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Riobamba, Ecuador 2025.

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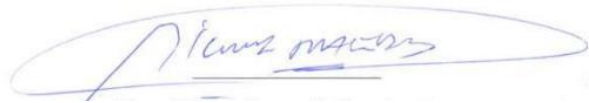
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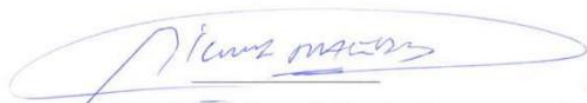**COMMITED MEMBER**

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Mgs. Miguel Fernando Paredes Amoroso

TUTOR

DEDICATORY

To God, for the strength and guiding on the way. To my husband and daughter, for being my greatest motivation and support. To my parents, my siblings and family, for their support. words of encouragement. To my teachers, for their help and kindness during difficulties. I am deeply grateful to each of these people who were part of this achievement.

Karen Gaguancela

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I thank God for being my refuge, my strength and keep going when I could not go on longer. To my little family, my husband and my daughter, thank you for your love. To my parents and siblings, thank you for every word of encouragement, for your faith in me and for teaching me not to give up. To all my family and friends, thank you for being there, for listening to me, for accompanying me even in silence. And to my tutor, thank you for your guidance, your time and patience with me.

Karen Gaguancela

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RESUMEN

Las limitaciones derivadas del uso de métodos tradicionales en la enseñanza del inglés han sido consideradas como un factor clave que afecta el desarrollo de la habilidad oral, razón por la cual se ha planteado el uso de estrategias activas como la retroalimentación. En esta investigación, fue analizada la efectividad de la retroalimentación como una estrategia aplicada para fortalecer la habilidad oral en estudiantes de sexto grado de la Escuela de Educación Básica "Dr. Leonidas García Ortíz". Para ello, fueron utilizados tres instrumentos: una guía de observación, un registro de retroalimentación y una entrevista semiestructurada, mediante los cuales fueron identificados el nivel inicial de desempeño, aplicado la estrategia y evaluados sus efectos. Mejoras notables en aspectos como pronunciación, fluidez, vocabulario, interacción y construcción de oraciones fueron evidenciadas tras la intervención. Estas mejoras fueron asociadas al uso sistemático de distintos tipos de retroalimentación, los cuales permitieron corregir errores, incrementar la participación y reforzar la confianza al hablar. A pesar de los avances, ciertas dificultades persistieron, por lo que se consideró necesario mantener el acompañamiento docente en etapas posteriores. En conclusión, la estrategia de retroalimentación fue considerada efectiva para promover el desarrollo de la habilidad oral en inglés.

Palabras claves: Retroalimentación, Tipos de retroalimentación, Habilidad para hablar, Enseñanza del inglés.

ABSTRACT

The limitations derived from the usage of traditional methods in teaching English have been considered a key factor that affects the development of oral skill, which is why the usage of active strategies such as feedback has been proposed. In this research, the effectiveness of feedback was analyzed as a strategy applied to strengthen oral skills in sixth grade students of the "Dr. Leonidas García Ortíz" School of Basic Education. For this, three instruments were used: an observation guide, a feedback record and a semi-structured interview, through which the initial level of performance was identified, the strategy was applied and its effects were evaluated. Notable improvements in aspects such as pronunciation, fluency, vocabulary, interaction and sentence construction were evident after the intervention. These improvements were associated with the systematic use of different types of feedback, which made it possible to correct errors, increase participation and reinforce confidence when speaking. Despite the progress, certain difficulties persisted, which is why it was considered necessary to maintain teaching support in later stages. In conclusion, the feedback strategy was considered effective in promoting the development of oral skill in English.

Keywords: Feedback, Types of feedback, Speaking skill, Teaching English.

CHAPTER I

REFERENTIAL FRAMEWORK

1.1   Introduction

The low level of English proficiency in Ecuador has been reported in recent national and international studies, positioning the country among the lowest in Latin America (Azizi et al., 2022). This situation has been attributed to the continued use of traditional teaching methods, which limit student interaction and hinder the development of communicative skills, particularly speaking (Sooyeon et al., 2025). It has been recognized that in teaching strategies, the teaching of speaking skills in English comes first.

This is how the present research sought to analyze the speaking skills of sixth-grade students of the Basic Education School "Dr. Leonidas García Ortíz," in the city of Riobamba, Ecuador. A qualitative case study was conducted in the students' actual classroom during their English classes, where, among other classroom activities, speaking was also taught. Candidate students' speaking skills were initially assessed using an observation guide, and finally a semi-structured interview was conducted with the students.

During the teaching intervention, different types of feedback were employed: direct and indirect feedback, recasts and corrective feedback, as well as feedback from peers, which was feedback that was derived from the students' specific weaknesses in speaking English. After the teaching intervention, students showed more advanced skills in their English pronunciation, fluency, sentence structure, and even more confidence was noted. The students also showed a positive attitude toward the feedback that was provided, describing it as beneficial and motivational.

As a means of contributing to the field of English language teaching with empirical evidence regarding the value of feedback to improve speaking skills, this study sought to help teachers with practical strategies to improve speaking skills of learners in the EFL classroom. The results of this study can be a guide to teachers who want to facilitate the improvement of learners' speaking skills.

1.2   Problem statement

Difficulty in developing English speaking skills has been reported among Ecuadorian students in many schools, despite the fact English has been recognized as helpful for students'

future academic and occupational progress, students have been recorded as having low overall English proficiency. This has been associated with the fact English has been taught through traditional, ineffective, and one-way, as in, the English language is taught without the students having a chance to use the language for real communication. Students have been recorded to lack confidence in their speaking skills and fluency, and oral tasks have been avoided due to anxiety and fear of making errors.

