

The effect of elicitation as a feedback strategy on the development of oral comprehensible output
on the students of the first level at the Language Center of the University of Nariño.

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THE EFFECT OF ELICITATION

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THE EFFECT OF ELICITATION

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Abstract

The use of feedback in EFL settings is considered as a possible tool to minimize mistakes on the oral production of students. Therefore, based on the strategies of feedback this study explores the effects of elicitation as a feedback strategy on the oral comprehensible output of the students. Two groups of the first level of English at the Language Center of the University of Nariño were selected. In the first one, the experimental group (n=12 students), elicitation as a feedback strategy was applied to correct the mistakes on the oral production of the students. And in the second one, the control group (n=13 students), normal instructions were given.

To carry out this study, a quantitative research based on the quasi-experimental method was applied. In order to analyze the results obtained a “pre-test/post-test” data was collected in both groups through data matrices. The statistical analysis, after the application of elicitation strategy, showed that there were differences between the experimental and control groups in terms of oral comprehensible output. Finally, the findings showed unexpected results after the intervention using elicitation as feedback correction.

Key words: Oral comprehensible output, elicitation strategy, Feedback.

Resumen

El uso de retroalimentación en escenarios de enseñanza y aprendizaje del inglés como segunda lengua es considerado como una posible herramienta para minimizar errores en la producción oral de los estudiantes. Por lo tanto, basándose en las estrategias de retroalimentación, este proyecto explora los efectos de elicitación como estrategia de retroalimentación en la producción oral comprensible de los estudiantes. Dos grupos de primer nivel de Inglés del Centro de idiomas de la Universidad de Nariño fueron seleccionados. En el primero, el grupo experimental (n=12 estudiantes), la elicitación como estrategia de retroalimentación fue aplicada para corregir los errores en la producción oral de los estudiantes. Y en el segundo, el grupo control (n=13 estudiantes), usuales instrucciones fueron dadas.

Para llevar a cabo este estudio, se utilizó una investigación cuantitativa basada en el método cuasi-experimental. Para analizar los resultados obtenidos por los estudiantes de ambos grupos en la pre-prueba y en la post-prueba, sus respuestas fueron recopiladas en matrices de datos. El análisis estadístico, después de la aplicación de la estrategia de elicitación, mostró que hubo diferencias entre el grupo experimental y control en términos de la producción oral comprensible. Finalmente, los hallazgos mostraron resultados inesperados después de la intervención del uso de elicitación como corrección.

Palabras claves: Producción oral comprensible, estrategia de elicitación, retroalimentación.

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Chapter I: The Research Problem

“Feedback, when given well, should not alienate the receiver of the feedback, but should motivate them to perform better” (Miller, 2013).

In issues such as English learning there may be different ways to correct speaking mistakes (Lyster and Ranta, 1997). Then, in the process of oral production it may be necessary to be focused on the way how feedback is given in order to correct the mistakes of students on their oral production, motivating them achieve a better performance. Therefore, this research will emphasize the use of elicitation as a feedback strategy which is considered a possible tool to minimize mistakes in the oral comprehensible output of students.

In this chapter the description of the research problem, the main objectives, the delimitations of the problem, and limitations are presented.

Problem Description

According to Curtain, (2000), it is frequently noticed from the beginning of the learning of a target language that some learners could have problems with the acquisition of internal characteristics of the new language. It is because in some cases, they have been exposed to the target language in a minimum amount of time. It means, learners may start to incorporate the structure of the second language, but, when they are pushed to speak, pronunciation errors might be evident. Then, learners may not convey their ideas or thoughts in an accurate way. In that moment the teacher intervenes in order to correct their mistakes. However, at the moment of supplying feedback teachers could not realize about

the type of feedback that they are providing. And in other cases, the way in which feedback is given might not be enough to help students to correct their mistakes. Therefore, the feedback given may lead students to the fossilization of mistakes. Consequently, this fossilization defined as the internalization and application of a false rule system (Selinker, 1972) could interfere in the use of the target language.

In this way, it is important to notice that feedback is one of the most significant responses that a teacher can engage in his/her activities to improve students' achievement (Hattie, 1992) in beginners. Then, it is essential to focus on the use of strategies of positive feedback which may help students expressing their ideas in a better way. According to Lyster and Ranta (1997) there are six corrective strategies of feedback (i.e. explicit correction, clarification requests, recast, metalinguistic information, elicitation and repetition), but the emphasis on this research is elicitation. Therefore, based on elicitation strategy, the idea of this study is to explore its effects as a technique to correct mistakes and develop oral comprehensible output of students in the first level at the Language Center of the University of Nariño.

Research Question

What are the effects of using elicitation as a feedback strategy on the oral comprehensible output in students?

Hypothesis

For the purposes of this research a null hypothesis was chosen. This expressed that the use of elicitation as a feedback strategy will have neither positive nor negative effects on oral comprehensible output in students.

Delimitations**Conceptual delimitation.**

Feedback: According to Ellis (1986) feedback is defined as the response given to the students' efforts in order to communicate. The function of feedback is to provide correction, acknowledgement and clarification. It is considered that feedback helps learners to test hypothesis about the target language (Chaudron, 1988).

Corrective feedback: Mackey (2007) defined corrective feedback as a “demonstrably complex phenomenon”, which in the classroom implicates that learners and teachers interact in a dynamic and complicated process which involves linguistic, cognitive psycholinguistic and pragmatic choices.

Fossilization: Selinker (1972) says that it is the internalization and application of false rule system which differs from the target language.

Comprehensible output: According to Swain (1985) it is the effort done by students in order to produce an understandable language to their interlocutor.

Elicitation: Lyster and Ranta (1997) point out that elicitation is a type of corrective feedback used to do that students reformulate or change their answer and question when they are wrong.

Population.

This study was carried out with students of the first level of English at the Language Center of the University of Nariño.

Geographical delimitation.

The Language center of the University of Nariño is located at the Panamericana Avenue, street 18 N ° 33-127 in Pasto city.

Temporal delimitation.

This study was carried out during one month, 4 hours per week.

Objectives**General objective.**

To analyze the effect of elicitation as a feedback strategy on the oral production of the students.

Specific objectives.

To identify the level of oral production of students in the first level of English before applying the strategy

To determine if the level of oral comprehensible output of the students is modified after the application of elicitation strategy

To establish the effectiveness of the application of elicitation strategy in an EFL setting like Pasto

Justification

Communication may be one of the most important aspects that permits students be exposed to the target language. Therefore, in this stage students could learn the new language. In this process of learning, it is usual to make errors and mistakes; however, to avoid them providing input is not enough to help students to express their ideas and thoughts. It means, sometimes in the process of interaction students may make errors, which could not be corrected by the teacher in an effective way. For this reason, it is important the use of an appropriate feedback strategy which might help to minimize the mistakes of the students in their oral production.

Then, it is essential to notice that to provide an effective oral input from the beginning is necessary to apply useful strategies of feedback in order to lead students to produce oral comprehensible output. For that reason, it is relevant to realize that “without feedback the learner may even assume that there is nothing to improve and therefore no progress is being made” (“leadership-central.com,” n.d.).

It is well-known that there are different strategies in the application of positive feedback (Lyster and Ranta, 1997). Due to the nature of this research elicitation was the strategy selected to be applied, in order to find out its effect on the oral production of the students. This study could eventually provide teachers some tools on how to correct mistakes from the beginning. In addition, teachers might find this research important since they can replicate the strategy chosen to help students to produce oral comprehensible output.

