



Corrective Feedback on the Uptake of Pronunciation in Elementary Level.

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Resumen

Esta investigación se centra en la efectividad de la retroalimentación correctiva implícita y explícita en la asimilación de características de pronunciación en estudiantes de inglés de nivel elemental. Para ello, adopta un diseño de investigación descriptivo que analiza cómo la retroalimentación correctiva influye en la corrección de errores de pronunciación durante el proceso de enseñanza-aprendizaje.

La retroalimentación correctiva desempeña un papel importante en la asimilación de la pronunciación por parte de los estudiantes, ya que esta asimilación implica la incorporación de

conocimientos. Es fundamental identificar la retroalimentación adecuada, pues, según algunos investigadores, como Salmi y Farvardin (2025), la retroalimentación implícita puede tener efectos más duraderos, mientras que Dłaska y Krekeler (2013) afirman que la retroalimentación explícita es más efectiva porque los estudiantes perciben la intención correctiva.

El método empleado es un enfoque mixto que combina métodos cualitativos y cuantitativos, lo que hace que el estudio sea más efectivo y coherente con la evidencia relevante que ayuda a las prácticas docentes. El resultado obtenido es que la retroalimentación correctiva implícita se utilizó con mayor frecuencia en el nivel elemental que la explícita.

Palabras clave: retroalimentación correctiva, asimilación de la pronunciación, retroalimentación implícita, retroalimentación explícita.

Abstract

This research focuses on the effectiveness of implicit and explicit corrective feedback on the uptake of pronunciation features in elementary-level English learners. To do this, it adopts a descriptive research design that conduct on how corrective feedback influences the correction of pronunciation mistakes during the teaching learning process.

Corrective feedback plays an important role on the uptake of pronunciation in students because uptake is the assimilation of knowledge. It is indispensable to identify what is the appropriate feedback because, for some researchers, such as Salmi and Farvardin (2025), say the implicit feedback may have longer-lasting effects, but Dłaska and Krekeler (2013) state that explicit feedback is more effective because learners notice the corrective intention.

The method that is carried out is a mixed method approach to combine qualitative and quantitative methods, making the study more effective and consistent with the relevant evidence

that help in teaching practices with the result obtained, that is the implicit corrective feedback was frequently used at elementary level instead of explicit corrective feedback.

Keywords: corrective feedback, uptake of pronunciation, implicit feedback, explicit feedback.

Introduction

Corrective feedback plays an important role on the Uptake of Pronunciation in Elementary Level, so according to (Wen y Guo-qiang, 2021) effective corrective feedback should have the ability to help a learner notice the gap between their error and the target language, so it is one of the biggest aspects that teacher needs to focus to support students with the correct pronunciation since their first educational level.

That is why the present article has as main objective to compare the effectiveness of implicit and explicit corrective feedback on the uptake of pronunciation features in elementary level in order to be conscious about what is it needed to be applied during the teaching learning process that allow students to manage and at the same time be able to correct their own mistakes pronunciation through an explanation or just repeating the words.

The scientific tasks that allow to carried out the research in a private institution located in the urban area of Calceta city of the Cantón Bolívar were the characterization of information about corrective feedback and the uptake of pronunciation, exploration of teachers' perceptions and experiences regarding the use and reception of different types of corrective feedback for pronunciation and measurement of immediate pronunciation uptake following implicit and explicit corrective feedback.

This arose from necessity to understand and know what is the better way that students learn or improve their pronunciation during the first educational years and provide what they

need. So, the most common corrective feedbacks that are carried out on this article are implicit and explicit feedback. It answers to the following research question “How does corrective feedback (explicit and implicit) influence the pronunciation uptake of elementary level English learners?” and searching on the different opinions of authors such as Saribas (2021) and Saito (2021), corrective feedback is an important step of the class but, the effectiveness of each of them depends on the difficulties of the words that students have learned.

