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Feedback as a Pedagogical Strategy used for Improving English Speaking
Skill

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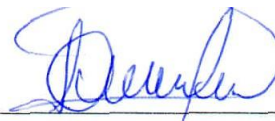
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DEDICATORY

I dedicate this research project to my parents, Hernán and Mónica, for their unconditional love, their infinite patience, and for being the driving force that pushes me to better myself every day; their example of hard work and perseverance has been my greatest guide. I also dedicate it to my brother Cris, for his constant support, his words of encouragement when I was weary, and for sharing every step of this journey with me.

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RESUMEN

El presente trabajo de investigación tiene como finalidad precisar el uso de la retroalimentación en el desarrollo de la habilidad oral del idioma inglés en estudiantes que dispongan de un nivel A2 dentro del Instituto Superior Carlos Cisneros de la ciudad de Riobamba. Este trabajo se originó debido a las dificultades que presentan los estudiantes al momento de usar la comunicación oral en este idioma extranjero, dentro de los mismos podemos mencionar la ansiedad, baja fluidez, poca participación y miedo a equivocarse. Este trabajo de investigación fue desarrollado usando un enfoque cualitativo, acompañado con niveles descriptivo e interpretativo. Para recolectar la información sobre los tipos de retroalimentación usadas por el docente dentro del aula de clases, y para conocer las percepciones de los estudiantes respecto al uso de esta estrategia, se implementaron guías de observación en clases, encuestas, y análisis documental. Los resultados arrojados por esta investigación definieron que la retroalimentación correctiva y la retroalimentación positiva son las estrategias más utilizadas dentro del aula de clases, las cuales son más usadas para corregir aspectos relacionados con pronunciación y gramática. Dentro de los resultados también se identificó que la retroalimentación diferida es usada mayormente para evitar interrupciones durante las diferentes actividades comunicativas. Los estudiantes que participaron en este estudio manifestaron que el uso de la retroalimentación contribuye notablemente a mejorar su participación, motivación y confianza al hablar inglés. Sin embargo, también se observó que algunos estudiantes enfrentan nerviosismo cuando reciben esta retroalimentación. El estudio concluyó que el uso de retroalimentación dentro de estas clases constituye una estrategia pedagógica muy importante, ya que es utilizada para fortalecer la habilidad oral, siempre que sea aplicado de manera respetuosa, motivadora y orientada a mejorar el desempeño comunicativo de los estudiantes.

Palabras clave: Retroalimentación, habilidad oral, Inglés como lengua extranjera, competencia comunicativa.

ABSTRACT

This research aims to determine the use of feedback in developing oral English skills among A2-level students at the Carlos Cisneros Higher Institute in Riobamba. This study arose from the difficulties students experience when communicating orally in English, including anxiety, low fluency, limited participation, and fear of making mistakes. The research employed a qualitative approach, utilizing both descriptive and interpretive methods. To gather information on the types of feedback used by teachers in the classroom and to understand students' perceptions of this strategy, classroom observation guides, surveys, and document analysis were implemented. The results indicate that corrective and positive feedback are the most frequently used strategies in the classroom, primarily for addressing pronunciation and grammar. The results also identified that delayed feedback is primarily used to avoid interruptions during various communicative activities. Students participating in this study indicated that feedback significantly contributes to improving their participation, motivation, and confidence when speaking English. However, it was also observed that some students experience nervousness when receiving this feedback. The study concluded that using feedback in these classes is a very important pedagogical strategy, as it strengthens oral skills, provided it is applied respectfully, in a motivating manner, and with the aim of improving students' communicative performance.

Keywords: Feedback, speaking skill, English as a Foreign Language, communicative competence.

1. CHAPTER I. INTRODUCTION.

Learning English has become a fundamental necessity in today's educational context due to its importance in international communication, access to information, and students' academic, personal, and professional development. In this sense, developing oral communication skills is one of the main objectives of teaching English as a foreign language, as it allows students to interact, express ideas, and function effectively in different real-world communicative contexts.

Despite this, most students exhibit low levels of effective communication in English. Among the most frequent evident negative characteristics are fear of making mistakes and a lack of confidence when speaking, all due to the limited or nonexistent opportunities to participate in activities that would improve their communication skills and the underdeveloped nature of associated linguistic aspects such as pronunciation, grammar, and vocabulary. The sum of all these negative elements is related to students' poor oral production performance, which limits their use of English in oral communication activities.

Feedback is an important pedagogical strategy in the English learning process for addressing these types of difficulties, as it allows teachers to guide their students in their communication skills and identify areas for improvement during the development of different activities. This facilitates error correction and allows for progressive improvements in communicative competence. Consequently, feedback can positively influence students' active participation when applied appropriately, respectfully, and in a motivating manner. Several authors mention in their studies the importance of feedback in the improvement of oral communication skills. Hattie and Timperley (2007) maintain that feedback is one of the most influential factors in learning, as it allows students to understand how to improve their performance. Similarly, Ellis (2017) points out that corrective feedback fosters the development of linguistic accuracy in students of English as a foreign language. In addition, Mercer and Dörnyei (2020) affirm that positive feedback significantly contributes to strengthening motivation and communicative confidence in the classroom.

Therefore, given the aforementioned context, this research aims to determine the use of feedback in the development of oral English proficiency in the A2 level class at the Carlos Cisneros Higher Institute. Furthermore, through the use of data collection tools, it seeks to identify the type of feedback used by teachers to improve oral communication skills and analyze students' perspectives on the feedback received during different classroom activities.

This research will be conducted with students at the Carlos Cisneros Higher Institute in the city of Riobamba, Chimborazo province, during May 2026. This research focuses on analyzing the dynamics of feedback used during class and its impact on the development of oral skills.

This study will employ a qualitative approach combined with a descriptive scope. Data collection techniques such as observation guides and surveys will be used,

administered exclusively to the students. The observation guide will help identify the feedback strategies used by the teacher during classroom activities, while the survey will help collect students' different perceptions, experiences, and perspectives on feedback and its actual impact on the development of oral communication skills. The collected information will undergo a data triangulation process, which will facilitate the comparison of the results from the applied instruments with the research analyzed in this study that relates feedback to oral communication skills.

This work aims to present significant information on the importance of feedback in learning English as a foreign language, specifically regarding oral skills. Ultimately, the research seeks to contribute significantly to improving pedagogical practices related to feedback in the English classroom, creating learning environments that are more adapted and focused on enhancing this oral skill.

The research is structured in five chapters:

CHAPTER I

This chapter presents the introduction, the problem statement, the general and specific objectives, and the justification for the research.

CHAPTER II

This chapter presents the theoretical framework and research background related to feedback, oral communication skills, and the pedagogical strategies used in teaching English as a foreign language.

CHAPTER III

This chapter outlines the research methodology, including the approach, design, type and level of research, population and sample, data collection techniques and instruments, and the procedure used for data analysis.

CHAPTER IV

This chapter contains the analysis and interpretation of the results obtained through the application of observation guides and surveys. It also develops the data triangulation between the results obtained and the theoretical foundations of the research.