Limitations

This research had some difficulties such as:

Some students were so shy to speak during the interviews because the data collection procedure selected. Then, a recording voice procedure was used instead. In this way, students did not feel intimidated because of the camera and they spoke without fear.

The age of the students was another issue found in this research due to the age difference among them. The students were between 11 and 17 years old. Therefore, the material and the activities were applied according to their ages to solve this issue.

The use of the first language was continuous to ask and answer questions during the assigned activities by the students. For that reason the use of body language, pictures and

drawing on the board were need to explain the activities reducing the use of Spanish language.

At the beginning of the application of elicitation strategy, the teacher of the classroom interfered when mistakes in the oral production of the students were corrected. Therefore, a solution to solve this issue in further researches is explain to the teacher the purpose of this study to avoid this limitation.

Chapter II: Literature Review

In the process of Second Language Learning one of its fundamental issues is output. However, to develop correct output in oral skill students had to go through a previous process of input. But, when learners are pushed to speak errors and mistakes may be perceived, therefore, it may not be possible to understand their message. In order to help them to convey their message it is necessary to correct their mistakes. This type of correction is known as corrective feedback. Taking into account that the current research is based on oral corrective feedback it is necessary to review some previous researches.

Related studies

There are some studies related to the oral corrective feedback that may show the importance of applying strategies of feedback in EFL settings. The findings have demonstrated that the use of the different strategies of feedback minimize the errors and mistakes that students make during the process of learning a second language. Chaudron (1977) was one of the first investigators in the field of oral corrective feedback. His investigation about the effect of different types of oral corrective feedback provided by teachers showed that “repetition with emphasis” was more effective than the other types of oral corrective feedback.

Later, Doughty (1994) based on his observation of different types of oral corrective feedback found out that “clarification requests”, “repetition” and “recasts” (Russell & Spada, 2006) were the most frequently techniques to correct the oral production of the students in the classroom used by different teachers. After that, Lyster and Ranta (1997) identified six types of oral corrective feedback such as explicit correction, recast, clarification requests, metalinguistic feedback, elicitation, and repetition. The findings in their research

showed that recast was the most used corrective strategy of feedback applied to correct mistakes and errors while elicitation led students to be aware about their own mistakes in order to correct them.

Based on the findings by Lyster and Ranta (1997) a number of studies were carried out in different places around the world. In this way, some studies (Lin, 2009; Panova & Lyster, 2002) have showed that recast was the most frequent technique used by teachers in ESL settings. Moreover, Tabatabaei and Banitalebi (2011) focused on explicit correction, recast, clarification request, metalinguistic feedback, elicitation, and repetition applied in exercises of reading comprehension they found that explicit correction was the most frequent feedback technique used by teachers and elicitation was the second one. In addition, Nassaji (2009) examined two types of interactional feedback such as elicitation and recast. In this study, it was found that in immediate corrections recast was more effective than elicitation. The results of this study showed that the more explicit form of correction (recast) was more effective than the implicit one (elicitation). It means that the explicitness was crucial in the effectiveness of elicitation and recast.

However, no one has investigated the effect of elicitation feedback in EFL settings like Pasto (Colombia) without comparing two or more techniques of oral corrective feedback. The closest study to this area was developed by Arciniegas & Insuasty (2005) in which they investigated the effect of metalinguistic feedback on oral production. The results in this research showed that metalinguistic feedback had positive effects in the correction of mistakes and errors of students. Therefore, this investigation based on elicitation as the only technique carried out to correct the mistakes of students may lead to know its effects in the oral comprehensible output of students.

Then, taking into account the last information, it is important to focus on issues such as feedback and output. Therefore, in the review of the literature aspects of different types of positive feedback and output will be presented in order to support this research.

Output

In language acquisition, the term “output” alludes to the use and production of a selected previous knowledge of a target language already learned by students. According to Gass and Selinker (1994) output is an effective way to notice what the learners know about the target language and how they produce it. Therefore, a teacher could realize about the real knowledge acquired taking into account the performance of a student when using lexical and semantic structures in order to correct them, to avoid future oral performance mistakes.

Also, output allows learners to use what they know in a productive way. The output of learners is often related to their grammatical knowledge. Some changes in the output represent changes in the grammar of learners (Gass and Selinker, 1994). This means, what learners can produce in writing skill is not the same production as in oral skill. In addition, what they understand from a reading is not the same that they understand from an oral stimulus. Therefore, output is more than the production of a language; it is the active part of the entire learning.

The Output Hypothesis

According to Gass and Slinker (1994) output is connected with testing hypothesis about structures and meaning of the target language. It means, through feedback it is possible to check hypotheses, interlanguage imitation and finally, lexical and semantic process of L2 which leads students to internalize the syntactic structures.

Then, Swain (1995) points out that output stimulates learners to move from the meaning of the words to the complete grammatical processing which is needed for a successful oral production. In other words, through production, learners are pushed to use their syntactic knowledge on their utterance.

Oral Comprehensible Output

One important issue inside output is comprehensible output. According to Swan (1995), comprehensible output refers to the necessity to be pushed toward the delivery of the message taking into account the coherent precise and appropriate structure of it. Then, when learners make mistakes in the oral production, it is easier for teachers to correct and guide them to improve their output.

Consequently, through oral production one learner is able to receive feedback with many examples of negotiation of meaning. Krashen (1985) affirms that if a learner can receive corrections from other people, the learner can confirm or disconfirm his/ her mistakes in oral production. Subsequently, based on the previous information researching about output is a good way to learn how to provide feedback in order to lead learners to achieve a successful oral comprehensible output.

Difference between Error and Mistake

It is well-known that output stimulates students to move from the meaning of words to the grammatical knowledge. But in this process of production, learners could make errors and mistakes. But what is the difference between error and mistake? At this point, it is important to clarify this question in order to apply a successful strategy of feedback to help students with those kinds of problems.

In this way, to clarify the difference between error and mistake Brown (2000) points out that a performance error referring to a mistake could be taken as a random guess or a slip. Then the main point to differentiate those terms is that students are able to self-correct when they make mistakes, while through errors the competence of learners can be reflected. Then, students are not able of doing self-correction. Therefore, it is concluded that mistakes are just failure in making performance in grammatical structure or pronunciation (they have a correct known structure about the language) while to make errors is to fail in making performance in grammatical structure or pronunciation (they do not have a correct known structure about the language).

Common Errors

At this point where the difference between errors and mistakes is known, it is useful to know the most common errors of learners in oral skills. Thus, Skinner (1957) claims that “if language which is essentially a set of habits, then when we try to learn new habits the old ones will interfere with the new ones” (Page, 22). It means that some sounds that a learner already knows of the L1 they are going to interfere always in the use of the target language where the sounds do not apply or not exist. Therefore, “the transfer of intonation patterns from the mother tongue to the target language can produce unintentional overtones of meaning” (Norrish, 1983).

Error Correction

A teacher can choose between several methodological perspectives to correct errors based on aspects such as the way and the moment to correct errors. In this way, the point of view of the Behaviorist is that making errors in the production of a language is an inevitable characteristic in this stage for a student. However, teachers strive to help students

to avoid and overcome errors by providing examples of correct responses. Brooks (1960) said “Like sin, error is to be avoided and its influence overcome ... the principal way of overcoming it is to shorten the time lapse between the incorrect response and a presentation once more of the correct model” (p. 56). It means that when a learner is producing the target language and in a moment of his/her performance the student makes an error, the teacher has to interrupt him/her in order to provide the correct structure. However, it is considered that this type of error correction can cause frustration and disappointment and it can block the production of the learner.