This has also been the case in Chimborazo and especially the city of Riobamba. In Riobamba, real communication in English has also been discouraged, and as a result, English classes have focused on isolation of specific language components, such as grammar and reading. English speaking opportunities have been reduced, and students' engagement in oral tasks has further worsened. This has been the case with many teachers, and classroom observations have been made in order to explain the low speaking participation of students and their incorrect English pronunciation. Because of this, students' speaking skill has not been developed as expected over the school year (Gong et al., 2022).

At the Basic Education School "Dr. Leonidas García Ortiz" in Riobamba, several difficulties in speaking skill development have been identified among students. During pre-professional practices, challenges such as inaccurate pronunciation and lack of fluency were frequently observed, which resulted in student insecurity and reluctance to participate in oral tasks. There has been a chronic use of traditional methods of instructing students with little to no integration of feedback; this, of course, has led to a multitude of complications. The implementation of feedback as a teaching strategy to be utilized at the pedagogical level is a step toward addressing this issue, with hope that it will also assist students in overcoming their anxiety barriers to make them more confident and engaged in their speaking participations (Paredes, 2024).

1.3   Problem formulation

What is the effectiveness of the usage of feedback as a strategy for developing the speaking skill in 6th EGB students of the school of Basic Education "Leonidas García Ortíz", during the academic term 2024-2025?

1.4   Justification

The decision to carry out this research was based on the need to address the speaking difficulties faced by English learners in Ecuadorian classrooms, especially in public education settings where limited resources and traditional methodologies prevail. Prompted by their fear

of the speaking activities, students exhibit insecurity, low confidence speaking, and overall, little assistance while their informative and communicative competencies are restricted.

Guided assistance, or feedback as it is called in the technical literature, has been identified as an element of the learning process. Feedback not only helps the learner to see the errors in their products, but it additionally provides them with an opportunity to reflect, self-correct, and improve. If feedback is used, it is anticipated that students will be in a better position to know and rectify their gaps in oral expression. This explains the scope of the study as contributing to the betterment of speaking skill with a simple and straightforward technique.

Thus, the benefits of this research are meant to extend beyond the immediate students of the study to include English teachers, who, we hope, will adopt feedback as a standardized practice in the classroom. This research is meant to improve the teaching of speaking in Ecuadorian schools so that more dynamic, interactive, and learner-centered classrooms are created (Newman et al., 2023).

1.5   Objetives:

1.5.1   General objetive:

- To analyze the effectiveness of feedback as a strategy to develop the oral skill in 6th grade of the Basic Education School "Dr. Leonidas García Ortíz", in the province of Chimborazo in the city of Riobamba, in the academic term 2024-2025.

1.5.2   Specific objectives:

- To diagnose the current level of students' speaking skill of the study population.
- To apply feedback as a strategy to improve speaking skill.
- To evaluate the effectiveness of feedback as strategy to improve students' speaking skill.

CHAPTER II

THEORETICAL FRAMEWORK

2.1   RESEARCH BACKGROUND

According to Al-Obaydi et al., (2023) in the article EFL Learners' Preferences of Corrective Feedback in Speaking Activities, the preferences of English as a Foreign Language (EFL) learners regarding corrective feedback during speaking activities were examined. The

goal was to identify how feedback was perceived by students and which types were preferred to improve speaking skills. This study is considered crucial for my research as insights into students' preferences for feedback in speaking are provided, supporting the development of tailored strategies to enhance oral skills.

As per Gledo (2025) the Effectiveness of Positive Feedback in Teaching Speaking Skill, students' feedback responses and perceptions were of corrective feedback received in speaking were evaluated. Explicit correction, elicitation, and repetition were the most effective feedback types. These methods identified errors, especially mispronunciations, and improved fluency. The necessity of feedback in speaking skills was in line with the purpose of my research which was to examine feedback strategies for sixth graders.

As Shadiev and Feng (2023) explains, in The Usage of Recast Feedback to Improve Speaking Skills, the effectiveness of recasts as an implicit feedback strategy for correcting errors in second-language learning was investigated. Errors were reformulated through recasts, maintaining meaning while correcting form, which supported language development. However, limitations, such as ambiguity for some learners, were identified, and the effectiveness of recasts was compared to explicit strategies like scaffolding. This research is contributed to by highlighting the strengths and weaknesses of recasts, helping better feedback approaches to be designed for beginner learners.

As observed by Gholami (2022), in Corrective Feedback in Speaking Class, the types of corrective feedback used by teachers in speaking activities were analyzed, and students' responses were studied. Conducted with second-semester students at Universitas Riau Kepulauan Batam, five types of corrective feedback were identified, with recasts being the most common. This study is found to be relevant as the impact of feedback on oral learning and motivation is explored.

As stated by Ha and Ho (2025), in Teacher's Feedback in Teaching Speaking in the Seventh Grade of SMPN 4 Ponorogo, the influence of teacher feedback on seventh graders' speaking skills was investigated. Feedback implementation as a reward and its effect on performance were analyzed. It was found that oral and written feedback significantly improved motivation and abilities by providing guidance to correct errors and strengthen language skills. This aligns with the interest in evaluating the effectiveness of feedback in similar educational contexts.

2.2 THEORETICAL FOUNDATION

2.2.1 Definition of Feedback

Feedback is defined as any information students receive about their performance. Every day, learners at all school levels receive feedback messages, often at hourly intervals. Within the classroom, it is critical to share learning intentions, clarify success criteria, provide

information that is conducive to student progress, and empower students as the protagonists of their own learning (Black & Wiliam, 2009). Furthermore, Zhang and Hyland (2022) found that students' level of engagement with these feedback comments significantly influenced their subsequent performance, underscoring the importance of fostering an effective feedback culture to maximize learning and academic development (Cambridge, 2017).

2.2.2 Feedback in Learning

According to Gotwals and Cisterna (2022), feedback constitutes a fundamental educational component, in which the teacher provides the student with information about his or her performance. In addition, it provides guidance for improvement, which makes it a crucial aspect of the teaching-learning process. Its importance lies in the fact that it seeks to help students achieve their goals and optimize their learning methods. This process involves collaborative reflection and guidance, in which both errors and successes in the execution of a task are highlighted.

