ORAL CORRECTIVE FEEDBACK STRATEGIES IN EFL. A PILOT STUDY IN CHILEAN CLASSROOMS

ESTRATEGIAS CORRECTIVAS ORALES EN INGLÉS COMO LENGUA EXTRANJERA. UN ESTUDIO PILOTO EN LAS AULAS CHILENAS

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Oral corrective feedback has been of great importance in foreign language acquisition since it helps improving oral production in students. Many studies have been conducted on this topic. However, the results may vary in every context. For this reason, this investigation aimed to comprehend Chilean teachers' use of corrective feedback strategies and their efficacy in students' performance. In this descriptive study, five teachers audio-recorded two lessons of 90 minutes each, where students from 5th to 8th grade received feedback from their teachers. The results include the frequency and effectiveness of corrective feedback strategies,

as well as the type of errors that teachers correct in the classroom. The findings show that Chilean teachers use corrective feedback strategies to correct pronunciation, vocabulary, grammatical and content errors. Also, there is a tendency of Chilean teachers to use explicit correction as the most frequent strategy. In terms of effectiveness, most of the corrective feedback provided followed repair from the learner. Among the most effective corrective feedback strategies, we could find repetition, elicitation, clarification request and metalinguistic feedback.

Key words: oral corrective feedback strategies, uptake, EFL, recast, explicit correction

El feedback correctivo oral ha sido de gran importancia en la adquisición de una lengua extranjera ya que ayuda a mejorar la producción oral de los estudiantes. Muchos estudios sobre el tema han sido conducidos, sin embargo, los resultados pueden variar en cada contexto. Por esta razón, ésta investigación tiene como propósito comprender el uso de estrategias de retroalimentación correctiva de profesores chilenos y su eficacia en el desempeño de sus estudiantes. En este estudio descriptivo cinco profesores audio grabaron dos clases de 90 minutos cada una, donde los estudiantes de 5to a 8vo básico recibieron retroalimentación de sus profesores. Este estudio determinó que en la mayoría de las ocasiones, los profesores chilenos proporcionan retroalimentación usando corrección explícita. Los resultados muestran que los profesores chilenos utilizan estrategias de retroalimentación correctivas para corregir pronunciación, vocabulario, errores gramaticales y de contenido. Además, hay una tendencia de los profesores chilenos a utilizar la corrección explícita como la estrategia más frecuente. En términos de eficacia, la mayor parte de la retroalimentación correctiva proporcionada resultó en la reparación del alumno. Entre las estrategias más eficaces de retroalimentación correctiva encontramos la repetición, la elicitación, la solicitud de clarificación y la retroalimentación metalingüística.

Palabras clave: *Estrategias de feedback correctivo oral, respuesta del aprendiz, ILE, reformulación, corrección explícita*

1. Introduction

For many years, oral production has always been an issue in Chilean education. Students often complain that they do not want to participate in class because they do not have the tools to communicate effectively and they do not want to make mistakes. According to some researchers (Day & Shapson, 1991; White 1991; Ellis, 1997), if teachers correct students' errors, they are likely to disappear with time. However, the literature on error and feedback is mixed; authors such as Krashen (1982) and Truscott (1999) state that teachers should not correct errors because these will not produce results that instructors expect in terms of accuracy. In addition, Truscott (1999) believes that oral correction is not effective therefore, teachers should abandon that practice.

On the other hand, Azar (2007) claims that the correction of the error is a natural part of the acquisition of a foreign language, which means that every person who wants to learn a language is going to be corrected at some point of the learning process. Moreover, according to Ellis (1997, p.15) "there are three main reasons for focusing on errors. First, they are a conspicuous feature of learner language… Second, it is useful for teachers to know what errors learners make. Third, paradoxically, it is possible that making errors may actually help learners to learn when they self-correct the errors they make". For this reason, errors have been part of the learning process of a foreign or second language. When people learn a foreign language, errors are very common and almost inevitable since learners do not have the language or tools necessary to communicate. As a result, the role of feedback, especially negative, has increased during the years since it provides students with "information about the success (or, more likely, lack of success) of their utterances" (Gass & Selinker, 2008, p.329). According to Ellis (2009), corrective feedback "takes the form of a response to a learner utterance containing a linguistic error" (p.3). However, these attempts to produce new utterances are part of the process of acquiring the target language (Ellis, 1990) and corrective feedback will help students notice their errors and will encourage them to improve their speech production. Consequently, the present investigation aims to determine the use of the different types of corrective feedback strategies

in the Chilean context and their efficacy with Chilean students who attend public schools.