CHAPTER V

This chapter presents the conclusions and recommendations derived from the research, which address the stated objectives and contribute to the understanding of how feedback can be used to develop oral English proficiency. Finally, the bibliographic references and corresponding appendices are included.

1.1 PROBLEM STATEMENT

Feedback plays a crucial role in the learning process, not only of English but of language in general, as it provides students with immediate information about their performance and areas for improvement. It serves as a guide, helping them understand the strengths and weaknesses of the learning process. According to several studies in this field, it has been determined that students experience significant anxiety when speaking English. In this particular case, at the A2 level of English, the students of the Carlos Cisneros Higher Institute clearly demonstrate this type of difficulty, which can result in

communication problems, since their lack of interaction in the language prevents them from using it effectively. Additionally, Krashen (1998) noted that oral communication is the most anxiety-provoking classroom activity and argued that pushed output hinders acquisition as it provokes anxiety in learners, raises the affective filter and inhibits L2 learning. A lack of practice consequently hinders improvement in their proficiency levels. This condition also affects their self-confidence, as the anxiety and nervousness limit their active participation in the classroom, rendering them shy and less engaged.

Furthermore, various classroom practices reveal a lack of a specific feedback methodology that would allow students to improve their communicative language skills. The feedback provided is ambiguous, which does not significantly contribute to the development of these skills and limits their overall progress in English proficiency. The absence of detailed feedback hinders the development of communicative competence, resulting in a limited capacity within this area. Similarly, it is important to mention that students are demotivated due to poor pronunciation. This negative aspect reduces their active participation in class, and when they do participate, it is usually at the teacher's request, essentially as a requirement.

Likewise, the pedagogical strategies employed in class are very general, as teachers rely solely on the textbook without using additional methods that could foster more meaningful learning and develop the necessary skills. This ambiguity in the current pedagogical approach allows students to become distracted in class and prevents them from achieving meaningful language learning that would enable them to express their ideas in this language. The absence of strategies tailored to students' individual needs exacerbates the situation, creating a learning environment unsuitable for achieving the desired objectives.

As a result of these shortcomings, the development of students' oral expression skills is clearly limited and underdeveloped. Speaking is an essential productive skill for effective communication in English, and its poor development negatively impacts on students' ability to communicate instantaneously and spontaneously. Although the other language skills are also important, speaking presents greater difficulties for learners because of the need to produce quick and coherent responses. Therefore, the insufficiency of specific feedback and appropriate pedagogical strategies translates into a major obstacle to the comprehensive development of students' oral communicative competence.

1.2 JUSTIFICATION

This research is justified from a theoretical and methodological perspective because it addresses a relevant problem within the teaching and learning process of English as a foreign language, specifically the development of oral competence through the use of feedback in A2 level students at the Carlos Cisneros Higher Institute.

This research is based on the contributions of various authors related to feedback and the development of oral communication skills in English. This is because feedback constitutes a fundamental pedagogical strategy in language teaching, as it allows teachers to guide students on their errors, strengths, and areas for improvement during the learning

process. For this reason, this research contributes to the analysis of feedback as a tool that fosters the development of oral production in English.

The educational justification for this research lies in the need to strengthen students' oral communication skills within the context of learning English as a foreign language. During the course of the classes, it was observed that many students face difficulties related to pronunciation, grammar, vocabulary, fluency, and confidence when using the language. Similarly, fear of making mistakes and nervousness during activities involving oral skills were evident, factors that limit student participation and the development of communicative competence. For this reason, feedback is recognized as a significant contribution to improving oral skills.

Within the educational field, this research provides results for teachers and students in the Ecuadorian educational context. The results will help to understand how feedback contributes to developing oral competence and how it can be used more effectively to create learning environments more closely aligned with real-world situations. Finally, this research will serve as a foundation for future research on feedback to significantly improve English language learning.

Furthermore, the internal beneficiaries of this research are A2 level students, English teachers, and the Carlos Cisneros Higher Institute, who will be able to strengthen the teaching and learning processes of oral skills through the appropriate use of feedback. External beneficiaries include English teachers from other institutions, researchers, university students, and educational institutions in Ecuador, who can use the results of this study as a reference for improving pedagogical practices related to the development of communicative competence in English.

In conclusion, this research project is characterized by its aim to contribute to the educational system, as it seeks to strengthen the use of feedback as a strategy for developing oral skills, an important element of language that, to this day, is one of the greatest challenges in English as a foreign language teaching context. Accordingly, the study will help identify areas for improvement to strengthen teachers' skills aimed at enhancing student participation in activities that require the use of oral skills, building confidence, and fostering meaningful learning of the English language.

1.3 OBJECTIVES

General Objective:

- To determine the use of feedback with the English-speaking skill at A2 English Level Class at Instituto Superior Carlos Cisneros in Riobamba city during May of 2026.

Specific Objectives

- To identify the type of feedback used by the teacher to improve oral communicative skills in English.
- To identify the perceptions of the students about the type of feedback used to enhance oral communication abilities.

2. CHAPTER II. THEORETICAL FRAMEWORK

2.1 BACKGROUND

In recent years, research on feedback and the development of speaking skills in English as a Foreign Language learners has gained significant relevance within the fields of applied linguistics and English language teaching. One of the most relevant studies is that conducted by Zou et al. (2023), who investigated the impact of AI-based speech assessment programs with automated feedback on the development of EFL learners' speaking skills in China. The results of this study demonstrated clear improvements in pronunciation, fluency, and oral accuracy due to the continuous use of automated feedback tools. Participants in this study stated that this AI-powered strategy allowed them to recognize errors and engage in activities that enabled them to develop their oral skills independently.

Similarly, several studies conducted in recent years have concluded that feedback is crucial in the educational process. First, Triassanti et al. (2023) conducted a study on the use of feedback-based applications to improve the communicative skills of university students of English as a foreign language (EFL). This research demonstrated that students developed greater participation in oral activities and critical thinking skills in developing this ability. Finally, participants expressed favorable views of this collaborative feedback method.

Furthermore, according to a study conducted by Soruc et al. in 2024, the authors mentioned several factors that influence how teachers provide corrective feedback. They noted that teaching experience, pedagogical practices, and the educational context are closely related to how teachers offer oral feedback during communicative activities. These authors emphasize that corrective feedback remains a fundamental tool for strengthening communication skills.

Regarding the emotional aspects of feedback, Hartono et al. conducted a study on the psychological impact of corrective oral feedback on students in oral activities. The results showed that feedback can have different advantages and disadvantages depending on how it is delivered. Feedback delivered respectfully and formally helps foster motivation and confidence for participation in oral activities (2002).