2.2.3 Types of feedback in the development of oral skills.

2.2.3.1 Summative and Formative feedback:

- **Summative Feedback**

Summative feedback refers to the evaluation that takes place at the end of an instructional period, with the main objective of determining whether the established learning objectives have been met. According to Dixson and Worrell (2022), this form of feedback is commonly used in exams, final essays and projects, and its main function is to measure the level of academic success at a specific point in time. Wang (2023) states summative feedback is a means of assessing student performance and holding stakeholders (administrators and parents) accountable. Feedback serves primarily as a means of control by oversight and learning is not immediate yet Ni (2024) claims that feedback can improve "practice" educationally by assessing performances and providing information to improve instruction and curriculum design. Summative feedback is very important means of assessing student learning and progress.

- **Formative Feedback**

Formative feedback is characterized as the information provided to students during the learning process, in order to improve their performance and understanding. According to Wiliam and Thompson (2024), this feedback is most effective when it is provided in an immediate, specific and task-focused manner, helping the learner to identify errors and make concrete improvements. Ebadijalal and Yousofi (2023) emphasize that formative feedback promotes self-regulation of learning, as it provides students with opportunities to reflect on their progress and adjust their study strategies. In addition, Gu and Luo (2023), indicate that this type of feedback is fundamental to improve academic performance by encouraging active and

continuous learning. In summary, formative feedback is presented as an essential pedagogical tool that guides and supports the development of student learning.

2.2.3.2   Corrective Feedback

Corrective feedback plays a fundamental role in learning, as it highlights mistakes made by the learner and allows him or her to correct them in the future. This type of feedback starts from early childhood, when mothers and caregivers correct young children's speech. At this age, children often face pronunciation difficulties, and the main method used to correct them is repetition. Thus, children learn to speak by repeating what they hear from their mothers (Solikhah, 2016). Similarly, teaching a foreign language requires extensive use of oral corrective feedback. Although essential language skills are acquired through practice, providing appropriate feedback accelerates the learning process and improves understanding of various language concepts, such as pronunciation and proficiency.

2.2.3.3   Direct and indirect feedback

Feedback refers to any contribution from teachers to students that provides information, or it can be defined as information returned to individuals about the appropriateness of their actions. The information that teachers provide to students about their performance, achievement, or progress in learning is known as teacher feedback (Ghafar, 2023). This aspect is fundamental in the learning process and serves several functions, such as promoting communication between teachers and students, contributing to their personal development and increasing their motivation to learn (Kargar Behbahani et al., 2024).

2.2.3.4   Recast Feedback

Recasting is understood as the process of totally or partially restructuring an incorrect term or phrase to present the correct form without directly pointing out the error. According to Ellis and Sheen (2006), this technique is one of the most common forms of corrective feedback used by teachers. In addition, it has been the subject of analysis when a facilitator modifies a learner's utterance by adding or altering certain terms or phrases.

2.2.3.5   Peer Feedback

Peer-to-peer feedback is a process in which employees provide constructive input based on their observations and interactions with their colleagues. This feedback can encompass various aspects of an individual's performance, such as behavior, communication skills, and contributions to team dynamics. Generally, the goal of peer feedback is to provide valuable information, foster personal growth, and enhance teamwork within an organization (Gordon, 2023).

According to Wu and Schunn (2023), teachers can engage in different phases before incorporating peer feedback in the classroom like pre feedback, while feedback, and post feedback. Pre feedback takes place when teachers are explaining and instructing students before the main activity commences. During peer feedback, students exchange ideas, comments and suggestions based on the results of their performance. Finally, post feedback is the last stage, in which both the giver and the receiver of the feedback review and analyze the information again, relying on the results obtained and the teacher's evaluation, as was done in the previous activity. In addition, it is crucial that the feedback provided is fair, easily identifiable and useful (Turner, 2003).

2.2.4   Speaking Skill

The ability to communicate verbally is fundamental to learning a foreign or second language. Among the four key language skills, speaking stands out as the most important in the language acquisition process. Qassrawi et al., (2024) argue that "speaking is the skill by which students will be judged in real-life situations." Despite its importance, the teaching of speaking has often been underappreciated; many EFL/ESL educators have continued to limit themselves to memorizing dialogues or repeating drills. However, in today's society, it is important that students develop effective communication skills. Therefore, English language teachers must prepare with the tools necessary to improve their speaking skills and handle themselves appropriately in everyday situations (Parupalli, 2019).

2.2.5   Sub-skills of Speaking Skill

According to Ma et al., (2024), argues that the ability to speak is multifaceted and includes various sub-skills, such as pronunciation, intonation, vocabulary and the ability to manage interaction. Students who are learning a new language need to be able to communicate through speaking and hold conversations, which means just knowing the words to a language will not be enough. Speaking is one of the most important sub skills, and learning through real life tasks and situations is the best way to teach that skill (Huang & Luo, 2023). That way students will be able to communicate fluently and in a coherent manner, and, in addition, a boost in confidence will come that will help them communicate even better in that new language.

2.2.6   The elements of speaking skill

2.2.6.1   Accuracy

Accuracy is defined as the capacity of creating correct utterances with the use of proper grammar, vocabulary, and pronunciation. Leedy and Ormrod (2023) refers to accuracy as the use of correct forms where utterances do not contain errors affecting the phonological, syntactical, semantically, or discourse features of language. Although FL students often seek to be fluent rather than being accurate, teaching speaking puts much emphasis on improving

students' accuracy, as it is believed that it includes all the features of speaking (Mohammadkarimi, 2024). In addition, comprehension is based on how accurate the utterances are produced. Hence, learners cannot be fluent without being accurate. To increase accuracy in speaking, many features should be focused on:

2.2.6.1.1 Pronunciation

Pronunciation accuracy has been defined as the degree to which both segmental and suprasegmental features are produced intelligibly and consistently. It has been suggested that intelligibility is achieved when phonemes such as /p/, /t/, and /k/ are articulated accurately, and when prosodic features such as intonation, rhythm, and stress are used appropriately (Mora et al., 2024).