Learning a foreign language such as English is a very complex process for students who have an elementary level of a foreign language. According to the world ranking by Education First, the level of English in adults in Chile is low and it is located 41 out of 63 countries (Education First, 2016). In the words of Lemmolo (2016, cited in Ramirez, 2016), the low results obtained by Chile in this ranking are due to a cultural reason. He adds, "Chileans are afraid to use a language that they do not handle perfectly, because they are embarrassed, afraid to make mistakes and do not want to speak English, they do not try it, it is cultural." He also notes that "If you do not try, you cannot make mistakes, and if you ca not make mistakes you will not learn." (Lemmolo, 2016, cited in Ramirez, 2016). In this context, the use of corrective feedback is crucial for the learning process since it provides the correct form of learners' wrong utterances

This investigation expects to be a contribution to make the learning process of English more effective through the use of Corrective Feedback. There are different types of strategies to give feedback to our students in order to help them improve their linguistic and grammatical accuracy. For that reason, it is necessary to know if English teachers correct students' errors and if they do, to determine the types of corrective feedback strategies that teachers are using in the classroom in order to contribute to the learning of the target language. Even though corrective feedback strategies have been investigated before, every context is different. Therefore, we want to know what is happening in Chilean classrooms. Whether teachers are giving feedback to their students, how they are doing it, what are the features of the language that teachers are more likely to correct and what is the students' response to the corrective feedback provided. As a result, the following research questions arise:

1. What type the corrective feedback strategies do Chilean teachers in this study use in their classrooms?
2. What type of errors do Chilean teachers in this study correct in their classroom?

3. What type corrective feedback strategies seem to be more effective with Chilean students in this study?

These questions will reveal insights about Chilean English education since the feedback that is given in the classroom is strongly related to the outcomes students have in class (Gass & Selinker, 2008; Ellis, 2009).

2. Literature Review

This section explores relevant literature in the area of corrective feedback (CF), which will serve as a reference point for this research.

2.1. Errors

Errors can be defined as "the use of a linguistic item in a way, which according to fluent users of the language indicated faulty or incomplete learning" (Chun, Day, Chenoweth, & Luppescu, 1982, p.538). In addition, Lennon (1991) believes that errors are linguistic forms or combinations that will not be produced by native speakers. According to Corder (1967 in Ellis 1994, p.51) "[a]n error takes place when the deviation arises as a result of lack of knowledge. It represents a lack of competence". These definitions illustrate that errors are committed by language learners whose mother tongue is different to the target language they want to acquire, and they are caused by the unfamiliarity with the language itself.

According to Chaudron (1977) there are three different categories for errors, which are:

1. Linguistic errors: they consist on morphological, phonological and syntactic errors.
2. Content errors: they consist on errors of information or knowledge.
3. Classroom interaction and discourse errors: they consist on errors committed by speaking with incomplete sentences.

On the other hand, there are some authors (Lyster & Ranta, 1997; Ferreira, Moore, & Mellish, 2007) who only focused on linguistic errors. For instance, Lyster and Ranta (1997) divided errors into five categories: the use of first language L1, gender errors, grammatical errors, phonological errors, lexical and multiple errors, which were the most common among learners. Nevertheless, Ferreira et al. (2007) divided errors into grammatical, pronunciation and vocabulary errors since they identified that those were the most frequent errors made by students.

2.2. Corrective Feedback

Feedback is an essential source of information for people who are learning a language since it provides evidence about their performance (Ur, 1996). Corrective feedback (henceforth CF) is defined as "any indication to the learners that their use of the target language is incorrect" (Lightbown & Spada, 1999, p.171). According to Gass and Selinker (2008), feedback can be explicit (teacher stating that there is an error) or implicit (feedback during the course of interaction).

Ellis, Loewen, and Erlam, (2006) stated that "CF takes the form of teachers' responses to learner utterances that contain an error. The responses can consist of:

1. an indication that an error has been committed, provision of the correct target language form, or
2. metalinguistic information about the nature of the error, or any combination of these" (p. 340).

These types of responses were identified through observational studies and are an important part of the literature regarding corrective feedback. A well-known research is the study conducted by Lyster and Ranta (1997) where six different types of strategies were observed:

1. Explicit correction: the teacher provides the correct form and he indicates what was incorrect.
2. Recast: the teacher provides a reformulation of an incorrect utterance,

but he maintains the original meaning of it.

3. Elicitation: consists of three main feedback moves. (a) Pausing in order to allow students to complete his statement, (b) Asking questions or (c) by asking students to reformulate the utterance.

4. Metalinguistic feedback: the teacher makes comments, gives information or asks questions about the well-formedness of the student's utterance.

5. Clarification request: this feedback either indicates that the utterances were not well-formed or that the teacher misunderstood them. (Spada & Fröhlich, 1995)

6. Repetition: the teacher repeats the utterances that are incorrect using an intonation to highlight the error.

In a later study, Panova and Lyster (2002) added a new strategy to this taxonomy. This was called *translation*. These authors stated that Lyster and Ranta found translation moves in their study in 1997. However, as they were few, they considered translation as a type of recast, since they had very similar functions in reformulating student's incorrect utterances. However, Panova and Lyster (2002) found a high amount of translations in their corpus, so they coded it as an isolated category of corrective feedback since they indicated that "There is nevertheless a relevant difference between a *recast* (a response to an ill-formed utterance in the L2) and a *translation* (a response to a well-formed utterance in the L1)" (p.583).

