura y aprobada como requisito para obtener el grado de:

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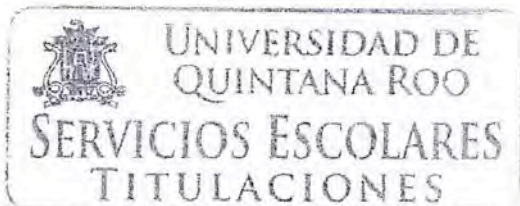
COMITÉ DE MONOGRAFÍA

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First of all, I want to thank God for giving me a life full of blessings. Thank you Lord for putting me in a beautiful family, for giving me the best husband ever, for letting me conclude my BA, and for giving me a job I enjoy doing every day.

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To my guardian angel, my grandmother, you don't have idea how much I miss you, however, I know you are always by my side watching my steps. I will always love you.

To my dear husband, don't be jealous, I still have words for you. Thank you my love for all your support, your patience and for cheering me up every time I wanted to quit. This would not be possible without you.

Last, but not least, I want to say thanks to a special friend who encouraged me to do this. Thank you José Pepe, you were the one who motivated me to ask Professor Edith to help me with this project. It was an honor to meet you and studied with you. Wherever you are now, I just want to tell you that you are absolutely part of this. I will always remember you as an awesome friend.

Abstract

This study is regarding Corrective Feedback in EFL teaching; an experience with kindergarten children at the *Instituto Cumbres* of Chetumal and was carried out in Mexico. It aims not only some situations and problems that future teachers can face through their teaching experience but to the solutions. Some of my main objectives in this monograph are to describe a theoretical framework about oral Corrective Feedback in EFL learning and also to describe my own teaching experience regarding oral corrective feedback in kindergarten. Moreover, I want to compare and contrast my teaching experience in different grades because students' necessities could change according their age too. At the beginning of my teaching experience I found difficult to identify the strategies I was using to correct my students and which would be the best one to correct them. However, when doing this monograph, I realized about the most significant ones in kindergarten regarding oral CF. I found that the implicit strategies such as body language and recast lead more learner's uptake rather the explicit ones. Also, the knowledge become more significant for them since they are able to correct their own errors. Another important objective is to provide suggestions and recommendations for teachers interested in working with kids in EFL or immersion contexts. Errors are something natural in the learning process, this is why I want to make future teachers aware of the effectiveness of this great tool called CF.

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Chapter 1. Introduction

Over the past years, corrective feedback in language acquisition and language learning has become a controversy for some teachers in the field. In the contexts of ESL (English as a Second Language) or EFL (English as a Foreign Language) learning, teachers have to cope with different situations when an error occurs, they are constantly in a dilemma deciding about correcting or not, when to correct a student, or which strategy is appropriate to use. However, Hendrickson (1978) believed that making errors is necessary and a natural process of language learning.

First of all, it is important to define Corrective feedback (CF). Chaudron (1977) defined CF as "any reaction of the teacher which clearly transforms, disapprovingly refers to, or demands improvement of the learner utterance" (p. 31). According to Ellis (2009), feedback can be positive or negative. In pedagogical terms, positive feedback is viewed as important because it provides affective support to the learner and fosters motivation to continue learning.

On the other hand, negative feedback signals that the learner's utterance lacks veracity or is linguistically deviant. Lyster & Ranta (1997) point out that some issues of error treatment in second language classrooms in the past 20 years have continued to pose the questions framed by Hendrickson in his 1978 review of feedback on errors in foreign language classrooms. Should learners' errors be corrected? When should learners' errors be corrected? Which errors should be corrected? How should errors be corrected? Who should do the correcting?

Based on the question of how should errors be corrected? Some researchers believed that recast is one of the most effective strategies when correcting learners. Lyster & Ranta (1997) revealed that the teachers provided corrective feedback using recasts over half of the time while the other strategies are not so common in the classroom.

Supporting this idea, Taipale (2012) showed that recast was the type of feedback most used, followed by explicit correction and elicitation. Hernández Méndez, Reyes Cruz & Murrieta

Loyo (2010) found that the most reported techniques in teachers' interview were repetition of error and recasts.

According to the type of feedback that leads uptake, Fu (2012) demonstrated that recast was the most predominant and elicitation achieved the highest percentage of learner uptake. Egi (2010) showed that when learners acknowledged recasts as CF, they were more likely to modify the errors.

Despite Lyster & Ranta (1997) found that the most frequent corrective feedback type was recast, they discovered that it led to the least uptake. Panova & Lyster (2002) found a high frequency of recast with little learner uptake in adult English as a second language classes. Lochtman (2000) observed the preferences for recasts as feedback in German foreign language classes and also found little uptake.

Oliver (2000) showed that age was an important factor which affected learner's attempts to repair errors. In this study, he compared the differences between adult and child learners regarding corrective feedback. The results showed that adult learners were more responsive to corrective feedback than the child learners were. This researcher concluded that children might prefer simple feedback like recasts while the adults seemed to enjoy cognitive processing, such as confirmation and clarification request.

So far experts suggest that some of the most common techniques used in the classroom when talking about CF are: recast, repetition of error and metalinguistic techniques. However, there are some that have come up with other results such as Asari (2012), who concluded that recast is the less capable of eliciting uptake and it is not an effective technique in the classroom. In the particular context of Mexico, the country of my interest for this monograph, Sánchez Burgos (2011) showed that college students favored explicit correction strategies; that is, when they are explicitly told what the error was corrected.

There is another question in the field of CF framed by Hendrickson (1978) which leads to the controversy about the proper moment to correct the students. Murphy (2003) states that teachers' interruption of the students' discourse to provide correction might not only lead to

a breakdown in communication but also might put the student on the spot and thus inhibit his or her desire to convey the oral message.