2.2.6.1.2 Fluency

Oral fluency is commonly understood as the ability to speak continuously and coherently without noticeable pauses, hesitations, or repetitions. It has been reported that fluency is achieved when the speaker can deliver speech at a natural pace, allowing communication to flow smoothly (Cha & Lawrence, 2023). In a longitudinal study, it was found that both fluency and accuracy tend to develop over time, although they follow distinct developmental trajectories. This has been interpreted as evidence that fluency is built through the gradual automation of language use. Additionally, speech rate has been identified as a major predictor of perceived fluency, particularly under cognitively demanding conditions where time pressure influences performance (Nagle & Hiver, 2023).

2.2.6.1.3 Vocabulary

Oral vocabulary knowledge has been recognized as a central component of oral linguistic performance, especially in second language contexts, due to its influence on lexical choice and discourse continuity. Oral vocabulary knowledge has been shown to significantly predict learners' ability to maintain fluency, grammatical accuracy, and lexical adequacy in oral production (Uchihara & Clenton, 2022). This suggests that spoken vocabulary is not only linked to linguistic competence, but also plays a crucial role in communicative effectiveness, especially in spontaneous speaking tasks.

2.2.6.1.4 Active Interaction

Active interaction is understood to be the process by which students participate in meaningful communicative exchanges through the participation of classmates and teachers. It has been described as a process that takes place in environments where students are encouraged to collaborate, initiate discourse, and negotiate meaning. Interactional competence has been shown to improve when learning activities are designed to promote turn-taking, topic initiation, and responsive dialogue within Vygotsky's Zone of Proximal Development, providing support through feedback and structured group participation collectively (Ping & Tao, 2025).

2.2.6.1.5 Constructs well-structured sentences

The ability to construct well-structured sentences when speaking has been conceptualized as the learner's capacity to organize syntax, grammar, and semantic units into coherent and contextually appropriate utterances (Riazi & Farsani, 2023). It has been posited that fluency and sentence structure are facilitated when propositional content is framed within recognizable phrase and clause patterns, allowing for processing ease and cohesion (Azizi et al., 2022).

2.2.7 Teachers' role and Students' role in speaking

Widiyati and Pangesti (2022) state that the teacher's function in developing the speaking skills of the students is fundamental. Teachers should be facilitators and set up a classroom in which students can practice and interact in the target foreign language. They need to provide supervision, feedback, and model various communication techniques. On the other hand, students should take part in speaking tasks and be proactive in exercising and perfecting their skills in communication. This participation not only enhances their speaking skills but also builds their confidence in using the language in real-life situations.

CHAPTER III

METHODOLOGY

3.1   Approach

In accordance with Ardila and Behar (2024), the qualitative method was a type of research aimed at providing a deeper understanding of the meanings and subjective interpretations that were attributed by individuals to their beliefs, motivations, and cultural activities. This approach was used to explore these aspects in depth through various research designs. This qualitative method ensured that the research was based on verifiable information, offering an objective and measurable view of the effectiveness of feedback in the development of speaking skill.

3.2   Investigation Modality

This research was adjusted to field research. According to Atai-Tabar et al., (2024) the usage of this modality allowed a systematic study of what happened in the place since it consisted of the collection of data directly from the participants without manipulation or control of the variables where the information was obtained without altering the existing conditions.

Therefore, in this project data were obtained from the direct observation of phenomena in their natural context. In this case, the classrooms of the institution were used to obtain information on the effectiveness of the usage of feedback as a strategy in the development of speaking in the students at the School of Basic Education "Dr. Leonidas García Ortíz".

3.3   Type of Investigation

- **Applied Research**

In this research, a type of research known as practical or empirical was studies, used, and applied, which was characterized by seeking the application or usage of knowledge. In empirical research, what was of main interest to the researcher were the practical consequences. According to Grover and Twarek (2022), the purpose of applied research was to understood as solving specific problems or addressing particular approaches, with a focus on studying and consolidating knowledge that could be applied in real life situations. This level of research allowed the application of the feedback strategy to develop speaking skill in the students of the "Dr. Leonidas García Ortiz" School of Basic Education.

The process was structured in three stages: First, an initial evaluation was conducted to determine the level of speaking skill that students had prior to applying the strategy. Next, the second stage was carried out during the academic cycle using feedback as a central strategy to improve oral skill. Finally, an evaluation was carried out to measure the improvement in the students' speaking.

The initial and final results were compared in the research to evaluate the effectiveness of feedback for improving students' speaking. Relevant data were provided by this practical approach to improve educational practices and achieve better student outcomes.

3.4 Research Population

The present research project was developed with the students at the Basic Education School "Dr. Leonidas García Ortíz". The institution is located in the province of Chimborazo, in the city of Riobamba, in the streets 11 de Noviembre 26-35 Pichincha and García Moreno. It is located in an urban area, operating with a face-to-face mode in the morning and afternoon, offering the Early Education and General Basic Education levels. In addition, the institution is supported fiscally to operate. A total of 41 teachers and 940 students are registered in the institution (Infoescuelas, 2023).

This research was developed with the participation of a sample of 25 students of 6th of General Basic Education, in the academic term 2024-2025. The ages, which were between 10 and 11 years old, were grouped in a single classroom, with common characteristics such as age and educational level being considered. This institution was chosen because of the pre-professional practices that were done. During these practices, it was observed by the researchers that the students lacked speaking skills, which prevented them from communicating effectively. On the other hand, an opportunity was had to carry out an activity with feedback as a strategy, during which it was observed that the students were motivated. Therefore, it was recommended to carry out the proposed research.