Finally, several studies in recent years have also demonstrated that the use of mobile technologies and various digital platforms facilitates feedback for meaningful learning. Similarly, the study by Tekin and Sallabaş (2024) analyzed the use of WhatsApp as a digital medium for providing oral feedback. This research revealed very high levels of student satisfaction and improvements in pronunciation, grammar, and oral vocabulary. This work is relevant because it demonstrates that mobile feedback promotes flexibility and provides new ways to deliver feedback. In the same context, recent research has begun to analyze large corpora of EFL speech for assessment and automated feedback. Knill et al. (2024) developed the Speak & Improve Corpus 2025, a database of spoken English used to assess grammatical errors, fluency, and pronunciation through

automated feedback systems. This study represents a significant advance in the development of technological tools to strengthen speaking skills in EFL learners.

Consequently, the background analysis shows that feedback has a direct relationship with the development of speaking skills in EFL students. Recent research agrees that effectively delivered feedback strengthens pronunciation, fluency, communicative confidence, and oral participation, especially when combined with active methodologies and innovative technological tools.

2.2 FEEDBACK

2.2.1 DEFINITION

Feedback is a process through which information is provided regarding a person's performance, actions, or results, with the aim of recognizing achievements, identifying areas for improvement, and promoting continuous learning and development. This process can occur in various social, professional, and educational contexts (Lipnevich & Panadero, 2021).

Within the framework of this research, feedback is specifically addressed from an educational perspective, particularly within the teaching and learning process, understood as a pedagogical interaction in which both teacher and student play a fundamental role. Following these guidelines, it is concluded that the teacher's role is to guide, direct, and provide valuable feedback on each student's performance, while the student actively participates in various activities, recognizing their strengths and weaknesses, which will allow them to develop their oral communication skills.

Furthermore, this feedback is known as a process of constant interaction between teachers and students, which facilitates meaningful learning and effective communication. Several aspects indicate that feedback not only serves to correct errors but also aims to foster students' awareness of their learning process (Carless & Winstone, 2023). It represents a pedagogical tool that provides clear guidance on student performance and allows for the identification of improvement strategies. According to these authors, effective feedback helps to close the gap between current and expected performance (Henderson et al., 2019).

According to Sadler (1989), feedback is the information provided to the student about the difference between their current performance and the expected performance. From this perspective, feedback not only corrects errors but also guides the learning process and allows the student to recognize how to progressively improve.

Similarly, in the context of language learning, feedback is directly related to the development of communicative skills. Wisniewski et al. (2020) mention that feedback is one of the factors with the greatest impact on academic performance because it provides specific information about the student's strengths and weaknesses.

Feedback is one of the most important elements in the teaching and learning process, especially in foreign language teaching. Generally speaking, feedback is understood as the information a student receives about their performance with the aim of improving their learning, correcting errors, and strengthening their skills. Its proper

application allows teachers to guide students toward achieving more effective academic and communicative goals.

It is also important to consider the point made by Panadero et al. (2018), who explain that feedback should promote self-assessment and critical reflection to generate meaningful learning.

According to the aforementioned authors, feedback can be defined as an important pedagogical process through which students receive specific and constructive guidance about their performance in order to improve their learning and strengthen their communication skills.

2.2.2 TYPES OF FEEDBACK

- **Positive Feedback**

Positive feedback consists of comments, observations, or responses that acknowledge the student's achievements, progress, and efforts during the learning process. This approach aims to strengthen motivation, increase confidence, and encourage active participation in the classroom. (Dweck, 2017)

Mercer and Dörnyei (2020) argue that positive feedback contributes to the student's emotional well-being and strengthens their willingness to participate in communicative activities. When the teacher acknowledges progress related to pronunciation, fluency, or vocabulary, students develop greater confidence in expressing themselves orally.

- **Negative Feedback**

Negative feedback refers to the identification of errors, difficulties, or areas that need improvement. Although this type of feedback is often associated with criticism, its pedagogical purpose is actually to guide the student toward better performance (Ellis, 2017).

Lee (2017) points out that negative feedback should be given carefully to avoid negative emotional effects such as anxiety, frustration, or demotivation. Therefore, corrective feedback should be combined with motivational strategies and constructive comments.

- **Corrective Feedback**

Corrective feedback is one of the most widely used methods in English language teaching. This feedback focuses specifically on correcting linguistic errors related to pronunciation, grammar, vocabulary, fluency, or the structure of spoken discourse (Lyster & Ranta, 1997).

Sato and Lyster (2012) state that corrective feedback contributes to the development of oral accuracy and fluency in EFL learners. This method is especially useful during speaking activities where students produce language spontaneously.

- **Immediate Feedback**

Immediate feedback is provided during or immediately after the student's activity. This approach allows for the rapid correction of errors before they become ingrained in learning (Hattie & Timperley, 2007).

Thornbury (2005) cautions that constant correction during oral activities can disrupt fluency and generate anxiety in students. Therefore, the teacher must balance linguistic accuracy with spontaneous communication.

- **Delayed Feedback**

Delayed feedback is provided after the communicative activity has concluded. This approach allows students to speak more fluently without constant interruptions during oral interaction (Richards, 2022).

This author argues that delayed feedback fosters more natural communicative environments because the teacher takes notes on common errors and later analyzes them with the students. This strategy reduces tension and encourages greater oral participation.

2.2.3 THE IMPORTANCE OF FEEDBACK IN EDUCATION

The importance of feedback in education has been widely recognized due to its direct influence on students' learning, motivation, and academic development. The use of feedback helps to link the language learning process, allowing students to understand their mistakes, recognize their progress, and improve their performance in this oral skill. According to Hattie and Timperley (2007), research has shown that feedback is one of the most important aspects of learning a foreign language, provided that clear information about the student's progress is offered.

Winstone and Boud (2022), in their research, state that effective feedback promotes active student participation in the language acquisition process. The authors of this study demonstrate that feedback helps strengthen academic self-regulation skills. In this same context, Molloy et al. (2020) affirm that feedback plays a very important role in education as it contributes to the development of skills, autonomy, and critical thinking. According to these authors, feedback is important when students receive the information effectively so they can improve.

Several studies conducted in recent years demonstrate that effectively applied feedback significantly improves performance in language management. Wisniewski et al. (2020) conclude that feedback has one of the greatest positive effects on learning compared to other pedagogical strategies.

Furthermore, Ajjawi and Regehr (2019) highlight that feedback helps strengthen positive pedagogical relationships between teachers and students. An educational environment where feedback is constant and constructive fosters greater participation and academic confidence.

According to the authors, feedback is an indispensable pedagogical tool in contemporary education because it promotes meaningful learning, motivation, critical reflection, and the comprehensive development of academic and communicative skills.

2.2.4 FEEDBACK IN ENGLISH LANGUAGE TEACHING

Teaching English requires methodologies and pedagogical strategies that foster the development of communicative skills in real-world interaction contexts. Within these strategies, feedback plays a fundamental role because it provides constant guidance on the appropriate use of the language and facilitates the progressive improvement of linguistic competence.

Authors such as Mercer and Dörnyei (2020) argue that feedback in the English classroom should address both the linguistic and emotional aspects of learning. These authors emphasize that positive feedback strengthens the confidence and motivation of EFL learners. Furthermore, it promotes the noticing process, that is, the ability of students to identify differences between their linguistic production and the correct forms of the target language.