2.3. Uptake

According to Lyster and Ranta (1997, p.49) "Uptake in our model refers to a student's utterance that immediately follows the teacher's feedback and that constitutes a reaction in some way to the teacher's intention to draw attention to some aspect or the student's initial utterance". Lyster and Ranta identified two types of uptake (see Figure 1):

a. The uptake where students repair their error, which occurs when the error was reformulated and successfully corrected.

b. And the uptake that results in utterances that still need to be repaired,

which means that the student unsuccessfully corrected its error and may need further feedback from the teacher.

These authors also point out that in some cases there is evidence of uptake while in other cases no evidence of uptake is observed once students receive feedback from the teacher. Thus, in their research the taxonomy used was: uptake resulting in repair, uptake that still needs repair and no uptake.
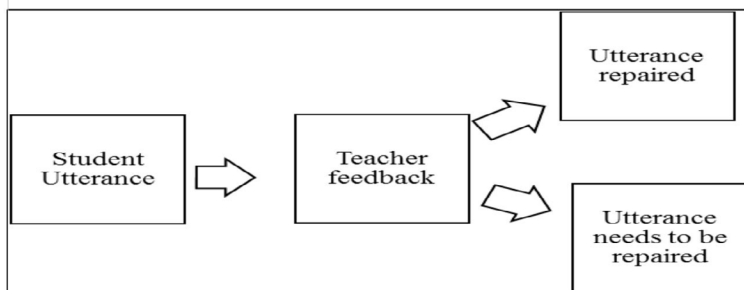

Figure 1. Illustration on types of learner uptakes.

2.4. Empirical Studies on Corrective Feedback

There have been many studies regarding corrective feedback, error correction or error treatment. In the late 1960s, linguists realized that errors were a natural part of the learning process because it provided insights to the teacher of what he needed to reinforce with his students (Corder, 1976). For that reason, many people believed that students can learn from their errors and for that reason, researchers began to investigate more about this topic.

One of the first researchers who investigated corrective feedback was Fanselow (1977). He wanted to describe how oral errors were treated by teachers and which errors should be corrected in their classes. Fanselow found out 16 different types of treatment of error, some of which are *no treatment*, *giving the correct answer orally*, and *indicating 'no' with a*

gesture. In addition, Chaudron (1977) investigated the treatment of error of teachers of 8th and 9th grade and enumerated several types of corrective feedback strategies such as *expansion, repetition*, *clarification request*, *recast*, *confirmation check* and *elicitation*.

Another study conducted by Zhao (2009) aimed to understand the role of CF in the classroom. The study revealed that 288 errors were identified, but only 210 were corrected using CF. She established that the most common CF strategies were *recast* (59%), *repetition* (13.3%) and *explicit correction* (8%). As for the results of CF that led to learner uptake 53% of them were repaired, 9% needed to be repaired and 38% did not receive any response from the learner.

In a more recent study, Gitsaki and Althobaiti (2010) investigated the effectiveness of corrective feedback and the types of errors that are corrected with CF strategies. They observed two different groups of students and they found out 62 CF moves. The investigation revealed that the most effective CF strategies were *repetition* and *metalinguistic clues*, which had 100% of successful uptake, followed by *explicit correction* (83%) and *recast* (70%). In terms of errors, the investigation revealed that 42% were phonological errors, followed by grammatical errors (29%), lexical errors (23%) and use of the L1 (6%).

2.5. Empirical Studies on Uptake

For several years, the study of corrective feedback has focused on teachers' actions in the classroom, specifically in the way they give corrective feedback to their students, but lately, the focus of the investigation has been turned in the direction of learners.

Lyster and Mori (2006) investigated the effects of CF moves on learner uptake. The results showed that uptake moves were more numerous in situations where the teacher prompted a response from students, such as elicitation.

Another research conducted by Lyster (2001) revealed similar

results. In his investigation, he wanted to discover the effects of CF by examining learners' *uptake*. The results indicated that 558 CF moves were given. However, only 33% of the moves followed learners' repair. A similar study about CF and learner uptake was done by Tsang (2004). He wanted to discover the types of CF that led to learner repair. He established that the strategies that led to uptake were *elicitation* and *repetition*, which had the highest rates (50% each), in contrast with *recast* and *explicit correction*, which did not receive any repairs from students.