Literature Review

Pronunciation

“Pronunciation is understood as the way in which sound is produced” (Thanh Nhac, 2021); that is, it refers to how words are said as a whole, and pauses of the speaker’s utterance. According to Pawlak (2013), the pronunciation problems constituted one of the categories of errors considered in terms of uptake. Likewise, Okta (2019) says most students usually make mistakes in pronouncing words, and that is because the first language interference occurs when learners transfer pronunciation features from their native language to English, resulting in pronunciation errors and fossilized it habits that are difficult to correct (Al-Asi, 2024).

“English pronunciation is one of the most completely described areas in language teaching. Therefore, pronunciation is a basic building block of speaking and listening skills” (Levis, 2024). In other words, to speak, it is necessary to pronounce the words or phrases of any message to be understood and interpreted. On the other hand, pronunciation teaching involves teaching the sound system of the target language. It includes vowels and consonants (segmental) and aspects of speech beyond the level of the individual sound such as intonation, phrasing, stress, timing, and rhythm (supra-segmental aspects). (Firdaus et al., 2025)

“Pronunciation has frequently been problematic for language learners and hence a source of concern for teachers”. (Naeimi et al., 2018) So, corrective feedback (CF) plays an important role on the uptake of pronunciation in students because uptake is the assimilation knowledge.

Corrective Feedback

Saswati (2021) explains that CF refers to oral feedback indicating something in a learner’s output is erroneous, while McCrocklin (2023) states that when teachers give CF, there is a possibility that learners notice that they commit errors in their utterances. In other words, students may respond in a variety of ways that indicate they have noticed and retained the correction to address the error. It is what is called uptake and occurs after the teacher’s corrective feedback.

According to Román (2024), there are various types of CF that can be employed in language teaching, including explicit and implicit correction. On the other hand, Parlak, Ziegler & Rabea (2025) argued that feedback that is more explicit is likely to interrupt the natural flow of interaction and implicit feedback, signals the error, minimally disrupting the flow of communication. Taken into account this, as teacher is imperative to know how and when is necessary to apply the correct corrective feedback in order students can learn without feeling that they are not able to achieve the knowledge.

Based on Saribas (2021), corrective feedback from the student’s perspective is a fundamental viewpoint and can inform educators and learners alike as to the language factors. Although, elementary students are not conscious about feedback, it is an important stage of the lesson that contributes to knowledge construction.

Hung and Xuyen (2021) argued that teachers benefit from CF if they take individual differences into consideration. In other words, providing CF for individual students’ errors can

enhance the effective of CF on language learning. It is common to provide general feedback during lessons, but in some cases, individual correction is necessary so that students are aware of what they need to correct.

Saito (2021) mentions that providing explicit CF was considered fundamental to L2 pronunciation learning and teaching, as any deviation from native norms needed to be amended immediately to prevent learners from fossilizing their errors. Therefore, teachers play a significant role in the process of correcting mistakes, as they help students continue to improve their pronunciation and avoid common errors. So, Learners who received explicit feedback on vowel and consonant errors, improved their accuracy over time, but their overall comprehensibility did not improve. (Yenkimaleki y Van Heuven, 2021)

According to Salmi and Farvardin (2025) some researchers suggest that implicit feedback may have longer lasting effects, particularly in supporting short-term memory retention. On the other hand, Dlasaka and Krekeler (2013) say that it is usually argued that explicit feedback is more effective because learners must make less inferencing and because they are more likely to notice the corrective intention.

Uptake of pronunciation

Uptake is a learner's reaction to the CF on his/her initial utterance, and retention. However, uptake has been researched as an important observable source for understanding the perception and effectiveness of CF. Based on (Wang y Li, 2020) it is necessary to highlight what occurs during the CF: students' uptake the corrections, then they retain the corrections, and finally they are able to repair the mistakes.

