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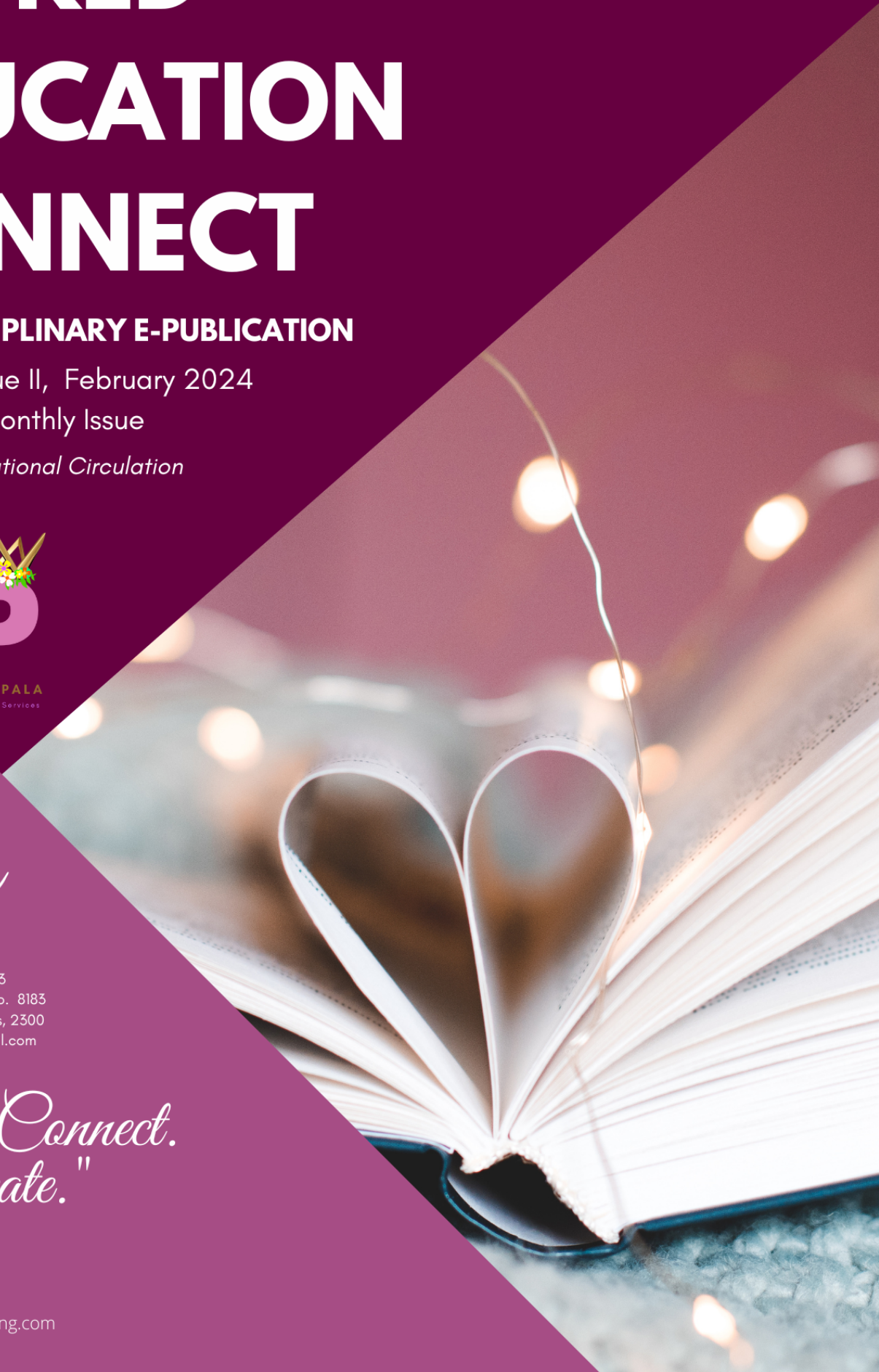
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LANGUAGE TEACHERS' STRATEGIES IN AN ORAL CORRECTIVE FEEDBACK

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Introduction

Oral corrective feedback refers to comments made by a teacher or an interlocutor on errors in speech production by second language learners (Li, 2021). Corrective feedback has mostly been studied in the literature as an important aspect of classroom training (Lyster et al., 2013). Correcting students may be important, but it is also considered potentially harmful because it might damage learners' receptivity to learning (Ellis, 2013). In addition, giving feedback

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to students is one of the most time-consuming duties that teachers have in the classroom (Fatemipour et al., 2010).

