

The Effect of Teacher's Corrective Feedback Through Online Conferencing on Elementary Students' English-Speaking Confidence – A Secondary Publication

Yun Hui Jo, Yun Joo Park*

Department of Practical English, Korea National Open University, Seoul 03087, The Republic of Korea

*Corresponding author: Yun Joo, yjpak@knou.ac.kr

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Abstract: The purpose of this study is to investigate the effect of teacher's corrective feedback through online conferencing on elementary students' English-speaking confidence. This study was conducted for 4 months from August to December 2020. There were 6 participants, aged 8 to 13 enrolled in a private education institute where they attended English classes using mobile devices. During this case study, the students were asked to use English, the learners' target language, when interacting with their teacher. When learners struggled to understand the teacher's English instructions, the teacher guided them in Korean. All the classes were video-recorded and transcribed by the teacher. Data were analyzed to examine the progress of participants' voluntary English production stimulated by having conversational interactions with the teacher. The findings were as follows. Initially, participants' anxiety levels were high in the beginning. Subsequently, they were able to speak English words, give their opinions in English, and join the conversation in English with the teacher. Finally, feedback from the teacher through conversational interactions helped learners understand how to speak in English better and build up confidence. As a result, it is necessary to interact with the teachers and peers using learners' target language to improve English communication skills.

Keywords: M-learning; English communication skills; Elementary schoolers; Interaction; Corrective feedback

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1. Introduction

With the advent of the global era, the ability to communicate in English has become an important factor that we all should possess^[1], and English education in South Korea has undergone significant changes. The South Korean government announced a policy in 1997 to teach English as a regular subject in elementary schools. Schools recruited native English teachers, and thanks to the development of the internet, the Ministry of Education and Science promoted "smart education" and supported remote video English lessons with native speakers. Remote video English lessons provide opportunities to encounter different cultures, influence

learners' cognitive domains, enhance English proficiency ^[2], and offer the advantage of potentially replacing native English speakers who need to be stationed in each classroom ^[3]. The teaching method of video lessons alleviates psychological anxiety as learners do not have to face teachers directly, allowing them to focus on speaking skills ^[4].

In this way, the emergence of smart technology in modern society has had a significant impact on the field of education ^[5]. The development of various learning contents that stimulate learners' motivation can be cited as an example. Furthermore, with the advancement of early internet technology, electronic learning (e-learning), which combines wired internet technology, and mobile learning (m-learning), which overcomes the mobility limitations of e-learning by utilizing wireless internet technology after e-learning, are also notable. Both e-learning and m-learning are based on the internet, making it difficult to clearly distinguish between them. However, while e-learning lacks active interaction between learners and learning materials ^[6], m-learning is distinctly characterized by the use of portable devices such as smartphones, tablet PCs, etc., allowing learners to engage in learning freely without constraints of time and place ^[7,8]. M-learning maintains the continuity of language learning and enables learners to download desired learning contents freely, facilitating self-directed learning and changing the paradigm of language learning, evolving towards ubiquitous learning (u-learning) ^[10].

The researcher has been working as a remote video English teacher, using learning contents and workbooks that cover the four major areas of English: speaking, listening, reading, and writing, as teaching media. Students participated in the lessons using tablet PCs. Over the past three years, observations of the students revealed that those who learned through the learning contents embedded in the tablet PCs showed easier and faster word recognition, as well as improvement in listening and reading skills ^[10-13]. Students also expressed the opinion that word memorization was more effective when using the contents for learning. However, only a few students responded with "Hi" when the teacher greeted them with "Hi" at the beginning of the class, and none were able to respond when the teacher asked, "How are you?" Mobile devices and learning contents are clearly good tools for language learning, and the medium of remote video lessons reduces the anxiety felt by learners by not facing the teacher directly. However, there was not a significant improvement in students' English speaking. Language proficiency is ultimately achieved through enhanced communication skills, where individuals convey meaning through dialogue and make efforts to understand each other's messages ^[14]. Moreover, error correction during the process of conveying meaning plays a crucial role in improving the accuracy of the target language, especially for language learners ^[15]. Research on interaction and corrective feedback between teachers and learners through remote video English lessons has mainly focused on studies where native English teachers conduct the lessons ^[16,17], with limited research on the impact of corrective feedback from Korean teachers on learners' English speaking confidence. Therefore, this study conducted interviews and pre-surveys to investigate the impact of teachers' corrective feedback in remote video English lessons on learners' speaking confidence and meticulously recorded changes in participants' English speech and teachers' corrective feedback.