On the other hand, an important contribution to error correction was added by Krashen (1981, 1982), whose Monitor Model includes five hypotheses about language learning. For example, the Affective Filter Hypothesis remarks that affective filter of learners can be increased by anxiety hindering the fluency of students in the production of the target language. According to Terrell (1977), in the language classroom, affective rather than cognitive factors should be taken into account in error correction of students because it could be negative in aspects of motivation and attitudes toward the language learning.

In the 1990s, issues such as explicit grammar instruction, error correction and focus on form began to be analyzed by some researchers with the goal of promoting Second Language Acquisition (Aljaafreh & Lantolf, 1994; Doughty & Varela, 1998; Ellis, 1993, 1994; Fotos, 1994; Long, 1996; Schmidt, 1990, 1993, 1995; Sharwood Smith, 1993). Long (1996) pointed out, during the process of learning in adolescent and adult L2 learners, negative evidence or what is not possible in a language are important factors which intervene in Second Language Acquisition. Long (1996) claims that “...environmental contributions to acquisition are mediated by selective attention and the learner’s developing

L2 processing capacity... negative feedback obtained in negotiation work or elsewhere may be facilitative of SL development” (P. 215).

Types of Feedback

In order to correct errors and mistakes, Rinvoluceri (1994) suggests that there are different types of feedback, such as feedback to self as a speaker; feedback provided by a teacher and feedback provided by a classmate and some others.

Feedback to self as a speaker.

It refers to self-correction; students pay attention through observation and analysis on what the others say when they speak. In this way, students can imitate the pronunciation.

Feedback provided by a teacher.

In this type of feedback the teacher provides the correct information. Then, the students notice their mistakes and they internalize the correct pronunciation.

Feedback provided by a classmate.

In this kind of feedback classmates help each other when they need to improve their pronunciation. Then, they discuss what they need to do and what they understand.

It is important to take into account that researchers such as Tsui (1995) have demonstrated that interrupting the students when they speak, could be frustrating and stressful for them. In this case, the idea is to provide a corrective and positive feedback in order to avoid and correct the oral mistakes of learners.

Types of Corrective Feedback

Later, Lyster and Ranta (1997) appear with a particular work which combines different types of corrective feedback. Those strategies could be provided to students in a classroom interaction.

Explicit correction.

According to Roy Lyster and Leila Ranta (1997) as cited by Tedick and De Gortari (1998), in this type of correction, teachers provide an explicit correct form and indicate to students their mistakes. Then, in order to clarify this statement, it is presented the next example.

S : [...] « le coyote, le bison et la gr...groue. » (phonological error)

[...] "the coyote, the bison and the cr...crane."

T: Et la grue. On dit grue. " And the crane. We say crane." »

(Tedick and De Gortari, 1998, para.7)

Recast.

Tedick and De Gortari, (1998) based on the research of Lyster and Ranta (1997), explain that recast is another important type of corrective feedback which is useful in the process of learning of the target language. This corrective feedback is generally implicit. In recast teachers have to reformulate completely the utterance of students using a correct structure.

« S: L'eau érable? (grammatical error)

"Maple sap?"

T: L'eau d'érable. C'est bien.

"Maple sap. Good." »

(Tedick and De Gortari, 1998, para.7)

Clarification requests.

Another important type of corrective feedback is clarification recast, according to Lyster and Ranta, (1997), cited by Tedick and De Gortari, (1998). In their research, they found that this type of correction lets students to notice what their mistakes are in order to correct them. Also, in this type of correction the teacher indicates to students that their utterance has not been clear; therefore they have to reformulate their sentence.

« S: *Est-ce que, est-ce que je peux fait une carte sur le... pour mon petit frère sur le computer? (multiple errors)*

T: *Pardon?*

S: *"Can, can I made a card on the ...for my little brother on the computer?"*

T: *"Pardon?" »*

(Tedick and De Gortari, 1998, para.7)

Metalinguistic feedback.

Using questions and comments may help students to realize about the possible errors when learners produce their utterance. According to Tedick and De Gortari, (1998) this type of feedback is known as a Metalinguistic feedback (Lyster and Ranta, (1997)) which let learners to be aware about their mistake in their oral performance. The students' utterance is corrected explicitly using comments and questions to help them to be aware about their errors and in this way to lead them to produce a good utterance.

« S: *Euhm, le, le éléphant. Le éléphant gronde.*

T: *Est-ce qu'on dit le éléphant?*

S: *"Uhm, the, the elephant. The (multiple errors) elephant growls."*

T: *"Do we say the elephant?" »* (Tedick and De Gortari, 1998, para.7)

Elicitation.

It is also another type of corrective feedback, according to Lyster and Ranta (1997) cited by Tedick and De Gortari, (1998), this way to correct mistakes provides repetition and the use of the syntax in the learning of the target language. This is a corrective feedback in which a learner hears a sentence and then he is asked to repeat exactly the same utterance. If the sentence is long, the learner will not be able to memorize the entire sentence. Then, learner imposes his or her own syntax knowledge to produce the sentence. This technique may allow knowing the syntax knowledge of a learner. In addition, in this type of feedback there are three techniques that teachers use to correct the utterance of students. First, completion of the utterance of learners is elicited (e.g. 'it is a...'). Second, questions are used with the purpose of eliciting correct form (e.g. how do we say play in French?). Third, students are asked to reformulate their utterance.

To explain more deeply this three techniques, Basiron (2012) points out that the first technique is ask to the student to complete a part of the utterance produced by the teacher.

“Student: Tomorrow I bring the book.

Teacher: No, tomorrow I ...”

In the second elicitation technique to elicit correct utterance from the student, it is necessary that the teacher asks him/her some questions, for instance:

“Student: I go to a zoo last Sunday.

Teacher: How do we say ‘go’ in past tense?”

The third technique is used by the teacher to reformulate initial utterance of produced by the student, for example:

“Student: I goed to a zoo last Sunday.

Teacher: goed?”

Repetition.

According to Lyster and Ranta, (1997), in the research developed by Tedick and De Gortari, (1998), this type of feedback is the most common used by teachers in order to correct mistakes produced by learners. The teacher repeats the students’ erroneous utterance and adjusts his intonation in order to lead students to notice their mistakes.

“ S: *Le...le girafe?* (gender error) "The...the giraffe?"

T: *Le girafe?* "The giraffe?" ”

(Tedick and De Gortari, 1998, *para.7*)

Fossilization

According to Selinker, (1972), fossilization is a linguistic phenomenon which learners tend to keep in their interlanguage related to the target language. (To develop this phenomenon it does not matter the learners’ age or amount of explanation and instruction he receives in the TL).

Also, according to Mukkatesh (1986) there is not error correction or explicit grammatical explanation which has had any effect on errors fossilization. Therefore, it is important to identify possible factors which can lead to this problem (Selinker and Lamendella, 1978). In this way it is possible to find internal factors such as age (Scovel, 1988) and lack of desire to acculturate (Schumann, 1978) and external factors such as communicative pressure (Higgs and Clifford, 1982), lack of learning opportunities

(Bickerton, 1975) and the nature of the feedback on use of L2 of learners (Vigil and Oller, 1976).

One of the most important processes that a teacher could employ in order to improve the oral production of learners is feedback. In this way, this research was focused on the effect of elicitation feedback developed by Lyster and Ranta (1997) where teachers ask students for reformulating questions and answers.

