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## The Impact of Real-Time Corrective Feedback to Improve Oral Skills in A2-Level Students

*El impacto de la retroalimentación en tiempo real para mejorar habilidades orales en estudiantes de nivel A2*

**Mary Patricia Sanmartín Puchaicela**

[mpsanmartinp@ube.edu.ec](mailto:mpsanmartinp@ube.edu.ec)

<https://orcid.org/0009-0006-4232-4611>

Universidad Bolivariana del Ecuador

**Jaime Alejandro López Córdova**

[jalopezc\\_a@ube.edu.ec](mailto:jalopezc_a@ube.edu.ec)

<https://orcid.org/0009-0000-6071-7896>

Universidad Bolivariana del Ecuador

**Johnny Segundo Campoverde López**

<https://orcid.org/0000-0003-0108-4755>

Universidad Bolivariana del Ecuador

**Josue Reinaldo Bonilla Tenesaca**

[jrbonillat@ube.edu.ec](mailto:jrbonillat@ube.edu.ec)

<https://orcid.org/0000-0002-6748-2345>

Universidad Bolivariana del Ecuador

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### ABSTRACT

The objective of this mixed research is to investigate the impact of continuous corrective feedback on reducing pronunciation and lexical errors in oral presentations, aimed at tenth-grade students in General Basic Education at the Abdón Calderón Educational Unit in Quito, Pichincha Province, during the 2024-2025 school year. A cross-sectional, multi-event field design was used. Data collection was carried out using speaking papers from 60 upper secondary school students, three upper secondary school teachers, and two high school English teachers. Descriptive analysis used basic statistics, representing the results in tables and graphs. The diagnosis revealed that students at the “Unidad Educativa Economista Abdón Calderón” face errors in communication and vocabulary in English, identifying areas that require improvement, especially in oral pronunciation and interactive communication. Although continuous corrective feedback is effective, its development in class is limited. The implementation of continuous corrective feedback is viable for reducing pronunciation and lexical errors, enhancing communication, and solving real-life problems. The research guides teachers on how continuous corrective feedback

positively impacts the reduction of pronunciation and lexical errors, focusing on real-life situations to facilitate effective communication development.

*Keywords:* corrective feedback, error reduction, pronunciation and lexicon

## RESUMEN

La presente investigación mixta tiene como objetivo investigar el impacto de la retroalimentación continua para reducir errores de léxico y pronunciación en presentaciones orales, dirigido a estudiantes de décimo año de Educación General Básica en la Unidad Educativa Economista Abdón Calderón, en Quito- Provincia de Pichincha durante el año escolar 2024-2025. Se empleó un diseño de campo, transversal y multieventual. La recolección de datos se realizó mediante speaking paper a 60 estudiantes de E.G.B superior, 3 docentes de básica superior y 2 docentes de inglés de bachillerato. El análisis descriptivo utilizó estadística básica, representando los resultados en tablas y gráficos. El diagnóstico reveló que los estudiantes de la "Unidad Educativa Economista Abdón Calderón" enfrentan errores para comunicarse y léxico en inglés, identificándose áreas que requieren mejora, especialmente en la pronunciación oral y la comunicación interactiva. Aunque la retroalimentación correctiva continua es efectiva su desarrollo en clase es limitado. La implementación de la retroalimentación correctiva continua es viable para reducir errores de pronunciación y léxicos, potenciando la comunicación y resolviendo problemas de la vida real. La investigación orienta al docente sobre cómo retroalimentación correctiva continua impacta de manera positiva en la reducción de errores de pronunciación y léxico, enfocándose en situaciones reales para facilitar el desarrollo eficaz de la comunicación.

*Palabras clave:* retroalimentación correctiva, reducción de errores, pronunciación y léxicos

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## INTRODUCTION

Within English as a Foreign Language (EFL) learning, being able to express oneself orally in a correct manner is one of the main demands of this process, especially for students at the A2 level according to the requirements of the Common European Framework of Reference for Languages (CEFR). At this level of English proficiency, students are expected to speak fluently. According to Brown (2007), the A2 level requires fluent and highly accurate oral expression. Despite this requirement, many students make pronunciation errors with basic words and misuse vocabulary in very common contexts.

Conducting oral presentation exercises in the classroom among English language students significantly helps build confidence in mastering spoken communication in EFL. According to Ellis (2009), the feedback process does not provide positive reinforcement among students, and permanent repetitions of pronunciation errors are evident, leading to fossilization—meaning the permanent integration of pronunciation mistakes into the new vocabulary students acquire. Teachers often do not interrupt presentations because they focus on the contextual handling of content rather than properly guiding linguistic processes, resulting in lost opportunities to make appropriate pronunciation corrections (Lyster & Ranta, 1997). Consequently, students fail to develop awareness and the ability to produce self-corrections for accurate word pronunciation.

In this regard, Lyster et al. (2023) argue that the lack of teacher intervention in correcting mispronunciations can be a disadvantageous factor in the development of learners' interlanguage competence. Likewise, during the process of English acquisition, students need to become aware of their errors through interaction and corrective feedback (Teimouri et al., 2024; Sato, 2023). The feedback process that truly leads to correction in spoken English should be regarded as a developmental mechanism that helps students identify their mistakes and work toward greater clarity in oral expression (Bai & Lin, 2021; Fu & Li, 2025).