Nevertheless, some researchers such as Rezaei, Mozaffari & Hatef (2011) showed in their article *Classroom Practice and Future Directions* that some Behaviorism schools considered errors as taboos and believed that they should be immediately corrected by the teacher. Abarca Amador (2008) mentioned that students prefer when they are clearly informed about their errors and feel confident when they are given the opportunity to correct their errors immediately.

It is believed by some that teachers have the responsibility to correct their students' errors, however, there are other participants that can provide corrective feedback in an English as a Second Language classroom. Teachers are often advised to give students the opportunity to self-correct and, if that fails, to invite other students to perform the correction (Hedge, 2000). Ahangari (2014) revealed that self-correction works much better than teacher correction.

Moreover, Doughty & Varela (1998) also suggested that teachers should encourage self-correction and if it fails, then provide the correction. These days some of the most used strategies in the learner -centered approaches are self-correction and peer correction, however, there are still questions about the learners' capacity to help each other in solving linguistic problems in their text.

Ellis (2009) mentioned in his article *Corrective Feedback and Teacher Development* that there could be many problems when using self-correction with learners: a) learners typically prefer the teacher do the correction for them, b) sometimes it could be hard for learners to self-correct themselves since not all of them possess the necessary linguistic knowledge and c) CF strategies signal that there is some kind of problem with learner utterance. Opposite to this idea, Walz (1982) pointed out that when the students are given the correct answers in an easy way, it doesn't establish a long term pattern for the learner.

Based on the previous studies about CF, it becomes evident that there is a gap in the literature about CF regarding teaching English to children. Therefore, there is a need to

conduct research in this line, and the purpose of this monograph is to contribute with my professional experience to these findings. For this, the following objectives have been set.

1.1 Objectives

- To describe a theoretical framework about oral corrective feedback in EFL learning.
- To describe my own teaching experience regarding oral corrective feedback in kindergarten.
- To compare and contrast my teaching experience in different grades.
- To asses my teaching experience regarding the corrective feedback strategies I have used.
- To provide suggestions and recommendations for teachers interested in working with kids in EFL or immersion contexts.

1.2 Justification

This monograph can be useful mainly for those English as a Foreign Language teachers who want to learn about the importance of corrective feedback, the different strategies to correct and their effects on the language learning process. Through the years, experts have come up with many strategies, techniques and methods in order to improve the teaching and learning process.

However, it is a fact that every student is different in some way and also each one learns in a different way so that they may need different kind of feedback. This work may assist teachers to help their students by using an adequate and efficient corrective feedback to encourage and motivate them to learn the target language.

During the last 4 years, I have had the wonderful experience of teaching in a kindergarten and even though the University of Quintana Roo offered us an outstanding English Language program, it did not fully train us to become EFL teachers at the kindergarten level; to face real situations with children or teach us what strategies of corrective feedback are appropriate to use with kids. Therefore, I expect that with my experience I can help other students who want to teach young learners.

Chapter 2. Contextual Framework

The *Instituto Cumbres,* is a private school that belongs to the *SEMPER ALTIUS* colleges. *Semper altius* is Latin and means "always highest". This motto encourages *Instituto Cumbres* students to be persistent, disciplined and to never give up their goals. It is located in *Antonia Plaza* No. 250, Col. *Jardines.* This school is considered one of the best schools in Chetumal due to its commitment not only to educate students but to train them in some important areas such as human, spiritual, social and intellectual.

Its mission is to create upright students that become positive leaders and convicted builders of justice and love in the community according to the principles of Christianity. Some of the main aspects in this school system are: personalized education, bilingual education, sports and religion.

- **Personalized education**

Teachers who work at *Instituto Cumbres* play an important role in students' lives. They have an important labor which is to try to understand students' past and present in order to have a whole picture about their strengths and weaknesses, about the abilities that each student has and with personalized advice help them to overcome their barriers and guide them to achieve their goals in life.

Moreover, the school intention is to be a fun and harmonious place for the students, to encourage them to learn, to be creative and inspire them to develop their personal talents and also to be in an appropriate space where they can make lifelong friends.

- **Bilingual education**

Kindergarten and lower elementary are fundamental for children not only in acquiring knowledge, but in beginning to discover themselves as they start to obtain their first values and principles.

The school knows that learning a second language is essential to face the world in a globalized society. To make this possible, it is important to begin this process since they are very young. Beside the four basic skills of the language: reading, speaking, listening and writing, the school uses other strategies to promote the acquisition of the language through other social activities, for instance, the Science fair and the cultural week.

However, in elementary school, junior high and high school, the school promotes the production of essays, projects, storytelling and stage play. Children start to learn English from preschool to high school.

Instituto Cumbres, *Chetumal* main objectives are:

- To speak English fluently.
- To have an excellent pronunciation.
- To read and analyze texts in a concrete and general way.
- To listen and comprehend a conversation.
- To be able to tell something using an extensive vocabulary.
- To socialize with English speakers.
- To write texts in this language.
- To be able to face a globalized world.

- **Sports**

Sports is one of the areas of the school's integral formation. When the students are kids, these types of activities help them to develop affective, social, intellectual and motor aspects. They can learn to work in teams, to be disciplined, to win and also in some occasions to lose.

The school is concerned about promoting spaces where students can get along with their families and also encourages opportunities where different families which have the same values and principles can get along together. *Instituto Cumbres* works with parents as a team. This means that they share the responsibility and it provides families the right tools to

train together; so that parents and the school can achieve that students grow to become good people.

Some activities that Cumbres does to create these spaces are: *Mini olimpiadas* and *Torneo de la Amistad.*

- *Mini olimpiadas*: This is a sport activity that the school organizes so that the parents and students can get along with their own family and with other families; at the same time, it promotes integrity, comradeship, and competition. It includes all the sections of the school; from preschool to college.
- *Torneo de la Amistad*: This is the most important international sport event from the *SEMPER ALTIUS* College. This event includes from elementary level to college students.