3.5 Sample Size

The sample is a part of the universe or population to be studied (Allen, 2019). Based on this concept, the sample is not required because the population is not large.

3.6 Data Collection Techniques and Instruments

Yan and Pastore (2022) "research techniques" as the procedures or methods that were used to obtain data on the proposed object of study, while it was specified that research instruments were tools for collecting information, designed to record relevant data related to the phenomenon being studied.

Therefore, for the first specific objective, the structured observation technique was applied, and a checklist was used as an instrument. Cope et al., (2022) mentioned that this technique consists of systematically observing and recording behaviors, events or interactions, in order to obtain certain information necessary for an investigation. Furthermore, Useche et al., (2020) mentioned that the checklist is a list of aspects related to the study that was presented during the observation. The goodness of this instrument was the systematic recording of the presence of conditions or situations.

In the second specific objective, the technique of applying feedback as a strategy to develop students' speaking skill was carried out, using the feedback log as an instrument.

According to Hwang et al. (2024), feedback was one of the most effective strategies to optimize learning, as it allows students to identify their strengths and areas for improvement. The feedback log was an instrument that facilitated the systematic documentation of both the feedback provided and the student's reaction, promoting a continuous evaluation adapted to the learning process.

Finally, in the third specific objective, the semi-structured interview was applied as a technique to evaluate the effectiveness of feedback. According to İzci et al., (2024) this type of interview allowed obtaining detailed perceptions about students' experiences, which facilitated the understanding of how feedback impacted their learning. The instrument used was an interview guide, which will include open-ended questions. This tool provided valuable data to assess the impact of feedback on the development of students' speaking skill.

CHAPTER IV

RESULTS AND DISCUSSION

4.1   RESULTS

4.1.1   Initial Diagnosis of Students' Speaking Skill

In order to evaluate the initial speaking performance of sixth grade students, an observation guide was applied at the beginning of the study. This instrument was designed to collect descriptive data regarding students' oral communication in English, focusing on pronunciation, fluency, vocabulary, interaction, and sentence construction. A total of 25 students from the "Dr. Leonidas García Ortíz" were observed individually under classroom conditions.

The data collection process was carried out qualitatively, and each student's performance was evaluated through a checklist format. Information is systematically recorded according to specific evaluation criteria, in order to identify students' strengths and weaknesses before implementing feedback strategies.

All observations were documented using this structured checklist, and the results were interpreted to determine the overall level of oral skill of the group. This step was essential to establish a starting point that would allow measuring the impact of the different types of feedback applied during the intervention process. The results served as a reference to compare the students' progress in subsequent phases of the research.

Analysis and Interpretation

1. **Evaluation Criteria: Pronounce most of the words correctly.**

Figure 1: Percentage of Initial Performance in Pronunciation Based on the Observation Guide
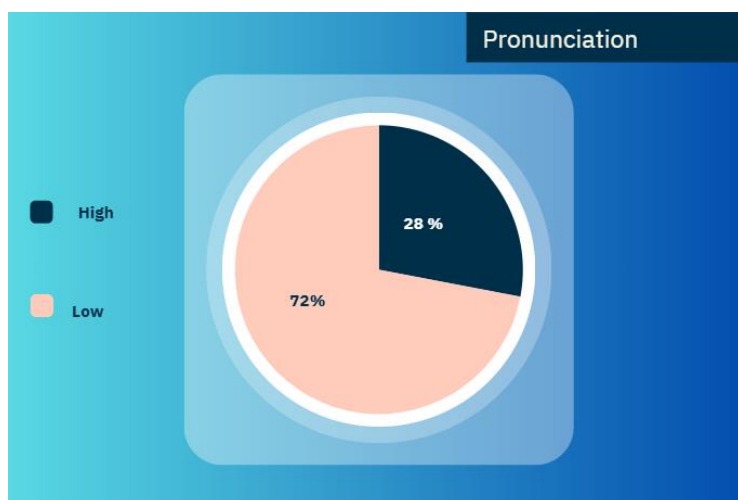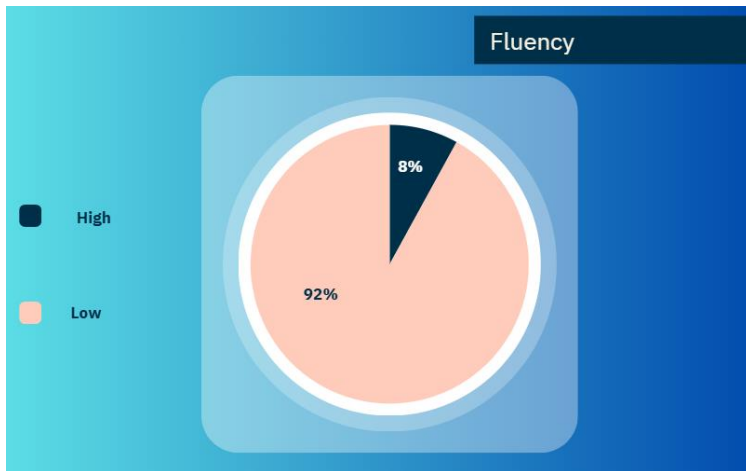

Elaborated by: Karen Anai Gaguancela Juca

Analysis: Figure 1 illustrates students' pronunciation performance during the initial speaking evaluation. To proper speak the words one must articulate and use the correct stress and intonation patterns of the phrases being said. Based on the recordings, 7 students were classified as Clear and 18 as Unclear. The Clear students were able to articulate the letters and sounds of the English language during speech and maintained clarity. The Unclear students experienced phonation problems and were unable to articulate letters and sounds clearly, resulting in slurred speech".