2. Theoretical background

2.1. Remote video lessons

Remote video lessons, also known as video conferencing, refer to the method of conducting lessons online using computers, tablet PCs, smartphones, or similar devices, where teachers and learners meet via the internet connection. To conduct such video lessons, systems including computer software, cameras, and microphones are necessary, along with a stable internet connection that is not affected by weather conditions. Additionally, computer software provides a virtual classroom where substantive lessons take place online for both teachers and learners. Within this virtual classroom, various activities are possible, such as teachers giving lectures or

sharing materials like textbooks and PowerPoint (MS PowerPoint) presentations tailored to the level of each learner, allowing teachers and learners to see each other's faces through cameras, thus resembling face-to-face teaching methods ^[18]. Unlike video lectures where knowledge is delivered unilaterally, remote video lessons enable real-time communication between teachers and learners, offering a significant advantage of interaction. As a result, learners feel social intimacy and receive immediate feedback from teachers, which can increase motivation for learning compared to video lectures ^[19]. Additionally, learners can gain an understanding of different cultures through such interactions. Lee researched the interest and anxiety levels, as well as attitudes of 19 fifth-grade elementary school students in Damyang, Jeollanam-do, who participated in online video lessons with peers in Australia ^[17]. Students engaged in conversations and activities on various cultural topics using English suitable for elementary school students and found it more enjoyable and interesting. However, they felt more anxious and tense during video lessons, especially when they had to concentrate or make presentations. Despite this anxiety, it had a positive impact on their attitudes towards English learning, as they became interested in English while understanding other cultures and introducing Korean culture to their friends from other countries. Choi conducted research on the effects of one-on-one remote video English lessons on the English proficiency and cognitive English of elementary school students, comparing one-on-one remote video education with and without helpers ^[20]. The study revealed that one-on-one remote video English lessons with helpers were more beneficial for improving learners' English proficiency, as helpers assisted in learning or adjusted the atmosphere for face-to-face interaction. Since the classroom environment is different, it takes some time for learners to become accustomed to remote video lessons. With guidance from helpers, learners' learning efficiency is expected to increase compared to environments without helpers. Shin investigated the effects of repetitive reading lessons using remote video systems on the fluency and cognitive domains of elementary school students ^[21]. A study was conducted with 10 fifth-grade students living in the Seoul metropolitan area, conducting English storytelling reading lessons using the ZOOM video program. The results of post-reading fluency tests showed that the reading speed of eight out of ten students increased. Particularly, there was a noticeable improvement in learners' expressive and comprehension skills, showing positive changes in the cognitive domain of English reading. Moreover, there was an enhancement in interest levels and self-efficacy, indicating that the new teaching method of remote video systems increased learners' interest and various reading activities stimulated their interest. However, there was minimal change or slight improvement in word recognition accuracy for each student.

2.2. Interaction and corrective feedback

2.2.1. Interaction hypothesis

Krashen proposed the Input Hypothesis, suggesting that learning and acquisition are separate processes ^[22]. Acquisition occurs unconsciously through communication, while learning occurs consciously through formal education. He also argued that if comprehensible input is provided in foreign language learning, learners will produce output. Comprehensible input refers to input that is one step beyond the learner's current level ($i+1$). However, Long emphasized the importance of interaction, stating that comprehensible input alone is insufficient for foreign language acquisition ^[14]. He further highlighted the significance of interaction, suggesting that learners acquire language through processes such as negotiating meaning. In this process, learners convey, confirm, modify, and derive shared meanings through conversation with others, known as the negotiation of meaning ^[14]. Examples of negotiation of meaning include comprehension checks, clarification requests, repetition of questions, preference for or-choice questions over Wh-questions, and topic shifts ^[23]. According to Long's Interaction Hypothesis ^[14], an adequate amount of comprehensible input and interaction that allows

negotiation of meaning enhances comprehension and facilitates acquisition.