- **Religion**

When talking about *Instituto Cumbres* one of the first things that comes to our mind is: Religion. This is one of the most important aspects in the school since it promotes solid spiritual training in their students. This closeness with God helps them to realize about the significant things in life and also helps them to develop a sense of empathy with the people who surround them.   All the sections of the school since preschool to college have catechism which helps students to develop proper values and principles.
The whole institute comprises preschool, elementary school, junior high and high school.

- **Preschool**

Preschool is divided in 5 groups; Bambolino 2, Bambolino 3 and Preschool (Kinder 1, Kinder 2 and Kinder 3). The educational program of *Instituto Cumbres* of Chetumal is based on competences. This means that the school looks forward to create conscious students capable of dealing with real situations; that students not only acquire the appropiate knowledge but also the ability so that this knowledge arises. One of the principal

tools used in this educational program is the "game", which is an authentic activity of children that encourages a natural learning.

Comprehensive education

The comprehensive educational vision of *Instituto Cumbres, Chetumal* includes three main objectives:

- To teach by using complete academic programs that help students to achieve the necessary knowledge to successfully face this first stage of their life.

- To educate students so that they apply what they learned in their everyday life: sensibility, imagination and communicative capacity.

- To train happy children through discipline and the practice of virtues. To turn them sensible to the needs of others and help them.

Subjects

- Bambolino 2

Spanish subjects: life skills, language and communication, math, catechism, virtues, motor skills & music.

- Bambolino 3 and Preschool.

English Subjects: second language, science & social and cultural knowledge

Spanish Subjects: life skills, math, language and communication, virtues, catechism, music & computation.

Levels

Bambolino 2

Age: 1-2 years.

This grade is mainly focused on working with children's mother tongue. Also, they work with early stimulation and habits like eating properly, washing their hands, brushing their teeth, etc. Something really important of this grade is that children enjoy coming to school.

Bambolino 3

Age: 2 years

Children have their first experience with a second Language. Children start to speak their first words in English with teacher's help. In this grade, children focus on vocabulary; colors, numbers from 1 to 3, shapes: circle, square and triangle. Moreover, students should reinforce the basic habits of cleanliness that they have learned in Bambolino 2 and also work with their gross and fine motor skills.

Kinder 1

Age: 3-4 years.

Teacher should help children to become more autonomous and make them able to express their basic needs. Also here they start learning that there are rules that regulate their conduct, to follow instructions, and behave in particular situations. In English class they start to identify letters in the alphabet. They learn the name of the letters and their sounds. In math they work with numbers from 1 to 5; children have to identify numbers, count and make groups. In catholic formation children start to recognize between wrong and right and feel enthusiastic to practice good actions. As in the groups named before fine and motor skills also play an important role in this grade.

Kinder 2

Age: 4-5 years.

This is one of the strongest grades in preschool since children should familiarize with the reading and writing process not only in their mother tongue but also in English. Children reinforce the name of the letters and phonemes. Besides they start to segment and blend sounds.

The same happens in Spanish class, children start their written productions, read syllables and word formation. It is really important that children recognize the proper trace of letters in the alphabet. Here, rather than the gross motor skills the teacher focuses mainly on the fine ones, that the child holds properly the pencil and has a good position when writing.

Children start using complete sentences in English to express their ideas and the vocabulary learned in the previous grades. In math class children identify and count numbers from 1 to 20. Children should start to use their own strategies to solve basic problems of addition and subtraction. What is more, in catechism classes children begin to learn bible passages where children learn about Jesus' life and the desire of becoming like him grows inside of them.

Kinder 3

Age: 5-6 years.

The purpose of this grade is basically that children reinforce what they have learned previously. In English classes children focus specially on letters in the alphabet; segment and blend sounds, make spelling, they begin to identify nouns and verbs and also to identify the components of a sentence: naming part, action part and punctuation. Children might be able to story tell using their own words.

Also, children count with Science class which is divided in 4: life science, physical science, Earth science and space and technology. When talking about their mother tongue children focus on the reading and writing process. On the other hand, in math class children should produce orally numbers from 1-100 but when writing and counting children might use numbers from 1 to 20.

As I mentioned before motor skills play an important role in preschool. Consequently, children count with a special teacher who works with them in their fine and gross motor skills. Gross motor skills are involved in movement and coordination of the arms, legs, and other large body parts and movements.

They participate in actions such as running, crawling, swimming, etc. Fine motor skills are involved in smaller movements that occur in the wrists, hands, fingers, and the feet and toes. They participate in smaller actions such as picking up objects between the thumb and finger, writing carefully, and even blinking. These two motor skills work together to provide coordination.

To sum up, I might say that a really important thing that teachers should use in class are the centers. In preschool we have five centers:

- **Science center**: Children learn about plants and animals; what they need to grow (sun, water, shelter) their life cycle. They learn about healthy and unhealthy food, about living and non-living, about the properties of common objects (sink, float, and movement), about the characteristics of the day and night (sun, clouds, sky, starts, moon, and night) and about weather (cloudy, sunny, windy and cold) the clothes we should wear each type of weather. Teacher has children making experiments, observe and describe.

- **Math center**: Children work with numbers and shapes (circle, rectangle, and triangle, square). Moreover, children not only identify the numbers but are capable of making groups, compare and contrast which group has more, which one has less, describe the properties of the objects and solve basic problems.

- **Language center:** Children learn the letters in the alphabet. Their names and sounds and also depending on the grade it becomes more complex. In K2 and K3 children begin to work with minimal pairs. Children start to recognize their names and other texts. They start to familiarize with books (front cover, back cover, tittle, author, pages). Each classroom has a small library with books and magazines.

- **Symbolic game center:** Here basically children make role-play. In each classroom children have a toy kitchen, some fruit, vegetables and other toys in order that children can imagine some situations and act according to it.

- **Arts and crafts center:** In this center children should use different materials like colors, paint, paper, crayons, watercolors, scissors, clay and so on in order to create different things depending on the topic.