Type of Research

In this research, a quantitative research based on the quasi-experimental method was applied. Through this kind of research, it was possible to make a comparison between the control and the experimental groups in which students were assigned (Gribbons, Barry & Herman, Joan 1997). It is important to highlight that the quasi-experimental method had some limitations which could interfere in the results at the end of the application of elicitation as a feedback strategy.

To develop this study, in the control group the students received usual instruction while in the experimental group students were taught using the elicitation strategy. Consequently, the effectiveness of elicitation feedback in oral comprehensible output of learners was analyzed.

Data Collection Procedure

Instruments.

An oral pre-test was applied in two groups in order to find out the level of oral production and to identify the oral comprehensible output in the learners. This pre-test was recorded to have access to the errors.

Also, it was employed an oral post-test to show the results of the elicitation strategy of feedback in order to find out the effect of this strategy in the oral comprehensible output of the students.

The pre-test and the post- test were comprised of 20 questions which had the same procedure and content when they were carried out. The questions in the tests were opened-ended ones allowing learners to respond freely. Their answers led to analyze the oral comprehensible output of the students. (See appendix A)

Population.

The students were in the first level of English at The Language Center of the University of Nariño. They were students of different academic institutions in the city of Pasto. They belonged to the upper-media social stratum.

Sample.

This research was focused on two groups of twelve (12) and thirteen (13) students at the first level of English at The Language Center of the University of Nariño. There, the students were among 10 and 17 years old.

Procedure

In order to apply this research, a permission by the Language Center of the University of Nariño was required. Then, the Department of Languages authorized by Dr. Edmundo Mora provided a letter which was delivered to The Language Center. After the approval of the Director of Language Center, Dr. Armando Agreda, the application of this research started. Then, two groups of the first level of English were selected. A schedule of four (4) hours per week by one month was established in order to apply the treatment.

In addition, at the first level of English, twelve students from one group and thirteen students from the second group were assigned to the experimental and control group. It is important to highlight that the students in both groups were in different ages and they were in different levels at the school. Once the students were assigned, the pre-test was applied.

Later, in the experimental group was applied elicitation as a feedback strategy and in the control group students received usual instruction. Each activity developed in the class allowed teachers to provide elicitation feedback in the experimental group. The activities employed in the experimental group were recorded. Once, the treatment was finished, the oral post-test was applied. It led to analyze the effect of elicitation on the oral comprehensible output in the students.

Pilot Study

This pilot study was used to test the effectiveness of instruments (focused on the pre-test), in this case 20 questions were applied as a pre-test to be studied. This pilot study was focused on the first level at the Language Center of the University of Nariño where the students were beginners. In this way, in order to find out the effect of elicitation strategy of feedback, an oral pre-test was applied to identify the oral comprehensible output of students. The answers of students led to analyze their oral production. It is important to take into account that the oral pre-test took 20 minutes for each student. This pilot study was carried out at the end of April, 2013. (See appendix A for the pre-test)

Pilot study results.

The oral pre-test was applied to three students of the first level at the Language Center of the University of Nariño. It was found that those students understood and answered all the questions. This pilot study helped us to confirm the common mistakes of students related to pronunciation, grammar, and lexicon. In addition, the interference of the L1 was found as an issue in the process of the second language learning. For example, one of students tried to answer in Spanish the questions, and later, he translated the answers to

English. However, it is necessary to clarify that this research is going to be focused on the oral comprehensible output produced by the students.

To conclude, the previous information confirmed that it is possible to apply the questions because students are able to understand them and to answer freely.

Data Analysis Procedure

To show and analyze the effect of elicitation feedback, a central tendency measure was applied in order to compare the progress of the learners taking into account the results of the pre-test and post-test according to the application of elicitation strategy. It led to establish their effect in the oral comprehensible output.

Ethical Issues

The purpose of this research was not to damage the prestige of the participants and the Institution. The authorizations to carry out this research were obtained by explaining the aim of this study to the Director of The Language Center of the University of Nariño. Later, an agreement was obtained in order to establish the schedule to avoid some possible inconvenient during the application of the strategy. The intention of the intervention was not to pressure the learners in order to participate, they had total freedom to answers or ask questions. The information found through this research is handled with discretion. The materials and the information which support this study had their respective bibliography and the copyright of different sources. Finally, to be thankful to the Language Center, a letter will be delivered.

Variables

Independent variable: Elicitation Feedback as a corrective strategy of feedback.

Dependent variable: Oral comprehensible output of the students.

Chapter IV: Results

In this chapter, the information was analyzed taking into account the results of the pre-test (see appendixes B and C) and the post-test (see appendixes D and E) in order to

answer the research questions. It is important to highlight that each correct answer which represented the comprehensibility of the answers of the students in terms of oral comprehensible output scored (1) and each answer considered wrong scored (0). Then, the pre-test measured the current level of the oral comprehensible output of the students before the application of the elicitation strategy while the post-test led to analyze its effect on their oral production after applying the previous strategy. Therefore, the answers of students in the aforementioned tests were compared to study the difference in the oral production of learners before and after applying the elicitation strategy.

In this research, from two groups were chosen the group one (1) which had 12 students (experimental group) and the group two (2) which had 13 students (control group).

Table 1

Subjects for the Application of the Study

Groups	Level	N= number of students
Experimental	1	12
Control	1	13

The test was carried out to discover the p-value of the experiment that must not be higher than 0.05 according to the critical value assigned to the Human Science. Then, due to the population of both groups was small, the total population was taken like the sample, therefore the sampling error will be 0%.

Table 2

Sampling Error.

N= Total sample	12
n= Limited portion of the total sample	12
Sampling error	0%

Once the sampling error was analyzed, in both groups the pre-test was applied before the application of elicitation strategy to determine the current level of students in terms of oral comprehensible output. It is clarified that in the experimental group elicitation strategy was applied while in the control group usual instruction were given.

In order to measure the level of the oral comprehensible output of the students in both groups, it was necessary to count their correct answers in the pre-test. The figure 1 shows that the experimental group obtained 50.4 % right answers while the control group got 50% right answers. Therefore, it can be said that in both groups the level was similar in terms of oral comprehensible output. It means that students involved in this study were able to understand and answer few questions in English.

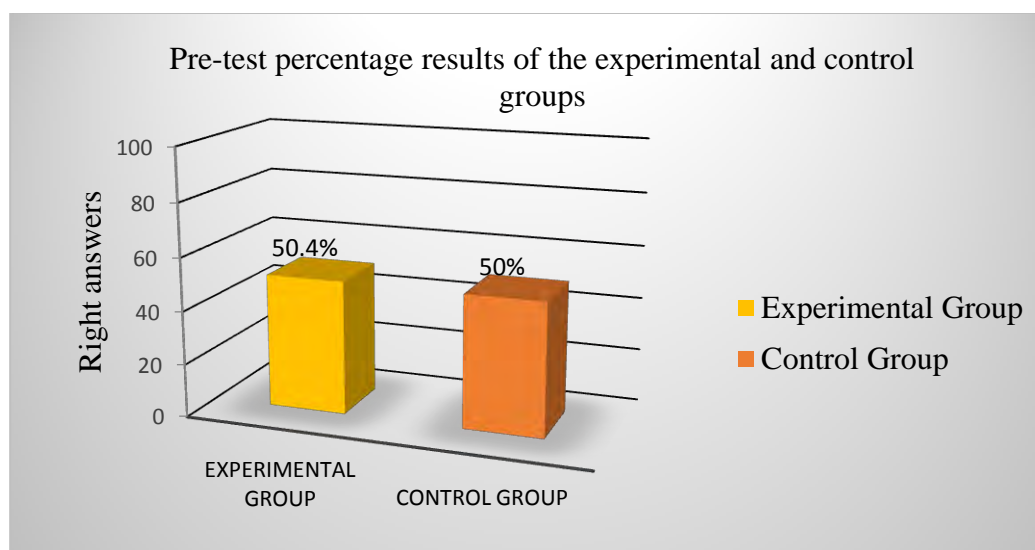


Figure 1. Pre-test percentage results of the experimental and control groups.