In the communicative approach, feedback plays an essential role because it allows for the development of communicative competence through authentic interaction. Ellis and Shintani (2019) state that students need frequent feedback to consolidate linguistic structures and improve oral accuracy. Furthermore, Muhsin (2016) points out that oral feedback is a key tool in speaking activities because it allows for the correction of pronunciation, grammar, and vocabulary errors without excessively interrupting communication.

It is important to mention that feedback in English language teaching is an essential pedagogical strategy for improving linguistic accuracy, communicative fluency, and oral confidence in EFL learners.

2.2.5 FEEDBACK AS A PEDAGOGICAL STRATEGY

Feedback is one of the most relevant pedagogical strategies in contemporary educational processes due to its direct influence on learning, motivation, and the development of skills. From a pedagogical perspective, feedback should not be understood solely as error correction, but as a formative process through which the teacher provides meaningful information that helps the student recognize their strengths, identify difficulties, and develop improvement strategies.

According to the study by Hattie and Timperley (2007), feedback is most effective when it helps answer fundamental questions such as: Where am I going? How am I doing? and What should I do to improve? These types of questions help students clearly understand the learning objectives and participate voluntarily in the various activities.

Similarly, in the study conducted by Boud and Molloy in 2013, the authors maintain that feedback should be considered a pedagogical strategy focused on learning, not assessment. They also mention that feedback acquires true value when students use the information received to improve their language performance.

In teaching English as a foreign language, the use of feedback as a pedagogical strategy strengthens communicative competence through continuous interaction. Similarly, in the study developed by Hyland and Hyland in 2019, these authors point out that feedback in the classroom helps students develop self-criticism to develop the language. Furthermore, feedback fosters meaningful learning because it provides personalized guidance tailored to each student's specific needs. Nicol (2021) states that effective feedback promotes self-regulation, autonomy, and critical thinking—essential elements in foreign language learning.

Within the communicative approach, feedback is especially relevant because language learning occurs through social interaction and authentic language use. According to Ellis (2017), corrective feedback helps students notice differences between their linguistic production and the correct forms of the target language, thus promoting the progressive development of oral accuracy.

2.2.6 THE TEACHER'S ROLE IN FEEDBACK

In contemporary educational approaches, the teacher's role has evolved toward a more student-centered perspective. According to a 2018 study by Hattie and Clarke, teachers should use feedback as a strategic tool to improve students' language production. The authors also mention that effective feedback requires pedagogical intent, clarity, and the ability to foster self-reflection in students.

In learning English as a foreign language, the teacher plays a crucial role, as students need this feedback to develop various communication skills. Brookhart (2017) states in his study that teachers should provide specific and understandable feedback that allows students to recognize their strengths and weaknesses. According to this information, the teacher is not only responsible for providing feedback, but also for guiding the learning process.

Consequently, the teacher's main role in providing effective feedback involves creating safe and motivating learning environments where students can practice their communication skills naturally without excessive fear of making mistakes. This is important for language development, as many English learners experience fear of making mistakes when using the language. Mercer and Gregersen (2020) also explain in their study that the teacher's emotional support significantly influences students' willingness to participate in communicative activities. Within the classroom, teachers must also adapt their feedback to the different needs of their students. It is important to mention that each student has different levels of language proficiency, learning styles, and other characteristics. Therefore, feedback should always be contextualized according to individual needs. According to a 2023 study by Carless and Winstone, personalized feedback significantly increases the correct use of language, as it helps address each student's specific needs. Another key aspect of the teacher's role is to promote constructive feedback. This is because negative or overly critical comments can negatively impact students' self-esteem and oral participation, thus hindering their engagement. On the other hand, balanced feedback that allows for progress and is geared

toward continuous improvement strengthens academic confidence. Dweck (2017) explains that students respond better when the teacher emphasizes progress and effort rather than focusing solely on mistakes.

Teachers should encourage active student participation in the feedback process. Currently, feedback is understood as a two-way process where students interpret, analyze, and use the information received to improve their performance. Winstone and Carless (2020) state that effective feedback requires students to actively participate and develop feedback literacy—that is, the ability to understand and apply feedback.

2.3 ENGLISH SKILLS

According to a 2017 study by Richards, English language skills comprise the set of linguistic competencies necessary to understand, produce, and use the language effectively—in other words, to develop communicative skills. These skills form the foundation of English language learning and enable students to develop communicative competence in various contexts. Traditionally, English language skills are classified into four fundamental macro-skills: listening comprehension, speaking, reading comprehension, and writing.

Developing these skills is essential in teaching English as a foreign language because language learning involves much more than memorizing vocabulary or grammar rules. According to the Common European Framework of Reference for Languages, communicative competence is achieved when students are able to understand, interact with, and produce messages appropriately in different communicative situations (Council of Europe, 2020).

Linguistic skills must be developed in an integrated way because real communication requires simultaneous processes of language comprehension and production. In everyday life, people listen, speak, read, and write continuously in an interconnected manner, which is why learning English should promote the balanced development of all these skills (Jebahi, 2022).

The development of receptive skills is fundamental because it allows students to understand the language and acquire new vocabulary, grammatical structures, and communicative models. Through listening and reading, students receive linguistic input that they subsequently use during oral and written production (Pakula, 2019).

In other words, productive skills allow students to actively participate in communicative situations. Nation and Newton (2020) even state that speaking and writing represent complex processes because they require organizing ideas, selecting appropriate vocabulary, and using correct grammatical structures to convey understandable messages.

2.4 IMPORTANCE OF THE SPEAKING SKILL IN ENGLISH LANGUAGE

Currently, proficiency in spoken English is an academic, professional, and social necessity, especially in a globalized context where English functions as an international language of communication.

Furthermore, being communicatively competent not only involves more than just knowing grammatical rules or memorizing vocabulary. It means using language effectively to express opinions, feelings, and needs. Notwithstanding, in the study carried by Luzon in 2024, this author states that speaking is an essential skill because it enables interaction in natural and real context. Finally, in the study conducted by Celce-Murcia et al. in 2014, the authors argue that oral ability represents the core of communicative competence, as speaking allows students to interact with society, moving from theoretical language learning to natural language.

The importance of speaking lies in its connection to the comprehensive development of other language skills. Nation and Newton (2020) explain that speaking and listening are interdependent because oral interaction requires constant auditory comprehension. Similarly, oral activities promote the strengthening of vocabulary, pronunciation, and grammatical structures.

Within the communicative approach, speaking occupies a priority position because modern English language teaching aims to develop students capable of using the language in authentic communication situations. Richards, in his 2022 study, states that contemporary methodologies prioritize the actual use of a language over the systematic memorization of rules. In conclusion, oral activities such as debates, dialogues, presentations, and discussions are an essential part of the language learning process.

Finally, to develop all of these skills helps strengthen students' confidence and participation in different class activities. When students can express themselves appropriately, they increase their communicative confidence and demonstrate greater engagement in interacting with teachers and classmates. Consequently, according to the study conducted by Leong and Ahmadi (2017), the authors mention that speaking fosters the development of academic self-esteem because students perceive visible improvements in their communication abilities.

