

The usage of Recast Feedback to improve Speaking skills

El uso de la retroalimentación Recast para mejorar la expresión oral

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Autores:

Daniel Hernán Millán-Ramos

Universidad Nacional de Chimborazo
Ciudad: Riobamba, País: Ecuador
Correo Institucional: daniel.millan@unach.edu.ec
Orcid: <https://orcid.org/0009-00040-7673-1501>

Bryan Fabricio Valdiviezo-Tacuri

Universidad Nacional de Chimborazo
Ciudad: Riobamba, País: Ecuador
Correo Institucional: bryan.valdiviezo@unach.edu.ec
Orcid: <https://orcid.org/0009-0007-1631-3772>

Javier Andrés Saltos-Chacán

Universidad Nacional de Chimborazo
Ciudad: Riobamba, País: Ecuador
Correo Institucional: javier.saltos@unach.edu.ec
Orcid: <https://orcid.org/0009-0009-6010-5422>

Kely Estefanya Cardozo-Cabezas

Universidad Nacional de Chimborazo
Ciudad: Riobamba, País: Ecuador
Correo Institucional: kely.cardozo@unach.edu.ec
Orcid: <https://orcid.org/0009-0002-7142-599X>

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Abstract

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: Communication, Feedback, Pronunciation, Recast

Resumen

La retroalimentación es un proceso vital dentro del aprendizaje del idioma inglés; desempeña 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 de la retroalimentación en forma de recast en el 10° "A" de Educación General Básica de la Unidad Educativa "Pensionado Olivo" para mejorar la pronunciación en inglés. Esta investigación es no experimental, con un enfoque mixto, una modalidad descriptiva y un nivel exploratorio. Como resultado, se evidenció que las estrategias utilizadas en el proceso de enseñanza-aprendizaje de la pronunciación en inglés no se aplican de manera adecuada. Además, el sistema de proceso metodológico utilizado en la aplicación del recast presenta inconsistencias. Por lo tanto, los estudiantes no adquieren la competencia necesaria en pronunciación para lograr un uso apropiado del inglés en la comunicación. Finalmente, se especifica el proceso metodológico correcto que convierte el recast en una herramienta efectiva para identificar y mejorar la pronunciación en el idioma inglés.

Palabras claves: Comunicación, Retroalimentación, Pronunciación, Reformulación.

INTRODUCTION

In the globalized society taking place in the 21st century, the 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.

For a student learning English for communication is a process that needs great exposure and immediate correction (Nishanthi, 2018). Pronunciation is one of the most challenging skills when communicating verbally; frequent errors appear leading to communication problems. Learners have the task of developing speaking skills in the same way as reading, listening, and writing. During this learning, the input and output information must be flawless so that there are no problems during the process.

Adara (2018), established a conclusive fact that many English teachers are permissive and tolerate 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 occurs because there are some errors in the message, from simple to more complex factors.

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.

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).

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.

The English language is characterized as a precise language in its pronunciation and there are linguistic rules that support this statement. This could be supported by applying effective feedback that could help immediately correct errors orally during student interactions.

According to Sorayyaei (2020), feedback helps 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 proposed to usage of the recast feedback tool in each spoken class through an immediate correction, this technique is the perfect example of implicit correction and is very motivating and effective in developing phonetic learning and avoiding future errors in pronunciation.

The Recast Feedback tool is proposed to correct the mispronunciation of English words. According to Phuong and Huan (2018), the usage of it avoids fossilization in pronunciation and develops speaking and listening skills when having a conversation in English. For this reason, the main aim of this work is to analyze the usage of the recast feedback to improve the speaking instructional process of English teaching and learning at Unidad Educativa Pensionado Olivo in Décimo Año de Educación General Básica paralelo A, to figure out how it could be better applied to achieve the objective of developing the speaking skill.

Methodology

This research had a mixed approach as it consisted of collecting, analyzing, and integrating qualitative and quantitative data. This research had an ethnographic modality because according to Blomberg et al. (2002), it allowed to observe the participants in their environment, in this case, it allowed to observe how the usage of recast feedback was applied. In addition, 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. Which was reached through the analysis of student's perceptions about the feedback that they received in the EFL classroom. On the other hand, it had an exploratory level, because the purpose was to increase familiarity with the situation, in this case, it

allowed us to obtain information to understand deeply the usage of this tool in the EFL classroom. To respond to the objectives and the research question of this work, a specific technique and instrument were considered to collect the information, that was 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.

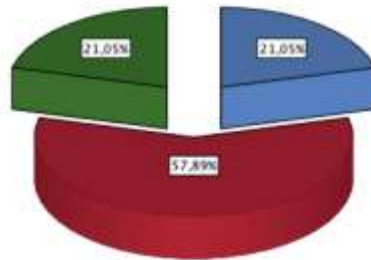
An observation guide was used to allow the researcher to collect and obtain specific data about a phenomenon (Civille and Lawless, 1986). This tool helped to determine the effects of the Recast Feedback system usage in the teaching-learning process. In the present research, descriptive statistics was 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. The population chosen for the study was the students of the Decimo "A" of Educación General Básica paralelo "A" at Unidad Educativa Pensionado Olivo. The selected population generated relevant data in the investigation. The population was 19 students and an English teacher in an urban area.

Results and Discussion

All the information obtained by applying the instrument is presented through a descriptive analysis to accomplish the objectives of this research. It was notable the lack and inconsistency of the Recast Feedback application, through the survey that was administered to students of the 10th course. Some samples are presented below:

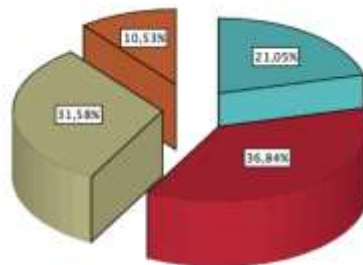
How often have you been interrupted while you are participating orally in class?

- Always
- Usually
- Sometimes



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

- Usually
- Sometimes
- Rarely
- Never



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

- Sometimes
- Rarely
- Never



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 receive feedback during their participation, but this feedback is not appropriate for their age. Rodríguez (2017) mentioned 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 caused 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 student's school performance because the correction was done on 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. Through the observation guide, it was confirmed that the process of Recast Feedback is not implemented in this classroom.

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.

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 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 these activities. 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.

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. Consequently, this process does not contribute to the development of the pronunciation of the students. It was evidenced 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 to obtain positive results within the feedback that guide the students to acquire good pronunciation.

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Conflicto de intereses

Los autores indican que esta investigación no tiene conflicto de intereses y, por tanto, acepta las normativas de la publicación en esta revista.

Con certificación de:

