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TECNOLOGÍAS**

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS
NACIONALES Y EXTRANJEROS**

The usage of Recast Feedback in Teenagers' English pronunciation in 10th "A" of General Básica of the Unidad Educativa "Pensionado Olivo" in Riobamba City Chimborazo Province in the academic period 2021- 2022.

**Work presented as requirement for obtaining the Bachelor degree as
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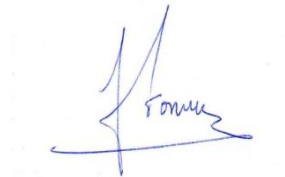
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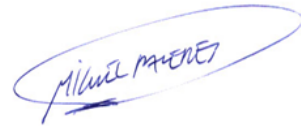
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DEDICATION

I dedicate this research work to my family for being protagonists in my education, to my father Hernán Millán, and my mother Julia Ramos for their support and daily sacrifice being my engine of strength and hope.

I want to dedicate this work to my younger sister Keren Millán and my brother Andrés Millán for becoming a supply of strength. To Kely Cardozo for being inspiration to fulfill this work.

Finally, I dedicate this work to my mentor Miguel Paredes, and my thesis tutor Mónica Torres for sharing their knowledge, experiences, and ideas that have helped me during my life. I also thank Mónica Cadena for all the support given during my career.

Daniel Millán

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In my journey through life, I realized that there are many things that I am good at, I found skills and abilities that I never thought would develop in me, and I thank most humbly my parents, siblings, teachers, and friends for their help and encouragement in the course of my university education, I want them to know that each of their contributions meant a lot to me, so a few words are not enough to recognize their impact.

My thankfulness to thank God for giving me the life, and the Universidad Nacional de Chimborazo, the Facultad de Ciencias de la Educación Humanas y Tecnologías for the opportunity provided, for allowing me to meet teachers with human quality and all the experiences that allowed me to live through knowledge.

Daniel Millán

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RESUMEN

Millán (2022). El uso de la retroalimentación Recast en la pronunciación del Inglés de los Jóvenes. (Tesis de grado). Universidad Nacional de Chimborazo. Riobamba, Ecuador.

La retroalimentación es un proceso vital en el aprendizaje de la lengua inglesa, cumple un papel importante durante la corrección de errores para desarrollar las habilidades lingüísticas, especialmente una característica del habla que es la pronunciación. Por esta razón, la pronunciación es significativa para la comunicación y debe ser comprensible, precisa y clara para ser efectiva. Por lo tanto, el objetivo de la presente investigación es analizar el uso del Feedback Recast en el 10º "A" de General Básica de la Unidad Educativa "Pensionado Olivo" para mejorar la pronunciación del inglés. Esta investigación es no experimental con un enfoque mixto, de modalidad descriptiva y nivel exploratorio. Como resultado, se evidenció que las estrategias utilizadas en el proceso de enseñanza-aprendizaje de la pronunciación del inglés no son bien aplicadas. Además, el sistema del proceso metodológico utilizado en la aplicación del Recast tiene inconsistencias, Por lo tanto, los estudiantes no adquieren la competencia necesaria en pronunciación para lograr un uso adecuado del inglés en la comunicación. Por último, se especifica el proceso metodológico correcto que convierte al Recast en una herramienta eficaz para identificar y mejorar la pronunciación en la lengua inglesa.

Palabras Claves: Recast Feedback, Pronunciación, Corrección, Explícita.

ABSTRACT

Millán (2022). The usage of Recast Feedback in Teenagers' English pronunciation (Degree's Thesis). Universidad Nacional de Chimborazo. Riobamba, Ecuador.

Feedback is a vital process within English language learning, it performs an important role during error correction to develop language skills, especially one feature of speech which is pronunciation. For this reason, pronunciation is significant for communication and must be understandable, accurate, and clear for effectiveness. Therefore, the objective of the present research is to analyze the use of Feedback Recast in the 10th "A" of General Basic of the Educational Unit "Pensionado Olivo" to improve English pronunciation. This research is non-experimental with a mixed approach, a descriptive modality, and an exploratory level. As a result, it was evidenced that the strategies used in the teaching-learning process of English pronunciation are not well applied. In addition, the methodological process system used in the application of Recast has inconsistencies. Therefore, the students do not acquire the necessary competence in pronunciation to achieve an appropriate use of English in communication. Finally, it specifies the correct methodological process that converts the recast into an effective tool to identify and improve pronunciation in the English language.

Keywords: Recast Feedback, Pronunciation, Correction, Explicit

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CHAPTER I

1.1 INTRODUCTION

For mankind, communication has always been a pillar since millennia ago, nowadays there are several languages around the world but the most used to communicate is the English language. For this reason, it is a necessary language to learn and it is known as the lingua franca because it is spoken in several destinations despite having different mother tongues. For a student of this language, it is a process that needs great exposure and immediate correction (Nishanthi, 2018).

During this learning, the input and output information must be flawless so that there are no problems during the process. Feedback is a meaningful process that gives great support to the teaching-learning process because allows the learner to restore erroneous information into valid information. The application of Recast feedback provides a wide spectrum of correction for the learner, and it represents a pedagogical tool for the teacher.

Pronunciation is one of the most challenging skills when communicating verbally because there are methodologies that are not applied correctly, resulting in a wrong learning process for the learner. Unfortunately, these errors appear in the future leading to communication problems. Learners have the task of developing speaking skills in the same way as reading, listening, and writing. This process is beneficial for clear pronunciation, and successful communication, which means that all of the above-mentioned skills must be developed together.

It is important to mention that the application of Recast Feedback is significant for teachers in focusing the feedback process during classes where speaking skill is to be developed (Yin, 2021). Therefore, this study focuses on the analysis of the use of Recast Feedback for students in the 10th grade "A" of General Basic of the Educational Unit "Pensionado Olivo" in the city of Riobamba in the province of Chimborazo.

1.2 RESEARCH PROBLEM

The students of Décimo año de Educación General Básica at Unidad Educativa Pensionado Olivo have presented difficulties in pronunciation when using the English language. The major problem is the lack of necessary feedback in situ to help students to improve pronunciation. As a result, when trying to communicate students are not clearly understood. So, communication is broken.

1.3 PROBLEM STATEMENT

In the globalized society taking place in the 21st century. English language is pervasive and dominates in most fields. It is considered a key element of communication between very diverse cultures that have little or no common features. According to Nishanthi (2018), the English language has become a link in communication on cultural, commercial, educational, technological, and diplomatic issues. Learning English is

no longer an additional skill, but a necessary knowledge to function in a multicultural environment in which this lingua franca is spoken.

Teaching speaking skills is a challenge for teachers in the current time. Since in most cases students have no way to practice speaking skills outside of English class. There is evidence in speaking skill is not taken with the importance that they should. The lack of feedback makes this skill lose a great percentage since to speak and master the English language one must master four skills: listening, speaking, writing, and reading.

Adara (2018), mentioned it is a conclusive fact that many English teachers are permissive and tolerant the incorrect pronunciation in situ, due to this false and comfortable system, the students are used to pronouncing the English words incorrectly forming actions that will bring them difficulties and problems that will be hard to correct. This situation takes place because there are some errors in the message, from something simple to more complex factors.