Teachers should use at least twice a week these centers by doing and activity or game with children. The main purpose about these centers is to have children active; to change the routine of having the children sit and listening. In this way children feel more enthusiastic and the learning process becomes easier because they always learn by having fun.

Festivals

Instituto Cumbres believes that family plays a very important role in students' life especially when they are really young. Therefore, in preschool the school promotes the organization of special events such as father's day, mother's day, grandparent's day, children's day and other types of festivities where parents can spend time with their children and have fun.

Chapter 3. Theoretical framework

Corrective feedback has become a highly controversial issue in Second language acquisition since experts realized that making errors are necessary in the learning process. Hendrickson (1978) assumed that errors making is stated to be not only an inevitable but also a necessary part of language learning. However, it is really important to know that errors should be treated in a proper way in order not to harm learners' knowledge and attitude.

In this section, it is going to be included error's definition, error types and cause of errors. Then, you will find Corrective feedback's definition according to different authors. Moreover, something really important to take into account is how learners feel toward the learning process, this also can indicate if they are achieving their purposes in an effective way. Therefore, some studies about learners' uptake are also included, the effectiveness of CF as well as the CF strategies in this process. Finally, it is going to be explain how different kind of errors are corrected during participants' interaction.

3.1 Error

According to Taipale (2012) a learner error is the center of the study of corrective feedback. Allwright & Bailey (1991) stated that error is a variation from the norms of the target language. However, this definition could be uncertain due to the fact that English has many varieties and it is hard to determine which is used specifically for the term "norm".

Moreover, some researchers may found differences when talking about error and mistake. Corder (1967) defined error as a deviation that comes from the result of the lack of knowledge of a particular form. It also helps to indicate a learner's stage in the interlanguage development. On the other hand, Brown (1994) says that mistakes are seen as hesitations, slips of the tongue and irregular ungrammaticalities.

Throughout the time, the term "error" has been seen as something negative not only by teachers but also by students. They relate it with words such as failure, punishment or

obstacle, therefore if teachers don't know how to treat errors, students' attitude could be harm during the process and instead being motivated they would adopt a repressive attitude towards learning.

Skinner (1957) believed that the language learning process was a habit formation, consequently, an error was seen as something negative which had to be avoid in order not to contribute with the bad formation habits. On the other hand, Chomsky (1959) stated that the language learning is not an automatic process where learners have to memorize without processing the information, but it is a mental one where they have to test some previously formed hypotheses against positive evidence. This cognitive process of rule formation may be modified by negative evidence, which is called correction.

Cognitivists believe that each learner has its own language system called Interlanguage (Selinker, 1972). In other words, the learner is regularly getting new knowledge and going through different stages that characterize a learner's progress (Ellis, 1994).

Additionally, Corder (1981) exposed that errors help teachers to indicate how far the learners are towards the goal. What is more, he believes that despite seeing errors as obstacles, teachers should take advantage of them and perceive them as indicators in order to apply appropriate steps to treat learner's difficulties.

3.2 Error types

Mackey, Gass & McDonough (2000) and Nishita (2004, cited by Yoshida, 2008) categorized errors as:
1. Morphosyntactic error. Learners use word order in an incorrect way, also tenses, conjugations and particles.
2. Phonological error. Learners mispronounced words.
3. Lexical error. Learners do not use vocabulary properly or they switch to L1 due to a lack of lexical knowledge.
4. Semantic and pragmatic error. Misunderstanding of a leaner's utterance, although there is not any grammatical, lexical or phonological error.

3.3 Causes of errors

Touchie (1986) explains that there are two major sources of errors in second language learning which are:

> Interference from the native language and the other one can be attributed to intralingual and developmental factors. Interlingual errors can be also called transfer or interference errors and they occur due to the influence of the native language. Intralingual errors happen due to the difficulty of the second/target language (p.77).

3.4 Corrective feedback

Over the last past years, many controversies have been made regarding to corrective feedback and it continues growing especially in the second language acquisition process. This due to the fact that researchers and teachers are concerned about the correct treat that errors should receive when these occur. What is more, there are different types of errors but also there are different kind of learners and not all of them prefer to be corrected in the same way.

Lightbown & Spada (1999) mention that CF refers to an indication given to the learners so that they can realize they have made an incorrect use of the target language. When a language learner says, "He eat pizza", corrective feedback can be explicit, for example, "no, you should say, eats not eat" or implicit "yes, He eats pizza".

According to Abarca Amador (2008) and Sánchez Burgos (2011) who discovered that students show a preference towards explicit correction, which means that the teacher clearly notifies the learner that an error has been made and then the teacher explains the learner the reason of his or her error. On the contrary, they realized that students didn't like strategies such as recast or repetition. Implicit correction refers when there is less interference and the learner continues with the conversation without any interruption (Long, 1996).

3.5 Learners' uptake

According to Allwright (1975) some years ago learner's uptake was seen as what the learners state to learn from a lesson. However, today this term has a close relation with CF and it is how the learners respond to a teacher move. Lyster & Ranta (1997) define uptake as "a student's utterance that immediately follows the teacher's feedback and that constitutes a reaction in some way to the teacher's intention to draw attention to some aspect of the student's initial utterance" (p. 49).

Ellis, Loewen & Erlam (2006) include also student-initiated focus on form on its definition. There is a difference between a teachers' response and a feedback move. For example, when a student asks a question about a linguistic form, the teacher provides a response. This gives a student a chance to react, which is counted as an uptake.

According to Lyster & Ranta (1997) when learners are able to correct themselves an initially incorrect utterance is called repair. Ellis et al. (2006) pointed out that a successful uptake showed that the student understood the corrective aim and in long terms is capable to use the form in a proper way.

Fanselow (1977) focused on how teachers treated oral errors in their classes. In this study, eleven experienced ESL teachers were videotaped giving the same lesson to one of their classes. The analysis yielded a table of 16 different treatment types and the frequencies of their use. The results showed that 'recast' was the most common treatment.