Interpretation: Based on the results, it can be determined that over half of the students experienced difficulties with pronunciation. According to the research of Nguyen and Hung (2020), problems with this area have an impact on speech, language, and communication quality. The results suggest that students have not yet developed strong phonological awareness, possibly due to limited exposure to spoken English and insufficient corrective feedback during speaking tasks. Therefore, targeted support is necessary to improve their phonetic accuracy.

2. Evaluation Criteria: Speaks fluently.

*Figure 2: Percentage of Initial Performance in Fluency Based on the Observation Guide*

Elaborated by: Karen Anai Gaguancela Juca

Analysis: The second figure shows the performance related to fluency. Only 2 students exhibited an adequate level of fluency, while 23 students were identified with low performance. Students' fluency was measured and evaluated on how well the participants kept the same speech, were able to keep their thoughts consistent and arranged, and did not have very long silences and stops and hesitations.

Interpretation: These statistics show how the majority of the students do not have the ability to articulate their thoughts in a fluid manner. Rahmonaliyeva (2025) states that fluency can be achieved through constant practice and in low-stress environments. If students do not show fluency, that may be an indication that they are translating mentally through their primary language, which can hinder their speech. Such areas of difficulty are evidence to support the requires having activities with speech and immediate feedback that helps students speak in a comfortable, unstructured, and confident (Malone, 2023).

3. Evaluation Criteria: Use the appropiate vocabulary to comumnicate.

Figure 3: Percentage of Initial Performance in Vocabulary Based on the Observation Guide
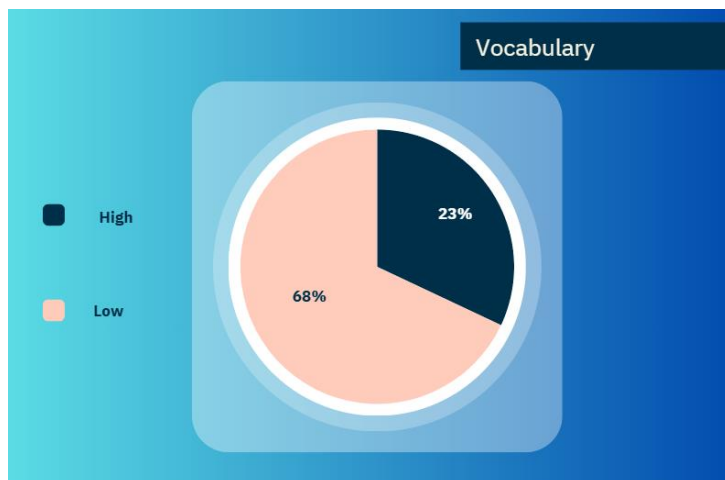
Elaborated by: Karen Anai Gaguancela Juca

Analysis: This figure displays the student's vocabulary use, there were 8 students that did enough to be marked with an adequate level of performance. 17 students were given an evaluative mark of having a limited range of vocabulary. Their evaluations were based on whether they could use words that were relevant to the topic and utilized some degree of variety when speaking.

Interpretation of what this means: Many students display some form of the vocabulary error of speech pattern. Like Alisoy (2023) said above, the importance of vocabulary knowledge only gives an assumption of the comprehension levels of the learners of the meaning of oral exchanges. If students have a very small vocabulary, they will not be able to take part in valuable dialogue. These conclusions necessitate the use of approaches that enhance vocabulary development in contextually rich and interactive situations.

4. Evaluation Criteria: Interact actively in the conversation.

Figure 4: Percentage of Initial Performance in Active Interaction Based on the Observation Guide
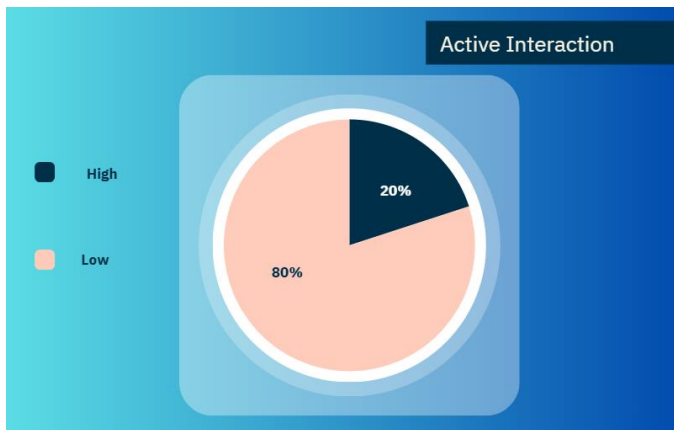
Elaborated by: Karen Anai Gaguancela Juca

Analysis: The fourth graph shows students' capacity to connect during verbal exchange. In the rubric, there are 5 students who were rated to have adequate ability of interaction as opposed to 20 students who had low inappropriate performance. The parameters were to respond, maintain exchange shifts, and use cues skillfully.

Interpretation; The result obtained indicates that there are no students who have the specified skill of communication. Burns (2024) states, communication is not only talking, it is also about the responding, the listening, and the negotiating of meaning. Student low performance illustrates that students are still not used to the interchanges of communication and are in need of more directed interaction in the classroom. This can be supported by the use of peer feedback and activities that involve conversations.