In Saudi Arabia, a study was conducted to investigate the beliefs of Taif University's teachers of English as a Foreign Language (EFL) about their feedback practices and their perception of the impact that these practices have on students' performance. The results showed that the participants allocated highest preferences to the techniques of elicitation, repetition and recast and frequently used it in the classroom (Alkhamash & Gulnaz, 2019). Likewise, a study at Universitas Negeri Padang, Indonesia examined the strategies used by English teachers in providing oral corrective feedback on student speaking performance, as well as the reasons why English teachers prefer to use specific strategies in providing oral corrective feedback on student performance (Siska et al., 2018).

In the Philippines, a study was conducted to assess the different methods of oral corrective feedback utilized by oral communication teachers and chosen by students, as well as the level of efficacy and differences in the level of effectiveness as perceived by teachers and students. One of the findings revealed that ignoring was the type of oral corrective feedback used by communication teachers to improve the oral communication of the students; however, it was never preferred by the students because they wanted their errors to be corrected (Quinto, 2020).

In the Municipality of Parang, Language Teachers utilized different oral corrective feedback in students' oral production, notably in higher educational institutions. To correct students is a challenge that these teachers must take on in order to help students recognize and eliminate errors. However, there are instances that some Language Teachers are not mastering the art of corrective feedback strategies, which leads to unintentionally hurting the feelings of the students. The attitudes towards oral corrective feedback, types and timing of feedback are some of the foremost concerns of the Language teachers and students.

The researchers moved towards the readings on the literature regarding the lived experience of Language Teachers' strategies in oral corrective feedback, yet found less information. Therefore, this study is relevant and timely and must be pursued to do more regarding this issue.

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Methodology

This research utilized phenomenological approach to describe the experiences of the language teachers in using strategies for oral corrective feedback. According to Creswell (2013), the phenomenology approach is a qualitative research method that emphasizes the shared experiences of a group of people. In this design, different lived experiences, challenges and coping strategies of language teachers in an oral corrective feedback were uncovered.

This study was conducted in three selected Higher Educational Institutions in the Municipality of Parang, Maguindanao Del Norte, BARMM, namely: Illana Bay Integrated Computer College Incorporated, Shariff Kabunsuan College Incorporated, and Parang Foundation College Incorporated. The participants of this study are six (6) Language Teachers who were selected using purposive sampling technique, a non-probability method of obtaining a sample in which researchers use their expertise to select specific participants who will help the study achieve its goal. Further, this study utilized open-ended questionnaires as research instrument.

In qualitative research, interviews are conducted primarily. It occurs when researchers pose open-ended questions to one or more participants and frequently use audiotapes to record their responses, allowing for more consistent transcription. The researchers sent letters to the participants' school administrators and collaborated in order to conduct a study. In addition, the data collection and analysis process can be divided into two major steps: the event itself (data collection) and everything that happens afterwards (data analysis).

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Results and Discussion

Experiences of Language Teachers on using Oral Corrective Feedback.

In accordance with the 6 participant's views and responses during in-depth interviews, four themes were identified and formulated by the researchers. The following are the experiences related to the used of strategies for oral corrective feedback including understanding learners' personality, giving immediate feedback, teacher's duties and considering learners emotion.

Theme 1. Understanding Learners' Personality

Understanding the learner's personality creates a more conducive learning environment and provides teachers with a better understanding of how to correct students' errors. According to Storch (2010), providing feedback may overwhelm the learners, not to mention be extremely time consuming for the teachers. In this regard, teachers must understand when and how to correct errors, while also considering the sensitiveness and personality of their students. Some of the selected excerpts for Theme 1 – Understanding learners' personality are:

"...when I orally correct at..at ah, perform ah.. a learner, ah..I considered first his or her...what I mean is tinitingnan ko mona kung anung klaseng...I *must have the background of that child*. So, as for me to know and adjust what can of ah, feedbacking should I apply to that child." (Transcript 1, Line 33-37)

"...In my experience...during my teaching, learners are emotionally engage inside the classroom. I realized every feedback...that I give them is a kind of ne...new situation meaning as a teacher, we *get to know first before we pra..praise them*." (Transcript 5, Line 47-51)

"...isa din po yun sa napaka-halagang alamin yung culture po ng isang bata kasi minsan uhmm hindi natin alam na may mga uhmm...psysiological needs na pala sila or barriers na pala sila na ah..na nangyayari." (Transcript 6, Line 319-322)