**Main Objective:** To investigate how corrective feedback impacts the reduction of pronunciation and lexical errors during oral presentations among A2-level students.

### Specific Objectives

- Identify the types and frequency of pronunciation errors made in students' vocabulary during oral presentations.
- Compare students' performance before and after the application of continuous corrective feedback.
- Demonstrate the effects of continuous corrective feedback on students' oral accuracy.

### Research question

How does corrective feedback impact the reduction of pronunciation and lexical errors during oral presentations among A2-level students?

The feedback process in English language learning classes seeks to reduce the frequency of communicative errors through the use of expository presentations at the A2 level. This strategy is implemented weekly, recordings are kept, and evaluations are conducted using a self-assessment rubric aligned with the B1 level. Teachers discreetly draw students' attention in order not to interrupt the content of presentations.

In this research, oral expression development is considered an intervening variable in English language learning among tenth-grade students at the A2 level of Basic General Education. In this sense, speaking fluently and accurately is one of the main demands placed on students. Therefore, the feedback process plays a crucial role: guided by the teacher, students can correct their mistakes while presenting, which strengthens their oral communication skills.

Correcting students' oral expression errors in real time enhances their confidence and ability to pronounce words properly within the A2 level. Furthermore, this research aims to analyze how the systematic application of real-time corrective feedback influences the improvement of A2 students' oral skills, with the purpose of presenting theoretical and practical elements that strengthen oral English teaching and promote more dynamic and effective learning among the students under study.

## **Theoretical Framework**

### **Real-time corrective feedback**

Real-time corrective feedback is a fundamental aspect of effective language teaching. It refers to the immediate corrective response offered to students while they are performing a task, helping them identify and correct errors as they occur. Research on formative assessment indicates that real-time corrective feedback consists of information provided by the teacher during the learning process to guide and support skills development, rather than being given only at the end of a task (Panadero, Andrade, & Brookhart, 2020; Wiliam, 2021). In EFL classrooms, real-time feedback reduces the repetition of oral production errors by increasing students' awareness at the moment of speaking. This process encourages learners to self-regulate and facilitates continuous oral development. As Nicol and Macfarlane-Dick (2006) point out, formative feedback closes the gap between current performance and learning goals by offering specific and timely guidance.

### **Timing and type of feedback**

For feedback to be truly effective, teacher intervention must be timely. Immediate feedback allows students to consciously identify their errors and correct them. Ammar and Spada (2006) suggest that effective immediate feedback helps learners notice their errors while simultaneously speeding up their English acquisition. Loewen (2005) also associates rapid correction with increased metalinguistic awareness and a significant improvement in learners' responsiveness.

Implicit feedback enables teachers to correct pronunciation errors during conversation, maintaining interaction while promoting accuracy at the same time (Sato & Loewen, 2022; Lyster, Saito, & Sato, 2023). In contrast, explicit correction allows teachers to provide direct information about errors and helps students clearly understand the mistake made and the correct way to pronounce words (Fu & Li, 2025; Teimouri, Goetze, & Plonsky, 2024).

According to Sato (2023), feedback becomes more effective when it is followed by an immediate learner response (uptake), since this active reaction strengthens noticing and facilitates oral development. In addition, prompts and elicitation techniques encourage self-correction and foster meaningful learning in the acquisition of oral English (Bai & Lin, 2021; Lyster et al., 2023).

### **Student perception and learning effects**

Students' disposition is a determining factor in how they receive corrective feedback from teachers at the very moment errors are made. According to Yoshida (2008), learners have specific preferences regarding types of corrective feedback, which affects their engagement and progress. A2-level students tend to welcome immediate and explicit corrections and regard them as particularly useful for oral social interaction processes.

Schulz (2001) and Katayama (2007) point out that students' prior experiences and learning contexts shape the way they react to feedback and immediate correction. Dörnyei (2001) also notes that motivational strategies in the language classroom help learners view corrective feedback as a tool for improvement. These processes are crucial for creating appropriate conditions so that students can perceive feedback positively and successfully overcome pronunciation errors.

Saito and Hanzawa (2022) argue that oral feedback supports the development of accurate English word pronunciation over time. Furthermore, real-time feedback is a way to promote reflective teaching practices, as it allows teachers to adjust instruction according to students' immediate needs (Carless & Winstone, 2023; Wiliam, 2021).

### **Pronunciation and lexical errors**

These errors occur when students mispronounce an English word, which can affect the understanding of the message they wish to convey. Such errors are frequent due to first language interference, limited exposure to or communication in the second language, and linguistic transfer factors present in English learning. Celce-Murcia, Brinton, and Goodwin (2010) explain that pronunciation involves the production and perception of the meaningful sounds of a particular language in order to convey meaning in contexts of language use (p. 2). Generally speaking, communication errors often stem from deviations from these norms, which can affect the clarity with which speakers convey meaning in conversation.

When referring to lexical errors commonly made by students when communicating in English, this involves the inappropriate choice of a word or expression that does not correspond to the intended meaning in context. These errors clearly result from several factors such as literal

translation and incorrect vocabulary use, which produce word forms that do not match what is required.

### **Pronunciation accuracy**

Being able to pronounce English words correctly is closely related to the use of the speech apparatus that enables articulation, thus making words clear; students need regular exposure to the basic vowel and consonant sounds. Derwing and Munro (1997) affirm that accurate word pronunciation leads to high intelligibility in oral English communication. If a learner has excellent grammatical foundations but poor pronunciation, this may create barriers to comprehension.