In the opinion of Thanh (2021), there is a consensus on the effectiveness of corrective feedback on students' L2 acquisition, whether explicit or implicit corrective feedback is more

effective remains open. Thus, it is important to identify which, implicit or explicit, is more effective or helpful on the uptake and retention of pronunciation corrections.

The effectiveness of a specific type of corrective feedback is a controversial issue, as it depends on many factors including learner individual differences, motivation, age, first language background, and proficiency level in the target language (Qutub, 2023). And, according to Oliver & Adams (2021) research has connected uptake and modified output with increased learning improvements, suggesting that uptake can be at least a contributing factor for learning.

In summary, the literature highlights the importance of corrective feedback on the uptake of pronunciation, how the different sounds are produce considering segmental and supra-segmental aspects.

Methodology

This research uses a mixed methods approach, combining qualitative and quantitative methods. Therefore, a concurrent design follows because the data are collected simultaneously through a questionnaire with a structured interview technique for English teachers, a checklist, and an anecdotal record based on classroom observations. They were validated by three education experts with extensive experience in the educational field.

The data were collected over four weeks. During the first two weeks, the observation checklist was completed across different grade levels. In the following two weeks, the anecdotal record was applied, and during the same period, English Teachers were interviewed. Then, the instruments were analyzed as qualitative data by coding and categorizing them. So, it adopts a descriptive research design to identify appropriate corrective feedback for students' pronunciation uptake and explore teachers' perspectives on student responses to implicit or explicit corrective feedback during classes.

The population is 520 participants, including students, teachers and administrative staff of a private institution located in the urban area of Calceta city of the Cantón Bolívar.

To choose the sample, the list of students was used, choosing the odd ones. Boys were selected from top to bottom and girls from bottom to top. So, the sample was selected by random sampling and it corresponds to 10 students per elementary grade (Second, Third, and Fourth Grade). These correspond to students between 6 and 8 years old, in addition to two English teachers. This totalizes 32 participants.

Tabla 1

Sample

Level	Girls	Boys	Total
2nd	5	5	10
3rd	5	5	10
4th	5	5	10
Teachers	-	-	2
Total	-	-	32

Sources: Own elaboration

Note: This table shows in detail the gender and level of the selected students.

Interview Results

The interview allows for exploring the teacher's beliefs, intentions, and decision-making processes regarding the use of corrective feedback in pronunciation. Based on the experience of the teachers, is important how the mistakes are corrected because it influences in students, so Teacher 1 expressed: "*correction is quite important at this level because if children are not*

corrected from a young age on how to pronounce, they will continue to progress without knowing the correct form, and it will be more difficult for them to adapt to it in the future”.

According to Saribas (2021) elementary students are not conscious about feedback, but it is an important stage of the lesson that contributes to knowledge construction. Teacher 2 said: *“be positive, creative, patient, and make sure children enjoy their experience, because the results are not immediate; it's a process that unfolds over time”.*

Teachers frequently correct pronunciation errors both, immediately during speaking activities and at the end because it depends on the activity and they usually focus on individual sounds (vowels or consonants) and word stress. So, they apply implicit corrective feedback instead of explicit corrective feedback, Teacher 1 and 2: *“It is better for them to notice it themselves rather than having someone tell them, when they do not say the words correctly, they are encouraged to repeat them until they get them right”.* It is supported by Román (2024) who says implicit feedback provides clues that allow the learner to identify and correct it themselves.

Corrective feedback plays an important role on the uptake of pronunciation; thus, as result of correction, students tend to repeat the word correctly, self- correct or try but remain incorrect, and it depends how students perceive correction according to teachers’ answers *“some students accept the corrections and repeat, but there are students who usually laugh while they trying several times until they succeed”.* That is why implementing strategies such as repetition, songs, choir, and games, and encouraging them to listen to themselves to check whether they pronounced words correctly, is important.

