

What Type of Oral Corrective Feedback do Chilean EFL Young Learners Prefer?

¿Qué Tipo de Retroalimentación Correctiva Oral Prefieren los Niños Estudiantes Chilenos de Inglés?

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Abstract

This article presents the perspectives of a Chilean group of young learners of English as a foreign language with respect to the types of corrective oral feedback when making a spoken mistake and the reasons for their preferences. By means of a qualitative exploratory study, the views of 20 students were collected through a specially adapted scale and a focus group. The data from the scales were analyzed with descriptive statistics while the focus groups were interpreted with the content analysis technique. The results suggest that students appreciate teacher's correction and feedback when done carefully and clearly and considering students' affective domains such as beliefs and motivation. They also show a tendency towards the strategies of recast and repetition. On the other hand, they prefer less the use of metalinguistic feedback and elicitation strategies. In addition, this experience suggests that children are capable of reflecting on their learning processes, so it is urged that children be given

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an active participatory role in the development of methodologies and strategies to capture the voices of the real potential beneficiaries of these.

Keywords: corrective feedback, English learning, primary education, young learners

Resumen

Este artículo presenta las perspectivas de un grupo chileno de niños y niñas estudiantes de inglés como lengua extranjera con respecto a los tipos de retroalimentación oral correctiva que ellos prefieren cuando se comete un error oral y sus razones. Mediante un estudio exploratorio cualitativo, se recogieron las opiniones de 20 estudiantes por medio de una escala especialmente adaptada y un grupo focal. Los datos de las escalas se analizaron con estadísticas descriptivas, mientras que los grupos focales se interpretaron con la técnica de análisis de contenido. Los resultados sugieren que los estudiantes aprecian la corrección y la retroalimentación del profesor cuando se hacen con cuidado y claridad y tomando en cuenta los ámbitos afectivos de los alumnos, como las creencias y la motivación. También muestran una tendencia hacia las estrategias de *recast* y *repetition*. Por otro lado, prefieren menos el uso del *metalinguistic feedback* y *elicitation*. Además, esta experiencia sugiere que los niños son capaces de reflexionar sobre sus procesos de aprendizaje, por lo que se insta a darles un papel participativo activo en el desarrollo de metodologías y estrategias para captar las voces de los verdaderos beneficiarios potenciales de éstas.

Palabras clave: aprendizaje de inglés, educación primaria, niños, retroalimentación correctiva

Introduction

The widespread application of early teaching and learning of English as a foreign language (EFL) may have become one of the most significant developments in educational policy (Jenkins, 2015; Nunan, 2003). Historically, interest in early foreign language (FL) learning dates back to the late 1960s; since then, the development of FL programs for young learners (Yls) has advanced globally, all of which were followed by a subsequent loss of enthusiasm toward an early start due to discouraging results. Currently, we are experiencing a new wave characterized by three trends in the exponential spread of early FL programs. These trends include (1) an emphasis on assessment for accountability and quality assurance, (2) assessment not only of Yls in the first years of schooling, but also of very young learners of pre-school age, and (3) an increase in content-based FL teaching, thus adding to the broad range of early FL programs (Johnstone, 2009).

Within educational policies, Chile surpasses its neighboring countries when comparing the national standard curriculum, learning objectives, students' level of achievement, and teachers' qualifications (Cronquist & Fiszbein, 2017). Chile leads in Latin America for pre-school students who are registered or who benefit from an English program in their school. Despite this, it seems that the quality of these initiatives is affected by the lack of considerations of the intrinsic characteristics of children as active learners. Initiatives

and projects like the implementation of the English language subject earlier in primary school should gather information first from a cooperative focus by working with children. Following this idea, it is relevant for new studies to begin by getting to know the notions and opinions held by the subjects studied in practical contexts such as a classroom. In addition, strategies and techniques used by teachers in English language classes such as assessment and correction may have different effects than expected if teachers do not fully understand how their assessments influence the performance and motivation of their students. Therefore, the relevance of the study lies in contributing from the perspectives and beliefs of young English language learners and how they perceive and assimilate corrections in an English language classroom context in Chile.