To establish the differences between experimental and control group before the application of elicitation as a feedback strategy, independent samples *t*-test analysis of the data obtained from the pre-test were studied.

Table 3

Pre-test T-test Results

Test	Group	N	Mean	Standard deviation	variance	P
Pre-test	Experimental	12	10.08	3.62	14.27	0.52
Pre-test	Control	13	9.23	2.61	7.36	

$P(0.52) > 0.05$

In table 3, it is noticed that there was not a significant difference between the means in the pre-test scores ($M=10.08$; $M=9.23$) of the experimental and the control groups. Then, it may be observed that the right answers in the oral comprehensible output of the students were similar in both groups.

The figure 2 shows the individual answers of students related to their oral comprehensible output in the experimental and control groups. The columns represent the right answers that every learner obtained in the pre-test.

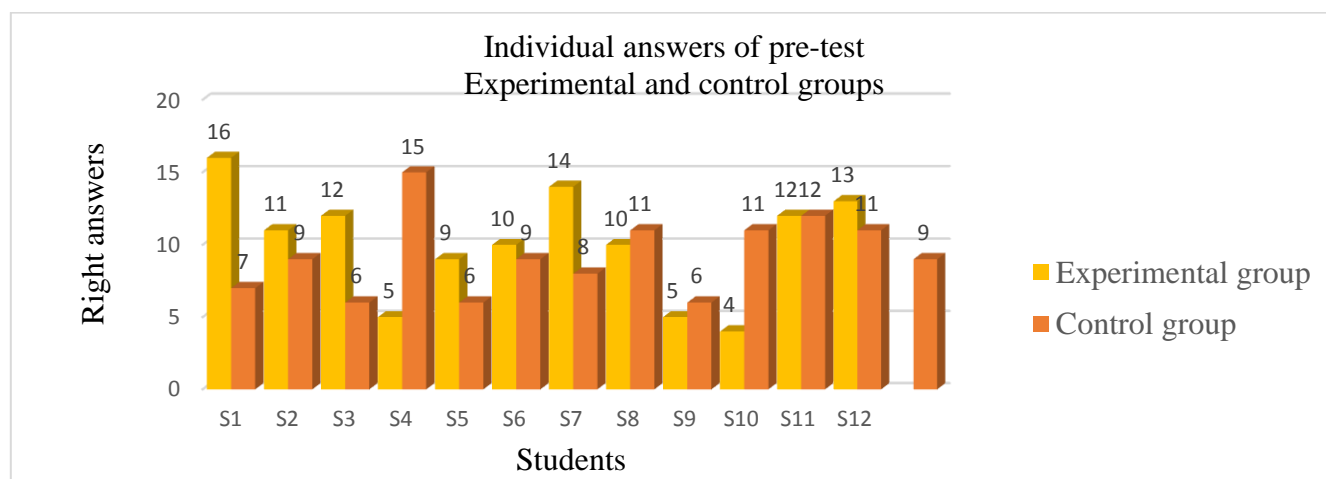


Figure 2. Individual answers of pre-test (Experimental and control groups).

Taking into account the graphic 2, it is noticed that three students answered a range from 4 to 5 out of 20 questions, seven students answered a range from 9 to 13 out of 20 questions and two students answered a range from 14 to 16 out of 20 questions in the experimental group. While in the control group it is showed that eight students answered a range from 6 to 9 out of 20 questions, four students answered a range from 11 to 12 out of 20 questions and one student answered 15 out of 20 questions. It means that students had differences in terms of oral comprehensible output.

Once the pre-test was carried out in both group (experimental and control groups) the application of the elicitation as a feedback strategy began in the experimental group. In order to start the class the topic of the previous one was reviewed in few minutes asking questions to the students. Later, the new subject was introduced using different materials which were selected from different sources such as books and internet according to their ages. The materials helped learners to understand the topic.

After that the students had to develop activities related to the topic of the class. In those activities students had the opportunity to speak and express their ideas. In that moment elicitation as a feedback strategy was used in order to highlight their possible mistakes. In that way students could realize about their mistakes and they could try to correct them in terms of oral comprehensible output (see appendix F).

When the application of the elicitation strategy finished in the experimental group, the post test was applied in order to know its possible effects on the oral comprehensible output of the learners.

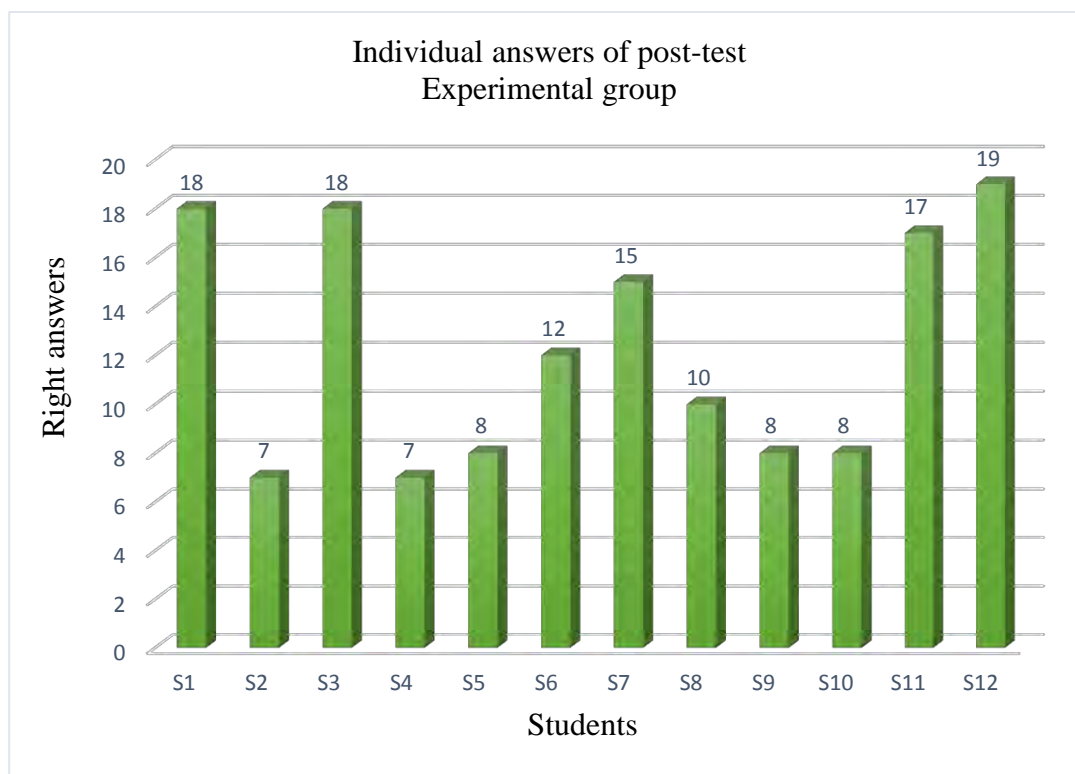


Figure 3. Individual answers of post-test (Experimental group)

After the application of elicitation as a feedback strategy it was found that six students scored a range from 7 to 10 out of 20 questions, two students answered a range from 12 to 15 out of 20 questions and 4 students got a range from 17 to 19 answers out of 20 questions. Then, it is noticed that there was a marked difference in the results of each students.