Theme 2. Giving Immediate Feedback

One of the themes revealed in this study is the giving of immediate feedback to the students' errors. It has been discovered that teachers respond positively to feedback and place a high value on immediate oral feedback in speaking lessons which focuses on students' pronunciation errors (Khatti, 2019), and believed that if correction does not apply to students' errors and leaving them untreated could not improve their oral communication skills (Quinto, 2020). Some of the selected excerpts for Theme 2 – Giving immediate feedbacks are:

"...other philosophies of education naman says that *dapat e correct mo agad agad yung pagkakamali ng estudyante* when it comes to learning ha, kasi ano pa

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hinihintay mo? Papatagalin mo pa yung pagkakamali niya? So, dapat e correct mo daw siya agad.” (Transcript 1, Line 76-80)

“...we really need to give immediate feedback for that to...avoid uhm, instilling to the other students that what they are saying is actually correct.” (Transcript 2, Line 66-68)

“...ang ginagawa ko po ay agad agad ko pong kinu-correct yung uhm...ganun yung mistake na yun.” (Transcript 6, Line 344-4345)

Theme 3. Teacher's Duties

Teaching is a profession that requires time, effort, and the use of various strategies in order to implement and provide a good and quality education. The teacher is the most important person in curriculum implementation and should be completely familiar with the program and philosophy, as well as the content and components of curriculum, particularly the ways of teaching. One of the reasons is that oral corrective feedback was natural because it is what the teachers and students do in daily conversations. Corrective feedback is done automatically and naturally (Kamiya, 2018), and was necessary part of the job as a teacher. In addition, the teachers are regarded as professionals who correct the student's error and explain it to them in a way they can understand (Mendez et al., 2010). Some of the selected excerpts for Theme 3 – Teacher's duties are:

“...Kailangan you have to tell them thoroughly kung bakit yun yung ah, correction mo. You have to *re-teach them* kahit quick ano lang quick review. Bakit yun yung tamang sagot or tamang pag pronounce or tamang grammar. *You have to give them ideas* so that they can...they will try kasi...masabi mong true yung learning *kapag inexplain mo sa estudyante kung bakit yun yung tamang sagot or tamang grammar at tamang pronunciation.*” (Transcript 1, Line 85-92)

“Ahmm, as a teacher of course uhm, *you have to... really correct and correct the students again and again* noh' uhhh, *let them feel...*that uhm, *they committed that mistakes but along the way the will actually learn* noh' *how to manifest, how to utter that particular uhm words na nahihirapan sila (they find it difficult).*” (Transcript 2, Line 90-94)

“As their teacher, I am always careful to avoid taking it personally when providing feedback to the students. Although...I always strive for the best for them, *if they continue to make mistakes, I won't stop reminding them to do the right thing because...sooner or later, I am certain that this will lead to improvement.*” (Transcript 3, Line 52-57)

“...So, mayroon tayong tinatawag na *reinforcement, reward and punishment* so, *dapat kailangan natin magbigay ng appropriate feedback.* Not all the time appropriate feedback but the *right way of teaching as a teacher dapat ah, alam natin kung ano yung ibibigay nating reward sa bata* depende kasi kung ano yung ibibigay nating reward sa bata.” (Transcript 5, Line 122-126)

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“...as I noticed that uhm, once I am...of course, *if there are a mistakes happen or occurred in your classroom of course you do not tolerate them instead you are uhmm you must find the way on how will you address those uhm...mistakes, those problems or issue inside the classroom.*” (Transcript 6, Line 90-94)

Theme 4. Considering Learners’ Emotions

Considering the students’ emotions before making corrections in order to avoid interrupting and hurting their feelings is very important. According to Hernández Méndez (2012), teachers have a positive attitude toward oral feedback however they are concerned about the students’ feelings and emotions. Furthermore, language teachers should avoid making students feel embarrassed or frustrated when they are being corrected in front of the class. Some of the selected excerpts for Theme 4 - Considering learners’ emotions are:

“...ang estudyante kasi...titigil yan or *mag do..doubt siya or mahihiya siya sa sarili niya kung mahihiya siya sa audience. Once na palagi mong kinu correct agad agad yung pagkakamali niya.*” (Transcript 1, Line 206-209)

“ Well... I give my corrections to them...in a positive way. *I’d never let my students to feel embarrass when I ever corrected them from their mistakes.*” (Transcript 4, Line 32-34)

Challenges of the Language Teachers in Oral Corrective Feedback

Based on the results of an in-depth interview, the researchers found three (3) challenges that were encountered in an oral corrective feedback by the teachers, including learners’ sensitivity, students’ behavioral problems and utilization of English language.