Considering this context, an exploratory study was designed in order to explore a group of Chilean EFL young learners' perspectives about Oral Corrective Feedback strategies during speaking activities in English. These approaches are designed to provide students with correction and encouragement to improve language production. In this study, the framework proposed by Lyster and Ranta (1997) is considered taking into account six specific strategies. The study also sought to know what children think and feel during the process from the time they make a mistake until they are corrected and how their perspectives should be considered when generating educational methodologies and policies that affect them.

Theoretical Framework

English Language Policy in the Chilean Educational System

The teaching of English as a foreign language in Chile has garnered considerable attention in recent years. This is due in part to the democratization and modernization of knowledge, but also employment, economic, and social opportunities offered by the mastery of this language. Despite the efforts made towards this goal, bilingualism is far from becoming a reality as it has been demonstrated in standardized tests results. The results are even more disastrous when controlling for socioeconomic levels where stratification, and inequality is evident (Glas, 2013; Rodriguez-Garcés, 2015). To mitigate these results, attention has been given in recent years to the incorporation of the subject earlier and an increase in the number of hours in primary school for the benefits of the acquisition of the English language at an early age (MINEDUC, 2012). Also, teachers have been trained on English language teaching (ELT) to young learners, and approaches have shifted from a focus on receptive skills to a communicative and holistic approach including aspects such as the relevance of vocabulary, natural and interactive approach, a vision of language as a tool for communication and access to information, and an integrated perspective of English skills (Barahona, 2016).

Young Learners

Learning a foreign language from an earlier age has proven to be very effective as the learning curve on this matter will proportionally decrease with growth, declining abruptly around the age of 17 (Hartshorne et al., 2018). Besides, it is important to characterize young learners and their characteristics when implementing initiatives to promote their language learning.

Young learners cover the range of 3 to 15 years old, but within this wide range of age, students differ from one another in terms of cognitive, affective, and social characteristics (Nunan, 2011; Shanker, 2008). At this stage, children continue to develop linguistic, cognitive, and social skills (Berk, 2005) and keep on learning about their world from their experiences.

From a language learning perspective, young learners are still developing literacy knowledge and skills in their first language (McKay, 2006). Children construct the meaning from the context. Teaching English to young learners encourages motivation, expands intercultural experiences, and enhances the use of the language in action (Inostroza, 2015). It is also noted that the acquisition of a second language will depend on the amount of exposure received by children as they benefit from the input (Arikan & Taraf, 2010; Moon, 2005; Pinter, 2006).

Cognitively, their attention span tends to be short. They are still developing their prefrontal cortex responsible for connecting pre-existing and new knowledge; therefore, their working memory is very limited, as a result, the amount of stimulus they can pay attention to is directly implicated (Sweller, 2011). Working memory is an important factor in educational attainment as it is used to manipulate information (Alloway et al., 2004). Later they will become capable of organizing, classifying, and focusing on new information for longer intervals (Pinter, 2014).

Affectively, children are influenced by socialization as they begin to internalize the external assessments of others, impacting their beliefs, learning, and mindsets (Dweck, 2017). They are more susceptible to external criticism, they become self-aware of what they might need some special attention. They learn within a sociocultural context and build knowledge by social interaction (Vygotsky, 1962). In addition, where such interaction occurs with a competent adult or peer, the learner will benefit more (Bruner, 1983).

Researching with Young Learners. L2 research in the contexts of young learners is carried out largely from the perspective of adults. Given that the results of education research can affect the lives of young learners by shaping educational policies and practices, we should also explore ways of enabling children's agency in research. Different approaches have been proposed to conceptualize children in research moving from considering children as objects of analysis to more child-centered approaches (Christensen & Prout, 2002).

Modern perspectives consider YLs as autonomous individuals who can develop their understandings and views and can part-take in social and cultural movements as social actors (Gallacher & Gallager, 2008). This vision is reinforced by the Sociology of Childhood construct which defines children as social actors, people, status, procedure, set of needs, rights, and differences who can contribute to the depiction of their daily lives and understanding (James et al., 1998). Children can provide useful and reliable insights that they can be resourceful and knowledgeable, especially concerning their own experiences. Few studies to date acknowledge children as active participants in the field of language teaching despite the fact that young students are able to think about their language learning process (Pinter, 2014).

Assessing Young Learners. Assessing young learners becomes critical to ensure the quality of the teaching/learning process. In addition to designing appropriate and valid assessment methods, consideration must be given to the personal and academic characteristics of students when dealing with an assessment (Alderson & Banerjee, 2002).