2.5 RELATIONSHIP BETWEEN FEEDBACK AND SPEAKING SKILL

The relationship between feedback and speaking skills is one of the most important aspects of teaching English as a foreign language because feedback allows for the progressive improvement of students' oral production. Speaking is a complex skill that requires the simultaneous use of pronunciation, grammar, vocabulary, fluency, and listening comprehension; therefore, students need constant guidance to identify errors and strengthen their communicative competence.

Furthermore, feedback has an important function in the development of oral learning because it helps students to provide specific information about their performance and guides improvement processes. According to the study developed by Hattie and Clarke in 2018, feedback is one of the pedagogical factors with the greatest impact on learning because it allows for reducing the gap between current performance and expected objectives.

Consequently, feedback helps students to identify their mistakes, particularly those related to pronunciation and grammar. Through appropriate feedback, students

learn to identify areas for improvement and use language correctly. Sato and Lyster (2012), in their study, mention that corrective feedback significantly contributes to the development of skills in learners of English as a foreign language.

Consequently, the relationship between this type of feedback, when applied effectively, and oral expression can be explained through interaction theory in foreign language acquisition. Long (2015) states that communicative interaction accompanied by feedback facilitates meaning negotiation processes and allows students to identify differences between their oral production and the correct forms of the target language. This feedback also directly influences the development of oral fluency. When students receive consistent guidance on how to improve their performance, they gradually increase their communicative confidence and participate more frequently in oral activities. According to Lee (2017), effective feedback strengthens motivation and reduces speaking-related anxiety.

Feedback fosters autonomy and self-regulation in oral learning. Nicol (2021) explains that effective feedback helps students reflect on their performance and make decisions to improve future oral productions. From this perspective, it not only corrects immediate errors but also promotes independent learning and critical thinking. According to research conducted by several authors, the relevance of feedback in English language teaching and the development of oral expression has been analyzed. Many of these researchers affirm that effective feedback should not only be aimed at correcting errors but also help students achieve oral proficiency in various ways.

It is important to mention that the authors agree that oral expression is a crucial skill for acquiring English, as it enables the development of communicative competence. However, they also mention that developing this competence requires the application of several other strategies.

Finally, the comparative analysis of the authors concludes that there is a direct relationship between effective feedback and the development of oral skills in the language, which must be constantly supported by different strategies. Therefore, this feedback should be recognized as a pedagogical strategy that significantly contributes to the development of communicative competence in students of English as a foreign language.

2.6 ASSESSMENT OF SPEAKING SKILL

The assessment of oral skills is one of the most complex and important processes in teaching English as a foreign language (EFL) because speaking involves multiple linguistic, cognitive, communicative, and emotional components that must be analyzed holistically.

Currently, speaking assessment has evolved from traditional approaches focused solely on grammatical accuracy to communicative and functional models aimed at measuring the student's communicative competence. According to the Common European Framework of Reference for Languages (CEFR), oral communication skills

assessment should be based on the student's ability to interact, express ideas, and function effectively in real-life situations.

Additionally, according to the study carried by Brown and Abeywickrama in 2019, the authors argue that oral assessment should not only be based on linguistic knowledge but also on the student's ability to use language appropriately in real and spontaneous communication. So, oral assessment presents a significant challenge, as it must take into account the various aspects to develop it.

Eventually, according to the study conducted by Luoma in 2024, assessing oral skill is important because this skill is the direct means of language development. Through this assessment, teachers can analyze how students use different linguistic components in natural situations.

2.7 COMMUNICATIVE COMPETENCE

Communicative competence is one of the most important concepts in foreign language teaching and learning, especially in the context of English as a foreign language (EFL). The term communicative competence was initially introduced by Hymes (1972), who criticized Noam Chomsky's notion of linguistic competence. On the one hand, Chomsky focused learning on grammatical knowledge of the language. On the other hand, Hymes argued that speakers also need to know when, how, and with whom to use the language appropriately in real-life social contexts.

Consequently, according to Hymes, a communicatively competent person not only possesses linguistic knowledge but also masters the skills to use the language appropriately in real-life contexts. This perspective profoundly transformed language teaching and gave rise to the communicative approach to language learning (CAL), which is currently used in English language teaching. Later, Canale and Swain (1980) expanded the concept of communicative competence through a model composed of different interrelated competencies. The authors initially identified three components: grammatical competence, sociolinguistic competence, and strategic competence.

Currently, this model continues to be one of the most important theoretical foundations in teaching English as a foreign language because it explains how different linguistic, social, and strategic dimensions interact during oral and written communication.

2.8 SECOND LANGUAGE ACQUISITION

The study of second language acquisition has evolved considerably over the last few decades due to the growing interest in understanding how students develop language skills in formal and informal educational contexts.

Research on second language acquisition began to gain more recognition between the 1960s and 1970s as a response to traditional pedagogical strategies that largely focused on grammar. Initially, this type of research was based on the structural analysis of language; however, after exploring this shift, interest arose in understanding how people actually learn and use a foreign language.

Within this field, one of the most prominent authors is Stephen Krashen, who developed Monitor Theory during the 1980s. Although his proposals are based on classic works, they remain crucial for understanding language acquisition in current research.

In his 1985 study, Krashen asserts that there is an important difference between learning and acquisition. Learning refers to the conscious internalization of grammatical rules, while acquisition corresponds to the subconscious and natural development of language through interaction.

Finally, according to the study carried out by Ortega in 2020, he states that when reviewing research of similar characteristics, the acquisition of second languages involves extensive processes of building competence through exposure to the language. The author argues that foreign language learning does not occur solely through memorization of grammatical rules, but rather through dynamic processes of language comprehension, production, and internalization.

Additionally, VanPatten, Smith, and Benati (2020) explain that second language acquisition corresponds to the gradual development of implicit and explicit knowledge that allows one to understand and use the target language in different communicative contexts. From this perspective, language acquisition involves both conscious learning and automatic and unconscious processes related to language exposure.

2.9 COLLABORATIVE LEARNING

Collaborative learning involves students working together to achieve shared goals, promoting positive interdependence, individual accountability, and meaningful interaction. From this perspective, knowledge is not constructed in isolation, but rather through social processes of cooperation and dialogue (Johnson & Johnson, 2017).

In his 1978 study, Vygotsky asserts that learning occurs first through social interaction. It means that language learners acquire and develop skills and knowledge by interacting with people. This affirmation supports the use of collaborative learning in foreign language teaching, specifically in the development of communicative skills.

Collaborative learning helps create authentic opportunities for oral communication in the context of teaching English as a foreign language. Unlike traditional teacher-centered approaches, this methodology allows students to actively participate in discussions, debates, group projects, and communicative activities where they use English meaningfully. Richards (2022) states that collaborative methodologies strengthen communicative competence because they increase oral interaction time and reduce exclusive dependence on the teacher.