The problem that was evidenced during the pre-professional practices, where the absence of effective feedback that could help to immediately correct errors orally during the students' interactions. The English language is characterized as a precise language in its pronunciation and there are linguistic rules that support this statement.

For this reason, the attitude of the English language teacher plays a very important role in the teaching process. Nguyen (2019), states the teacher must encourage preparation and practice, stimulating and motivating an excellent pronunciation of the language from the beginning to avoid future problems. According to Sorayyaei (2020) feedback corrects at the time of application even though not all types of feedback have the desired effect. It does not help to improve pronunciation at the time of oral production, and it is notorious how a percentage of the students do not pronounce the language correctly provoking misunderstanding among other factors.

Savvani (2020) has mentioned at the moment of detecting the existing problems, it is proposed to usage the recast feedback tool in each spoken class through an immediate correction, this technique is the perfect example of implicit correction and very motivating and effective to develop phonetic learning and avoid future errors in pronunciation.

According to Orrego et al. (2019), the usage of the Recast Feedback tool is proposed to correct the mispronunciation of English words, thus avoiding fossilization in pronunciation and developing speaking and listening skills when having a conversation in English. The proposal is aimed at improving the instructional process where students are the protagonists of their academic training.

For this reason, the main aim of this work is to analyze the usage of the recast feedback to improve the instructional process of English teaching and learning at Unidad Educativa Pensionado Olivo in Décimo Año de Educación General Básica paralelo "A" where the usage of recast feedback can improve students' speaking skill.

1.4 PROBLEM FORMULATION

How does the usage of the Recast Feedback tool improve the pronunciation of the English language in students of the 10th “A” of General Básica of the Unidad Educativa “Pensionado Olivo” in Riobamba City in the Chimborazo Province in the academic period 2021- 2022?

1.5 JUSTIFICATION

Nowadays, the English Language is a language that has been used in various levels of communication that has united ties worldwide, and its use is vital in politics, education, health, and economics, among others. Its level of importance continues to increase as the years go by due to the use that human beings give to it.

This investigation is imperative because when the human being establishes a communication, it is essential to maintain a proper pronunciation to avoid misunderstandings during this process. Developing pronunciation is a process that requires practice and for the process to be successful, correction is needed to avoid mistakes in the future.

It is also necessary to avoid communication failure, it is mandatory the usage a pedagogical tool called Recast Feedback because by applying this tool the person who is learning this language can assimilate these corrections in time and thus avoid those mistakes that the learner is so worried about repeating them in the future.

Explicit feedback is vital in the use of Recast Feedback within middle-level educational institutions. It is for this reason that the training of their students must be improved for them to be understood and their communication to be one hundred percent effective and clear. That is why this research will be a guide to improving pronunciation. This research is important for me as a researcher and for teachers who wonder if feedback is important or not in the teaching-learning process.

The teacher who receives this information will gain knowledge that it is focused on teaching because he/she will have a valuable tool when in explicit feedback. The research is viable because it has had all the support from the institution, which provided all the facilities. Likewise, the researcher had all the necessary tools to publicize the importance of the topic for teachers in an EFL classroom to improve pronunciation in their students.

1.6 OBJECTIVES:

1.6.1 GENERAL OBJECTIVE

To analyze the usage of the Recast Feedback in the 10th “A” of General Básica of the Unidad Educativa “Pensionado Olivo” to improve English pronunciation.

1.6.2 SPECIFIC OBJECTIVES:

- To identify the strategy that is being used in the teaching-learning process in the pronunciation of the English language through the usage of the Recast Feedback tool.
- To determine the results of the Recast Feedback system usage in the teaching-learning process of the 10th “A” of General Básica of the Unidad Educativa “Pensionado Olivo”.
- To specify the application of the Recast Feedback in the learning process.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1 INVESTIGATIVE BACKGROUND

The usage of recast feedback has evolved to become a significant tool that contributes to the learning of a foreign language. This has allowed various researches according to the research topic. Research in the repository of the Universidad Nacional de Chimborazo has been reviewed and two investigations related to the usage of Recast Feedback to improve English pronunciation.

“TEACHER CORRECTIVE FEEDBACK ON STUDENTS’ SPEAKING PERFORMANCE AND THEIR UPTAKE IN EFL CLASSES”. This research was developed by Phuong & Huan (2018) at Can Tho University, Vietnam. The authors have mentioned corrective feedback plays a critical role in language teaching and learning, but little research has been done concerning to teachers’ practices of corrective feedback on students’ speaking performance and their uptake. This paper, therefore, reports on a descriptive study using a qualitative approach to provide insights into strategies teachers used to deliver corrective feedback to their students’ speaking performance and distribution of student uptake within the EFL context. Data were collected from observations of two teachers and fifty students at a private high school in The Mekong Delta region. The findings indicate that recast and explicit correction were used the most and that clarification request, recast, and metalinguistic cues were effective in helping students recognize their errors. Implications for language teaching are also presented.

“HOW EFFECTIVE ARE RECASTS IN PROVIDING CORRECTIVE FEEDBACK? - AN ANALYSIS OF RECENT PERSPECTIVES”. This research was developed by Xueke Yin (2021) in London, United Kingdom. This paper aims to investigate whether more explicit recasts are more effective than implicit recasts in second language grammar teaching and learning. Four empirical studies (two classroom-based and two laboratory-based) on implicit and explicit recasts were reviewed. In the two classroom-based studies, recasts were coded as explicit or implicit according to their length, intonation, number of changes, type of change, prosodic emphasis, etc. The effectiveness of recasts was measured by learners’ successful uptake rate and test scores. The conclusion drawn from these two studies is that more explicit recasts (e.g., short, declarative, reduced, one-change) tend to be more effective than implicit recasts in facilitating second language learning. In the two laboratory-based studies, recasts were divided as explicit or implicit mainly according to their intonation and the number of recast moves. Yin has recommended using recasts as explicit correction feedback in the EFL classroom.

“MICRO-CURRICULAR PLANNING RELATED TO SPEAKING STRATEGIES BASED ON RECAST”. This research was developed by Rosero et al. (2017) in which the principal purpose is to use the recast strategy in the students of the second level of the

Instituto de Idiomas from the Universidad Tecnológica Equinoccial (UTE). It was a qualitative investigation an exploratory level. It was determined that the teacher chose the appropriate time for the students to improve their speaking skills, the purpose of this activity was to sharpen the students' ability to speak, learn and practice the pronunciation of words, and used other activities to engage students in creative tasks for successful language learning. Finally, the teacher gave the correct feedback after their spoken interaction. Therefore, this research shows that students feel motivated and have a suitable environment to learn the foreign language, due to the different activities carried out with conversations and the use of recast feedback was applied. It was evident that students like to learn through conversations and the teacher gave them feedback to get better the pronunciation. Also, the usage of recast feedback allows students to learn different sounds, phrases, and words.

2.2 THEORETICAL FOUNDATION

2.2.1 LANGUAGE AND HUMANKIND

Throughout the ages, mankind has always had this need to communicate with each other. This need made them design languages to have meaningful communication and the evolution of the same made that over time these evolutions made changes in its lexicon, grammar, and phonology, among others. According to Taguchi & Ishihara (2018) until reaching the point that we are currently experimenting with the English language. It is known as a lingua franca since the language is spoken around the world.