As stated by Hasselgreen (2005), when devising an assessment instrument, this should comply with the following criteria: the task needs to be appealing for the learner, there should be a diversity of assessments embodying the perspective of all the agents involved, support should be given to the student, and the activities used in said instrument could also be fit for use as learning activities. Analogously, Butler (2016) emphasizes the pertinence of considering the former-mentioned criteria, paying special attention to developmental factors such as socio-cognitive and communication abilities which may affect the evaluating process, especially when involving peer interaction. Another factor which overlaps with the assessment process is the students' literacy level on their first language and how this may interact with the acquisition of a second or foreign language.

When assessing young learners, this action should be performed with extreme care since most things that involve children are "special" and language assessment is no exception (Hasselgreen, 2005). This is why, Malloy (2015) notes seven essential aspects for assessing young learners such as stress reaction, time and sequence, approval, reason, first language, receptive skills, and attention span.

Assessment for Learning and Feedback

Assessment for learning (AFL) is any assessment for which the first priority in its design and practice is to serve the purpose of collecting evidence to promote students' learning and provide information for all the parties involved to improve practices (Black et al., 2004). The evidence collected is intended to help a student to close the gap between the actual level of performance and the learning goal (Sadler, 2010). The evidence has to serve as material to arise judgments on the quality of students' pieces of work to shape and improve their

competence by short-circuiting the randomness and inefficiency of trial-and-error learning. Teachers should know the students and their learning needs.

Feedback. It is defined in terms of information about how successfully something has been or is being done and is key in formative assessment (Sadler, 2010). It is one of the most powerful influences on learning and achievement. However, the type of feedback and the way it is given can be differentially effective. The teacher plays a key role on modeling and describing a high quality performance and also has to be capable of guiding students through the process of improving. Feedback has a positive impact on affective factors such as motivation, beliefs, self-concept, and self-confidence (Gnepp et al., 2020). Besides, for feedback to be effective, it should be conceived as a tool for future work. It equips students to face future learning activities and assessment. Thus, feedback works as *feedforward* or prospective feedback (Sadler, 2010).

Oral Corrective Feedback. Corrective feedback is a key pillar correcting, supporting, and encouraging students in how they face making mistakes when using a new language to improve their future use of the language. As defined by Lyster and Ranta (1997), oral corrective feedback (OCF) means eliciting positive or negative evidence upon learners' wrong utterances, and that by providing feedback students would feel encouraged to correct their language production. These authors elaborated six corrective strategies which are presented in Table 1 below. According to several studies, the most popular type of error corrective feedback used among teachers is "recast" (Sheen, 2006). Recast is also considered by a major number of researchers as an effective corrective strategy for speaking tasks (Han, 2002; Lyster & Ranta, 1997; Nassaji, 2009; Zabihi, 2013). For this particular study, the participating students were shown this and also an example of the lack of correction in a language learning situation.

Previous studies that have considered exploring the perceptions of both teachers (Hernandez & Reyes, 2012) and communicative English language learners (Gutierrez et al., 2021) have concluded positively on these strategies and their influence on the improvement of oral skills.

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Type of Study

The study here presented is qualitative in nature as it seeks an in-depth understanding of a phenomenon (Mason, 2002). It is designed as an exploratory research (Given, 2008) as it seeks to examine the perspective of 20 Chilean EFL young learners on oral corrective feedback in the English language class.

Table 1. *OCF strategies*

OCF Strategy	Definition	Example
1. Recast	Teachers reformulate all or part of students' responses.	T: How old are you? S: I have 12 years old. T: I am 12 years old. S: I am 12 years old.
2. Explicit correction	Teachers provide the correct form.	T: How old are you? S: I have 12 years old. T: Oh! You should say I am. I am 12 years old. S: Ok. I am 12 years old.
3. Elicitation	Teacher elicits answers through the completion, question or request for formulation technique.	T: How old are you? S: I have 12 years old. T: Have? T: Do we use have to express our age in English? T: Can you correct that? S: We don't use have. It's: I am 12 years old.
4. Metalinguistic feedback	Teacher offers grammar information without providing the correct form.	T: How old are you? S: I have 12 years old. T: Do we say have? T: What verb do we use when we want to express our age in English? S: We use the verb to be. It's: I am 12 years old.
5. Clarification request	Teacher indicates he/she could not understand so then asks for clarification.	T: How old are you? S: I have 12 years old. T: pardon me? S: I'm sorry. It's: I am 12 years old.
6. Repetition	Teacher repeats utterances with a change of intonation.	T: How old are you? S: I have 12 years old. T: I have? S: No. Am. I am 12 years old.