### **Lexical appropriacy**

According to the British Council, using the correct English words and phrases in an appropriate way requires taking into account both culture and language, which is what lexical appropriacy involves: when communicating in English, it is important to ensure that the vocabulary used is consistent with the communicative context. Molina (2018) states that improving word use means learning and using them in different situations, which helps learners speak clearly and make sense. Reyes (2019) adds that learning vocabulary correctly is not only about memorizing words, but also about understanding and using them in real contexts where fluent conversations can take place.

### **Error persistence**

This phenomenon indicates that certain errors become consolidated or fossilized during the acquisition process, making them difficult to correct in the future. Han and Odlin (2006) describe fossilization as resistance to correction despite the use of different strategies such as presentations or practice activities, which results in stagnation in English as a second language learning. In the same vein, Selinker (1972) notes that some errors become consolidated and resistant to correction, a phenomenon known as fossilization, which hinders progress toward full linguistic competence.

### **Impact on oral communication**

People's socialization processes depend primarily on oral communication, which makes mastery of English necessary for many activities directly tied to a globalized world. Martínez et al. (2025) argue that the development of oral communication skills in English is essential for improving social and cultural interaction and for opening up competitive job opportunities. Students' communicative actions stem from their skills in vocabulary control and grammar use, which gradually supports accurate word intonation. Williams and Burden (1999), cited in Agudo (2003, p. 140), point out that learning a foreign language is a direct consequence of the constant need to relate to others.

Oral communication not only facilitates the transmission of ideas but also fosters the development of essential social, cultural, and academic skills. Ortiz and Garma (2024) further emphasize that this skill is fundamental for students' academic and professional development and

that its strengthening requires pedagogical strategies that promote active participation, confidence, and motivation in inclusive, technology-mediated contexts.

### **MATERIALS AND RESOURCES**

The study used a mixed-methods approach with both descriptive and explanatory characteristics. Its main objective was to investigate how corrective feedback impacts the reduction of pronunciation and lexical errors during oral presentations in A2-level students at Unidad Educativa Economista Abdón Calderón. The descriptive component focused on characterizing the types and frequency of oral errors that students make during their presentations, and it also documented the process of implementing feedback strategies and their impact on students' English learning.

On the other hand, the explanatory level sought to analyze the extent to which immediate feedback influenced students' oral performance. The results of the assessments before and after the intervention were compared. As an applied study, the research also aimed to offer pedagogical recommendations for teachers who wish to improve oral accuracy in similar EFL contexts through classroom corrective feedback practices.

This research followed a field design, as a series of instruments were applied to the subjects of study in their natural setting at Unidad Educativa Abdón Calderón, especially during English classes. There was a process of collecting authentic data through diagnostic tasks, oral presentations, weekly reflections, and peer and self-assessments. It was quasi-experimental in nature, with feedback activities implemented over six weeks. A group of 50 students received continuous real-time feedback and focused support, which allowed for comparisons between initial and final assessment scores in order to observe the possible impact of the feedback intervention.

The population considered in the study consists of approximately 1,500 students from Unidad Educativa Economista Abdón Calderón, located at Av. Antonio José de Sucre 489 and Emilio Uzcátegui 769, Quito – Pichincha – Ecuador. The sample corresponds to tenth-grade students of Basic General Education at the A2 level; these three classes are made up of 35 students each, and the study population is the first class of Upper Basic. This consistency in instruction ensures that any variation observed in performance can be more accurately attributed to the intervention rather than to differences in teaching style or classroom environment. The participants were selected through non-probability criterion sampling, as they met specific characteristics relevant to the study's objectives.

**Table 1***Sample Population*

<b>Gender</b>	<b>Number of Students</b>	<b>Percentage</b>
Male	30	60%
Female	20	40%
<b>Total</b>	<b>50</b>	<b>100%</b>

*Note: gender distribution of the 50 A2-level students who make up the study sample*

**Research Stages****Documentary Analysis**

The study began with an in-depth investigation of the main intervening variables in the study, namely real-time feedback, pronunciation accuracy, and vocabulary management for A2-level students. The theories associated with the research allowed for the appropriate selection of tools and strategies to monitor progress, identifying the most effective methods and the common obstacles that EFL students in Ecuador must face.

**Planning and design**

Based on the guidelines derived from the documentary research, a pedagogical intervention was developed which, for its implementation, required selecting the participating students, obtaining informed consent from their parents, and designing a series of rubrics aligned with CEFR guidelines. An intervention was structured over six weeks, with teacher participation to provide feedback and immediate correction of pronunciation errors in English words.

**Implementation**

Students took part in weekly oral presentations; during these sessions, the 50 A2-level students received immediate corrections to their word pronunciation errors, thus generating feedback processes with the teacher responsible for the English subject. As part of the feedback process, students also completed self-assessments and peer assessments, and records were kept in daily reflection instruments.

**Monitoring and adjustment**

Throughout the pedagogical intervention, the teacher continuously evaluated students' participation, especially during feedback and the stages of correcting word pronunciation errors. This formative assessment approach ensured that the intervention remained responsive and adaptable.