Furthermore, Dörnyei and Murphey (2021) argue that collaborative learning increases EFL students' motivation and communicative confidence because it promotes fewer threatening environments for oral production. When students participate in class activities in small groups, or also in pairs, they do not feel anxiety and demonstrate a greater willingness to engage with the target language.

Notwithstanding, collaborative learning strengthens social and emotional skills inside the educational context. According to the study developed by Johnson and Johnson

in 20017, group activities develop empathy and shared responsibility. The use of these activities is crucial for language learning because effective communication requires social interaction. Within the EFL context, collaborative learning also helps reduce communicative anxiety. Many students experience fear or insecurity when speaking English in front of the teacher or the whole class. However, collaborative work creates safer and less threatening environments where students can practice speaking with greater confidence (Mercer & Dörnyei, 2020).

3. CHAPTER III. METHODOLOGICAL FRAMEWORK

3.1 RESEARCH APPROACH

This research employed a qualitative approach, as it sought to understand, describe, and interpret the influence of feedback on the development of speaking skills in students of English as a foreign language (EFL). This approach allowed for the analysis of students' experiences, perceptions, behaviors, and oral interaction processes within the educational context where the research takes place.

This approach arose from a research problem, since the development of language skills involves linguistic, emotional, and social factors that require detailed interpretation within the educational environment. Therefore, feedback is a pedagogical strategy that cannot be analyzed solely from a statistical perspective, but rather through the interpretation of the communicative interactions that occur in the classroom.

Furthermore, this qualitative approach allowed for the exploration of students' perceptions regarding the use of feedback during class. This facilitated the identification of strengths, weaknesses, and pedagogical strategies related to the development of communicative competence.

Finally, this qualitative approach enabled a comprehensive understanding of the relationship between feedback and oral skills in students of English as a foreign language within their natural educational context.

3.2 RESEARCH MODALITY

This research was conducted using a combination of field research and bibliographic-documentary research.

This research was considered a field study since it was conducted within an educational context, allowing for observations of real interactions between teachers and students during classroom activities.

This contextualized research enabled a direct analysis of the use of feedback in English language teaching, observing how students react to this strategy and how it influences the continuous improvement of their skills.

Therefore, this research also employed a bibliographic approach, as it was necessary to collect, analyze, and interpret information from various studies related to feedback, oral skills, collaborative learning, and the teaching of English as a foreign language.

Finally, the aforementioned literature review facilitated the development of the theoretical framework and helped in gathering relevant information on the influence of feedback on the development of students' communicative skills.

3.3 LEVEL OR TYPE OF RESEARCH

This thesis was a descriptive and interpretive study. It was descriptive because it sought to identify and describe the characteristics of feedback use and its relationship to the development of speaking skills in EFL students.

Furthermore, the research was interpretive because it also sought to understand the meaning and influence of feedback within the oral learning process of English. The interpretive analysis allowed to understand how students perceive feedback and how it influences their confidence, motivation, and oral performance.

3.4 STUDY POPULATION

For this research, the population consisted of 30 students enrolled in the A2 English course at Instituto Superior Carlos Cisneros. These students received English as a foreign language instruction and participate in activities related to developing their speaking skills.

3.5 SAMPLE SIZE

The study population represented a group of students with an A2 level of English, so this research worked with the entire population without needing to select a sample. This allowed for more representative results.

3.6 DATA COLLECTION TECHNIQUES AND INSTRUMENTS

3.6.1 TECHNIQUES

The data collection techniques used in this research were selected considering the study's objectives and the need to determine the type of feedback used in developing speaking skills in students of English as a foreign language (EFL). These techniques were applied throughout the research process and allowed for obtaining contextualized information about communicative interactions, feedback practices, and participants' perceptions within the English classroom.

Among the qualitative techniques used during this research, observation guides were applied during class sessions, progressively adapted to the needs identified among the students and the activities carried out in class. The combination of these observation guides, surveys, and document analysis allowed for the creation of a broad and detailed collection of information on the research topic, thus contributing to a comprehensive understanding of how feedback influences the development of students' communicative confidence.

Direct classroom observation allowed for the systematic recording of interactions between the teacher and students during classroom activities. This observation helped identify the types of feedback used by the teacher and collect student reactions.

The observation also allowed for an analysis of how the teacher applied feedback and how it was accepted or rejected during different activities. Finally, situations were identified in which feedback fostered students' communicative confidence or, conversely, generated insecurity or anxiety when participating orally.

On the other hand, the essential technique used was the qualitative survey. This technique allowed for obtaining detailed information about the perceptions and experiences of the students who participated in the study regarding the use of feedback

during their classes. The surveys were administered to all students, which allowed for understanding the different perspectives related to oral skills and pedagogical feedback.

These surveys were structured with closed-ended questions that facilitated responses focused on addressing the objectives of this research. Through this technique, students were able to voluntarily express how they feel about using language orally, what their main challenges are, and how the feedback they receive influences their participation in these types of activities.

In addition to the use of observation guides and surveys, document analysis was used to review research related to the development of oral skills and the feedback strategies employed. This technique is developed within the theoretical framework of this research.

This technique also helped to identify how feedback was incorporated into pedagogical activities and how aspects related to pronunciation, fluency, interaction, and oral participation were evaluated.

Furthermore, the document analysis was used to understand the relationship between the teacher's pedagogical objectives and the strategies used to strengthen speaking skills through feedback processes.

Finally, the combined application of observation, surveys, and document analysis was used to gather extensive, contextualized, and meaningful information on the influence of feedback on the development of speaking skills. These techniques facilitated an in-depth analysis of communicative dynamics within the classroom and allowed to understand how feedback contributes to strengthening oral competence in EFL students.

3.6.2 INSTRUMENTS

Observation Guide

The observation guide was one of the main data collection instruments in this research, as it allowed for the systematic and organized recording of interactions during English classes, especially those related to the use of feedback and the development of speaking skills. This instrument facilitated the direct observation of students' behaviors, attitudes, and responses to the feedback strategies used by the teacher during oral activities.

Survey

The survey was another important instrument used in the research, as it helped gather detailed information about the perceptions, experiences, and opinions of the students who participated in this study regarding the use of feedback in the classroom and how it has helped or hindered the development of their skills.

This survey contained structured questions designed to gather information to answer the research objectives. These surveys were administered to all participating students to obtain real data on the research topic.

4. CHAPTER IV. RESULTS AND DISCUSSION

4.1 RESULTS

4.1.1 To determine the use of feedback

To identify the type of feedback used by the teacher to improve oral communication skills in English, an observation guide was used during ten A2 level classes at Instituto Superior Carlos Cisneros, along with student surveys. These instruments allowed for the systematic recording of pedagogical interactions during oral activities, particularly those related to error correction, the use of motivational comments, and the feedback strategies implemented by the teacher. Furthermore, the observation facilitated the analysis of students' reactions to feedback and how it influenced their participation and oral performance.