Source: Adapted from Lyster and Ranta (1997)

Research Problem. Education, being both dialogic and human, is very complex. Part of this complexity is that teachers must use strategies to maximize the learning opportunities of their students. However, a large part of these strategies derives from the ideology of adult teachers to be applied to young students. We, as language teachers, seldom have the opportunity to ask our students what strategies they would rather address with their cognitive and affective dimensions. So then the concern arises to know the perceptions that a group of Chilean young learners of English has towards oral correction at the time of making a mistake and analyzing their opinions.

Research Objectives. The objectives are (1) to explore the preferences of a small group of young Chilean EFL learners about different strategies of giving oral corrective feedback and (2) to explore the perceptions of this group about being corrected and OCF strategies.

Participants

The sample is purposive and classified as discretionary sampling (Palys, 2008). Participants were selected for meeting certain criteria appropriate for the study:

- *Age.* They were in 6th grade in primary school so their age was around 11-12 years old. According to the theory they fall into the category of young learners.
- *Experience with the English language.* Participants have had English since second grade with at least two hours per week so they have had at least four years of formal English language classes.
- *Access to parents:* Parents and guardians of students in this group were readily accessible as they were part of the educational community of one of the researchers. Everyone submitted their written consent.
- *Group willingness:* The students in this group were very enthusiastic about participating in this experience. All gave verbal consent.

Research Procedure

To implement the study, two sessions of 60 minutes each were planned. Sessions are described below:

Session 1. The teacher gathers the 20 students in a room. Once they are seated and with a pencil, they are each given a copy of the scale to assess their preference for OCF (Appendix 1). The instructions are explained to them. They are told that they will watch seven short videos in total where there is a teacher and a student in an individual class. In each video a student will make a mistake and the teacher in each video will use a different strategy to deal with the mistake. After each video, the students will have to evaluate how much they prefer

each strategy by marking one of the four options provided by the scale. It is emphasized that they should mark only one face per video.

The OCF strategies selected were proposed by Lyster and Ranta (1997). The content of each video is detailed below.

Table 2. *Video contents.*

Video	OCF Strategy	Description
1	No strategy	T: How old are you? S: I have 12 years old T: Ok
2	Recast	T: How old are you? S: I have 12 years old. T: I am 12 years old. S: I am 12 years old.
3	Explicit correction	T: How old are you? S: I have 12 years old. T: Oh! You should say <i>I am</i> . I am 12 years old. S: Ok. I am 12 years old.
4	Elicitation	T: How old are you? S: I have 12 years old. T: Have? T: Do we use have to express our age in English? T: Can you correct that? S: We don't use have. It's: I am 12 years old.
5	Metalinguistic feedback	T: How old are you? S: I have 12 years old. T: Do we say <i>have</i> ? T: What verb do we use when we want to express our age in English? S: We use the verb to be. It's: I am 12 years old.
6	Clarification request	T: How old are you? S: I have 12 years old. T: pardon me? S: I'm sorry. It's: I am 12 years old.
7	Repetition	T: How old are you? S: I have 12 years old. T: I have? S: No. Am. I am 12 years old.

Session 2. The teacher brings together 10 students who participated in the video session to carry out the focus group. The idea was to ask them questions about their preferences about being evaluated, corrected, and the strategies they prefer and their reasons. They were constantly informed of their right to stop participating in the study at any time, ensuring that their identities would remain confidential and anonymous. The questions were conducted in Spanish, their first language.

Data Collection Instrument

Scale of Students' Perceptions towards OCF (Appendix A). To collect data from the viewing of the videos, a scale was created following a simplification of the Likert scale of Flórez et al. (2012). Recommendations for adapting a scale for children (Mellor & Moore, 2014) were also followed, such as the use of faces to represent the categories that best represent their perception of OCF strategies. The categories are: Strongly Agree, Agree, Strongly Disagree, and Disagree.