**Evaluation**

In the final stage of the pedagogical intervention, the data obtained at the different stages and through the various assessment instruments were analyzed. Quantitative and qualitative data

were processed and interpreted in order to evaluate the improved perception and production of English word pronunciation by students, particularly during corrective feedback moments.

**Table 2**  
*Research Stages*

<b>Stage</b>	<b>Description</b>
1. Documentary Analysis	A review of theoretical and empirical literature will be conducted to establish a foundation for the study. It will inform the selection of methods and tools.
2. Planning and Design	Instruments and strategies will be designed based on the literature. Parental consent will be obtained, and the six-week intervention will be planned in detail.
3. Implementation	The corrective feedback strategies will be applied during oral presentations. Students will participate in feedback, self-assessment, and weekly reflections.
4. Monitoring & Adjustment	The teacher will observe student engagement and adjust the intervention as needed to improve effectiveness, maintaining responsiveness to learner needs.
5. Evaluation	Pre- and post-data will be analyzed to assess improvement in pronunciation and lexical accuracy. Results will support conclusions and future recommendations.

*Note: stages of the research process and the way in which the real-time corrective feedback intervention was implemented*

### **Instruments Based on the Research Approach**

#### **Description of the Instruments**

The most appropriate technique for the topic of this study is the survey, which uses a questionnaire as its instrument, composed of a series of open-ended, scaled, and screening questions. These questions are related to the application of the principles of the communicative method to the development of spoken expression in English.

#### **Student Survey on English Speaking Effectiveness**

This survey consisted of a questionnaire with open-ended and scaled questions. These questions are related to the application of the principles of the communicative method for the development of English speaking skills. The survey included questions related to interactive communication, discourse management, and vocabulary. To evaluate the results, an analysis and data interpretation matrix was created, which reflected the outcomes according to a Likert scale with response options ranging from ALWAYS, ALMOST ALWAYS, SOMETIMES, RARELY, and NEVER for each question in the questionnaire.

### **Pre- and Post-Test Assessments**

The pre- and post-test evaluations focused on students' ability to use appropriate vocabulary, sentence structures, and fluency when speaking. These assessments aimed to measure students' progress in their English speaking skills following the implementation of the communicative method in class.

### **Oral Rubric**

The rubric included four essential components: pronunciation, fluency, lexical accuracy, and clarity. This tool was applied at two key moments: during the initial diagnostic task and in the final presentation at the end of the intervention, in order to assess changes in students' oral performance. Scoring was based on a 4-point Likert scale, which provided both quantitative data for statistical comparison and qualitative information for feedback.

### **Data Collection and Compilation**

Data processing began with data collection, which was conducted through the survey administered to English teachers and students. The oral evaluation sheet was also administered to the students. The responses to the oral evaluation and surveys for this research were analyzed using descriptive statistics, using frequency tables based on the information collected. Tables were then constructed. The results of this analysis were presented in the form of frequency tables and graphs. Similarly, the responses to the student survey, which covered the principles of the communicative method, were collected and organized for further analysis.

### **Data Entry and Coding**

Data processing began with information gathering, which was carried out through the survey administered to English teachers and students. The oral evaluation form was also applied to the students. The results of this analysis were presented in the form of frequency tables and graphs. Likewise, the responses to the student survey, which covered the principles of the communicative method, were compiled and organized for further analysis.

### **Descriptive Analysis**

For this analysis, basic statistical measures such as frequencies, percentages, means, and standard deviations were calculated to summarize participants' performance on the diagnostic test and the pre-test. These analyses provided an overview of students' level of language competence, as well as their strengths and areas for improvement.

### **Thematic Analysis**

The coded items were systematically examined to identify key trends, recurring narratives, and relevant patterns in the communicative principles applied to English teaching in relation to students' speaking skills. The thematic analysis made it possible to deepen the understanding of the contextual factors that influence language learning in the specific educational setting.

## Ethical considerations

Informed consent was obtained from parents, and the student participants were informed about the research purposes of the activities and their results. The confidentiality and anonymity of the participants' data were maintained in order to guarantee the integrity of the students (MacIntyre & Gardner, 1991).

## RESULTS AND DISCUSSION

### Pronunciation and lexical errors

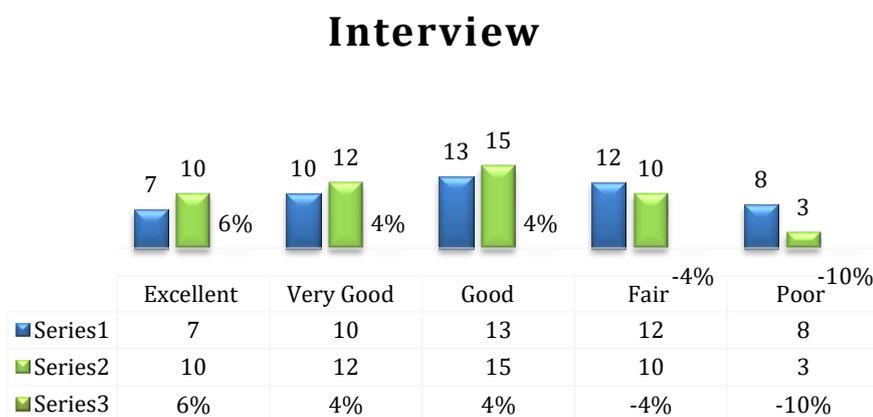
**Table 2**  
*Questions and answers*

ASSESSMENT	FREQUENCY		%
	Pre-test	Post-test	
Excellent	7	10	6%
Very Good	10	12	4%
Good	13	15	4%
Fair	12	10	-4%
Poor	8	3	-10%
<b>TOTAL=&gt;</b>	50	50	

Note. Source: Authors.