Table 1: Types of feedback used by the teacher

Indicators	Observation	Survey	Interpretation
The teacher provides feedback during oral activities	Feedback was observed in most speaking activities carried out in class.	Most students perceive that the teacher usually provides feedback during oral participation.	Feedback is present in most oral activities, although not consistently.
The teacher corrects pronunciation errors	Pronunciation correction was consistently observed during oral practice.	Students recognize pronunciation correction as a common classroom practice.	Pronunciation correction is one of the most widely used strategies by teachers.
The teacher corrects grammatical errors	Grammar correction was present in several speaking activities.	Students reported that grammatical correction is frequently provided by the teacher.	Grammatical feedback has an important presence within oral activities.
The teacher corrects vocabulary errors	Vocabulary correction was observed occasionally	Students perceive vocabulary correction less	Vocabulary correction is less frequent compared to

	during oral interaction.	frequently than other types of feedback.	pronunciation and grammar correction.
The teacher uses positive feedback	Positive reinforcement was commonly observed during classroom interaction.	Students perceive positive feedback as a motivating strategy during oral activities.	Positive feedback is used to motivate students during oral activities.
The teacher uses immediate feedback	Immediate correction was applied in some oral activities.	Students do not strongly identify immediate feedback as the most beneficial strategy.	Immediate feedback is applied in moderation and is not preferred by students.
The teacher uses delayed feedback	Delayed correction was frequently observed after speaking activities.	Students did not express a clear preference regarding delayed feedback.	The teacher prefers to correct after the activities to avoid interruptions during communication.

Source: Observation Guide & Survey

Author: The researcher

Analysis of results:

The results show that corrective feedback is the most frequently used type of feedback by teachers, especially regarding pronunciation and grammar. The information gathered through the observation guides indicates that pronunciation correction was present in the vast majority of the observed classes, and most students confirmed that this practice is very common in their lessons. Similarly, grammatical correction was frequently present in both the observation guides and the surveys administered.

These results obtained from the instruments coincide with those of Lyster and Ranta (1997), as these authors maintain that corrective feedback helps develop oral accuracy and allows students to identify errors related to pronunciation, grammar, and vocabulary. Similarly, Sato and Lyster (2012) assert that this type of feedback significantly contributes to the development of oral fluency and accuracy in EFL learners.

Regarding positive feedback, the results show that the teacher frequently uses motivational comments. This was observed in most of the classes analyzed and was confirmed by student perceptions. The results obtained are positive, considering the argument of Mercer and Dörnyei (2020), who explain that positive feedback strengthens motivation and communicative confidence in learners of English as a foreign language.

Regarding immediate and delayed feedback, the results show a greater prevalence of delayed feedback. During the observations, it was identified that the teacher tends to correct errors at the end of oral activities to avoid interrupting the flow of communication. This finding aligns with Richards (2022), who points out that delayed feedback fosters more natural communicative environments and reduces anxiety during oral interaction.

However, it was also observed that the teacher rarely explains specific strategies for improving speaking skills, as only few observations showed clear guidance on how to improve oral performance. This demonstrates that feedback focuses primarily on error correction rather than on reflective processes for continuous improvement. According to Hattie and Timperley (2007), effective feedback should guide students on how to improve and what steps are necessary to achieve better results.

4.1.2 To identify the perception of students about the type of feedback used

To identify students' perceptions of the type of feedback used to enhance their oral communication skills, a survey was administered to the 30 A2 level students at Instituto Superior Carlos Cisneros. This instrument allowed for the collection of information related to the students' experiences, opinions, and emotions regarding the feedback received during speaking activities. Furthermore, the survey facilitated understanding how feedback influences aspects such as motivation, confidence, oral participation, and the improvement of communicative competence in English.

Table 2: Student perception of feedback and speaking

Indicators	Survey Results	Interpretation
Feedback helps improve speaking	Most students reported that feedback frequently supports their oral performance.	Most people perceive that feedback promotes oral development.
Students feel more confident when speaking	Many students indicated that feedback increases their confidence during speaking activities.	Feedback partially strengthens communicative trust.

Students participate more when they receive feedback	Students commonly reported greater participation when feedback is provided.	Feedback increases oral participation.
The teacher corrects respectfully	Most students perceive corrections as respectful and supportive.	Students perceive a respectful environment during corrections.
Feedback motivates me to continue learning English	Students generally associated feedback with increased motivation to learn English.	Feedback has a positive motivational effect.
Students feel nervous when they are corrected.	Some students expressed feelings of nervousness when receiving corrections.	Correction also generates anxiety in some students.

Source: Survey

Author: The researcher

Analysis of results:

The results of the survey show that most students perceive feedback as a positive strategy for improving their oral communication skills in English. The majority of surveyed students believe that feedback helps develop their skills, increases their confidence to participate in activities, and strengthens their motivation to continue learning the language.

The results of the aforementioned survey coincide with the findings of the study conducted by Wisniewski et al. in 2020, who affirm that feedback has one of the most significant effects on learning and performance. Furthermore, these results align with those of Ajjawi and Regehr (2019), as feedback is considered to strengthen pedagogical relationships and encourage greater participation in class.

However, the application of this instrument also identified a significant emotional component related to anxiety and nervousness during the feedback process. The results show that half of the students indicated feeling nervous when the teacher corrected their mistakes, while observations revealed that students avoided participating spontaneously for fear of receiving low grades. These results align with Hartono et al. (2022), who explain that feedback can have both positive and negative effects depending on how it is

delivered. Excessively critical feedback can provoke anxiety and fear of oral participation.

Finally, through the observation guides applied, it was revealed that a minimal percentage of classes showed confident while speaking English. In several activities, students relied on reading written dialogues and avoided eye contact. This finding demonstrates that, although feedback is applied, insecurities related to oral English production still persist.

4.1.2 General Discussion

Table 3: Data Triangulation

Category	Observation	Survey	Theoretical Foundation	General Interpretation
Corrective Feedback	Strong presence in pronunciation and grammar	Most of students consider it to be the most useful.	Lyster & Ranta (1997) argue that it improves oral accuracy	Corrective feedback is the predominant strategy in the classroom.
Positive Feedback	Respectful and motivating environment	Students perceive motivation	Mercer & Dörnyei (2020) highlight its impact on trust	Positive feedback encourages participation and motivation.
Delayed feedback	Increased use after activities	Students show less communicative pressure	Richards (2022) states that it reduces anxiety	Delayed feedback promotes oral fluency.

Anxiety when speaking	Low oral confidence observed	Half of students feel nervous when being graded	Hartono et al. (2022) relate feedback and anxiety	Feedback still creates insecurity in some students.
Oral participation	Active participation but limited by fear	Most people participate more with feedback	Hattie & Clarke (2018) highlight the motivational value of feedback	Feedback strengthens oral interaction when applied appropriately.

Source: Observation Guide & Survey

Author: The researcher

Triangulation of results revealed that feedback is a relevant pedagogical strategy for developing oral English proficiency in A2-level students at the Carlos Cisneros Higher Institute. The results show that the teacher primarily uses corrective and positive feedback to guide oral learning, particularly in pronunciation and grammar.

Students perceive that feedback contributes positively to their speaking development, increasing their participation and motivation during oral activities.