One of the greatest abilities humans possess is language. But language is much more than that. As a result, we can exchange complex thoughts, and ideas with each other, whether spoken out loud or in ink. It is also through language that we can activate emotions, imagination, and action. According to Civile & Lawless (1986), language plays an important role in the daily activity of every human being. It is vital to create cognitive connections in communication. Language is what makes us human, acquired a language since childhood through an established system of rules, vocabulary, and grammar to make this exchange of thoughts effective.

2.2.2 PRONUNCIATION SKILL IN EFL CLASSROOM.

Pronunciation has always been one of the most difficult skills for students to develop because of its complexity. Learning this skill is a process that requires time and practice to develop. In addition, it is feared by the students because when speaking a second language, as we have been mentioning, the English language, it must be emphasized that the vocabulary previously acquired by the students, the structures taught and the phonetics of the words are the basis for a correct pronunciation during a conversation.

Patrick (2019) shows the only effective way to acquire vocabulary is by reading based on Krashen's theory. Today, young people are not interested in books unless they are imposed by the educational system. When an individual reads, in addition to understanding the reading, he or she is assimilating new and previously acquired words and the context in which they are to be applied. The effectiveness of acquiring new knowledge and vocabulary is through reading.

In addition, Patrick indicates that input is the information that is received by learners and output is the final product after a process of assimilation. Input involves listening and reading while output involves writing and speaking. All of them are connected in a significant and primordial way at the time of production. Speaking skills are influenced by several factors that must be considered at the time of intervention, speech, and participation, among others.

Good pronunciation is the effectiveness of an individual's spoken sentences and listeners can effectively understand and establish reciprocal communication. Plailek & Al (2021) mentioned that during this process not all students will have high-quality oral production. During this process, many of the students have phonological problems because they do not know how to pronounce a word they have not heard before, exposure to new vocabulary is vital to avoid that problem.

In studying a second language, in this case, English, the learner must acknowledge there are factors ranging from the simple to the complex of the English language system. This happens because there are linguistic factors in the language that influence the speaker's pronunciation. The learning of a new language is not something new since this phenomenon has been taking place for several decades, to have an effective communication it is not only important to know how to understand or listen but to be able to communicate ideas, thoughts, and these must be accurate to avoid a failed communication. Communication must be clear and meaningful for reciprocity to exist, the mandatory requirement for an EFL learner is to develop comprehensive pronunciation skills related to other English language competencies (Plailek & Al, 2021).

2.2.3 FEEDBACK IN EFL CLASSROOM.

During the process of learning a second language, the human brain works incredibly because exposure performs an important role, if the amount of exposure to the language is high the brain acquires a high amount of information from this new language (Patrick, 2019).

According to Zhai & Gao (2018), all the data that the brain enters, analyzes, and prioritizes is based on developing an order, proper teaching, and a well-applied methodology so that this data at the end of a process can be linguistically transformed and there can be an efficient oral production. But the human brain is not a big computer that simply enters the data, and there is a perfect final product.

Talking about a second language, Adara (2018) has mentioned we can notice that many years ago there has been a failure in the process which has been noticed as normal

because there is no perfect methodology to teach a language. Errors occur when the acquired information entered the brain of the practitioners and a failure appeared, whether, in a grammatical, linguistic, pragmatic, or pronunciation structure, that error must be repaired immediately to avoid possible damage in the future.

Analyzing this process and researching it more deeply, the feedback appears as a major participant in the learning process, according to Hattie & Clarke (2018), it is a fundamental piece in the convenient learning. It is the reinforcement that the teacher provides to his students once verified where there was the systemic failure.

The global quality movement seeks accountability in all aspects of higher education and emphasizes student-centered learning. According to Bajaj et al. (2018) feedback takes a positive role in today's society to improve education because it helps students notice their mistakes and improve them, notice how much they have come to understand about a certain subject, and achieve their goals.

According to Hattie & Clarke (2018), the essence of feedback when the learner is studying a second language helps to develop the skills which are the pillars of the language. Feedback has the characteristic of being specific because it should cover all the doubts that the student finds in the activity. It must also be timely and appropriate in a positive way hence the student is able to assimilate the new information. Another characteristic of the feedback is the recurrence, you cannot forget to do it daily because this is a support for the teacher in the learning process. Finally, the feedback must be easy, and precise to understand for the students in order to offer solutions that help them to accept the suggestion effectively.

2.2.3.1 TYPES OF FEEDBACK IN EFL CLASSROOM: Lyster et al. (1999) identified four major kinds of corrective feedback that teachers often use in EFL classrooms:

- Clarification requests: When you ask someone for clarification, you're requesting that they express something differently or provide more information so that you can better understand them. This is not the same as asking someone to repeat anything. For example, the person may not have defined themselves clearly.
- Recasts: By definition, recasting is the process of reformulating all or part of an inaccurate term or phrase using an elevation of voice to present the correct form without identifying the problem (Ellis & Sheen, 2006). Recast is one of the most commonly used corrective feedback tactics by teachers because interruptions don't take place in the correction process.
- Elicitations: Elicitation is a teaching style in which the teacher encourages students to offer information rather than receive it. A teacher elicits the principles for the structure of the first conditional by having students look at various examples and then writes, "We make the first conditional in English with..."
- Metalinguistic feedback: In contrast to recasts, metalinguistic feedback is an explicit type of corrective feedback that includes "comments, information, or questions linked to the well-formedness of the student's utterance.

2.2.4 IMPORTANCE OF FEEDBACK IN EFL CLASSROOM.

According to Zhai & Gao (2018), any response to a student's performance or behavior is referred to as feedback. It can be expressed verbally, in writing, or through gestures. The goal of feedback in the evaluation and learning process is to help students improve their performance, not to hinder it. It's critical that the feedback process provides a good, or at the very least neutral, learning experience for the learner. Negative feedback can demotivate students' efforts and results. Instructors have a unique responsibility to support a student's learning and provide feedback in such a way that the student does not feel defeated when they leave the classroom.

Feedback is important in an EFL classroom because it assesses, analyzes, implements, and enhances students' cognitive skills. From the learners' perspective, it has been mentioned that speaking is the most difficult skill to develop because this skill depends on several factors with the acquisition of new vocabulary being the most important. Reading increases vocabulary, this process helps the speaker in his oral production and to have an advanced lexicon to be able to communicate. This acquisition and the excellent pronunciation of words helps communication to be successful. But this success is greatly supported by feedback from the simple to the more complex in order to develop the individual's skills, Zhai & Gao (2018).

2.2.5 RECAST FEEDBACK IN EFL CLASSROOM.

By definition, recasting is the process of reformulating all or part of an inaccurate term or phrase to present the correct form without identifying the problem (Ellis & Sheen, 2006). Goo (2012) mentioned Recast is one of the most commonly used corrective feedback tactics by teachers, and it has been the subject of research when a facilitator adjusts a learner's utterance by adding new or changed grammar (syntactic) or word meaning information (semantic) information, this is referred to as recasting.

Despite the different definitions offered in the associated literature for corrective recasts, there appears to be a set of specific agreed-upon qualities inherent in corrective recasts, as summarized here: A recast is a corrective action taken after an incorrect utterance, a reformulation of the ill-formed utterance, an enlargement of the ill-formed utterance, proper intonation, and preservation of the primary meaning of the ill-formed utterance, Goo (2012).