Observation checklist Results

During observations, the teacher always repeats the words without saying the students are wrong and often asks them to repeat or clarify pronunciation. When students do not assimilate

the correction and continue making pronunciation mistakes, the teacher directly corrects students by saying the correct pronunciation so they can improve and uptake it. While it is not necessary to explain in detail how words or sounds are produced, in some specific cases the teacher sometimes explains the mouth shape, stress, and sound to help them uptake the pronunciation. And, to avoid interrupting the communicative flow, and communication continues naturally after correction, it is delayed until the end of the activity.

Anecdotal Record Results

Anecdotal record allowed to measure immediate learner responses to corrective feedback during classes, accordingly the results, implicit corrective feedback was often applied instead of explicit because in elementary level is better to correct without saying they are wrong, just to repeat and they can identify the errors. On the other hand, explicit corrective feedback was applied just when students cannot pronounce difficult words, so in that way they can understand how to pronounce it.

In second grade was notable, the uptake of pronunciation was slower than in third and fourth grades; of course, each group had specific vocabulary. Students presented some difficulties with monosyllables and compound words, especially the words that had double vowels and consonants, which were read as in their mother tongue, and when they could not pronounce them, they preferred not to answer.

In short, the data show the frequent use of implicit corrective feedback at the elementary level, which facilitates students' uptake of pronunciation. Corrections are commonly used at the end of the activity to avoid interruptions; however, it depends on the activity.

Discussion

The intervention lasted four weeks. During the first two weeks, an observation checklist was used across eight hours of English classes. The following two weeks involved gathering anecdotal records during another eight hours, focusing on identifying and comparing the most common types of corrective feedback. In the final week, an interview was conducted to assess the effectiveness of implicit and explicit corrective feedback during the teaching-learning process.

The present study aimed to compare the effectiveness of implicit and explicit corrective feedback on the uptake of pronunciation features in elementary-level English learners. So, based on the obtained results, implicit corrective feedback was commonly used instead of explicit corrective feedback. That is because it is difficult for them to understand when the teacher explains the errors in pronunciation. For the reason, repeat the words when students have not pronounced correctly, and invite them to repeat again until they can achieve the correct pronunciation.

Although the frequent use of implicit, explicit corrective feedback was applied to help students understand how the sounds are produced according to the mouth shape and tongue position. In other words, some consonants are not easy to pronounce because they do not exist in Spanish, or they are soft and not hard. Also, it is important to highlight that the students tend to pronounce words as they read, as in Spanish. So, providing what students need to help them with the uptake of pronunciation is an indispensable part of the teaching learning process.

The findings of this study allow to contrast with authors such as Krashen (1985), who argues the corrective feedback creates an emotional barrier for learners, which implies increasing the students' affective filter in the language acquisition process. However, Alsolami (2019)

pointed out that appropriate feedback is crucial for optimizing the overall learning process and improving pronunciation.

On the other hand, Kovač (2024), citing Lyster, Saito, and Brown states that teachers are more likely to use explicit corrective feedback with elementary school students and adults, while implicit feedback is a more preferred strategy with high school students. Nevertheless, depending on the results and experience implicit corrective feedback is common use at elementary level in this research.

Furthermore, according to Loewen et al. (2009) have noticed positive attitudes among students towards corrective feedback. Also, it is important to highlight that the corrective feedback, both implicit and explicit, is used during the teaching-learning process with the objective of supporting students and helping them to achieve correct pronunciation.

Future research could explore the retention of pronunciation in beginner students and how it is integrated during the uptake, what influences it, and how it helps in the improvement of pronunciation in long term.

Conclusions

The research has shown that corrective feedback influences the pronunciation uptake at the elementary level, which is how errors are corrected during the teaching learning process.

Overall, implicit corrective feedback was used to help students recognize their own mistakes, but when students had difficulty mastering pronunciation, it became necessary to provide explicit corrective feedback.

To conclude, while corrective feedback plays a significant role in enhancing pronunciation, its effectiveness is largely influenced by the complexity of the pronunciation challenges faced by the student.

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