Theme 1. Learners’ Sensitivity

One of the most challenging part of being a teacher is to handle those sensitive students. Handling emotional students is the primary responsibility of the language teachers especially when it comes to correcting their errors. According to Sakiruglo (2020) that teachers should be aware of students’ attitudes toward oral corrective feedback. Some of the selected excerpts for Theme 1 - Learners’ Sensitivity:

“...it is always that I remind my students that, in this classroom your purpose, our purpose. Your purpose as a student is to learn. Mistakes are expected that’s why you are here to learn, I am here to teach you, to correct you, correct your errors...your mistakes.” (Transcript 1, Line 162-166)

“...it is hard to give a corrective feedback especially to those students that are more sensitive.” (Transcript 3, Line 42-43)

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“...*there are many learners that very sensitive* when it comes to the...uhm, when it comes to the ah, situation na minsan kunting bagay lang sa kanila so *nagiging sensitive sila.*” (Transcript 5, Line 87-90)

“ ito yung sabi ko kanina na *napakahirap talaga e handle* lalo na yung *mga sensitive yung mga emotional na mga estudyante*. So, kapag sensitive talaga yung estudyante mo, yun yung uhhh...isa yan sa *pinaka mahirap na nangyari sa teaching experience* ko dati.” (Transcript 6, Line 235-238)

Theme 2. Learners' Behavioral Problem

Teachers and educators across the country are dealing with an increase in behavioral issues in the classroom, which creates a number of challenges in creating and maintaining safe and productive learning environments. The learner's behaviors became challenge to the teachers as Li (2017) refers to corrective feedback as attitudes, views, opinions and stances learners and teachers hold about the utility of corrective feedback in language learning and teaching and how it should be implemented in the classroom. Some of the selected excerpts for Theme 2 - Learners' Behavioral Problem:

“...ang common challenges talaga is maka encounter ka ng estudyanteng pilosopo. Merun talaga! Nakaka experience ako ah...in my almost seven years of teaching, naka experience ako ng estudyanteng pilosopo kung sumagot.” (Transcript 1, Line 102-105)

“...the most prominent challenges that I have been encountered when I...I am teaching of course, *number one is yung behavior ng bata* kasi hindi lahat ng kinu correct mo na learners mo ay kayang mag adjust. Hindi lahat naiintindihan ka.” (Transcript 6, Line 144-147)

“...uhmm, minsan may mga learners talaga na tulad ng nangyare sakin dati na kino correct, *kinurek ko yung isang estudynte ko uhhh...hindi niya matanggap.*” (Transcript 6, Line 150-153)

Theme 3. Utilization of Learners' English Language

Language teachers are extremely sensitive when it comes to English language. Teachers encountered difficulties, with most students making mistakes in their pronunciation, grammar, difficulty in using the English language, being weak in word production and uttering a word incorrectly. This problem can be supported in a study of Nuraeni (2019) on how to deal with the problems encountered by the learners in a foreign language such as grammar, pronunciation and with academic writing. In addition, a study focusing on teachers' perspective of why students experience difficulties in learning a target language showed that methods and strategies applied to students play a vital role in the teaching learning process. Therefore, it is necessary to find a suitable teaching method for teachers to assist students to master the English

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language (Mohammed, 2018). Some of the selected excerpts for Theme 3 -Utilization of Learners' English Language:

"recitation in English tapos *mali yung grammar ganun. Pronunciation ganun.*" (Transcript 1, Line 201-202)

"...in every sentences that they would say...*there is an error noh'*. Kung hindi man yan *tenses*, kung hindi man yan sa *subject verb agreement*, sa *enunciation* or sa *pronunciation.*" (Transcript 2, Line 146-149)

"... you will really see that *the students uhm... experiencing some difficulties noh'* in terms of using *English as a second language* because the students here is uhm, they are using the mother tongue." (Transcript 2, Line 77-80)

"... may mga learners talaga na *they are actually weak when it comes sa word production...yung mga phonology.* Ang phonology po ay as they are pronouncing the word, *they cannot utter it correctly.*" (Transcript 6, Line 404-407)

Coping Strategies of the Language Teachers on the challenges encountered.

Dos Santos (2020) stated that although there's a lot of teaching and learning methodologies and strategies available for teachers to handle and arrange their classroom environments, teachers should always employ the appropriate teaching and learning methodologies and strategies based on the students' needs and expectations. Based on the data gathered, three (3) themes emerged from the coping strategies on the challenges encountered by the Language Teachers.