Based on the previous information the significant difference (Table 3) is analyzed to support the obtained results.

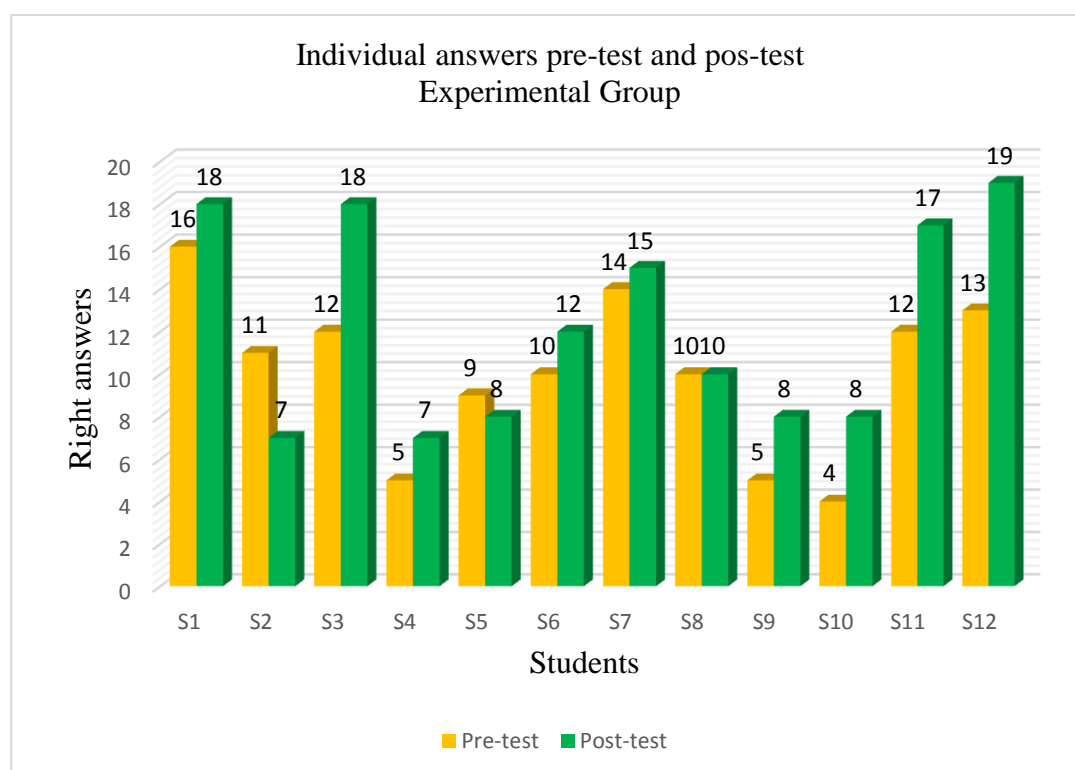


Figure 4. Individual answers of pre-test and post-test (Experimental group).

Taking into account the figure 4, it is found that in the majority of the students ($n=9$) there was a positive raise in the results which may lead to think that the level of oral comprehensible output increased using the elicitation strategy in their oral production. On the other hand, a student did not show any difference in the result of both test and some students ($n=2$) decreased the number of right answers in the post-test in contrast with the pre-test.

Taking into account that this research is based on a true experimental method a comparison between both groups (experimental and control groups) in the post-test is needed. The following graphics will lead to analyze if there is a difference in terms of oral comprehensible output of the students. Later, independent samples t -test analysis of the data obtained from the post-test in both groups will be studied in order to find out the effect of elicitation strategy.

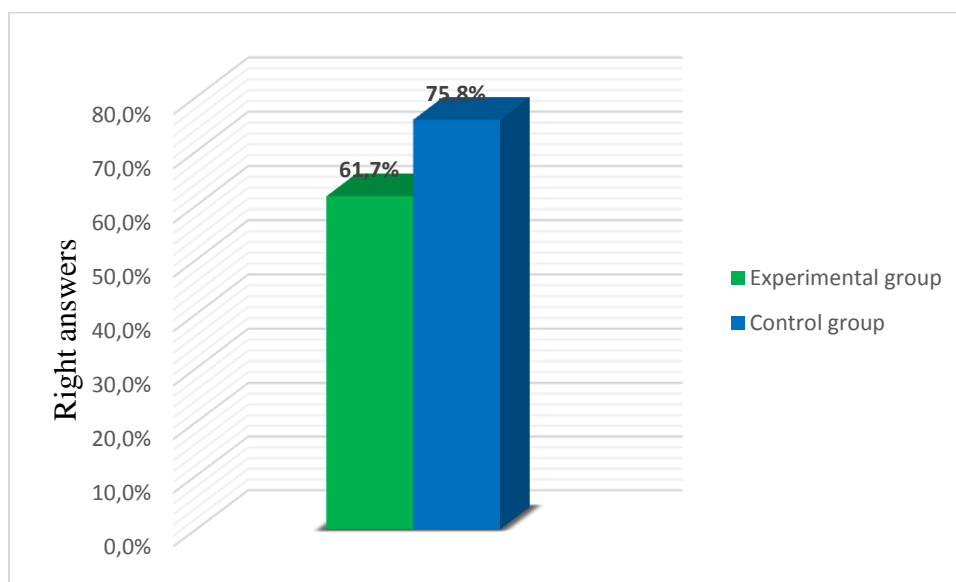


Figure 5. Post-test experimental and control groups.

Based on the figure 5, it is analyzed the results at the end of the application of elicitation strategy in experimental group in contrast with the control group. In this analysis it may be said that the experimental group obtained 61.7% of right answers while the control group got 75.8% of right answers. It means that there was a difference of 14% between both groups in terms of their answers in the post-test which may lead to think that the oral comprehensible output was better in the control group.