Panova and Lyster (2002) conducted a research to observe how different types of CF moves influenced learner uptake. The study showed that 412 corrective feedback moves were given in the lessons, and uptake was clearly observable in 192 cases (47%). However, only 65 (16%) of the corrective feedback moves led to a successful uptake repair.

3. Method

This research is a descriptive non-experimental study, since it is focused on describing events and how they are manifested without the intervention of the researchers.

3.1. Corpus

For the purposes of this study, we collected a corpus of classroom interactions that included 10 transcriptions of English as Foreign Language (FL) class provided by five teachers, totaling approximately 15 hours of audio-recorded lessons. Each teacher provided two lessons of 90 minutes each.

All teachers who participated in the investigation have a Master degree in TESOL (Teaching English to Speakers of Other Languages) and have been working in public schools for more than six years. They all work in different educational institutions in primary education. As they work in public schools, the number of students per class goes from 35 to 40. Given the fact that the teachers work in primary school, the classes recorded corresponded to learners from 5th to 8th grade whose ages ranged between 10 and 13 years all.

3.2. Data Analysis

The data collected was analyzed on the basis of the content of the corpus using a top-down and bottom-up approach. This means that some feedback strategies were determined before analyzing the corpus (top-down) and others emerge from the analysis itself (bottom-up). For this reason, we used elements from previous studies (Lyster & Ranta, 1997; Panova & Lyster, 2002; Ferreira et al., 2007).

Lyster and Ranta (1997) identified six different feedback strategies: *explicit correction, recast, clarification request, metalinguistic feedback, elicitation* and *repetition*. While, in further studies, Panova and Lyster (2002) identified a new strategy: *translation*. These seven categories were used to determine the corrective feedback strategies used by teachers in their classrooms (see Appendix A).

On the other hand, to detect the type of errors corrected for teachers we focused on three types of linguistic errors: *pronunciation, vocabulary* and *grammar* as in Lyster and Ranta (1997) and Ferreira et al. (2007) (see Appendix B).

Finally, in order to identify the most effective feedback strategies in the classroom, we will use the following tags: *repair, needs repair* and *no repair*, as in Lyster and Ranta (1997) (see Appendix C).

Once the classes were audio recorded, the researchers transcribed the classes and examined the corpus identifying feedback moves, types of errors corrected, types of feedback strategies used, and students' response to the feedback provided by the teacher.

4. Results

The results of this investigation are divided into three parts that correspond to the different research questions that were formulated for this study. That is to say; types of feedback used in the Chilean context, types of errors corrected by teachers and the connection between the different types of corrective feedback strategies and their efficacy on learner uptake.

4.1. Research Question 1

What type of corrective feedback strategies do Chilean teachers use in their classrooms?

This question aims to discover the types of corrective feedback that are most commonly used by English teachers in Concepción, Chile. Seven types of corrective feedback strategies have been identified in this study (see Table 1).

Table 1 shows the total number of corrective feedback moves identified in the audio-recorded lessons. The results showed a total of 118 feedback moves in the 15 hours of the data collected. As it is possible to notice, the majority of the feedback moves were identified as *explicit correction* since teachers provided this type of feedback 65 times, which comprises the 55% of the CF moves. Moreover, the second most used corrective feedback strategy used is *translation* (14%), followed by *clarification request* (8%), and *metalinguistic feedback* (8%). On the other hand, just a few moves were provided using *repetition (4%)*, *elicitation* (5%) and *recast* (6%).

Type of Corrective Feedback	Total of Corrective Feedback Moves	%
Recast	7	6%
Elicitation	6	5%
Clarification request	10	8%
Metalinguistic feedback	9	8%
Explicit correction	65	55%
Repetition	5	4%
Translation	16	14%
	118	100%

Table 1. Corrective feedback moves.

4.2. Research Question 2

What type of errors do Chilean teachers correct in their classrooms?

This question aims to determine the most common errors that teachers correct in their lessons. For this question, three main error categories were included: grammar, vocabulary, and pronunciation errors. However, a new category was included since there was evidence (in the corpus) that content errors (Chaudron, 1977) were also corrected by the teachers.

Type of error	Total	%
Grammatical errors	33	28%
Vocabulary errors	29	25%
Pronunciation errors	51	43%
Content errors	5	4%
	118	100%

Table 2. Types of errors corrected.

As it is illustrated in Table 2, the majority of the errors corrected were pronunciation errors since teachers used CF on 51 occasions to correct the pronunciation of students; this result comprises the 43% of the total amount of error types that were identified in this investigation. In addition, corrective feedback strategies were regularly used to correct grammatical errors (28%) since teachers corrected 33 utterances containing this type of error. In terms of vocabulary (25%), there were 29 feedback moves identified in the 10 lessons that were audio-recorded. Finally, the last category that was identified was *content errors* (4%). This type of error did not receive a great amount of corrective feedback since just 5 errors received feedback; this means that teachers rarely pay attention to this type of wrong utterances.