Recasting has as its main principle, the correction of errors made after the learner's participation in a specific activity and consists of emphasizing the error so that the student notices and internalizes where the error was made. This process helps the grammatical localization of the error and the student will be able to notice it, but for the error to be noticed the teacher should positively raise his voice a little so as not to create fear in the student. Once the feedback has been given, the teacher can rephrase the error(s) so that they can be avoided in the future by the students themselves, Ellis & Sheen (2006).

There are a series of steps within the Recast Feedback application, these steps may vary depending on the expertise of the teacher. The first step is the application of the Recast Feedback in which the teacher does not interrupt the student at any time, the teacher gives the

student the freedom to defend his arguments and express his ideas. Within this methodology, the recast provides comfort to the student without creating frustrations because there is no opening for interruption or disconnection of ideas.

The next step, which is considered to depend on the expertise of the teacher, is to write down the errors or make a list of them. Within this step, no matter what error the student has made, it should be noted for correction, thus giving a wide spectrum of personalized feedback. The next phase of the Recast tool is to explicitly start the feedback and highlight the error or misspelling previously noted. In this process, it is of vital importance to make a strong intonation on the error so that the learner is able to: locate the error made, internalize it, and assimilate it. This whole process must be rigorous and exhaustive because it gives the student the confidence to participate without any fear and above all the student receives correct feedback, Borghouts et al. (2019).

A very precise example would be the following:

L: You was waiting for me when your mom call.

T: You were waiting for me when your mom called.

L: Oh, you *were* waiting for me, when my mom *called*. Sorry.

In the example, we can notice how the student is incorrectly using the auxiliary "was/were" in the past progressive, when using the word "was" and we can locate the use of a personal pronoun "You". The teacher immediately knows that a mistake was made. So, the teacher corrects the error, and the new input becomes knowledge taught by the correction. After the application of the recast, the student internalizes this process and helps him to avoid the same mistake in the future without creating frustration in his/her mind.

2.2.6 BENEFITS OR RECAST FEEDBACK IN EFL CLASSROOM.

The literature discusses some of the benefits and drawbacks. Recasts are important and useful in Second Language Acquisition research for a variety of theoretical reasons, (Long, 2017); (Saxton, 2005). Recasts appear in meaningful communicative actions where interlocutors share a "joint attentional focus" for starters. Second, the reactive nature of recasts brings a single aspect into focus, which increases learners' attention and motivation. Third, the content of recasts is assumed to be understood by learners, resulting in additional resources being made available to them, facilitating learners' form-function mapping. Fourth, recasts are reactive, they do not obstruct communication and are thus regarded to be more efficient because this feedback appears at the end of the student's participation.

The greatest benefit of recast feedback is the freedom students have to express themselves without fear and without memorizing an argument. This freedom is important because it aids in the individual's strength by creating an environment of comfort when speaking. Additionally, this freedom gives the learner the autonomy to make mistakes without fear of being interrupted because other types of feedback interrupt the learner but this does not have a wide spectrum of positivity (Saxton, 2005).

According to Saxton (2005) the benefits of the application of Recast Feedback are:

- Motivation is related to an excellent environment during the EFL class.
- Encouragement of the students in order to participate actively in the classroom.
- Improvement of English skills in time to avoid future errors.
- Localization of an error produced by the student by strong intonation on the error during the correction.
- Improvement in the use of grammatical structures during the use of the language.
- Improvement of the students' pronunciation thanks to the tool being explicit and clear.

All of the benefits mentioned make the application of Recast Feedback effective. The improvement of language skills depends on the importance of excellent feedback. One of the biggest challenges for the teacher is to give effective feedback and the application of Recast would help to have an improvement in this process called immediate correction (Sallang & Ling, 2019).

CHAPTER III. METHODOLOGY.

3.1 APPROACH

This research had a mixed approach as it consisted of collecting, analyzing, and integrating a qualitative and quantitative approach to obtain the results. This research had a quantitative methodology because it allowed quantifying the research information, combined with a qualitative methodology that allowed to analyze of data from the observation in order to analyze the effects of the recast feedback tool (Tashakkori & Teddlie, 2010).

3.2 INVESTIGATION MODALITY

This research had a descriptive modality, Blomberg et al. (2002) have mentioned its main objective is to get to know the customs, attitudes, and situations that predominate in the exact description of the object of study. For that reason, it allowed describing the methodological system of the recast feedback tool in the EFL classroom.

In addition, this research had an ethnographic modality because according to Blomberg & Burrell (2009), the ethnographic modality allows observing the participants in their environment; in this case, it allowed observing how the usage of recast feedback is applied.

3.3 LEVEL OR TYPE OF INVESTIGATION

This research had an exploratory level, according to Blomberg et al. (2002), the exploratory level has the purpose of increasing familiarity with the situation, in this case, it is the usage of recast feedback in the participants, it allowed to obtain information for more complete research in order to understand deeply the usage of this tool in the EFL classroom.

3.4 RESEARCH POPULATION

The population chosen for the study was the students of the Decimo “A” of Educación General Básica paralelo “A” at Unidad Educativa Pensionado Olivo. This population has been chosen because in this institution the study phenomenon has been evidenced. In addition, the selected population generated relevant data in the investigation. The population was 19 students and an English teacher in an urban area.

3.5 SAMPLE SIZE

In this research, it was not necessary to apply a sampling technique because it was appropriate to work with the existing population of nineteen students and one English teacher.

3.6 DATA COLLECTION TECHNIQUES AND INSTRUMENTS

To respond to the objectives and the research question of this work, a specific technique and instrument were taken into account to collect the information, it is a survey.

A survey was used because it allowed obtaining information on the variables involved in an investigation in an orderly manner, and the data were processed quickly and efficiently (Braun et al., 2021). This tool helped to obtain information on the level of frequency when the teacher uses recast feedback to work on speaking skills.

An observation guide was used to allow the researcher to collect and obtain specific data about a phenomenon (Campos & Martínez, 2012). This tool helped to determine the effects of the Recast Feedback system usage in the teaching-learning process.

3.7 TECHNIQUES OF ANALYSIS:

In the present research, descriptive statistics was used because it allowed inferences to be drawn from the data obtained from the survey applied and inferences could be made from the results to better understand the situation of the strategies applied in the Recast Feedback (Rendón-Macías et al., 2016). Additionally, it obtained data from the observation guide and worked with the interpretation of data to achieve the results obtained and describe the reality of the situation because it is important to emphasize that the data need to be interpreted.

CHAPTER IV RESULTS AND DISCUSSIONS

All the information obtained by applying the instrument is presented through a descriptive analysis in order to accomplish the objectives of this research.

4.1 SURVEY RESULTS

Objective N° 1. - To identify the strategy that is being used in the teaching-learning process in the pronunciation of the English language through the usage of the Recast Feedback tool.

TABLE 1

How often do you receive an immediate correction (recast feedback) in your spoken participation?