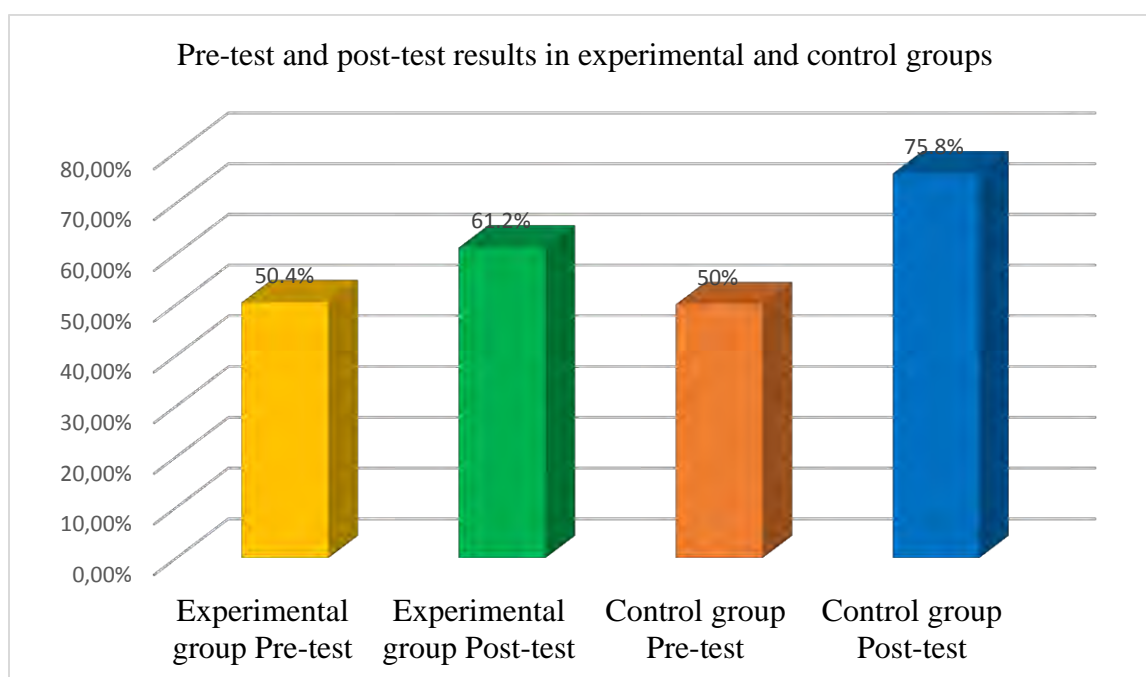


Figure 6. Pre-test and Post-test results in experimental and control groups.

According to the figure 6, it is understood that in the experimental group the oral comprehensible output improved very little if the results of the post-test are compared to the pre-test. On the other hand, the control group got a marked difference in the results obtained between the pre-test and the post-test.

Finally, in this study, independent samples *t*-test of the data obtained from the post-tests were carried out. Therefore, the *t*-test may lead to confirm if the effect of elicitation strategy was not enough to have a significant difference between the experimental and control groups in terms of oral comprehensible output.

Table 4.

Post-test T-test Results

Test	Group	N	Mean (M)	Standard deviation	Variance	P
post-test	Experimenta	1				
	1	2	12.25	4.83	23.30	0.26
	Control	1				
Post-test		3	14	2.45	6	

P (0.26) > 0,05

In the table 4, it is noticed that the mean of the post-test in the experimental group (M: 11.73) was lower than the mean of the scores of the control group (M: 14.25). It means that the average of right answers in a student of the experimental group was 11 out of 20 while the average of right answers in a student of the control group was 14 out of 20.

In addition, in the table 4 it was possible to determine if there was a significant difference of the obtained results in both groups in the post-test. Therefore, analyzing the gathered results, it could be observed that the obtained probability ($p=0.26$) was higher than the expected probability ($p=0.05$) which may mean that the null hypothesis is accepted and the obtained results were not statistically significant.

Chapter V: Conclusions and Recommendations.

Conclusions

The following conclusions can be drawn from the analysis of the collected data before and after the application of elicitation as a feedback strategy in the oral comprehensible output of the students.

Taking into account the pre-test results of students in the control and experimental groups, it could be said that there was not a significant difference in the results in relation to the comprehensibility of their answers. The graphics showed that, in both groups the students had the similar level in terms of their oral comprehensible output.

After the application of elicitation strategy in the experimental group the analysis of the results in the post-test showed some unexpected findings such as the decrease of hesitation and long pauses, improvement in the pronunciation and use of grammatical structure, and finally, the increase in the use of self-correction. According to Van Den Branden (1997), elicitation is a technique that encourages students to make self-correction which is a process of repair where they use their previous knowledge to notice their own mistakes and try correct them. In this way, it shows that learners in the experimental group were able to confront their mistakes and to potentially review their utterance.

Moreover, in this research it was found that elicitation strategy increases the self-confidence of students. For instance, when the oral comprehensible output of learners was corrected using elicitation strategy their confidence increases, reducing the fear of the students to express their ideas using the target language. MacIntyre, Dornyei, Clement, and Noels (1998) point out that one factor that leads students to communicate using a foreign

language in a EFL setting is self-confidence which contributes to the willingness of learners to participate constantly without any type of pressure.

However, in the experimental group it was found that there was not a statically significant difference in terms of the oral comprehensible output of the students using elicitation strategy. To explain the possible causes which could affect the results of the application of elicitation strategy in the oral comprehensible output, it is important to highlight that in the quasi-experimental method there were some limitations which could not be controlled.

According to Gribbons, Barry & Herman, Joan (1997), due to the random assignment is not possible in the quasi-experimental method, there could be already initial differences related to the age and motivation to learn in both groups (experimental and control groups). It means that the already mentioned factors may affect the development of the elicitation strategy and consequently interfere in the results. Besides, in this study other factors could be considered such as the class attendance and the intervention of the teachers in the groups which could not be controlled and they could affect the expected results.

In the first factor (the age of the students) it was observed that after applying the elicitation strategy in the experimental group there was a marked increase in students between fifteen and sixteen years old in their oral comprehensible output in contrast to younger students. Bot (1996) underlines that pushing students to realize about their mistakes when some kind of corrective clues have been given, it will help to their brains to make meaningful connections in the learning of the target language. Moreover, Kamhi (1987) affirms that children develop pragmatic and semantic level through the school system, however, he affirms that previous abilities increase in adolescence (as cited in Singleton & Ryan, 2004, p. 55). Therefore, the advanced cognitive maturity in adolescents

may help to infer and produce the message of the language even better than in children (Taylor, 1978).

The second factor, the class attendance, could be considered as a limitation which could cause an effect of decrease in their oral comprehensible output. Then, missing class brings to the absence on the performance and deteriorates the oral production of the students (Arulampalam, Naylor and Smith, 2007). Finally, even though the teacher knew about the purpose of this study, a possible intervention providing feedback correction in the control group may increase the results of the students in the post-test.

As a final point, it could be said that to apply elicitation strategy in EFL setting like Pasto may be possible because it could help adolescent learners to remember old information and connect it to the new information allowing the learning of the target language. In addition, when learners were corrected using elicitation strategy, a stimulating environment increases their confidence. Lyster and Ranta (1997) affirm that elicitation encourage students to use their knowledge about the target language. Therefore this strategy may motivate them to participate in speaking activities.

In light of the findings of this study, it can be said that the effect of elicitation as a feedback strategy may not have positive results in further research if it is carried out with students in early ages as it was demonstrated in this study. The age of the students is a clue variable that must be controlled since the beginning of the application of the strategy due to its important impact. Moreover, in order to identify radical changes, a more prolonged and intensive application of elicitation strategy may be needed.

In addition, our research suggests that it is necessary to be concerned with the oral production on the students. In this research it was found that speaking skill can offer different ideas about the knowledge learned by the students allowing teachers to focus on

the analysis of aspects such as pronunciation, grammar structure and lexicon. In that way, teachers may realize about the weakness and strength of students when they use the second language to convey the message and develop oral comprehensible output.

On the other hand, in the process of learning a second language, the correction of mistakes and errors is an important factor to help students to communicate their ideas in an understandable way avoiding the fossilization of errors and mistakes. This means that students can produce a better performance using an appropriate structure and pronunciation to convey their message. However, due to the whole number of students in a classroom it may be difficult to teachers to correct to everyone. Therefore, feedback provided by classmates may be the solution to this issue. For instance, team work may allow to notice the performance developed by the students in order to intervene using feedback to correct errors or mistakes between them.

Suggestions and Recommendations

Some possible recommendations to take into account for further researches will be explained below.