Chaudron (1977) had a special interest in how learners respond to feedback (learner uptake) and remarked that a "successful correction" after CF is a sign that an effective corrective treatment has been made. Chaudron not only made a significant contribution with his study concerned in corrective interaction but also he carried out a list of different types of corrective reactions. Many kinds of 'repetitions' were mainly used as feedback.

Another study was carried out by Lyster & Ranta (1997) during subject matters and French language arts lessons. The grades took into account for this work were 4-6 and for most of the students the immersion program had started in grade 4, their proficiency level was considered intermediate. The lessons were analyzed throughout different focus on error

such as feedback and uptake. The Results of the different types of feedback that were distinguished when teachers' response to learners' errors showed that 55% used recast, 44% elicitation, 11% Clarification request, 8% Metalinguistic feedback, 7% Explicit correction and 5% Repetition. It was observed that "recast" was the most used technique of each teacher. The popularity of recasts was suggested to be due to the intermediate proficiency level of the students since it is easier to give a correct model of forms which are beyond the students' current interlanguage, than to try and push them in their output.

3.6 Effectiveness of Corrective Feedback

Throughout the time, many studies have been made in order to discover the effectiveness of Corrective feedback. Chaudron (1977) made an investigation about the different types of CF provided to French immersion students by their teachers. In this study he realized that even though there was a lot of teacher feedback that was not take into account, there were some types of CF (repetition) that guide learners to more immediate reformulations.

In a descriptive study with adult learners of French as a foreign language, Doughty (1994) also observed many different types of teacher feedback and found that the most common were clarification requests, repetitions and recasts. Sheen (2004) compared in her study the frequency of recasts in immersion, communicative English as a second language and English as a Foreign language context. It was observed that 60% of all the feedback moves include recasts.

Moreover, other descriptive classroom studies (Havranek, 1999; Lochtman, 2000; Lyster & Ranta, 1997; Panova & Lyster, 2002) concluded that the most frequently used was the recast. However, in contrast to recast, other studies regarding metalinguistic feedback were made, this is an explicit type of corrective feedback where the teacher specifically explains the learner where the error was. An important advantage that has been observed over recast is that it is self-evidently and allow learners to realize about the corrective intentions of feedback (Rezaei et al., 2011).

Supporting this idea, Ellis et al. (2006) discovered that metalinguistic feedback is more effective than recast in grammar terms by lower EFL learners. Their results yielded that

explicit corrective feedback is more beneficial than the implicit one. Carroll & Swain (1993) investigated the effects of different types of feedback on the acquisition of English and they realized that the groups that were treated with explicit feedback had a better performance than the others.

3.7 Strategies used in corrective feedback

A) Recast

Spada & Fröhlich (1995) named this strategy "paraphrase". The teacher reformulates student's error in an implicit way. This strategy does not include phrases such as "use this word" or "you should say" (Lyster & Ranta, 1997). Some examples of recasting are going to be presented below.

Recasting from grammar
S. They is happy.
T. They are happy.

Recasting for syntax
S. May I water drink?
T. May I drink water?

Recasting for vocabulary
S. Do you want to eat race?
T. Do you want to eat rice?
(samples of my own)

B) Clarification request

This strategy is applied when the learner's utterance has not been understood or it included some kind of error, thus a reformulation is needed. In this technique the teacher can help students with phrases such as: "Excuse me" or "sorry" (Spada & Fröhlich, 1995).

S. She go to the bathroom.

T. Sorry?

(sample of my own)

C) Metalinguistic feedback

Lyster & Ranta (1997) point that without providing students the correct form, the teacher can help students by posing some questions or giving information so that they can correct their own utterance. Some phrases that teachers can use in order to guide students are: "That is not how we say it in English" or "Do we say it like that?".

S. I eat pizza yesterday.

T. Do we say eat?

(sample of my own)

D) Elicitation

In this strategy the teacher repeats part of the learner utterance without mentioning the erroneous part, consequently the learner should realize and self-correct his error (Riestra Carrión, 2016).

S. Who did you studied with?

T. Who did you….?

(Sample of my own)

E) Repetition of error

The teacher repeats the learner's wrong utterance in order to help student elicit the correct form. The teacher is allowed to emphasize or to adjust intonation so as to highlight the error (Lyster & Ranta, 1997).

S. Pamela and Sofia are girl.

T. Pamela and Sofia are GIRL.

S. Pamela and Sofia are girls.

(Sample of my own)

F) Body Language

In order to correct students, the teacher uses a facial expression or a body movement to indicate that the learner just made a mistake. This strategy does not allow teacher to use an oral response.

S. I have a party yesterday.
T. (Moving the hand to indicate past)
S. I had a party yesterday.
(sample of my own)

G) Explicit correction

In this strategy the teacher clearly indicates that the learner's utterance was incorrect and also he helps learners by giving the correct form (Lyster & Ranta, 1997).

S. Where did you studied?
T. We don't say "studied". "Did" indicates past tense.
(sample of my own)

3.8 Participants in corrective feedback

When talking about Corrective feedback, the teacher is not the only one that can do the correction, there are many possibilities where participants can interact regarding to an ESL. Some are:

A) Self-correction

In this strategy the learners realize that he has made a mistake and repairs the utterance by himself. This technique involves students in their learning process since they directly participate in the correction of their errors (Murray & Zybert, 1999 cited in Kamilla Bargie l-Matusiewicz, 2009).

B) Peer correction

This strategy gives students the opportunity to correct one another. Hernández Méndez et al. (2010) explains different reasons why learners appreciated this technique; it promotes learners' interaction, the teacher is capable to observe student's abilities while they interact, and last but least the students become less teacher dependent.

C) Teacher-correction

This strategy refers basically when the teacher is the one doing the correction. The teacher knows his students; therefore, it is easier for him to put things simply so that the students can understand their mistake (Davies, 2006).