2.2.2. Corrective feedback and types

Errors reflect the interlanguage competence of learners, and by repeatedly correcting these errors, learners can improve accuracy. These errors stem from learners' lack of knowledge and are inevitable in the learning process^[15]. The act of teachers correcting learners' errors is termed feedback, defined in second language education as information provided by the teacher to enhance learners' understanding of the target language^[15]. Second language researchers refer to this as corrective feedback, which, when provided by teachers through interaction, offers learners opportunities to internalize and correct their errors. Through teacher feedback, learners recognize errors in their interlanguage, understand the difference between their interlanguage and the target language, and ultimately gain a better understanding of the correct usage of the target language, leading to more effective language acquisition. Effective teacher feedback is thus essential^[24]. Lyster and Ranta presented six types of corrective feedback^[25]. Explicit correction directly alerts learners to errors and provides correct forms of utterances. Recast corrects errors within learners' utterances without interrupting the flow of conversation. Clarification request provides learners with opportunities to correct errors themselves by requesting clarification. Metalinguistic feedback explains the linguistic features of errors or points out the range of errors, prompting learners to self-correct. Elicitation guides learners to self-correct and complete conversations. Repetition involves teachers repeating learners' erroneous utterances, prompting learners to notice and correct their errors. Kim researched the impact of corrective feedback on learners' self-efficacy in elementary English-speaking classes^[26]. Conducting level-based classes for a total of 14 elementary school students enrolled in after-school programs in Seoul, the study found that both advanced and lower-level learners showed high self-efficacy. Both groups preferred indirect feedback, followed by complex feedback. Survey and interview results indicated that learners preferred opportunities to self-correct prompted by teacher-directed error correction, which was deemed more effective for long-term memory retention. Yoon investigated the effects of corrective feedback on middle school students' discrimination of /l/ and /r/ and intelligible pronunciation^[27]. Constructing two experimental groups in two 3rd-grade classes at middle schools in Gwangju, each with 10 students, the study examined the effectiveness of implicit and explicit corrective feedback. While the study did not definitively determine whether explicit or implicit feedback was more effective, it found some improvement in pronunciation and listening comprehension. Choi analyzed classroom English used by a native English-speaking teacher and a Korean teacher instructing elementary students^[28]. The native English teacher frequently used clear pronunciation, short imperative and contracted sentences, and often prefaced sentences with keywords to aid student comprehension. The non-native English teacher frequently used yes-or-no questions and resorted to Korean explanations for difficult vocabulary, grammar, and cultural differences, resulting in positive student responses. The study suggests that using Korean explanations may enhance understanding of lesson content and activities, particularly for novice learners.

2.3. Contents

Traditionally, contents refer to the table of contents or the substance of books or documents. However, with the rapid development and widespread availability of information and communication technology due to the Internet, the term can now encompass all digital information provided through wired or wireless communication networks (such as the Internet)^[29]. In traditional educational settings, paper textbooks were used as the main content, but with the proliferation of electronic devices, audio, and video materials started being used as supplementary materials. With the advent of computers, CD-ROMs and instructional videos emerged as