Theme 1. Teacher's Motivational Approach

Motivation is an internal process that makes a person move toward a goal. Teacher motivation is directly related to the desire of instructors to participate in the pedagogical process and share their knowledge with the students. They put educational philosophy and objective into their knowledge, which they then pass on to their students (Iliya and Ifeoma, 2015). Moreover, Setiyadi (2020) also stated that audio lingual method is an example of techniques in error correction wherein a student does something good while learning and the teacher frequently compliments them. It emphasizes acquiring structures and patterns in common everyday dialogue rather than word understanding. Some of the selected excerpts for Theme 1 - Teacher's Motivational Approach:

"...*I always remind my students..to be free from doubts, free to questions ah, ah, free to ask questions* le...lessons or topics are not clear to them. They are to ask questions to the teacher so that everything will be clear and *they must be...also willing to...to be corrected* in the name of...for the sake of learning nila kasi correction are made naman (*for the sake of their learning because correction is made*)." (Transcript 1, Line 182-187)

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“...you should let them feel...that this is just the training ground wherein they need to apply...the things that they have learned because again uhm...practicing will actually makes them better.” (Transcript 2, Line 112-115)

“ So, be a role model to the students because again, pagtayo mo pa lang doon sa harapan if they can see you speaking the language fluently...and confidently, in that point, they will be motivated.” (Transcript 2, Line 161-164)

“ I motivated my students every day...like providing specific praise to students for little things and big things they made. I set realistic performance goals and a role model to my students. I keep saying that practice...practice!” (Transcript 3, Line 76-78)

Theme 2. Timing of Feedback

The role of a second language teacher is to provide the students with corrective feedback. The teacher should be aware of when to correct errors. This statement can be supported in the study of Nguyen (2019), wherein the teacher waited until the students had finished their performances in front of the entire class before correcting them because it is to avoid the other students in committing mistakes. Some of the selected excerpts for Theme 2 - Timing of Feedback:

“Kasi sabi niyo oral corrective feedbacking, ibig sabihin...right after committing the mistakes, kinu-correct mo siya.” (Transcript 1, Line 194-195)

“...regarding on the corrections of the students’ error...if the students report inside the class, I let her or him finish first the topic before I give my comments or feedback.” (Transcript 4, Line 60-63)

“It depends on the situation ma’am kasi uhm kasi pag sa classroom ma’am is pag nag pa participate yung isang bata so pag iko-correct natin siya sa kalagitnaan ng kwan mo uhm...ah teaching mo so syempre bigyan natin siya ng appropriate feedback at the same time uhm pwede rin siyang gawin after ng teaching mo.” (Transcript 5, Line 132-137)

“I prefer uhm correcting my students’ error after their uhm...he committed mistakes. (Transcript 6, Line 333-334)

Theme 3. Utilization of Learning Materials

Another theme revealed from the interview was utilization of learning materials. The Participants recommended these types of educational resources to the students in order for them to have an additional knowledge specifically in learning a second language. It is one of the best strategies and by utilizing different types of educational materials, students will be able to enhance their vocabulary that will lessen and prevent them from committing an error in their oral production. Textbooks, articles, documents, computers, other reading materials and the internet are the primary teaching and learning resources used in educational institutions. These are important resources used

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by both teachers and students to achieve desired academic outcomes (Mugure, 2012). Some of the selected excerpts for Theme 3 - Utilization of learning materials:

“There’s no such good strategies as *reading and watching English movies or educational ha*, particularly Hollywood yan ha.” (Transcript 1, Line 220-222)

“...bigyan mo lang sila ng motivation na ganito...kailangan niya mag-aral, kailangan niya *bumili ng mga learning materials, mga dictionaries, mga encyclopedias*. Yung mga *reading books or reading materials* na nakakatulong sa inyong information sa inyong knowledge.” (Transcript 6, Line 287-291)

“...try to read, allow them to read books or newspaper or everything na reading materials so, sa way na yan ay napapractice talaga yung kanilang production of words.” (Transcript 6, Line 390-393)

CONCLUSIONS

The primary goal of this study was to examine how Language Teachers used a strategy in an oral corrective feedback. This research paper, in particular, suggested that Language Teachers consider learners’ emotions and personalities before providing feedback on their oral mistakes. Moreover, teachers gave immediate feedback after the mistakes to avoid repeating them in the future. In terms of the challenges encountered, Language Teachers find it difficult to deal with sensitive students with behavioral issues and students with limited knowledge of the English language. Despite these challenges, teachers were still motivated to teach their students by using motivational approaches such as encouragement and reminding them that feedback is essential to the learning process to achieve the desired learning outcome. Furthermore, this study concluded that the timing of giving feedback is one of the most strategies that a teacher can use during class discussion. According to the findings, appropriate strategies and understanding the learners’ needs are crucial since this will contribute to the teaching-learning process in the classroom.

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