However, according to the results of the data collection instruments, limitations related to anxiety and insecurity when using the language were identified, especially when feedback is perceived as evaluative or focuses solely on errors and not on their correction.

From this theoretical perspective, the results coincide with those of authors such as Hattie and Timperley, Ellis, Mercer and Dörnyei, and Wisniewski et al., who maintain in their various studies that effective feedback should combine linguistic correction, motivation, and pedagogical guidance to strengthen communicative development. Consequently, the research demonstrates that feedback directly influences the development of oral communication skills, provided it is applied respectfully, in a motivating manner, and with a focus on the continuous improvement of oral performance.

5. CHAPTER V. CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

According to the results obtained through the application of the observation guides and the surveys carried out on the students of the A2 level of the Carlos Cisneros Higher Institute, it is concluded that feedback constitutes a fundamental pedagogical strategy for the development of oral communicative skills in English.

- The application of data collection instruments helped to demonstrate that the teacher frequently uses feedback to reveal mistakes in pronunciation, grammar, and, to a lesser extent, vocabulary. The results of the study also demonstrated that positive feedback was used to motivate student participation and achieve better results in the development of their communicative skills. Nevertheless, the results also showed that the teacher offers little specific guidance on strategies to improve oral performance, focusing just on the immediate or delayed correction of linguistic errors.
- The students participating in this study perceive feedback as an important element for improving their oral communication skills in the language. Furthermore, most of the participating students stated that the feedback they received helps them improve and strengthen their confidence in using the language. However, it was also concluded that some students experience nervousness and anxiety when receiving feedback during oral activities, especially when they are afraid of making mistakes or receiving low grades.

5.2 RECOMENDATIONS

- As a recommendation, English teachers are encouraged to integrate and adapt these types of feedback strategies to combine corrective and positive feedback that motivates students to strengthen both linguistic accuracy and communicative confidence during oral activities.
- Furthermore, it is recommended to provide students with feedback that includes strategies related to improving pronunciation, fluency, vocabulary, and the organization of ideas, so that students can apply them and thus use the language successfully in real-life situations.
- Finally, it is suggested that is important to construct new learning environments where students can participate actively without giving importance of making mistakes. To make it possible, it is important that feedback be empathetic and focused on improving the student's progress, rather than just on their mistakes.

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ANNEXES

FACULTY OF SCIENCES OF EDUCATION, HUMANITY AND TECHNOLOGY PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES



INSTRUMENT 1: OBSERVATION GUIDE

Research Topic: *Feedback as a Pedagogical Strategy used for Improving English Speaking Skill*

General Information

- Institution: Instituto Superior Carlos Cisneros
- English Level: A2
- Observer: _____
- Date: _____
- Class Topic: _____
- Duration of Observation: _____

Objective of the Instrument

To identify the type of feedback used by the teacher to improve students' oral communicative skills in English during A2 English classes.

• OBSERVATION GUIDE

DIMENSIONS	INDICATORS	YES	NO	OBSERVATIONS
Use of Feedback	The teacher provides feedback during speaking activities.			
	The teacher corrects pronunciation mistakes.			
	The teacher corrects grammar mistakes during oral participation.			

DIMENSIONS	INDICATORS	YES	NO	OBSERVATIONS
	The teacher corrects vocabulary mistakes during speaking activities.			
	The teacher uses positive feedback to motivate students.			
	The teacher provides corrective feedback respectfully.			
	The teacher gives immediate feedback during oral activities.			
	The teacher gives delayed feedback after speaking activities.			
	The teacher explains how students can improve their speaking.			
Students' Oral Participation	Students participate actively in speaking activities.			
	Students respond positively to feedback.			
	Students show confidence when speaking English.			
	Students improve pronunciation after receiving feedback.			
	Students attempt to correct their mistakes after feedback.			
	Students interact orally with classmates in English.			
Classroom Environment	The classroom environment encourages oral participation.			
	The teacher creates a respectful atmosphere during correction.			

DIMENSIONS	INDICATORS	YES	NO	OBSERVATIONS
	Students participate without fear of making mistakes.			
	Feedback motivates students to continue speaking in English.			

Field Notes

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**FACULTY OF SCIENCES OF EDUCATION, HUMANITY AND
TECHNOLOGY PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**



INSTRUMENT 2: STUDENT SURVEY

Dear participant:

You are invited to participate in the research project entitled “*Feedback as a Pedagogical Strategy used for Improving English Speaking Skill*”, developed as part of the undergraduate degree process.

The purpose of this study is to determine the use of feedback in the development of oral communication skills in English among A2 level students at Instituto Superior Carlos Cisneros during the academic period 2025–2026.

Your participation consists of answering a survey related to your perceptions about the feedback used during English classes. The information collected will be used exclusively for academic and research purposes. Your answers will remain confidential and anonymous, and they will not affect your grades or academic performance in any way.

Participation in this study is voluntary, and you may withdraw at any time without any negative consequences.

By signing this document, you confirm that:

- You have been informed about the purpose of the research.
- You understand that the information collected will only be used for investigative purposes.
- You voluntarily agree to participate in this study.

Participant Information

Signature: _____

Date: _____

Instructions

Read each statement carefully and mark the option that best represents your opinion.

Scale

1 = Never 2 = Sometimes 3 = Frequently 4 = Always

N°	STATEMENTS	1	2	3	4
1	The teacher gives feedback during speaking activities.				
2	The teacher corrects my pronunciation mistakes.				
3	The teacher helps me improve my grammar when speaking English.				
4	The teacher corrects vocabulary mistakes during oral activities.				
5	The teacher uses positive comments to motivate me.				
6	The feedback helps me improve my speaking skill.				
7	I feel more confident speaking English after receiving feedback.				
8	The teacher explains clearly how to improve my oral performance.				
9	I participate more in speaking activities when the teacher gives feedback.				
10	The teacher corrects mistakes respectfully.				
11	Feedback motivates me to continue learning English.				
12	I feel nervous when the teacher corrects my mistakes.				
13	The feedback helps me improve my pronunciation.				
14	I try to correct my mistakes after receiving feedback.				
15	Feedback activities improve my oral participation in class.				

16. What type of feedback helps you improve your speaking skill the most? Give a short explanation why you selected that option.

- **Positive feedback** (The teacher gives encouraging comments about your speaking.)
- **Corrective feedback** (The teacher corrects your pronunciation, grammar, or vocabulary mistakes.)
- **Immediate feedback** (The teacher corrects mistakes during the speaking activity.)
- **Delayed feedback** (The teacher corrects mistakes after the speaking activity finishes.)

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17. How do you usually feel when the teacher corrects your mistakes in English?

Give a short explanation about the option selected.

- Motivated
- Confident
- Nervous
- Indifferent

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18. In your opinion, what does feedback improve the most in speaking activities

- Pronunciation
- Grammar
- Vocabulary
- Fluency

PHOTOGRAPHIC EVIDENCE



OBSERVATION CLASS

14TH MAY, 2026



SURVEY APPLICATION
22ND MAY, 2026