		Frequency	Percentage	Valid Percentage	Accumulative Percentage
Valid	Always	15	78,9	78,9	78,9
	Usually	3	15,8	15,8	94,7
	Never	1	5,3	5,3	100,0
	Total	19	100,0	100,0	

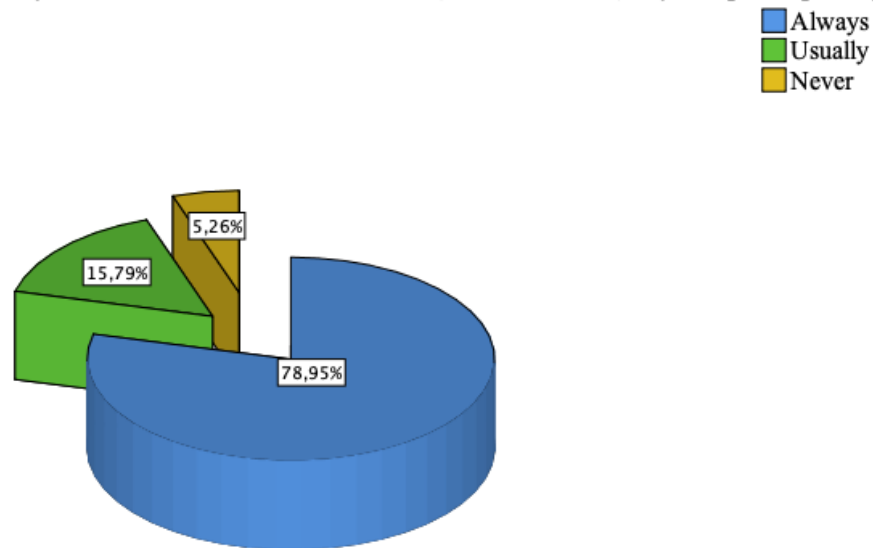
Source: Survey applied to students.

Prepared by: Daniel Millán

FIGURE 1

Survey Results of Question 1

How often do you receive an immediate correction (Recast feedback) in your spoken participation?



Source: Survey applied to students.

Prepared by: Daniel Millán

Analysis and Interpretation:

Of the one hundred percent of the respondents, 78.95% of the participants mentioned they ALWAYS receive immediate correction in their spoken participation, while 15.79% of them mentioned they USUALLY receive immediate correction and 5.26% of the students mentioned that they NEVER receive correction. Immediate correction is being applied in the classroom; this represents that within the teaching system if there is any type of correction.

TABLE 2

How often have you been interrupted while you are participating orally in class?

	Frequency	Percentage	Valid Percentage	Accumulative Percentage
Valid	Always	4	21,1	21,1
	Usually	11	57,9	78,9
	Sometimes	4	21,1	100,0
	Total	19	100,0	

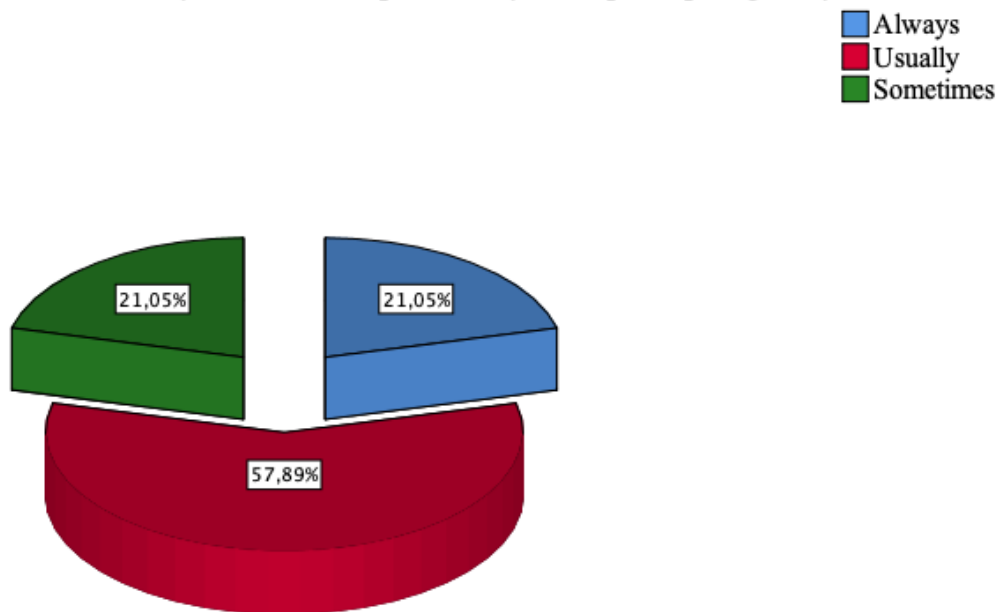
Source: Survey applied to students.

Prepared by: Daniel Millán

FIGURE 2

Survey Results of Question 2

How often have you been interrupted while you are participating orally in class?



Source: Survey applied to students.

Prepared by: Daniel Millán

Analysis and Interpretation:

According to the second question, 57.9% of the students say that they are interrupted during their participation, 21.1% say that they are always interrupted, 21.1% of the students say that they are sometimes interrupted. This information shows that students cannot express their ideas freely because of the teacher's interruption, creating frustration because they will be afraid in future participation, which is not a benefit while learning a second language.

TABLE 3

During your participation: How often does your teacher take notes about your mistakes?

		Frequency	Percentage	Valid Percentage	Accumulative Percentage
Valid	Usually	4	21,1	21,1	21,1
	Sometimes	7	36,8	36,8	57,9
	Rarely	6	31,6	31,6	89,5
	Never	2	10,5	10,5	100,0
	Total	19	100,0	100,0	

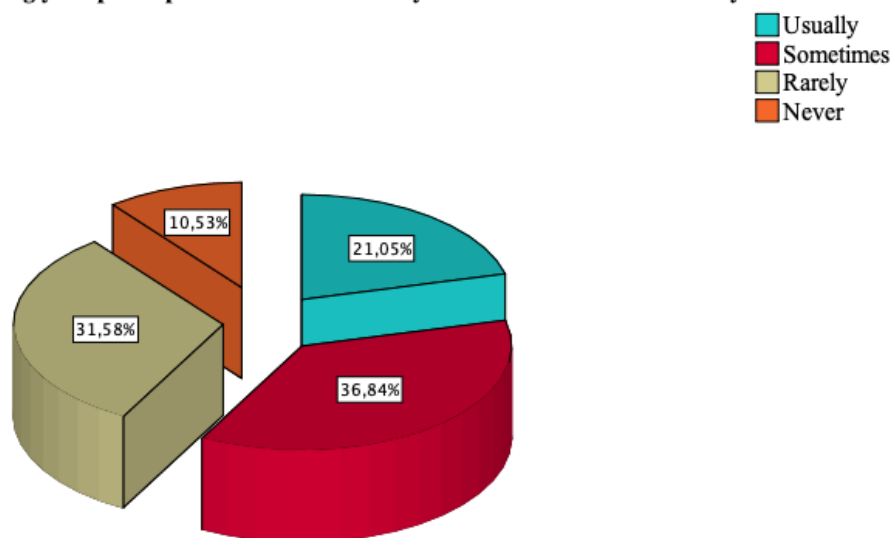
Source: Survey applied to students.

Prepared by: Daniel Millán

FIGURE 3

Survey Results of Question 3

During your participation: How often does your teacher take notes about your mistakes?



Source: Survey applied to students.

Prepared by: Daniel Millán.