Focus Group (Appendix B). This instrument is used to create a safe environment to collect data in participatory research, especially when involving young people (Bagnoli & Clark, 2010) and to avoid some of the power imbalances between researchers and participants, e.g., between adults and children (Shaw et al., 2011). It is a planned discussion designed to obtain perceptions on a defined area of interest in a non-threatening environment (Krueger & Casey, 2009). This instrument allows participants to tell their own stories, express their opinions without having to adhere to a strict sequence of questions (Adler et al., 2019). Additionally, they are frequently used in researching with children (Pinter & Zandian, 2014). The focus group for this research was conducted in Spanish considering the students' language competence.

Data Analysis Technique. Descriptive statistics such as frequencies and percentages were used to summarize findings from the scale (Dörnyei, 2007). Figures are used to describe and interpret the data. Thematic analysis was used to analyze the data collected from the focus group (Braun & Clarke, 2006).

Findings

Specific Objective 1

Scale of Students' Perceptions towards OCF Results. The results obtained from the scale are illustrated in Figure 1.

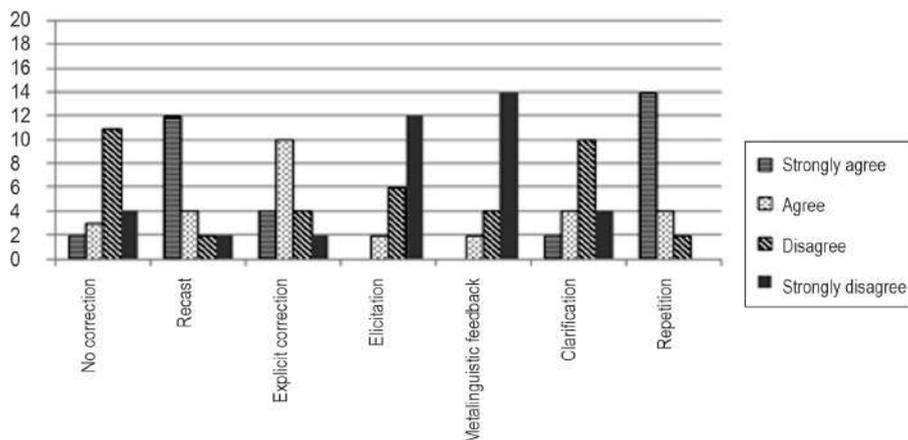


Figure 1. Total results from the scale

The data obtained from the scale clearly show that young learners prefer recast and repetition as OCF strategies for the teacher to correct their mistakes. On the other hand, they strongly disagree with strategies such as metalinguistic feedback and elicitation.

Scale Results in the Category Strongly Agree. The results from the scale in the category Strongly Agree are presented in Figure 2.

The figure shows that in the Strongly Agree category, the students clearly prefer repetition with 41% of the preferences and recast with 35%.

Scale Results in the Category Strongly Disagree. The results from the scale in the category Strongly Disagree are presented in Figure 3.

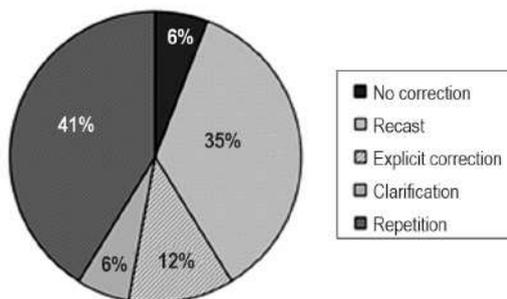


Figure 2. Results in the Strongly Agree category

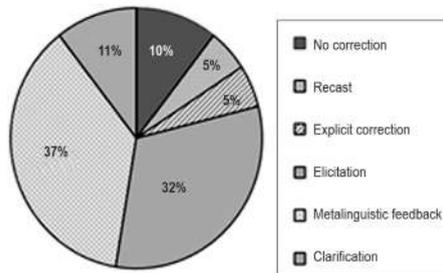


Figure 3. Results in the Strongly Disagree category

The figure shows that in the Strongly Disagree category the students clearly disagree with the strategies with metalinguistic feedback with 37% and elicitation with 32%.