Chapter 4. My own professional experience regarding corrective feedback

In this chapter I am going to talk about my professional experience after teaching children for 5 years now. During my teaching journey I have had to decide which strategies to use, which would be the best way to correct kids, when would be the best moment to correct them, and so on.

Therefore, I relate my experience wishing it could be useful for all the students who want to become English teachers, especially for those who want to work with children. Also, I hope they find effective all the strategies mentioned because they have been useful in my teaching experience.

4.1. Who should correct?

Self-correction could be pretty helpful but when working with older kids. When I taught kinder 1 which are kids around 3 years old I didn´t use self-correction pretty often because they hardly understand when they make a SL mistake and they usually expect that the teacher corrects. However, when teaching kinder 2 which are kids of 4 years old I noticed they are a little bit more mature and sometimes they are capable to distinguish when they make a mistake and correct themselves. In my teaching experience I noticed that when children are capable to correct themselves the learning is more significant rather than when the teacher corrects. So, to me self-correction resulted an effective technique when working with older kids.

Teachers are often advised to give the students the opportunity to self-correct and, if that fails, to invite other students to perform the correction (Hedge, 2000). These example makes me reflect the times that teacher corrects without giving children the chance to correct themselves. Depending on the age I think self-correction could be a good technique to use in the classroom in addition to peer correction without leaving behind teacher's guidance.

Mackey et al. (2007) Nishita (2004, cited by Yoshida, 2008) categorized errors as:

1. Morphosyntactic error. Learners incorrectly use word order, tense, conjugation and particles.
2. Phonological error. Learners mispronounced words.
3. Lexical error. Learners use vocabulary inappropriately or they switch to L1 due to a lack of lexical knowledge.
4. Semantic and pragmatic error. Misunderstanding of a leaner's utterance, although there is not any grammatical, lexical or phonological error.

I think that one of the best moments to use teacher correction is when children present phonological errors. This is an example of my Kinder 2 class:

T: Let's review some words that begin with "s". Repeat with me: school.
S: Eschool.
T: Let's try all together one more time SSSchool.
S: Ssschool.

When working in pairs and collaborative learning I usually try to organize children in a way that the one with higher English level helps the one that is having difficulties and at the same time I promote peer correction.

This is an example of lexical error I observed when teaching Kinder 2:

T: Today we are going to work in teams and we are going to classify living things and non-living things. We are going to put living things in the green box and non-living things in the blue one.
L1: Ball is non-living! (He puts the ball in the blue box)
L2: A vac is living!
T: What toy is this?
L2: It's a vac!
T: L1 Do you think this is a vac?
L1: No, it's a cow! It's a living thing!
L2: It's a cow! It's a living thing!

T: Great job boys! Let's put the cow in the green box!

Moreover, I don't think self-correction would be the best option when talking about morphosyntactic errors since children don't possess the necessary linguistic knowledge so the teacher should be the one in doing the correction. Peer-correction may not be helpful either because of the lack of linguistic knowledge; they are very young to understand grammar rules. However, I realized that as the time goes by children get used to listen and repeat the same things and at some point some children could be able to self-correct themselves.

Kinder 2 Class

T: Does everyone get to school? Who is absent today?
L1: No, Alanna is absent.
T: Only Alanna is absent today?
L2: No, Alanna and Sofia *is* absent today.
L1: Yes! Alanna and Sofia *is* absent!
T: Alanna and Sofia *are* absent today.
L1 and L2: Alanna and Sofia a*re* absent today.

Personally, the technique I found more useful when teaching younger children is teacher's correction, however, there are moments where I found out that peer correction could be pretty helpful too. One of those moments could be when teaching vocabulary, since some children have a wider range of words in SL than others and when working in teams I don´t only promote collaborative learning but also peer correction.

Last but not least I will say that self-correction is an amazing technique when teaching older children, when children are more mature and capable of identifying their mistakes. I discovered that self-correction not only would make their learning process more significant, but it also will motivate and encourage them. I have noticed that when children identify and correct their own errors is more difficult that they make the same error again rather than when the teacher corrects.

4.2. How should we correct?

When working with kindergarten children I realized that monitoring my students is extremely important because making errors is something inevitable but this doesn't mean that they are not learning, on the contrary, they are constantly learning. However, it's my duty to detect in which stage of the learning process they are and apply the appropriate CF strategies in order to help them.

Moreover, I agree with the study conducted by Lyster & Ranta (1997) where they observed four French immersions classes and concluded that recast was by far the most widely used strategy. I believe this is the most useful when teaching children. In fact, I admit I have found myself using this technique more often than the other ones.

This is a recast example of my 4 years old students (K2 class):

L: I am a book.
T: Oh! You have a book.
L: Yes, I have a book.

Another great strategy I use a lot is body language. When teaching children body language is such a wonderful technique to use because they just love it. Kids feel like learning and playing at the same time. When teaching vocabulary, I always use body language to explain words they don't remember or they are about to learn. Children seem really enthusiastic trying to guess the words. It resulted effective for me in both grades k1 and k2.

T: Today we are going to review the parts of the house. T shows a house and asks what do we do in the kitchen?
L: I sleep.
T: Do you sleep in the kitchen? (T mimes cooking and eating)
L: I eat!

I believe that body language could be used not only as a technique but as a strategy to make children feel more comfortable in the classroom, to motivate them and to appraise students'

success. I always try to show a big smile when they do something right, high five, to congratulate when someone does an awesome job, to use many gestures, etc.

Here is a body language example I made with my k1 class:

T: What color is the table? Let's use a complete sentence.
L: The table blue.
T: (The teachers shows a surprised face)
L: The table is blue.

Oliver (2000) showed that age was an important factor which affected learner's attempts to repair errors. In my experience I have noticed that children see errors as something natural, they don't feel judged or intimidated as long as the teacher uses a sweet and kind way to correct him/her. Hence, body language could be an extraordinary way to encourage them since they absolutely love this; they feel so motivated and happy.