Analysis and Interpretation:

According to the third question, 36.84% mentioned that they sometimes noticed that their teacher took notes, 31.6% mentioned that they rarely noticed it, 21.05% mentioned that they usually noticed it, and 10.53% mentioned that they never noticed that their teacher took notes during their participation. This information reveals that the teacher does not take notes very often from the students, creating a leakage of errors that should be corrected in the feedback. This leakage and its continuity have resulted in students not being able to notice when and where they are making mistakes.

TABLE 4

How often do you consider that Recast Feedback helps to prevent future errors in your participation?

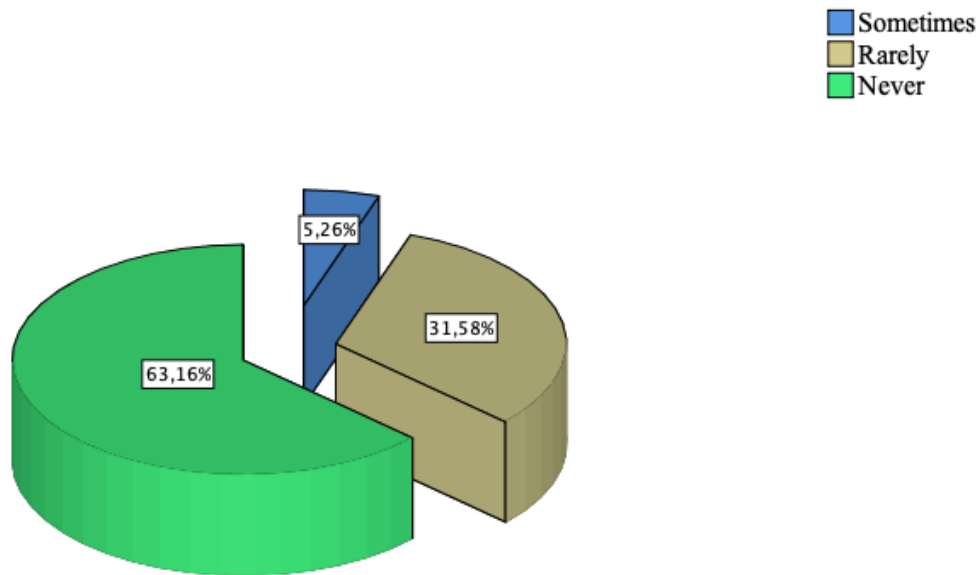
	Frequency	Percentage	Valid Percentage	Accumulative Percentage
Valid	Sometimes	1	5,3	5,3
	Rarely	6	31,6	36,8
	Never	12	63,2	100,0
	Total	19	100,0	

Source: Survey applied to students.
Prepared by: Daniel Millán.

FIGURE 4

Survey Results of Question 4

How often do you consider that Recast Feedback helps to prevent future errors in your participation?



Source: Survey applied to students.
Prepared by: Daniel Millán.

Analysis and Interpretation:

Regarding the fourth question, 63.16% % of the students mentioned that they never consider that this feedback prevents future errors, while 31.58% mentioned that they rarely consider it a prevention and 5.25% mentioned that sometimes this feedback helps them to prevent errors in their participations. It is notorious the lack of concern for applying good feedback because the students have not acquired a good correction in their participations, which shows that if a good correction method was applied, it would give more positive results.

TABLE 5

During the usage of Recast Feedback: How often did you notice an elevated intonation in your English Teacher?

	Frequency	Percentage	Valid Percentage	Accumulative Percentage
Valid	Sometimes	2	10,5	10,5
	Rarely	7	36,8	47,4
	Never	10	52,6	100,0
	Total	19	100,0	

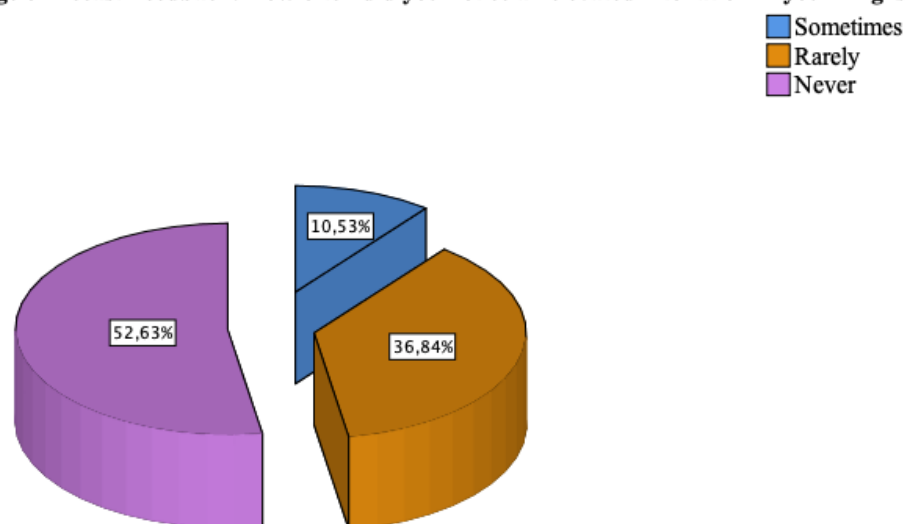
Source: Survey applied to students.

Prepared by: Daniel Millán.

FIGURE 5

Survey Results of Question 5

During the usage of Recast Feedback: How often did you notice an elevated intonation in your English Teacher?



Source: Survey applied to students.

Prepared by: Daniel Millán.

Analysis and Interpretation:

Regarding the fifth question, 52.63% mentioned that they never notice a raised voice in the correction, while 36.84% mentioned that they rarely notice such a raised voice, and 10.53% mentioned that they sometimes notice such a raised intonation. This information indicates that in the process they did not notice in which part of the sentence and if it was in the whole sentence that they made the error. The error should be emphasized so that the students assimilate this feedback and do not make this error again, and if they make it automatically there is a regression to the moment when they were corrected, and they rethink it.

TABLE 6

How often the usage of recast feedback helped to improve your speaking skills?

	Frequency	Percentage	Valid Percentage	Accumulative Percentage
Valid	Usually	1	5,3	5,3
	Sometimes	2	10,5	15,8
	Rarely	9	47,4	63,2
	Never	7	36,8	100,0
	Total	19	100,0	100,0

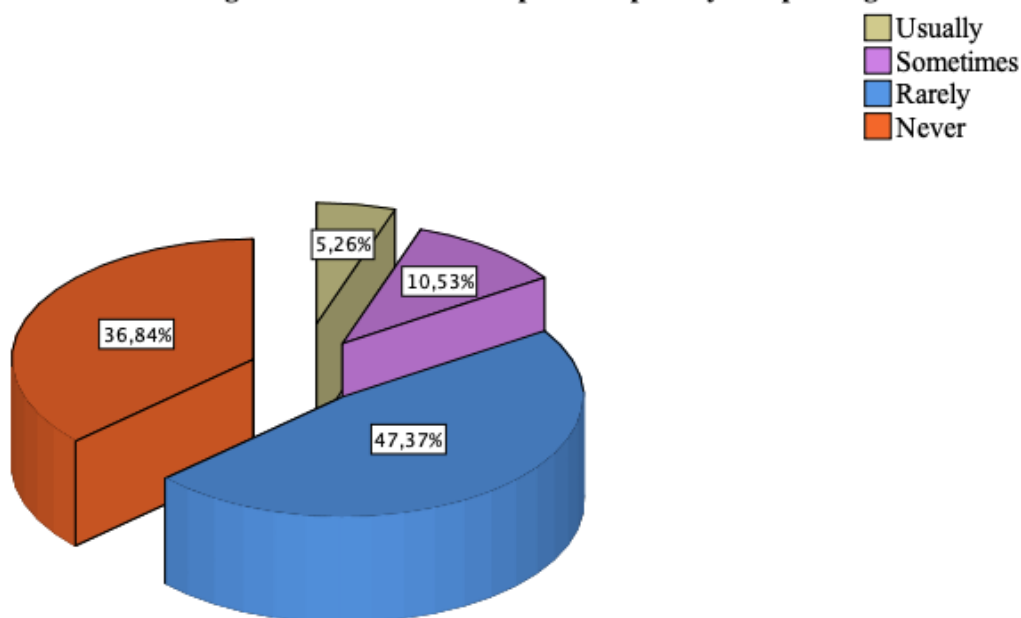
Source: Survey applied to students.