new learning content, drawing attention to internet-based learning content. Learning content is also used by instructors in online learning environments to assist learners' understanding, providing basic knowledge to achieve learning goals and motivating learning more efficiently ^[30]. Consequently, educational content plays a crucial role both online and offline as it is connected to the effectiveness of learning. Jeon utilized smartphone photography, chatting, and web searches in middle school art education, enabling students to better understand artistic expression. Song conducted a study on English listening practice using smartphone listening apps and KakaoTalk among 40 second-year university students enrolled in a mandatory liberal arts course at a university in Seoul ^[13]. The course focused on English essay writing, utilizing a free app called "EnglishPod – English Study Podcast" for English listening practice. The results showed that the average score of the post-test listening simulation was approximately 3.45 points higher than that of the pre-test, with statistically significant results. In the post-survey, learners responded that practicing English listening using the app and KakaoTalk was helpful and interesting. Choi researched the impact of content-based teaching methods using soccer games on English learning ^[32]. The study targeted 29 first and second-year high school students in Gyeonggi Province, dividing them into an experimental group of 15 and a control group of 14. The experiment involved selecting soccer-related terms and expressions in advance and repeatedly practicing them through traditional training and soccer games, while the control group followed the conventional school curriculum. The textbooks used were "Living English Start 1000" and "10 Korean Verbs That Go with Native Speakers," and the learning assessment tools included pre-survey questionnaires, written tests, listening tests, and speaking tests. The results showed a consistent increase in the number of language usage instances among learners who participated in the experiment, and it was confirmed that the fear of English decreased significantly through natural language acquisition.

2.4. M-learning

M-learning is a combination of "mobile" and "learning," referring to an educational format that utilizes mobile devices such as laptops and smartphones based on wireless internet. It represents a new educational method that surpasses spatial constraints like wired internet, evolving from e-learning. If internet access is available, e-learning enables learning anytime, anywhere through mobile devices ^[33]. Before the widespread use of mobile devices, learning was primarily conducted through desktop computers, limiting mobility. Therefore, e-learning can be seen as providing enhanced mobility to learners ^[34], which can be considered the greatest advantage of e-learning. Specifically, it offers mobility and instant accessibility, allowing learners to download learning applications immediately, anywhere, anytime ^[35]. Shin suggested that improved learning efficiency and increased exposure to direct and indirect language through various multimedia and interactions could complement the limitations of foreign language learning, enhancing language acquisition during specific periods and locations ^[36]. Kim researched to understand the impact of mobile usage on learners' listening skills ^[37]. The study targeted 94 students enrolled in a "Practical English Listening" course at a four-year university in Seoul, dividing them into experimental and control groups. Both pre- and post-tests were conducted, revealing significantly higher averages in the experimental group, which actively used mobile devices in class activities. Leem and Ahn conducted a qualitative study on the educational usefulness and problems of using smart pads in elementary school classrooms ^[38]. The study involved two classes of fourth and fifth graders in the Seoul metropolitan area, with two teachers and six students participating in in-depth interviews. While smart pad usage in class facilitated effective collaboration and interaction, the learning outcomes were not significantly high. Moreover, practical issues regarding the utilization of actionable models by teachers in the field were also raised.

The purpose of conducting this research is as follows. As seen in previous studies, with the development of the internet, mobile devices, and educational content, language learning has become more convenient, leading to increased exposure to language learning content. However, opportunities for English usage are still significantly lacking [39]. The use of English is limited to class time, and even within that time frame, opportunities for students to express themselves in English and engage in conversation are very limited. However, repetitive use of simple English by teachers in the classroom plays an important role in providing learners with opportunities to interact in English and in increasing language proficiency and confidence through repeated error correction and modifications [15,39]. Therefore, this study aims to deeply analyze the theoretical background of this field and verify the effect of teachers conducting classes in English and interacting with learners in a remote video conferencing environment, providing appropriate feedback to learners.

3. Research methodology

In this study, we aimed to investigate the impact of teacher corrective feedback during remote video English classes on elementary school students' speaking confidence. The study was conducted with students currently enrolled in the researcher's video English classes, with the consent of their parents. The following describes the composition of the study participants, the duration of the study, the methods of data processing and analysis, and the data collection methods.

3.1. Study participants

The composition of elementary school students participating in the initial research experiment consisted of a total of 43 students from grades 1 to 6 attending private educational institutions. Among them, students who were not participating in any research classes other than the ones currently conducted by the researcher, who had consistently participated in learning for four months, who demonstrated good interaction with the teacher, and who had no experience of staying abroad for more than one month were selected. Additionally, one student from each grade who had been enrolled in online classes for more than six months was selected, meeting a total of five criteria. Consequently, six students were selected, one from each grade, meeting the aforementioned conditions. The final selected six students participated in a total of 16 research classes from August 2020 to December 2020. The classes were held weekly between 5 p.m. and 9 p.m. on weekdays, with each session lasting 50 minutes. The table below lists the final selection of the six students, all of whom used pseudonyms. The English speaking level of the participating students was at a basic level, capable of simple English greetings (Hi, Hello). The summary of the study participants is presented in **Table 1**.