To them is so important to feel supported by the teacher and furthermore the teacher should always reinforce as Corder (1967, 1981) believed errors shouldn't be seen as obstacles but take advantage of them as seeing them as indicators to apply the appropriate steps.

Repetition could be a good strategy with older and mature children, the same case as self-correction. Personally, I noticed that children do not respond as well as they do with recast. Most of the time children don't realize when teacher corrects when using repetition. For example:

T: How are you today?
L: I happy.
T: I happy?
L: Yes! I happy!

In contrast to Doughty (1994), who observed many different types of teacher feedback and found that the most common were clarification requests, repetitions and recasts, I think that for children recast is the most appropriate one because they are not able yet to comprehend strategies such as clarification request or confirmation.

Another strategy which I believed is useful when teaching children is explicit correction yet it should be a short explanation since they are not able yet to comprehend the whole explanation of their mistakes this due to the lack of SL plus it could be confusing for children in their learning process.

T: How are you today?

L: I have sad.

T: I have sad or I am sad?

L: I am sad.

Personally, the strategy I found more useful when teaching younger children is teacher's correction, however, there are moments where I found out that peer correction could be pretty helpful too. One of those moments could be when teaching vocabulary, since some children have a wider range of words in SL than others and when working in teams I don´t only promote collaborative learning but also peer correction.

Last but not least I will say that self-correction is an amazing strategy when teaching older children, when children are more mature and capable of identifying their mistakes. I discovered that self-correction not only would make their learning process more significant, but it also will motivate and encourage them. I have noticed that when children identify and correct their own errors is more difficult that they make the same error again rather than when the teacher corrects.

4.3.   When we should correct?

I will describe according to my teaching experience the best moments to give corrective feedback to the students.

When using recast I try to correct my students immediately since if I do it at the end of the class, children lose the thread yet they don't realize when the teacher corrects or they don't respond as the teacher expects.

T: We will learn letter M.

L: *Me hago* to the bathroom?
T: Yes, go.

When the L comes back

T: May I go to the bathroom?
L: ok.

However, if the T corrects at the moment and encourages children to use the appropriate sentences, children will get used to ask in the correct way and also notice their errors.

T: We will learn letter M.
L: *Me hago* to the bathroom?
T: May I go to the bathroom?
L: May I go to the bathroom?
T: Go.

Another worrying problem about not correcting children immediately when they make an error is that they are like sponges that acquire all the knowledge they can every day, every moment and every second yet if the teacher doesn't correct as soon as he/she listens the mistake, the child will keep repeating the word in a wrong way and then it is really hard to correct that word.

In addition, working in teams is a great way to promote peer correction yet it is really important that the teacher monitors closely what students say and talk because when they try to correct their classmates sometimes they don't count with a wide vocabulary in L2 and they can affect the learning process.

T: We are going to work in teams to draw all the things we see during the day and during the night.
L1: I see the *luna.*
L2: Es lun.
L1: I see the lun!
T: I see the moon.

L1 and L2: I see the moon.

On the other hand, when teaching a global class, I would prefer recast and do the corrections immediately however when children are working in their books I would rather prefer personalized and explicit correction to be sure that they comprehend where the error was.

Usually children tend to be really enthusiastic about getting involved and being part of their learning process which I believe this helps a lot to see errors as something natural. In general, I have noticed that children don't feel judged or intimidated when the teachers correct, on the contrary to adults that are a little bit more receptive and feel inhibited when the teachers correct them.

Of course that even though children are extroverted by nature there are some cases where children are shy, they don't like to talk in public or they don't like to participate in class. In those cases, I prefer not to ask him/her directly but to ask a general question and also to correct immediately and in a general way so that he/she doesn't feel exposed.

T: Do you remember words with S?
L1: Snake.
L2: *Sombrilla.*
T: Is *sombrilla* an English word?
L3: No, umbrella.

According to Schachter (1991), correction can be whether explicit or implicit. He explains that explicit correction is when the teachers let the learner know the reasons of his or her errors. However, Long (1996) suggests that in the implicit correction there is less interference and the learner continues with the conversation without any interruption.

I have noticed that children have a better response when they are corrected at the moment plus the learning is more significant for them. On contrary, when the teacher waits at the end of the class or after a while students won´t realize what the mistake was. Furthermore, the strategies I found more useful when correcting at the moment are recast and explicit

correction because there was student uptake. With regard to my emotions about working with children I have realized that their spontaneity and their enthusiasm become contagious so I do not fear they will be affected with the correction provided since the feedback goes back and forth.

4.4. What to correct?

I focus my corrective feedback depending on the grade I am teaching since when working with children there are many factors that affect the learning process such as: age, maturity, gender, attitude, and so on. According to my teaching experience I realized that boys tend to be more immature than girls, they preferred to be playing instead of working in class so that this is helpful information that the teacher should take into account when correcting.

Chaudron (1977) investigated the different types of CF provided to French immersion students by their teachers as he focused a little bit more on feedback on oral productions while Ashwell (2000) paid attention to the feedback on written productions and he found that students relied more on the form feedback rather than on the content feedback.

Personally I suggested that when teaching kindergarten children, the feedback should be focus more on oral productions rather than writing. Agreeing with Kepner (1991) who concluded that feedback on written compositions is ineffective for developing student's grammatical accuracy.

At their age not all the children are interested in writing feedback as in oral praises. Children are in the reading process so not all of them give the importance to a writing comment in their book as a "¡well done! Or "¡Excellent job!". For children is more significant that teacher praises them in an oral way, giving them stickers or happy faces.

When teaching the first grade of kindergarten I focus more on vocabulary rather than grammar or pronunciation. At this age, children are too young to understand the grammar rules and some of them haven't developed their language so that they are not capable of pronounce all the words in correct way yet they are little sponges that repeat and repeat all the things that teacher says in their own way.