4.3. Research Question 3

What types of corrective feedback strategies are more effective with Chilean students?

This research question aims to determine the most effective corrective feedback strategies in the Chilean context. The response to feedback will be classified into: *repair, needs repair* and *no uptake*, which will establish the efficacy of each feedback move. First, we will concentrate on the general results obtained in the audio recordings. However, in order to answer the research question, we need to examine each corrective feedback strategy separately in order to determine its effectiveness. Table 3 shows the total results of corrective feedback followed by learner uptake. For the total number of each type of corrective feedback and percentages see Table 1.

Type of Corrective Feedback	Repair	Needs Repair	No Uptake
Recast	1	0	6
Elicitation	4	2	0
Clarification request	7	0	3
Metalinguistic feedback	8	0	1
Explicit correction	38	10	17
Repetition	5	0	0
Translation	4	1	11
	67	13	38

Table . Corrective feedback following learner uptake.

The study reveals that most of the corrective feedback provided in the classroom resulted in a *repair* (57%) from the learners' wrong utterances. Moreover, there is also evidence that some students attempted to correct their deviance since 11% of the corrective feedback given during the lessons resulted in *needs repair* (see Figure 2).
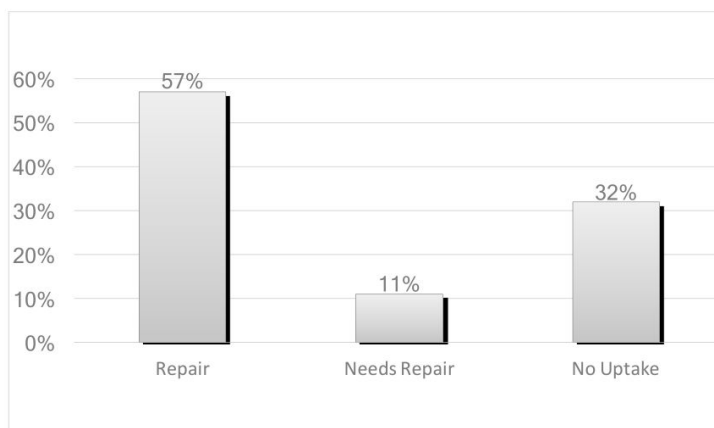
Figure 2. Learner uptake.

On the other hand, there are some corrective feedback strategies used by Chilean teachers that did not receive any response from the students. This study revealed that 32% of the feedback moves resulted in *no uptake*, which means that some learners did not repair, neither tried to repair their incorrect utterances.

In order to determine which feedback strategy was more effective, the results will be broken down into seven categories that correspond to the different types of corrective feedback strategies that were identified in this investigation.

a. Recast

The first category that will be discussed is *recast.* It is important to mention that only a few moves were provided for this category since teachers only used recast as a corrective feedback 7 times in the corpus (6%).
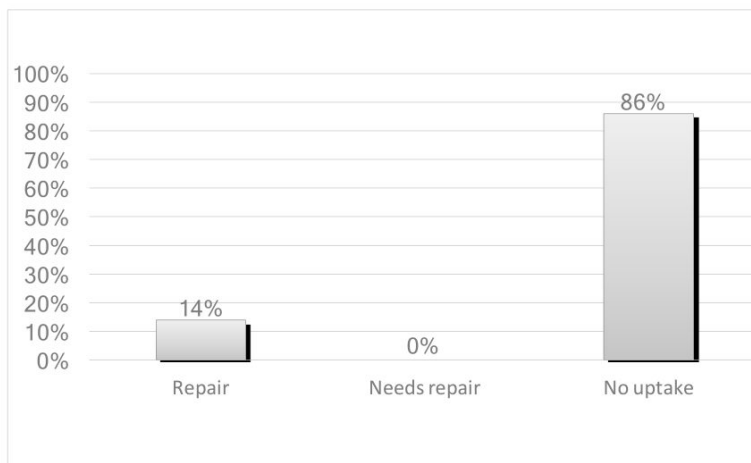

Figure 3. Results on Recasts as a corrective feedback strategy.

As it is illustrated in Figure 3, only 14% of *recast* resulted in a repair from the learner. Moreover, there was no evidence that learners failed into repair their utterances since there were no feedback moves placed into the *needs repair* category. On the other hand, the highest percentage in this section corresponds to *no uptake* (86%), which means that many students did not repair nor tried to repair their utterances.