### Figure 1

*Interview*



Note. The graph represents the student population in communication, grammar, vocabulary, strategic conversation, and interview fluency.

### Interpretation

The results presented in Table 3 indicate a redistribution in students' performance in pronunciation and lexis after the continuous corrective feedback intervention. In this regard, during the post-test, the number of students in the higher levels increases: Excellent rises from 7 to 10 (an increase of 3 students, equivalent to around 6% of the sample), Very Good from 10 to 12 (4%), and Good from 13 to 15 (4%), which shows that a significant portion of the group moves

into higher proficiency categories. Likewise, the lower levels decrease: Fair drops from 12 to 10 (-4%) and Poor from 8 to 3 (-10%), showing that the participants with greater difficulties manage to make progress and leave the lower performance categories.

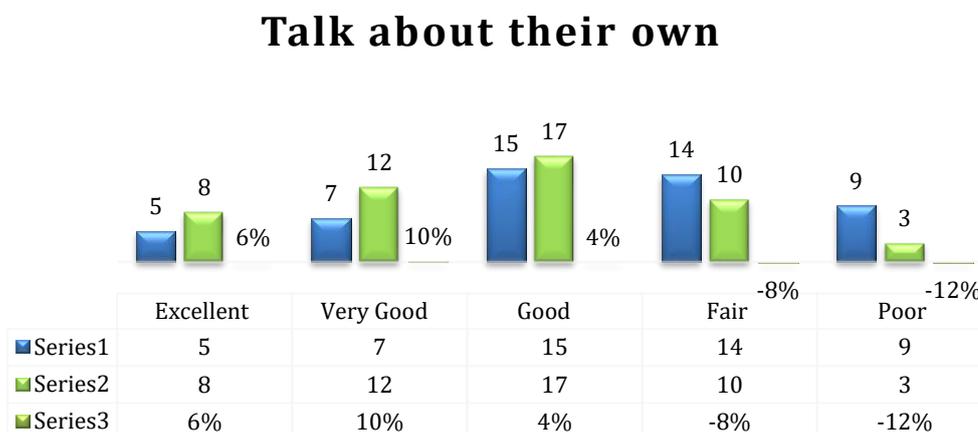
These results in the data allow us to infer that real-time corrective feedback had a positive effect on pronunciation accuracy and lexical use during oral presentations, especially by benefiting students who were initially more behind. The research findings are consistent with the results of Saeli et al. (2021), who state that immediate and frequent feedback improves phonological and lexical accuracy, significantly reducing the occurrence of errors in EFL.

**Table 4**  
*Talk about their own Pre - Post test*

ASSESSMENT	FREQUENCY	FREQUENCY	%
	Pre-test	Post-test	
Excellent	5	8	6%
Very Good	7	12	10%
Good	15	17	4%
Fair	14	10	-8%
Poor	9	3	-12%
<b>TOTAL=&gt;</b>	50	50	

Note. Source: Authors.

**Figure 2**  
*Talk about their own*



Note. The graph represents the student population on communication, grammar, vocabulary, strategic conversation, and fluency during the interview.

### Interpretation

Table 4 shows results that reveal a significant improvement in students' ability to "talk about themselves," while the total number of participants remains constant. In the post-test results, an increase in the higher categories is evident: Excellent rises from 5 to 8 students (an increase of approximately 6% of the sample), Very Good from 7 to 12 (around 10%), and Good from 15 to 17 (around 10%), while Fair drops from 14 to 10 (-8%) and Poor from 9 to 3 (-12%).

17 (4%), which indicates that more learners are able to describe or talk about themselves with greater accuracy and confidence. At the same time, the lower levels decrease: Fair drops from 14 to 10 (-8%) and Poor from 9 to 3 (-12%), showing that a considerable portion of those who initially had greater difficulties moved up to intermediate or higher levels.

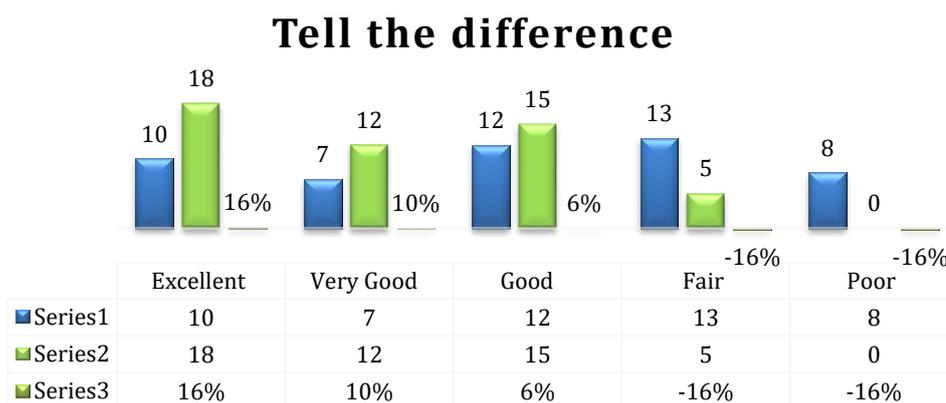
This redistribution from Fair and Poor to Good, Very Good, and Excellent suggests that the intervention based on continuous corrective feedback supported not only the correction of pronunciation and lexical errors but also discourse organization and fluency when talking about personal experiences. These results are consistent with the findings reported by Saeli et al. (2021) and Guaygua et al. (2025), who point out that oral feedback is directly related to simultaneous improvements in accuracy, fluency, and strategic language use in authentic communicative tasks.