First of all, the age of the students is an important factor which may affect the effectiveness of the elicitation strategy. Then, it may be needed to apply elicitation strategy with students between fifteen and seventeen years old in order to correct their possible mistakes in terms of oral comprehensible output. This aspect could maximize positive effects in researches related to elicitation strategy.

Second, when students have to work in groups or pairs, it is advisable that teachers combine students with higher and lower proficiency in order to promote the cooperative

learning. It may allow those students of lower levels to catch up with the other students who have better understanding of the target language.

Third, timing is a clue aspect during the application of the strategy because more time may be needed to give all the students the opportunity to participate in the exercises and receive proper feedback.

Finally, it will be really important to investigate and apply different feedback strategies in EFL setting because significant contributions could be made in this field, for example, elicitation strategy proved to be useful not only as a correction feedback but also to motivate students to speak boosting their self-confidence and reducing hesitation when they speak.

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Appendixes

Appendix A*Pre-Test and Post-Test*

1. What is your name?
2. How old are you?
3. Where do you live?
4. Who are the members of your family?
5. What kind of clothes are you wearing?
6. What do you do every day after classes?
7. What are your hobbies?
8. How long do you spend on your hobbies?
9. What is your favorite animal? Why?
10. What is your favorite color? Why?
11. What type of music do you like?
12. Who is your favorite singer? Why?
13. Why do you like English?
14. How often do you practice English?
15. How often do you travel?
16. What did you do last weekend?
17. What will you do this weekend?
18. Would you like to travel to another country? Where and Why?
19. What would you like to study?
20. Where would you like to study? And why?

Appendix B*Data Matrix (Experimental Group) (Pre-test)*

Student	Total correct answers in oral comprehensible output
1	16
2	11
3	12
4	5
5	9
6	10
7	14
8	10
9	5
10	4
11	12
12	13
	121

Appendix C

Data Matrix (Control Group) (Pre-test)

Student	Total correct answers in oral comprehensible output
1	7
2	9
3	6
4	15
5	6
6	9
7	8
8	11
9	6
10	11
11	12
12	11
13	9
	120

Appendix D

Data Matrix (Experimental Group) (Post-test)

Student	Total correct answers in oral comprehensible output
1	18
2	7
3	18
4	7
5	8
6	12
7	15
8	10
9	8
10	8
11	17
12	19
	147

Appendix E

Data Matrix (Control Group) (Post-test)

Student	Total correct answers in oral comprehensible output
1	11
2	16
3	16
4	19
5	15
6	17
7	13
8	13
9	14
10	11
11	12
12	13
13	12
	182

Appendix F*Lesson plan.*

Subject: Countries and nationalities

Level: beginners

Time: 50 - 55 minutes

Goal: Students will be able to recognize and tell some countries and their nationalities.

Objectives:

To recognize and name different pictures of some countries.

To listen some records and answer some questions orally.

Materials: Pictures, board, worksheet, recording.

Description of the activity:

Teachers say good morning and start the class asking randomly to five students some questions about the topic of the previous class (10 minutes). In this stage teacher may use elicitation strategy. Then, teachers make a little introduction about the new topic (nationalities) showing different pictures related to different countries and ask students to name them (2 minutes). Later, the teachers repeat the name of these countries twice (4 minutes). Then, the teachers write on the board the names of the 15 countries (5 minutes) and they give them a piece of paper which had the vocabulary of the 15 nationalities related to the countries written on the board (1 minute). Later, the teacher ask students to work in pairs and they give a worksheet to them. Students have to write the correct name of the country and nationality according to the pictures (15 minutes). After that each pair have to read the answer of two pictures (5 minutes). In this exercise students may be corrected

using elicitation strategy. To finish the class students listen 2 recordings twice and they answer some questions using the new vocabulary (10 minutes).

Vocabulary: India – Indian Russia – Russian England – English Scotland -
Scottish The U.S.A. – American China – Chinese Italy – Italian Australia –
Australian Germany – German Spain – Spanish France – French Japan – Japanese
The Uk – British Canada – Canadian Ireland - Irish

Possible Problems:

Students won't be able to understand what the teacher says.

Students won't be able to follow the instructions.

Possible Solutions:







The teachers have to use different materials in order to teach the class.

The teachers have to use their body language and gestures in order to explain what they say.

The teachers have to write on the board key words or the instruction on the board.

Appendix G

Present to Past Board Game

Finish		last week visit friend	last Sunday ride bicycle	<p>How to play:</p> <p>In groups of 3 or 4, take it in turns to roll the dice.</p> <p>When you land on a word square, you must make a past simple sentence using the words and the time expression.</p> <p>Examples: I played football last week. Two weeks ago, I baked a cake.</p> <p>If the sentence is incorrect, you have to go back to your previous square.</p> <p>The student who reaches the finish square first is the winner.</p>
last week clean bedroom		Skip One Turn	last month go swimming	
last night listen music		this morning take shower	Move Back 3 Spaces	
three days ago cook dinner		last week read book	last weekend watch TV	
Oh No! Go back to Start		last night wash dishes		Super Skip! Move Ahead
last Monday learn English		last summer travel abroad		yesterday write e-mail
last week draw picture		last weekend take photos		Move Ahead 3 Spaces
last month find money		Oh No! Go Back		last Saturday play tennis
Move Ahead 2 Spaces	last year buy computer	two days ago see movie		lunch-time eat sandwich
				this morning do homework
				Start

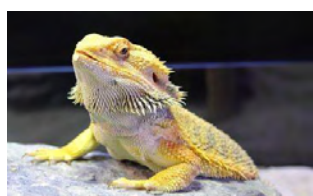
Note: Red arrows indicate movement from 'read book' to 'Super Skip! Move Ahead' and from 'Oh No! Go Back' to 'eat sandwich'.

Appendix H

PET TIPS

Pets are so much fun, but they also require special attention! Follow these easy steps from PetSmart and your pets will be healthy and happy.

DESERT REPTILES



Food: Feed your adult reptile with pellets and vegetables.

Lighting: Reptiles require a 12-hour light/dark cycle. UVB bulbs are essential for most reptiles.

Humidity: Humidity is essential to help a reptile shed its skin. Use a hand mister if you need less humidity and an automatic fogger if you need to add more humidity.

Safety: Wash your hands after you handle your pets, because they can carry diseases.

SMALL ANIMALS



Food: Feed your pet pelleted food, which is high in fiber and fortified with vitamins.

Chews: they need to sticks and wood to chew on.

Bedding: Spot clean the bedding weekly and completely change it monthly.

Safety: Wash your hands after you handle your pets, because they can carry diseases.

GUINEA PIGS



Food: Choose guinea pig food that includes pellets fortified with vitamin C. Include timothy or orchard hay for balanced nutrition.

Chews: Your Guinea pig's teeth never stop growing so give it healthy things to chew on, such as treat sticks and wood chews.

Bedding: Provide lots of clean paper bedding or wood shavings.

Safety: Wash your hands after you handle your pets, because they can carry diseases.

BETTAS



Aquarium: fish should be housed individually, because they tend to fight when housed together.

Maintenance: Feed your fish twice daily, including flakes, crisps, and pellets. Change your small tank's water every week, if you don't have a filter. Be sure to dechlorinate the new water and make sure it's the right temperature.

Safety: Be sure to wash your hands before and after you clean your fish tank, or handle your pet. Pets can transmit disease.

Activity

Students have to talk about what they listen using different words or expressions.

Taken from:
<http://www.animalplanet.com/pets>