b. Elicitation

The next category that will be discussed corresponds to the results on *elicitation*. It is important to highlight that teachers did not provide much feedback regarding elicitation since only 6 corrective feedback moves were identified for this category (5%).
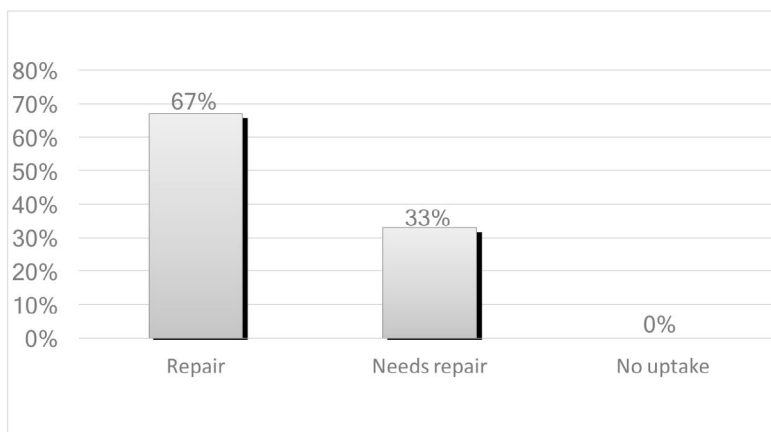

Figure 4. Elicitation as a corrective feedback strategy.

As it is illustrated in Figure 4, the highest percentage corresponds to corrective feedback resulting in *repair* (67%). Moreover, there was evidence that learners attempted to repair their utterances since there were some feedback moves placed into the *needs repair* (33%) category. This indicates that most learners either repair their utterances or tried to repair them when they received feedback in the form of elicitation.

c. Clarification Request

Figure 5 illustrates the results of *clarification request*. It is worth mentioning that only 10 feedback moves were placed under this category (8%).
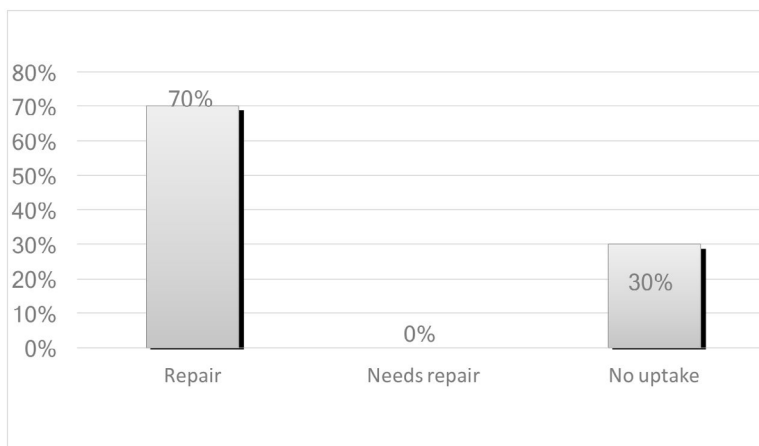

Figure 5. Clarification requests as a corrective feedback strategy.

The results showed that the majority of the feedback provided as *clarification request* resulted in *repair* (70%) from the student. Moreover, there was no evidence that learners failed into repair their utterances since there were no feedback moves placed into the *needs repair* category. The last category corresponds to *no uptake*, which demonstrates that 30% of the CF given did not receive any response from the learner.

d. Metalinguistic Feedback

The following category that will be examined is *metalinguistic feedback*. In this category, 9 corrective feedback moves were provided by the teachers (8%).
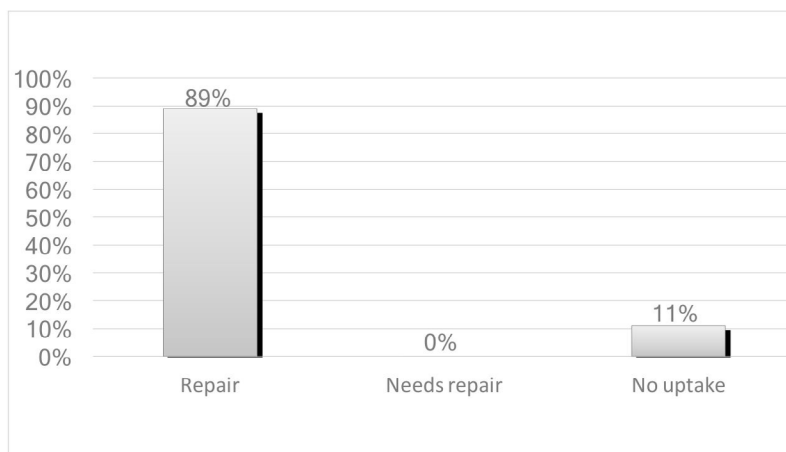

Figure 6. Metalinguistic feedback as a corrective feedback strategy.