5. Evaluation Criteria: Constructs well-structured sentences.

Figure 5: Percentage of Initial Performance in Sentence Construction Based on the Observation Guide
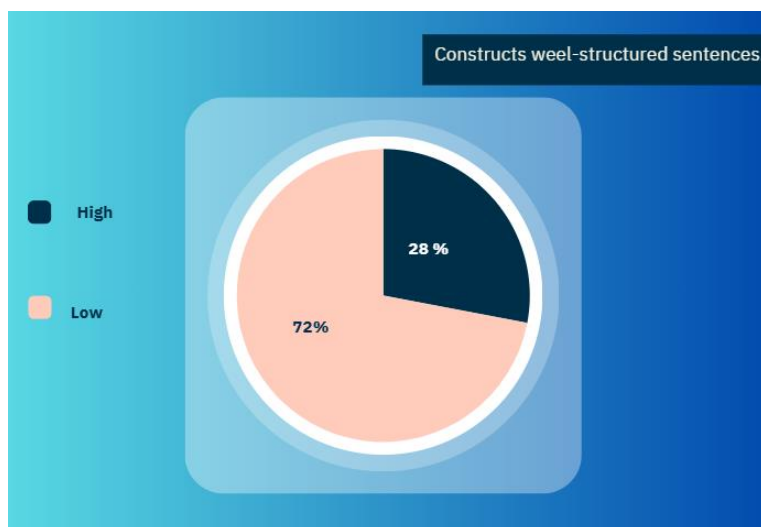
Elaborated by: Karen Anai Gaguancela Juca

Analysis: The final figure shows sentence construction results. A total of 7 students were categorized as adequate, while 18 were identified with poor performance. The assessment considered the use of correct sentence structures, subject-verb agreement, and logical word order during oral production.

Interpretation: When we evaluated the data we collected, we noticed that in all courses the students demonstrated minimal ability to answer questions in complete, correct sentences. Ismail (2024) states that the ability to construct sentences is an essential part of the grammar of spoken language, in which the ability to speak fluently is the result of the mastery of this aspect of grammar. The inaccuracy in the construction of sentences could be a byproduct of not enough oral practice, as well as lack of guidance. Therefore, the intervention plan should include the elements of grammatical support and explicit corrective feedback.

4.1.2 The use of feedback drives progress in speaking skill

To assess the effectiveness of different types of feedback on students' speaking skill, a feedback log was designed and implemented throughout the intervention. This instrument was used to document the application of five specific types of feedback: direct, indirect, peer, recast

and corrective. We collected data to study what every student's reaction was, what each student improved on, and what errors were corrected in each session.

- **Direct feedback.** Examples such as the constructed basic sentence, "He eat apple" was then corrected without qualms to "He eats an apple." Students followed and improved on instructions after being corrected, but there had to be repetitions in order to make the learning stick.
- **Indirect Feedback:** This feedback generated a slight improvement in fluency, evidenced by fewer pauses while speaking. In one incident, a student had a good understanding of vegetables but mispronounced it, then fixed it after a subtle cooperative guide from the teacher. This has advanced self-recognition of phonological features.
- **Peer Feedback:** This influence has shown the participants of the partnered activities to show an advancement of the skill of fluency in impaired discussions. When one student volunteered the phrasing, "I go to school yesterday," the other partner corrected the expression to a prior tense "I went to school yesterday." In this paired activity, the student speaking the phrasing gained confidence in oral expression and an accelerated performance in the frequency of delivery, demonstrating enhanced collaboration has the stead state of a classroom.
- **Recast Feedback:** After the teacher modeled a better response to the question, other students would repeat the corrected response in the feedback from the recast. For instance, the teacher substituting the incorrect response by stating, "You mean: She is my friend," and rephrased the student's response to "Yes, she is my friend." This completion of the recast protocol showed responders did engage with the reworded feedback responsive to facilitate structure modification by simply clarifying with a response.
- **Corrective Feedback**: Supported the concerning sentence structure in brief responses. An example is, "Is raining," was successfully changed with guidance from the teacher to "It is raining." This feedback data showed the students are supported to self-correct, and this showed structured feedback from the teacher in line with support from the student's work and progress in autonomy in the task completion

4.1.3 Student Voices: Reflections on the Feedback Process

- **Students attitude towards English speaking**

Student attitude towards English speaking improves significantly when continuous and meaningful feedback is applied. Constructive feedback works to promote a positive environment concerning communication within the classroom as it lowers anxiety and fosters intrinsic motivation. If students are provided feedback, they feel acknowledged and this encourages them to use the language in a more spontaneous and willing manner. Shadiev and

Feng (2023) states that "feedback fosters a positive classroom climate and enhances students' willingness to communicate, which ultimately impacts their speaking development".

This is corroborated in the next participants comment:

"[...] Antes tenía miedo de hablar en inglés, pero ya no [...]" S4. ("[...] I used to be afraid of speaking in English, but not anymore [...]".) S4 Date:07-05-2025 "[...] Me gusta hablar ahora porque ya no me da vergüenza [...]" S6. ("[...] I like speaking now because I'm no longer shy [...]".) S6 Date:07-05-2025

- **Perception of progress in speaking skill**

Feedback allows students to become aware of their own progress in oral skills by providing specific guidance on what they are doing well and where they need to improve. This awareness increases the perception of progress, which translates into greater linguistic self-esteem and commitment to language learning. According to Mahara and Hartono (2024), "feedback plays an important role in learners' perception of their oral progress, as it reinforces improvement and offers clarity about their communicative performance".

This is corroborated in the next participants comment:

"[...] Ya sé cómo decir las fechas en inglés [...]" S8. ("[...] I already know how to say dates in English [...]".) S8 Date:07-05-2025

"[...] Ahora puedo decir los números sin confundirme [...]" S2. ("[...] Now I can say the numbers without getting confused [...]".) S2 Date:07-05-2025

- **Confidence gained through feedback**

One of the most visible effects of effective feedback is the increase in the student's confidence when speaking in English. By receiving timely, clear, and developmentally focused feedback, students feel able to express themselves without fear of error, which increases their oral participation and fluency. Lalor (2022) states that "feedback not only informs students but empowers them, increasing their confidence to speak and interact in the target language".

This is corroborated in the next participants comment:

"[...] Ya puedo hablar más en inglés porque sé que si me equivoco me ayudan [...]" S9. ("[...] I can speak more in English now because if I make a mistake, I get help [...]".) S9 Date:07-05-2025

"[...] Ya no tengo miedo porque siempre me corrigieron con respeto [...]" S7. ("[...] I'm not afraid anymore because I was always corrected respectfully [...]".) S7 Date:07-05-2025

- **Suggestions to improve feedback**

Feedback is also a two-way experience; Students can offer valuable suggestions on how they prefer to receive it to make it more useful and understandable. These suggestions, when integrated into the teaching process, can improve the effectiveness of the feedback, customizing it to the individual needs of the student. According to Cohen and Singh (2020), "effective feedback should be responsive to student needs and perceptions, as learners are more likely to engage with input they find meaningful and accessible".