**Table 5**  
*Tell the difference*

ASSESSMENT	FREQUENCY Pre-test	FREQUENCY Post-test	%
Excellent	10	18	16%
Very Good	7	12	10%
Good	12	15	6%
Fair	13	5	-16%
Poor	8	0	-16%
<b>TOTAL=&gt;</b>	50	50	

Note. Source: Authors.

**Figure 3**  
*Tell the differences*



Note. The graph represents the student population on the description of differences between two images.

### Interpretation

The results shown in Table 5 indicate that in the post-test, the number of students at the Excellent level increases from 10 to 18 (approximately +16% of the sample), Very Good rises from 7 to 12 (+10%), and Good from 12 to 15 (+6%), which indicates that most students manage to describe differences between two pictures with greater lexical precision, discourse

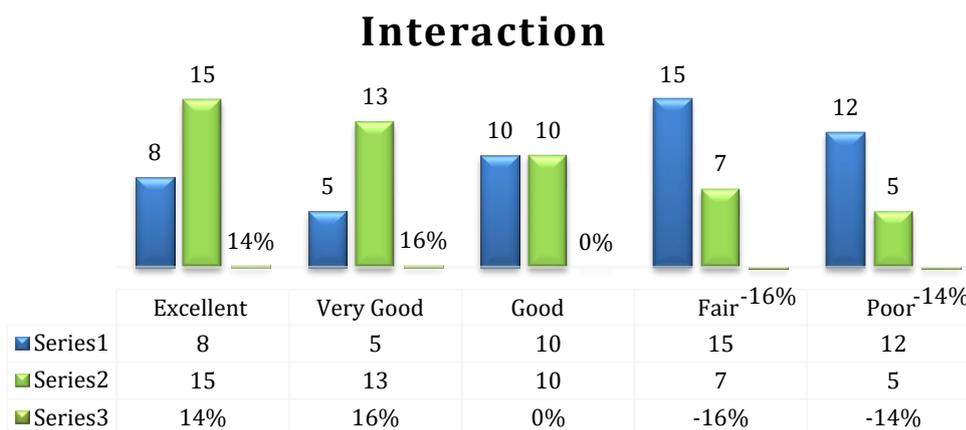
organization, and control of structures by the end of the intervention. In contrast, the lower levels decrease markedly: Fair is reduced from 13 to 5 students (-16%) and Poor goes from 8 to 0 (-16%), so the lowest category disappears completely, which suggests that even those participants with the greatest initial difficulties reach at least an acceptable level of performance after the feedback process. This redistribution from Fair and Poor to Good, Very Good, and especially Excellent shows that continuous corrective feedback supports the identification and correction of pronunciation and lexical errors, as well as the more accurate use of descriptive resources (adjectives, comparatives, contrast markers) needed to distinguish between two pictures, a pattern that is consistent with Wang et al. (2025), whose results link immediate feedback to significant improvements in oral description and comparison tasks.

**Table 6**  
*Interaction*

ASSESSMENT	FREQUENCY	FREQUENCY	%
	Pre-test	Post-test	
Excellent	8	15	14%
Very Good	5	13	16%
Good	10	10	0%
Fair	15	7	-16%
Poor	12	5	-14%
<b>TOTAL=&gt;</b>	50	50	

Note. Source: Authors.

**Figura 4**  
*Interaction*



Note. The graph represents the student population that interacts with different types of questions and answers.

### Interpretation

The results shown in Table 6 indicate a notable redistribution toward the higher performance categories. In the post-test, the Excellent category increases from 8 to 15 students (approximately +14%), and Very Good rises from 5 to 13 (+16%), which indicates that a considerably larger number of learners manage to interact with greater fluency, accuracy, and

confidence when taking turns. For the Good category, the number remains stable with 10 students in both the pre- and post-test (0%), suggesting that this group maintains an adequate performance, while the greatest changes are concentrated in the upward movement from the lower levels to the high and very high levels. In contrast, the lower categories decrease markedly: Fair drops from 15 to 7 students (-16%), and Poor from 12 to 5 (-14%). This redistribution from Fair and Poor to Very Good and Excellent suggests that continuous corrective feedback contributed significantly to strengthening oral interaction, supporting not only the correction of pronunciation and lexical errors, but also the more appropriate use of interrogative structures, connectors, and conversational strategies. These tendencies are consistent with the findings of Saeli et al. (2021), who indicate that immediate and systematic feedback improves the quality of oral exchanges and the ability to sustain more fluent and coherent conversations in EFL.