Prepared by: Daniel Millán.

FIGURE 6

Survey Results of Question 6

How often the usage of recast feedback helped to improve your speaking skills?



Source: Survey applied to students.

Prepared by: Daniel Millán.

Analysis and Interpretation:

Regarding the sixth question, 47.37% of the students mentioned that they have rarely considered that recast feedback improved their speaking skills, while 36.84% mentioned never, 10.53% of the participants mentioned that they sometimes consider that this feedback helps them, and 5.26% mentioned that it usually helps them to improve their speaking. The poor implementation of recast feedback has meant that students do not have a clear picture of how it can help them improve their speaking.

DISCUSSION:

In the Decimo “A” of General Básica of the Unidad Educativa “Pensionado Olivo,” it was evidenced that most of the usage recast feedback was not applied correctly and effectively. Students are receiving feedback during their participation but this feedback is not being sufficiently appropriate for their age. Rodríguez (2017) mentions that feedback provides many opportunities to develop students' linguistic and metalinguistic competencies because it enriches their language skills, and provides innovative practice that helps students feel more motivated during their lessons. It was very noticeable that the students were

interrupted during their participation. This generated a negative result in the students. Borghouts et al. (2019) have mentioned that feedback should be conducted in a stress-free environment so as not to create fear of participation. In addition, feedback plays an important role in the learning process because it corrects any error, no matter how small, and provides a space of comfort for the student to understand that making mistakes is normal and implicit in this process. The note-taking strategy was forgotten and completely ignored, creating a void in the feedback, so that errors will appear undetected by the teacher's filter and this allows for a lack of purpose in the feedback. According to Feeney (2007), the teacher needs to put this habit into practice because it can cover a wider spectrum of the errors that a student makes in spoken participation, at the moment of applying the feedback with the notes it is possible to be more specific in its correction. We were able to obtain information that students are not acquiring appropriate feedback to help them prevent errors in future participation. Alqahtani & Al-enzi (2011) have mentioned that recast feedback is a tool that helps teachers in their teaching process. This correction should be as explicit as possible so that the second language learner notices that at the moment of being corrected, he/she acquires this corrected data and internalizes it. Once analyzed, corrected and internalized, this feedback will remain in the student's life, and his inner self, as Krashen's theory says, will help him to prevent this error in the future. The lack of intonation of the voice or the strength of pronunciation at the moment of correcting the error was not evidenced, which causes that at the moment of correction the student is not able to find the error made. According to Takahashi (2014), the strength of intonation helps the learner locate where the error was made and identify the error more accurately. Lack of intonation during feedback does not allow the learner to develop his or her skills, on the contrary, it leaves him or her in an imbalance because a learner does not understand some words or sentences formulated by the teacher leading to confusion which becomes an enemy in the correction process. Students mentioned that feedback for them does not help them to develop their skills creating a challenge in their teaching. Sallang & Ling (2019) mentioned an important aspect that is very functional in the feedback process. The application of recast feedback has helped to improve the students' school performance because the correction was done in time. Takahashi (2014) mentions that when using the recast as feedback, no step can be skipped during its application. Because the student loses the context of the feedback and the picture of the error made. If this process is carried out it creates fossilization creating a bigger problem in the future.

4.2 OBSERVATION GUIDE RESULTS

Objective N° 2- To determine the results of the Recast Feedback system usage in the teaching-learning process of the 10th “A” of General Básica of the Unidad Educativa “Pensionado Olivo”

TABLE 7

RESULTS OF RECAST FEEDBACK SYSTEM USAGE IN THE TEACHING-LEARNING PROCESS.

RECAST FEEDBACK SYSTEM		
ITEM	RESULT	ANALYSIS
The teacher uses recast feedback as a tool to correct errors.	Rarely	The purposely methodological strategy was not applied, and it was not evidenced that the recast feedback has been applied in its totality.
The usage of recast feedback is according to the necessities and age of the students	Rarely	The students did not notice their mistakes during their participation which help to obtain relevant information in order to avoid these mistakes in the future.
The teacher chooses a good intonation that motivates the students.	Never	This strategy was not applied since it was not evident that the students has assimilated where was located the mistake in order to obtain a specific idea of the correction.
The teacher reformulates part or the whole utterance to improve speaking skills.	Sometimes	It was observed that through their participation, interruptions took place and this created frustration in the students. This interruption does not allow to the students express themselves because the reformulation has taken place at any time.
The teacher creates a positive atmosphere in class during the usage of recast feedback.	Rarely	The students did not understand enough what they were speaking during the activity. The atmosphere during the feedback is not adequate because the students are nervous and they don't have enough courage to participate.
The teacher promotes speaking English in class.	Rarely	It was observed that they did not apply any way suggested by the strategy, such as speaking with partners because they just answer some questions and they were interacting among them.
The teacher takes notes during the participation of students.	Never	The methodology of recast feedback is not applied correctly because taking notes of students' errors is not taken into account. That is an essential step in order to correct them.
The students notice their mistakes after the usage of recast feedback.	Rarely	During the correction, the students were not able to notice their errors because the feedback was not applied correctly and the possibility of noticing their mistakes was not enough.

DISCUSSION:

The methodological process of recast feedback support students to avoid errors in the future, as long as this feedback will be applied effectively and correctly, they can develop self-sufficiency in noticing corrected errors and they can assimilate feedback; in the Decimo “A” of General Básica of the Unidad Educativa “Pensionado Olivo,” it was evidenced that most of the strategies of recast feedback were not applied correctly and were excluded. It was remarkable to see how the usage of recast feedback is not well implemented. According to Alqahtani & Al-enzi (2011), the usage of recast feedback as a tool to correct students' mistakes helps significantly in their learning of a second language if it is well applied step by step. Recast feedback is not being well-applied because it is not meeting the needs of the students and the students are not receiving relevant information to let them know where they are going wrong. According to Takahashi (2014), the usage of recast feedback should cover all aspects of explicit feedback because it follows a series of detailed steps. The raised voice intonation is not taking place during feedback, which leaves a gap because students are not able to know where they went wrong and do not locate the exact location of the error, allowing for a huge locational blank. Takahashi (2014) has mentioned that the application of a raised voice to emphasize where the error was made helps the corrected person to locate more easily where the error was made and a good intonation motivates the same person to notice what the error was and there is a high possibility of not making it again. The reformulation of the part where the mistake was made or if it was the whole structure is not being clear during the feedback because there is an interruption that does not allow the students to be motivated after the feedback. Sallang and Ling (2019) have mentioned that rephrasing part or all of the erroneous sentence helps the corrected person to assimilate whether the error was a noun, adjective, adverb of frequency, verb, specific tense, or structure. For this reason, rephrasing is important during feedback. Managing a trusting environment is the basis for students to feel confident to express their own ideas because it was noted that the environment is not adequate. Students are afraid to make mistakes because they are immediately corrected and it does not create a positive environment for students to feel confident about themselves. According to Rodríguez (2017), a positive learning environment plus the material that is designed is the key for the student to have a sense of progress, and a relaxed environment without pressure helps to motivate and inspire their ideas. Additionally, it was observed that activities that promote speaking skills are not always done, and students do not have the opportunity to demonstrate what they have acquired and learned in the classroom due to the lack of this activity. According to Feeney (2007), it has been stated that the more practice a person who studies another language has, the more skill he/she will develop in the process. This practice allows second language learners to gradually acquire the language and allows them to express their ideas more fluently, perfecting different skills and allowing them to make fewer mistakes. Students were unfortunately not able to notice their mistakes after feedback. This means that the lack of good feedback is evident and urgent to develop their linguistic competencies. According to Takahashi (2014), recast can be very effective for adolescents as long as it is well applied in giving explicit

feedback so that students can realize what the mistake was and avoid it. The methodology of this feedback tool in a positive and comfortable environment for students has a significant impact on English language learning.

4.3 RECAST FEEDBACK APPLICATION

Objective N° 3.- To specify the application of the Recast Feedback in the learning process.

Feedback within an EFL classroom can range from the simplicity of correcting a word or punctuation mark to the complexity of correcting phonemic constructions, linguistic and grammatical structures that are not common in communicating an idea or thought. For this reason, the application of recast feedback comprehensively helps the foreign language teacher to improve pronunciation which is considered one of the most difficult skills for a student to develop. Borghouts et al. (2019) have mentioned the freedom to express ideas and sentences that can be simple or complex helps the student to have confidence when participating in front of the teacher and classmates. This freedom contributes to the creativity of the student to have critical thinking and express their ideas most spontaneously without forcing any process. According to Feeney (2007) suggests that during the student's participation it is essential for the teacher to take notes of possible errors that may occur in this action. This list of errors will help the effectiveness of the recast feedback because the feedback will be more complete, without overlooking any errors. According to Borghouts et al. (2019) suggest not to interrupt any time the student's participation, an error may appear during this process but for no reason, the teacher can stop the oral production to correct the error. This interruption generates fears for future participation and a feeling of frustration for the student because the student will feel that the teacher will interrupt him/her at every mistake made. Additionally, the student may forget the ideas that were connected to the topic in which he/she was participating and create a gap in the participation. Takahashi (2014) has mentioned the next step that should be analyzed at the end of the student's participation is to emphasize the mistakes made with a slightly elevated intonation in the error to help the student identify where he made the mistake that could have been simple or complex, this action allows the teacher to be in charge of guiding the student because his role in this process is as a counselor in an environment where there was wide freedom where all the ideas of the student were expressed without interruption. In addition, Sallang & Ling (2019) mentioned that at the moment of applying the recast feedback tool, the error made is repeated, which could have been a word, words, or a complete sentence. This process is vital for the student because in addition to the correction of a part, or the whole sentence there is a vision that the student will not notice at the beginning but the teacher is certain that the error will not reappear in the future if the recast feedback and its strategies are applied effectively. When talking about efficiency in the recast feedback process, it is mandatory and pertinent to follow the steps mentioned above because effective and accurate feedback for the student depends on them. This process must be rigorous and explicit because it will help the student to internalize his

mistakes made in class. This acquisition of the student will allow the student as Patrick (2019) mentioned in Krashen's theory, the Recast feedback cooperates in this process increasing the development of the monitor, and it will be the one in charge in the future to avoid or self-correct the same mistakes.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS.

5.1 CONCLUSIONS

- It was concluded that in the Decimo “A” of General Básica of the Unidad Educativa “Pensionado Olivo” the strategies are not being applied as it is expected during the learning process in pronunciation through the Recast Feedback because during the feedback process there are inconsistencies that are not helpful. As a consequence, this process does not contribute to the development of the pronunciation of the students.
- It is concluded that the methodological processes of Recast Feedback are incomplete, which causes the feedback process does not to comply with its main purpose which is the mistakes to be corrected appropriately within the classroom, so that students know what is going well, and what is going wrong.
- For the application of Recast Feedback to be precise, effective and explicit, it must follow a rigorous methodological process to be applied in order to obtain positive results within the feedback that guide the students to acquire a good pronunciation.

5.2 RECOMMENDATIONS

- It should be organized training courses to improve the methodological strategies, the teacher’s knowledge, and develop the receptive skills in students.
- The implementation of workshops is recommended, where teachers can receive valuable and accurate information to improve the constructive feedback process during classes. With the help of these workshops the main purpose of feedback will take a significant role with the application of a diversity methodologies.
- It is recommended the implementation of monthly trainings that have as main objective the feedback to be an extra support for the teachers of a foreign language. In this way, there will be a more active participation in the classroom that will change the feedback dynamics.

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ANNEXES:

UNIVERSIDAD NACIONAL DE CHIMBORAZO



Survey applied to the students of Décimo Año de Educación General Básica paralelo "A" at Unidad Educativa Pensionado Olivo, in the city of Riobamba, Chimborazo province, during the academic period February-June 2022.

Objective: To identify the dynamic that is being used in teaching-learning process in the pronunciation of the English language through the usage of the Recast Feedback tool.

Instructions: Please read the questions carefully and mark the answer with an X.

Always	Usually	Sometimes	Rarely	Never
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No.	Question	Scale				
		Always	Usually	Sometimes	Rarely	Never
1	How often do you receive an immediate correction (Recast feedback) in your spoken participation?					
2	How often have you been interrupted while you are participating orally in class?					
3	During your participation: How often does your teacher take notes about your mistakes?					
4	How often do you consider that Recast Feedback helps to prevent future errors in your participation?					
5	During the usage of Recast Feedback: How often did you notice an elevated					

	intonation in your English Teacher?					
6	How often the usage of recast feedback helped to improve your speaking skills?					

UNIVERSIDAD NACIONAL DE CHIMBORAZO



Observation Guide applied to the teacher and students of Décimo Año de Educación General Básica paralelo "A" at Unidad Educativa Pensionado Olivo in the city of Riobamba, Chimborazo province, during the academic period February-June 2022.

Objective: To determine the effects of the Recast Feedback system usage in the teaching-learning process of the 10th "A" of General Básica of the Unidad Educativa "Pensionado Olivo"

INDICATORS	OBSERVATIONS
The teacher uses recast feedback as a tool to correct errors.	
The usage of recast feedback is according to the necessities and age of the students	
The teacher chooses a good intonation that motivates the students.	
The teacher reformulates part or the whole utterance to improve speaking skill.	
The teacher creates a positive atmosphere in class during the usage of recast feedback.	
The teacher promotes to speak English in class.	
The teacher takes notes during the participation of students.	
The students notice their mistakes after the usage of recast feedback.	