This is corroborated in the next participants comment:

"[...] Sería bueno que a veces también nos den ejemplos escritos [...]" S13. ("[...] It would be good if sometimes we are also given written examples [...]".) S13 Date:07-05-2025
"[...] Me gustaría que las correcciones se repitan más veces [...]" S18. ("[...] I would like the corrections to be repeated more often [...]".) S18 Date:07-05-2025

- **Identification and correction of errors through feedback**

Feedback allows students to identify specific errors in their oral production and guides them towards autonomous correction. This process not only improves your linguistic accuracy, but also promotes metalinguistic awareness, essential for the development of speaking. According to Gholami (2022), "feedback facilitates learners' ability to notice and repair errors, which is fundamental for the acquisition of accurate and fluent spoken language".

This is corroborated in the next participants comment:

"[...] Yo decía 'I go to school yesterday', pero me enseñaron que es 'I went' [...]" S14. ("[...] I used to say 'I go to school yesterday', but I was taught that it's 'I went' [...]".) S14Date:07-05-2025
"[...] Siempre decía 'one, two, tree', pero ahora sé que es 'three' [...]" S17. ("[...] I always said 'one, two, tree', but now I know it's 'three' [...]".) S17 Date:07-05-2025

4.2 DISCUSSION

The effectiveness of feedback as a strategy to develop speaking skill was confirmed through the triangulated analysis of the data collected from the observation guide, the feedback log, and the semi-structured interview. Initially, most students were observed to have difficulties in pronunciation, fluency, and sentence construction. However, after the application of varied feedback techniques, significant improvement was noted in their oral performance.

There were many different forms of feedback to cater to the needs of each student. Feedback was given to each student individually so they were able to see the mistakes they were making and learn and internalize the correct forms. It was found by Jinming and Ben (2024) that the correct forms of feedback help learners reflect on their language use and create changes to their language. In this research study, such results were verified through and increased observable progress and higher student participation during speaking activities.

Increased confidence was also reported. Many students were more willing to talk, which was interpreted as a sign of greater motivation and reduced anxiety. The feedback obtained from the interviews confirmed the positive attitudes perception positive feedback received by the students. Most students felt the feedback was beneficial, especially the constructive nature of the feedback. Main feedback. Most students found feedback supportive helpful. Few of the students mentioned that feedback explanation did take long, but feedback was helpful

The respondents of the three instruments applied agreed that feedback was useful and effective when feedback was responsive to the students' needs, feedback was multi form, feedback was given while the teaching was ongoing and feedback was given to the students. Feedback was effective in facilitation the speaking skills of elementary students. During this work, we did not only improve the linguistic accuracy needed, but we also garnered a more positive and participatory attitude in the utilization of English as a Foreign Language.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1   CONCLUSIONS

- It has been demonstrated that feedback allowed students to recognize their common mistakes, which facilitated a continuous improvement in their oral production during English classes.
- It has been identified that the implementation of feedback generated a more participatory learning environment, in which students showed greater willingness to engage in oral interaction, including those who initially appeared insecure.
- It has been concluded that the use of feedback not only improved linguistic aspects but also attitudinal factors, such as self-confidence and motivation to speak in English, which positively influenced their overall performance.
- After the intervention, significant improvements and greater confidence in speaking English were observed. The feedback applied contributed to the overall development of speaking ability. However, some students continued to experience difficulties, indicating that ongoing pedagogical support is necessary to consolidate progress.

5.2   RECOMMENDATIONS

- Periodic diagnostic evaluations should be applied using various instruments such as observation guides and rubrics, so that speech difficulties can be identified early.
- Feedback must be integrated consistently and strategically into the teaching-learning process, combining different types to maximize effectiveness.
- Teachers must receive new training according to the students' learning styles.
- Peer feedback should be promoted for critical reflection and autonomy.

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ANNEXES

UNIVERSIDAD NACIONAL DE CHIMBORAZO

Checklist applied to the students of 6th grade of the Basic Education School "Dr. Leonidas García Ortíz", in the province of Chimborazo in the city of Riobamba, in the academic term 2024-2025.

OBJECTIVE: To diagnose the current level of students' speaking skill of the study population.

Checklist

Student data:

Name:

Date:

Activity Topic:

Evaluation Criteria	✓/X	Observations
1. Pronounce most of the words correctly.		
2. Speaks fluently.		
3. Use the appropiate vocabulary to comumnicate.		
4. Interact actively in the conversation.		
5. Constructs weel-structured sentences.		

UNIVERSIDAD NACIONAL DE CHIMBORAZO

Feedback Log applied to the students of 6th grade of the Basic Education School "Dr. Leonidas García Ortíz", in the province of Chimborazo in the city of Riobamba, in the academic term 2024-2025.

OBJECTIVE: To apply feedback as a strategy to improve speaking skill.

Feedback Log

Student name	Date	Initial Performance	Type of Feedback	Subsequent Performance	Errors Corrected	Observations and Improvements Noted

UNIVERSIDAD NACIONAL DE CHIMBORAZO

Semi-structured interview applied to the students of 6th grade of the Basic Education School "Dr. Leonidas García Ortíz", in the province of Chimborazo in the city of Riobamba, in the academic term 2024-2025.

OBJECTIVE: To evaluate the effectiveness of feedback as strategy to improve students' speaking skill.

1. Do you like to speak in English? Why?

2. How would you describe your progress in speaking?

3. Did the feedback help you feel more confident?

4. What aspect of feedback would you like to change?

5. Did the feedback help you identify and correct errors?