### Real-Time Corrective Feedback

**Table 7**

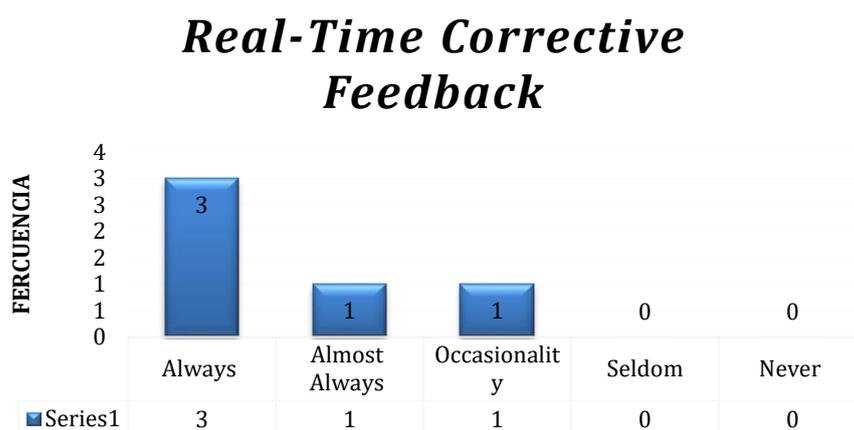
*Immediate corrective feedback*

ASSESSMENT	FREQUENCY	%	Σ %
Always	3	60	
Almost always	1	20	4
Occasionally	1	20	
Seldom	0	0	1
Never	0	0	
<b>TOTAL=&gt;</b>	<b>5,0</b>	<b>100</b>	<b>5</b>

Note. Source: Authors.

**Figure 5**

*Real-Time Corrective Feedback*



Note. The graph represents the English teachers' population and the effectiveness of feedback in real time.

### Interpretation

The data presented in Table 7 indicate that 60% of the teachers Always provide immediate feedback to students, while 20% report doing so “Almost always” and another 20% “Occasionally”; no responses were recorded for “Rarely” or “Never”. These results suggest a high

rate of use of immediate feedback in the English classroom and a strong level of commitment to the timely correction of oral errors. The findings of this study are consistent with what Muñoz and Mavrou (2020) report, as they state that immediate feedback is used as an effective technique to promote awareness of errors, modification of learners' output, and improvement of oral accuracy in communicative situations.

### Type of feedback

**Table 8**

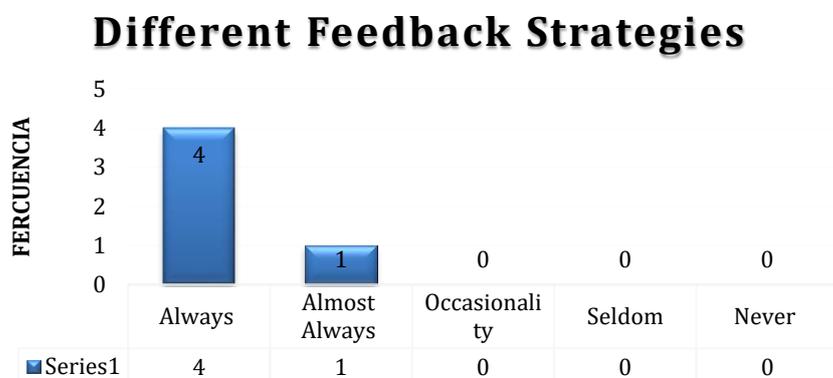
*Different Feedback Strategies*

ASSESSMENT	FREQUENCY	%	∑ %
Always	4	60	
Almost Always	1	40	5
Occasionality	0	0	
Seldom	0	0	0
Never	0	0	
<b>TOTAL=&gt;</b>	5,0	100	5

*Note.* Source: Authors.

**Figure 6**

*Feedback Strategies*



*Note.* The graph represents the teachers who apply the feedback strategies in class

### Interpretation

The results presented in Table 8 show that 60% of the teachers Always use different feedback strategies, while 40% state that they Almost always do so; no responses were recorded in the categories Occasionally, Rarely, or Never. These data allow us to infer that most teachers in this institution generally use these types of strategies with their students to reinforce the content taught, which is consistent with Rosado et al. (2024), who indicate that EFL teachers tend to combine different types of feedback (implicit, explicit, recasts, metalinguistic, among others) to address a variety of learner errors and needs, with the aim of improving students' oral accuracy and fluency.

## Student Perception

**Table 9**

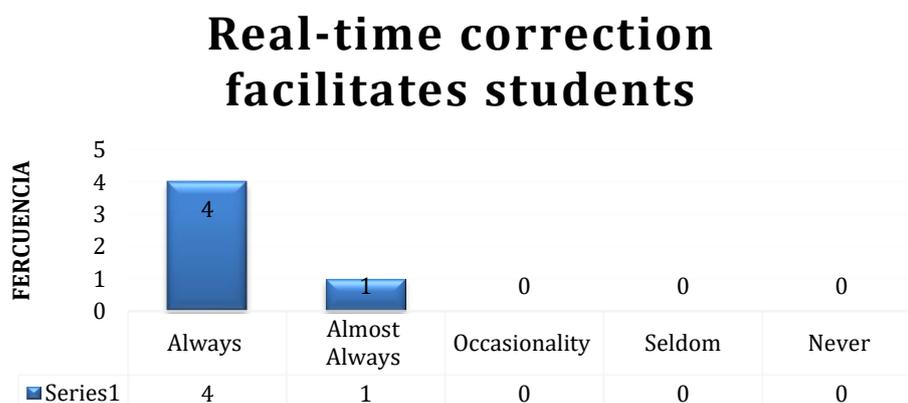
*Real-time correction facilitates self-correction in students*

ASSESSMENT	FREQUENCY	%	Σ %
Always	4	60	
Almost Always	1	40	5
Occasionality	0	0	
Seldom	0	0	0
Never	0	0	
<b>TOTAL=&gt;</b>	5,0	100	5

Note. Source: Authors.