Table 1. Participants

	Name	Gender	Age	Level
1	Won-Ji Son	M	8	Beginner
2	Won-Seo Son	F	9	Beginner
3	Seok-Eun Kang	M	10	Beginner
4	Go-Eun Kang	F	11	Beginner
5	So-Ri Kim	F	12	Beginner
6	Ji-Woo Park	M	13	Beginner

3.2. Curriculum materials and learning contents

3.2.1. Textbooks

The selected online English education company for this study possesses its own textbooks, and physical textbooks are delivered to each member’s home. Each textbook is designed to learn phonics, basic-level English conversation, and English vocabulary. A summary of the textbook contents is presented in **Table 2**.

Table 2. Textbooks

	Workbooks	Level	Contents
1	Phonics A	Beginner	Learning capital and small letters: Aa, Bb, Cc...
2	Conversation C	Beginner	Learning basic English expression: Hi, Hello, Bye...
3	Conversation F	Intermediate	Learning daily English expression: I’m going to the market.
4	Conversation G	Intermediate	Learning daily English expression: She is a new student.
5	Vocabulary 1	Beginner	Memorizing basic English words: Apple, Dog, Cat...
6	Vocabulary 2	Beginner	Memorizing basic English words: Happy, Sad, Angry...

3.2.2. Learning contents

Students apply for English classes through the company and purchase tablet PCs. Before the class, each student must download the application developed by the company onto the tablet PC they have purchased. The reason for this is that the application provides learners with learning content and also provides a route to enter the online classroom. Therefore, only members registered with the company can download the learning application onto the tablet PC purchased from the company, and the company’s learning application is designed to enable learning in all four English language skills: listening, speaking, reading, and writing. **Figure 1** depicts students using learning content during the actual research period.

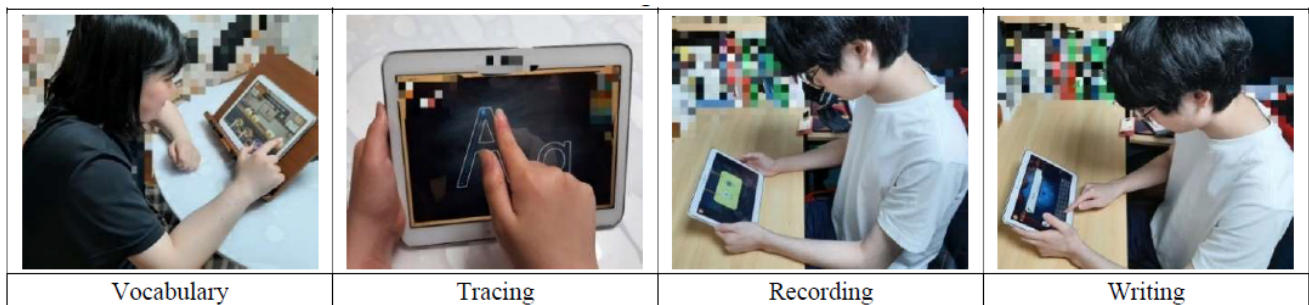


Figure 1. Learning contents

3.3. Data collection

3.3.1. Video recordings of online English classes

For this study, a domestic online English education company was selected, which has its own video conferencing system. The system includes a feature for teachers to record classes, and the recordings are automatically saved after the class ends. Video recordings were collected by conducting online English classes once or twice a week for elementary students from 1st to 6th grade. The recorded data focused on the interaction between students and teachers, the feedback provided by teachers, and students’ English speech, aiming to examine the impact of corrective feedback from teachers on students’ English speaking abilities.