Figure 6 illustrates that *metalinguistic feedback* resulted in 89% of *repair* from the learners. Moreover, there was no evidence that learners attempted to repair their utterances since there were no feedback moves placed into the *needs repair* category. In addition, a very small amount of feedback resulted in *no uptake*, which comprises the 11% of the CF given in this category.

e. Explicit Correction

The next strategy that will be analyzed corresponds to *explicit correction*, which is the corrective feedback strategy that had the highest amount of use in this investigation since 65 feedback moves were identified in this category (55%).
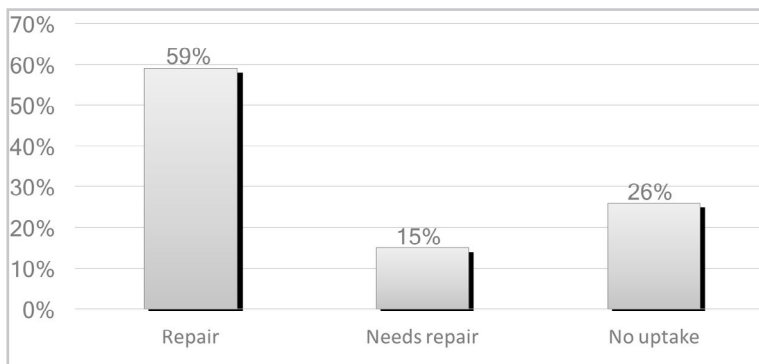

Figure 7. Explicit correction as a corrective feedback strategy.

Figure 7 shows that the majority of the corrective feedback given as *explicit correction* resulted in the *repair* of the errors committed since in 59% of the cases learners corrected their utterances. In addition, students attempted to correct their utterances in a number of occasions since 15% of the cases demonstrated that student's statements needed repair. However, 26% of the feedback resulted in *no uptake*.

f. Repetition

This section will show the results of providing corrective feedback as *repetition*. For this section, only 5 moves were identified, which means that teachers only corrected students' wrong utterances in five different occasions (4%).
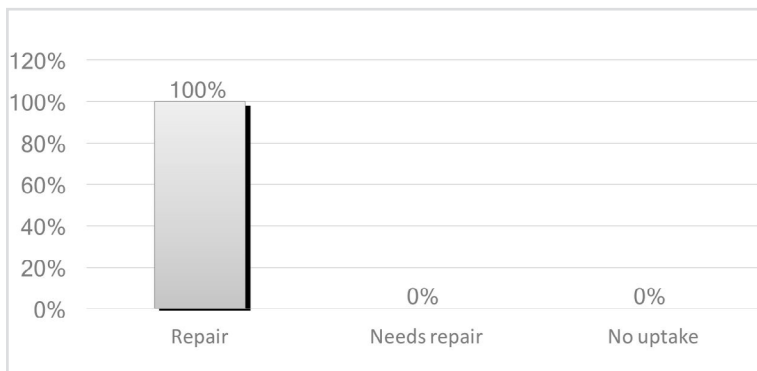

Figure 8. Repetition as a corrective feedback strategy.

As Figure 8 reveals, this specific feedback move is very particular since there was no evidence of both either *needs repair* category (0%) or *no uptake* (0%). This reveals that all the feedback given led to learner repair (100%), which proves it to be an effective strategy since learners corrected all their deviance.

g. Translation

The following section presents the results of *translation*, which is the second most used strategy since teachers provided *translation* as a corrective feedback in 16 different occasions (14%).

Figure 9 shows that the majority of the corrective feedback given as *translation* resulted in *no uptake* (60%), which means that students did not respond to the teachers' feedback. In addition, students attempted to correct their utterances in some occasions since 7% of the cases demonstrated that students' statements *needed repair* and 25% of the corrective feedback given resulted in the *repair* of the learners' deviance.
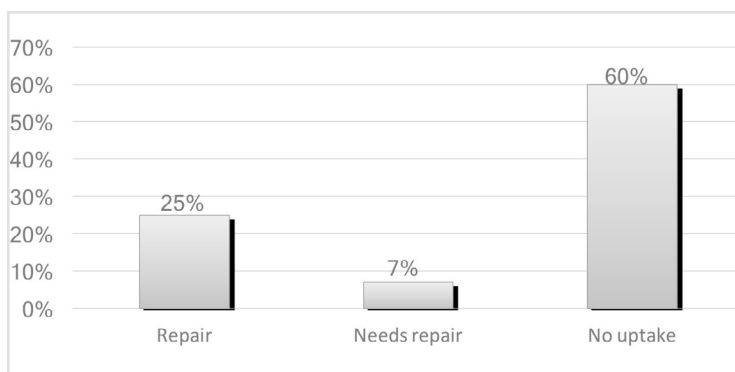

Figure 9. Translation as a corrective feedback strategy.

5. Discussion

In this section, we will discuss the previously presented results. First, it is important to mention that only 118 feedback moves were found in the 15 hours of classroom recording of this study, which were just a few corrections if we compare it with previous studies done in the field. For instance, in Lyster and Ranta's (1997) research, 686 feedback moves were

identified in 18.3 hours of classroom recordings, while in Panova and Lyster's (2002) investigation, 412 moves were identified in 10 hours.