Specific Objective 2³

The data from the focus group suggest five clear dimensions: (1) affective consequences of mistakes, (2) value of teacher's corrective feedback, (3) correction considerations, (4) preferred OCF strategies, and (5) Not preferred OCF strategies. The excerpts presented in this article were translated by the researchers for the purposes of the report with the consideration to keep the information as faithful as possible to the original data.

Affective Consequences of Mistakes. When asked how they feel when they make a mistake, the students state that they are emotionally affected when they make a mistake.

<p>R: How do you feel when you make a mistake when speaking in English? S1: I feel nervous. R: Why do you feel nervous? S1: Because I don't know how to correct it</p>
<p>S2: I feel confused. R: Why do you feel confused? S2: Because I think I'm saying things right but they are not.</p>
<p>S6: I feel embarrassed. R: Why do you feel embarrassed? S6: Because I think it's not good to make mistakes because people think you are dumb</p>
<p>S8: I feel demotivated R: Why do you feel like that? S8: Because if you try hard and make a mistake then you think you are going to make a mistake again in the future</p>

Value of Teacher's Corrective Feedback. When asked if they like to be corrected by the teacher, the students agree. The children think it is an effective way to improve and not make mistakes in the future.

³ Focus group answers were translated from Spanish for publication purposes.

R: Do you like the teacher to correct you when you make a mistake? Why?
S10: Yes
S1: Sure!
S7: Yes, it's fine

R: Why do you like it?
S10: Because I want to know more.
S1: Because I want to improve and the teacher knows a lot
S7: Because I want to avoid making mistakes in the future
S3: Because that's the teacher's role

Correction Considerations. When asked how they prefer to be corrected, the students expressed several ideas. In general, they seek not to be humiliated in front of their peers or to be reprimanded. In addition, they prefer the correction to be clear and to get them out of their confusion quickly.

R: When you make a mistake speaking in English, how do you prefer to be corrected?
S4: I don't like to be laughed at.
S10: I don't like to be reprimanded.
S3: I don't like it when the teacher laughs at me.
S9: I don't like to feel ashamed because I made a mistake, I would like to be supported.
S1: I don't like to feel ignorant in front of my peers.
S10: I would like help to improve.
S3: Yes. That help should be clear to get out of the confusion.

Preferred OCF Strategies. When asked which of the strategies they saw in the videos they prefer to be corrected, there is a clear tendency towards recast and repetition.

R: Which of the correction strategies do you like the most? Why?
S4: That video when the teacher gives the correct answer for the student to repeat it in a good way.
S6: Yes, that one.
R: Why do you prefer that?
S5: Because you know what you have to do to correct yourself.
S10: Yes. I pay attention because if the teacher says something different from how I said it, it may be because I made a mistake and I have to say it again imitating him.
S9: Yes. I like that one too because sometimes the teacher asks more questions and I get more confused and at the end I forget where I went wrong because I get overwhelmed.
R: What other strategy do you prefer?
S5: That one when the teacher repeats a part and gives a hint and you understand that you must correct it.
S10: Yes. I notice that one because the teacher uses a questioning tone as if to say "are you sure?"
S3: Yes, I prefer that one too.
S4: I like that one because I have to think about how to fix my mistake.

Unwanted or Undesirable OCF Strategies. When asked which of the strategies they do not prefer, there is a clear tendency towards metalinguistic feedback and elicitation because these strategies tend to confuse them more.

R: Which of the correction strategies don't you like?
S9: That one when the teacher asks questions like about the verb, the adjective and stuff like that. I start to get more confused because I have to remember a lot more things and I get nervous.
S8: I don't like that one either because I have a hard time with English and sometimes those questions make it even harder.
S3: I also don't like that one when there are more questions after making a mistake because sometimes the questions are also difficult to answer.
S4: Yes, I prefer the ones we said before when the mistake is clearly explained and it is easier to correct it. I am also confused by many questions.

Conclusion

Despite the existence of a previous study in Chile by Aranguiz and Quintanilla (2016), it focused on the use of OCF strategies by teachers. Their findings show a clear contrast between Chilean teachers and learners' preferences on the use of strategies. Our study sought to determine the preference Chilean young learners had when receiving feedback and, specifically, OCF strategies when making an oral mistake in English language lessons.

The results of the present study revealed that young learners like to be corrected when the correction is made with clarity and care. They acknowledge that teachers are there to guide them, and also have a strong orientation towards the recast and repetition strategies, which contradicts Aranguiz and Quintanilla (2016) findings by opposing the learners with the teachers' point of view. These strategies are preferred because they make children aware of their mistakes and the consecutive actions to correct them. Young learners have more developed receptive skills so they are able to understand the correction provided by the teacher and solve the problems themselves which is one of the goals of feedback (Malloy, 2015; Rushton, 2005; Sadler, 2010).

On the other hand, students showed a clear rejection towards metalinguistic feedback and elicitation as they make them feel overwhelmed by the excessive amount of follow-up questions after the mistake is made, resulting in raised anxiety levels. These findings agree with the aspects to consider when creating an assessment, presented by Malloy (2015). From a cognitive perspective, children are still developing their prefrontal cortex and have a limited working memory, thus explaining the reason why metalinguistic feedback and elicitation are rejected by students for containing too much information, which increases the extraneous load making it more difficult for young learners to connect current with prior information (Sweller, 2011).

Children state explicitly that their affective dimensions are affected somehow by the correction and feedback process; therefore, this study should serve for orientation purposes

when implementing corrective feedback on oral assessments, as students are critical and thinking beings who have much to contribute to this task in the classroom and on the research field. It is highly relevant that factors such as self-confidence, beliefs, and anxiety are considered before implementing corrective strategies as they impact young learners' beliefs about the subject, the teacher, and the learning itself. The beliefs we have about something predispose us to generate strategies to cope with or avoid certain activities (Dweck, 2006). English language learners in general have limiting beliefs about learning a foreign language and especially about speaking in a foreign language. It is relevant to work on these beliefs that students bring to classrooms as they can limit the motivation, attention, curiosity, memory, and strategies that students use to learn (Gopnik, 2012; Gruber & Gelman, 2014).

Additionally, to fully characterize and distinguish young learners from adult learners, we, language teachers, must consider several relevant aspects. First, at the same time that the learning process is taking place, students are undergoing a process of social, emotional, cognitive, and physical growth, all of which can affect their motivation and concentration span. Second, as they are in this process of learning, students are still developing literacy knowledge and skills. Lastly, young learners are more susceptible to external criticism; at this age, they become self-aware and are deeply affected by others' beliefs about them (McKay, 2006).

Besides, this study demonstrates that young learners can provide research with important insights into their learning processes. These insights can substantially inform teaching and public policies oriented toward them. Children are capable of thinking about the language processes, so it is relevant that innovations and public reforms should consider their views (Pinter, 2014). Young learners are social actors who can contribute and develop new understandings and views on different discussions (Gallacher & Gallagher, 2008).

It is safe to say that much is yet to be done to fill the gap of information regarding the perception of students on the type of feedback they receive; therefore, further studies should continue focusing on children's perspectives rather than on adults or teachers. Furthermore, it is suggested doing research regarding the negative consequences that the misuse of corrective feedback strategies could bring to students and if these sustain over time without considering their affective, cognitive, and social development.

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Appendix A: Scale on the students' perceptions towards OCF

Situations	 strongly agree	 agree	 disagree	 strongly disagree
Video 1: El profesor no dice nada sobre el error del estudiante.				
Video 2: El profesor reformula el error del estudiante de manera correcta				
Video 3: El profesor señala que hay un error y cómo debe decirse				
Video 4: El profesor pregunta al estudiante para ayudarlo a pensar sobre su error.				
Video 5: El profesor comenta, informa o pregunta sobre las reglas gramaticales, sin dar la forma correcta.				
Video 6: El profesor indica que no ha podido entender el enunciado y utiliza “ <i>pardon me?</i> ”				
Video 7: El profesor repite el enunciado incorrecto del alumno, con una entonación para resaltar el error.				

Appendix B: Focus group script

Dimension 1: About correction and feedback

1. How do you feel when you make a mistake when speaking in English?
2. Do you like the teacher to correct you when you make a mistake? Why?
3. When you make a mistake speaking in English, how do you prefer to be corrected?

Dimension 2: About OCF strategies

1. Which of the correction strategies from the teacher in the video do you like the most? Why?
2. Which of the teacher's correction strategies don't you like? Why?