T: Do you know words that start with letter s?

L1: Estar.

T: Ssstar.

L1: Eeesstar.

T: Ssssstar.

L1: (silence)

Because of the lack of L1 sometimes children present some troubles when trying to pronounce some words properly in L2 and if the teacher pushes them, the children could become frustrated because even though they are trying, their language is not ready yet. This is one of the main reasons I don't force my students but encourage them to say all the words they know without focusing too much on the pronunciation.

When teaching second grade of kindergarten children are more conscious of their errors and their language is clearer and fluid however they are not so ready yet for grammar corrections. In this grade I try to encourage my students to enrich not only their vocabulary but also their pronunciation.

Furthermore, when children get to third grade they are ready to be corrected in their writing skills, pronunciation, vocabulary and grammar. I believe here is where teacher could make the perfect combination of oral and writing feedback. At this age children value not only the words but also they become interested on trying to read the accomplishments and corrections teacher writes on their book.

Lyster & Saito (2010) found, when researching the effectiveness of oral CF, was that it was especially good for young learners. Personally, what I correct the most in my students is their oral productions in the first grade while in second grade I try to focus on oral and writing productions and I usually try to make oral corrective feedback because I have noticed it is more significant for most of them.

Chapter 5. Conclusions

When doing this monography, I realized about the strategy that I use the most, and also about different ones that I didn't deeply knew but when reading and researching I started using, some of them were really effective and some of them just didn't work with children. Therefore, I hope that this work helps other teachers who want to teach children since this isn't an easy job.

To me, self-correction could be a great strategy when working with older children around 4 to 6 years. Plus, I discovered that children are actually capable of using this strategy and also is more significant when they correct their own errors. It is important to mention that to me this technique works specially when correcting phonics, however, when correcting morphosyntactic errors it is really hard that children could correct themselves because of their lack of linguistic knowledge.

When talking about who should correct in the classroom, I noticed that teacher's correction is more effective and it has worked well for me. However, sometimes when teaching vocabulary, I try to use also peer correction because some children learn the new words so easy that they are enthusiastic to help others.

Furthermore, when focusing on how to correct I have many strategies which I usually apply in my classroom. Following Lyster & Ranta (1997) who observed and concluded that recast was the most used strategy I should say that I completely agree with them since I use it more than the others.

As they are little, they repeat all the things that the teacher says, therefore, I discovered that this strategy helped me since they repeated after me and then they were able to correct their errors by themselves. Regarding my teaching experience another effective strategy when working with children is body language. This is a "must" strategy, children' uptake is effective, they understand and comprehend what teachers want them to learn with any need of using translation. To me, implicit strategies have lead more learner's uptake rather the explicit ones.

In Contrast to Long (1996) who suggests that in the implicit correction there is less interference and the learner continues with the conversation with any interruption, I believed that it doesn't work when teaching children, if the teacher continues the class with any interruption the child will never be aware of his/her errors. Children are little sponges that are constantly learning new words and we need to correct as soon as we listen those errors so that as the time goes by children become aware of their errors and they correct them by themselves.

On the other hand, when we talk about what is more important to correct in the classroom when working with children I think it depends on children's age. One of the main objectives when working with first graders is "vocabulary", that they learn as many words as they can. I am not saying that if a child mispronounces a word we don't correct it but because of their age some of them can't talk fluent yet or pronounce words correctly. However, in second grade of kindergarten I try to correct both, not only vocabulary but pronunciation.

At the same time, I contribute with one of the school's main objectives which is that children get fluency and good pronunciation when speaking English. When they are a little bit older they can focus also in grammar and we can encourage them to use simple and coherent phrases. Age plays such an important role when talking about what to correct, because if teachers force children to pronounce certain words or to use appropriate grammar when talking, but because of their age they don't feel prepared to do it we are going to frustrate them, consequently the learning process is going to be affected.

Chapter 6. Suggestions

I will start by saying that even though most people think that working with children is an easy job, especially when teaching at kindergarten, I have to say that it is not, however, it is one of the greatest and rewarding jobs. Teachers should know that they need to have specific strategies when working with children, plus they have to be preparing and searching different ways to motivate children every day.

Practica docente is one of the subjects that *Lengua Inglesa* students have and it is really useful since the students learn how to prepare material, the appropriate tone of voice, and so many things that are useful but become really difficult when you are in a real situation. I believe that students get the theory but the practice is really different.

Furthermore, the program is limited since students does not have a special subject that guide and prepare students, especially future teachers who want to work with children. It is important to mention that students take *Práctica docente* classes, which help students, however, in my opinion I think is important that before taking that class students received strategies about how to correct, how to speak to a child, what to focus on when working with young learners, and many things that are necessary to take into account since it is not the same at all when teaching adults.

Another important thing to mention is that when doing this monograph, I found really difficult to identify the strategies I use when I correct my students because as I mentioned before we do have the theory but we don't know how to use these strategies. I would recommend some subjects where teachers experiment a little bit more real situations and get prepared to face them.

Finally, I will end with this special suggestion which is to invite those who are teachers or those who are going to become teachers to constantly update their strategies and knowledge. We need to reflect about our students and be conscious that all of them are different therefore all of them should be treated and corrected in a special and different way.

Some teachers don't consider their student's necessities when teaching or correcting in the classroom or they are not event aware of the importance of corrective feedback which is worst. CF is an everyday tool in the classroom so I invite all the future teachers to research and prepare themselves about the valuable strategies that we can use when teaching.

Moreover, if a strategy is not working in your classroom or with a child change it. If we don't take into account, all the factors that involves teaching and correcting we can deeply affect our student's learning process regarding their confidence and interest when learning another language. When working with children it is important to know that if we don't correct them in a proper way, but we force them or make them feel inhibited we can also affect them psychologically since at this age they are creating their own personality.

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