This comparison clearly illustrates that Chilean teachers provide little feedback to the students. However, it has been mentioned before that the amount of corrective feedback changes from class to class, which means that some teachers may give a little feedback in some classes, but they may give feedback in numerous instances in other contexts.

5.1. Corrective Feedback Strategies Used in Chilean Classrooms

The data that was collected during this investigation provided evidence that was very different from previous studies that have been done in the field (Lyster & Ranta, 1997; Panova & Lyster, 2002; Tsang, 2004) since most of the studies have revealed that *recast* is the most commonly used strategy. However, this investigation showed that teachers prefer *explicit correction* (55%) when providing feedback. This may due to the fact that teachers interacted with young learners from public schools and it has been found that most English classes are not entirely taught in English, which directly affects the development of oral communication (Gobierno de Chile, 2014). This means that the level of English of students is low and *explicit correction* will facilitate students' understanding of their deviance since [omit: it is an explicit feedback where] teachers provide students with the correct answer or with the explanation of the type of error that was made.

It is worth mentioning that most studies (Lyster & Ranta, 1997; Lyster, 2001; Tsang, 2004) combine both *translation* and *recast* as one strategy since the process to correct the deviance of the language is very similar. This may explain the lack of results on *recast* (6%) since Chilean students often use their L1 and occasionally responded to the teacher's questions using their first language, which may explain that the second most used strategy was *translation* (14%).

5.2. Type of Errors that Chilean Teachers Correct in their Classes

The data that was collected in this research revealed that teachers focused on errors related to *pronunciation* (43%), *grammar* (28%) and *vocabulary* (25%), which is very common in the literature since many researchers (Lyster & Ranta, 1997; Ferreira et al. 2007) only focused on the linguistic aspects. In addition, there was another aspect that arose from the corpus: *"content errors"* (Chaudron, 1997). These types of errors lead to problems related to information or knowledge of a certain topic. In this research only a few moves of corrective feedback aimed to correct errors of content (4%). However, it was worth mentioning that those problems indeed exist in the classrooms.

5.3. Effectiveness of corrective feedback strategies in Chilean context

Most of the data collected revealed that corrective feedback strategies are effective since 57% of the feedback moves led to *repair* and 11% of the cases resulted in *needs repair*, which shows that students react positively to teachers' indication of an error. It seems to be that *repetition*, *metalinguistic feedback* and *clarification request* are the most effective strategies since they led to a 100%, 89% and 70% of *repair* respectively. On the contrary, the use of *recast, translation* and *explicit correction* just led to 14%, 25% and 59% of repairs.

This investigation shows that errors are a key element of students' learning process and that providing corrective feedback can help learners notice the difference between their production and the target language. Moreover, this study was conducted in primary school collected different results from others found in the literature (Lyster, 2001; Lyster & Mori, 2006; Tsang, 2004 & Zhao, 2009) in terms of the effectiveness of corrective feedback strategies used in the classroom; these studies reveal that *recast, explicit correction* and *elicitation* show a higher rate of repair.

As a suggestion for further investigation, it will be appropriate to conduct not only a research where teacher's feedback, learner uptake and error types are identified but to include teachers' perceptions since it cannot be determined whether feedback given in this investigation reflects what the teacher actually knows and thinks about corrective feedback strategies. In addition, it will be of interest to investigate if Chilean teachers are aware of the types of strategies that there exist to correct students utterances since the results of this investigation showed little feedback moves in some of the corrective feedback types. Due to these results, it can be speculated that: (1) teachers' lack of implementation of some feedback strategies reflects the personal preference or effectiveness of its use in the classroom (2) lack of information about feedback types provokes little use of some strategies during the lessons.

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Appendices

Appendix A: Distribution of feedback types adapted from Lyster and Ranta (1997) and Panova and Lyster (2002).

	T1	T2	T3	T4	T5	TOTAL
Recast (*n=x*)						
Elicitation (*n= x*)						
Clarification request (*n= x*)						
Metalinguistic feedback (*n= x*)						
Explicit correction (*n= x*)						
Repetition (*n= x*)						
Translation (*n= x*)						

Appendix B: Type of errors corrected by teachers using CF strategies.

	T1	T2	T3	T4	T5	TOTAL
Grammar errors (*n= x*)						
Vocabulary errors (*n= x*)						
Pronunciation errors (*n= x*)						

Appendix C: Uptake following teachers feedback adapted from Lyster and Ranta (1997) and Panova and Lyster (2002).

	Repair	Needs Repair	No Uptake
Recast (*n=x*)			
Elicitation (*n=x*)			
Clarification request (*n=x*)			
Metalinguistic feedback (*n=x*)			
Explicit correction (*n=x*)			
Repetition (*n=x*)			
Translation (*n=x*)			
TOTAL			

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