**Figure 7**

*Real-time correction*



Note. The graph represents the teachers' population who agree that corrections help students immediately.

### Interpretation

The results presented in Table 9 show that 60% of the teachers Always feel that instant correction consistently helps students' self-correction, while 40% report that this Almost always happens; no responses were reported in the remaining categories. These data allow us to infer that the vast majority of teachers state that immediate correction stimulates self-correction in students. This finding is related to the research by Chango (2025), where the authors point out that oral feedback in EFL settings suggests that instant correction raises awareness of committing errors, supports subsequent repair by the learner, and fosters the development of accuracy and autonomy in language use.

## Effects on learning

**Table 10**  
*Corrective feedback*

ASSESSMENT	FREQUENCY	%	Σ %
Always	3	60	
Almost Always	2	40	5
Occasionality	0	0	
Seldom	0	0	0
Never	0	0	
<b>TOTAL=&gt;</b>	5,0	100	5

Note. Source: Authors.

**Figure 8**  
*Feedback and development of oral competence*

## **Feedback and development of oral competence**



Note. The graph represents the teachers' population who consider that correct feedback is extremely important when the development of oral competence.

### Interpretation

In the results presented in Table 10 regarding “Corrective Feedback,” it is evident that 60% indicate they Always choose corrective feedback because it provides beneficial outcomes in the students’ educational process. Meanwhile, the remaining 40% of teachers report that they Almost always do so. These data suggest that there is a significant consensus among teachers about how regular correction helps to increase performance, accuracy in language use, and awareness of errors. This finding is consistent with what was proposed by Bailini (2020), who states that continuous and formative correction promotes the assimilation of correct structures, the gradual adjustment of interlanguage, and fosters greater autonomy in learning.

### DISCUSSION

The data from the evaluations conducted before and after the intervention clearly demonstrate a movement toward higher categories (Excellent, Very Good, and Good) and a remarkable decrease in the Regular and Poor categories regarding pronunciation and vocabulary. This suggests significant progress in oral accuracy after the intervention. Such a trend aligns with the claims made by Celce et al. (2010) and Derwing and Munro (1997), who indicate that

improvement in comprehension becomes evident when pronunciation errors are reduced and the message becomes more understandable to the listener. Moreover, the decrease in vocabulary errors corresponds with the British Council's concept of lexical adequacy and with Molina's (2018) view, which holds that the correct use of lexis in real situations promotes effective communication.

The students' advancement from lower to intermediate and higher levels suggests that the intervention helped prevent the appearance of errors that could become fossilized. This result supports Selinker's (1972) interlanguage framework along with Han and Odlin's (2006) ideas, which propose that consistent and timely correction prevents certain erroneous forms from becoming established in the learner's system. In this context, instant feedback functioned as a mechanism for constantly adjusting the interlanguage, supporting the notion that frequent correction is useful for "destabilizing" errors and replacing them with structures more aligned with the linguistic target.

The improvements observed in tasks such as "talking about themselves," "making a difference," and "interaction" indicate that feedback not only enhanced linguistic precision but also boosted fluency, discourse structuring, and strategic use of language. This finding is consistent with the research of Ammar and Spada (2006) and Loewen (2005), who argue that immediate feedback fosters attention and accelerates the acquisition of grammatical and lexical aspects, particularly when accompanied by opportunities for meaningful production. Likewise, the combined use of recasts, prompts, and direct correction reported by teachers matches the findings of Lyster and Ranta (1997) and Lyster (2004), who maintain that alternating between implicit and explicit feedback increases the likelihood of retention and self-correction, especially in initial stages.

Findings from the tables related to teachers' perceptions indicate that most instructors report frequently or almost always implementing instantaneous corrections and various feedback techniques, considering that these help students self-correct. This perception aligns with what Yoshida (2008) and Chango (2025) suggest—that when feedback is perceived as clear, frequent, and improvement-oriented, students tend to take a more active role in correcting their errors and managing their learning. At the same time, the emphasis teachers place on consistent correction aligns with Bailini's (2020) ideas, who argues that structured feedback fosters autonomy and metalinguistic awareness, both essential for advancing oral proficiency.

The increase in students reaching advanced levels in tasks involving image comparison and interaction confirms that instant feedback not only corrects isolated aspects but also enhances their ability to sustain more fluid and coherent dialogues. This trend supports the proposals of Swain and Lapkin (1995) and the revised Output Hypothesis, which posits that feedback during the production process forces learners to "reprocess" their linguistic output, reassess hypotheses, and adjust linguistic form in relevant communicative contexts. Furthermore, the improvement in

the ability to describe differences and manage conversational turns coincides with studies such as those by Saeli et al. (2021), Guaygua et al. (2025), and Wang et al. (2025), which link immediate oral correction with simultaneous improvements in accuracy, fluency, and strategic language use in authentic situations.

## CONCLUSIONS

Este apartado es optativo: cuando el autor o los autores lleguen a responder sus preguntas de investigación u objetivos y discutan lo sugerido en el apartado anterior referente a la Discusión, el apartado “Conclusiones” no será necesario.

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