3.3.2. Interview and pre-survey

Elementary school students participating in this study underwent two interviews: one during the research class

sessions and another after the research classes concluded. Additional interviews were conducted if necessary (Table 3), although they were kept brief, typically lasting around five minutes, due to time constraints. Additionally, a pre-survey was conducted before starting the research classes to assess the English learning situations of the students. The survey questions were multiple-choice, and if multiple answers were necessary, respondents were instructed to mark all that apply. The survey questions are provided in Table 3.

Table 3. Interview questions and pre-survey

Interview protocol					
1. Have you ever joined any English classes where the teacher teaches you in English?					
2. If you have, how was it?					
3. Was it difficult for you to understand and follow the teacher’s English instructions?					
4. By having a conversation in English with the teacher, did you happen to feel like you want to be a better English speaker?					
5. By having a conversation in English with the teacher, did you get to use English in your daily life more often than before?					
Pre-survey: Please read carefully and mark the right answer.					
1. What is your gender?	Male			Female	
2. Since when did you start learning English?	Kindergarten	First grade	Second grade	Third grade	Others
3. How do you study English?	Private tutors	English school	Online program	After school program	Others
4. How many hours do you study English a week?	< 1 hour	1–3 hours	3–5 hours	> 5 hours	Others
5. Have you ever been abroad before?	Yes (If so, where and how long?)			No	

4. Research results

Participants’ speech was divided into two categories: task-based utterances related to predetermined curriculum activities and spontaneous utterances showing unexpected responses to teachers’ questions or instructions, where participants expressed their opinions or thoughts^[40]. Particularly, characteristic patterns were observed in the process of participants’ spontaneous English speech, and positive effects were confirmed through interviews, such as increased frequency of using English in daily life through interactions with teachers using the target language.

4.1. 1st grade, Won-Ji Son: situational anxiety

Won-Ji Son, a 1st grader, is the younger sibling of Won-Seo Son. During the first lesson, when the teacher greeted in English and conducted the class in English, Won-Ji showed resistance to the lesson and attempted to stand up from his seat. The teacher helped Won-Ji understand by speaking in Korean, and even though the teacher did not instruct him to say goodbye in English at the end of the class, Won-Ji responded in English on his own initiative. This was interpreted positively as Won-Ji usually only nodded without speaking. Below is an excerpt from the content of the first lesson (13 August 2020).

T: Hi! Won-Ji! We are going to learn new alphabets today. Do you have your book?

S: *What are you saying? I can’t understand, Mum...* <looks flustered and asks for help from mom>

T: *Won-Ji, please sit down. From now on...* <the teacher attempts to converse in Korean and continues the class>

S: ... <the student returns to the tablet PC>

... (omitted)...

T: You did a great job. See you next time. Bye.

S: Bye-bye.

Won-Ji gradually adapted to the new classroom environment conducted in English and spoke English sentences consisting of one or a maximum of three words. Below is an excerpt from the third lesson (27 August 2020).

T: I have a question. What color do you like?

S: What... color... do you... <repeats what the teacher says>

T: *What color do you like...?* <provides assistance in Korean>

S: *White.*

T: You can say "I like white" [explicit correction]

S: I like white. <no Korean assistance provided>

T: Repeat after me. I like red. <no Korean assistance provided>

S: I like red.

Won-Ji responded during the mid-term interview that English lessons are difficult. Below is an excerpt from the interview during the sixth lesson (17 September 2020).

T: *Is the English lesson difficult?*

S: *A little.*

T: *How is it now compared to the beginning?*

S: *I don't know...*

In the first session, Won-Ji felt resistance to the English lessons and attempted to stand up from his desk. The discomfort experienced when suddenly placed in an unfamiliar environment is referred to as situational anxiety, and a moderate level of anxiety can be beneficial for learning, known as facilitative anxiety^[23]. As the study sessions progressed, the proportion of English usage by the teacher increased, and Won-Ji's frequency of responding in English also rose. The teacher predominantly utilized elicitation as a type of feedback. Below is an excerpt from the 15th session (16 November 2020), and Won-Ji's voluntary English utterances are summarized in **Table 4**.

T: Do you have your book? (*Do you have your book?*) <provides assistance in Korean> Yes, I do, or no, I don't? [interrogative question with choice]

S: Yes, I do. <spontaneous English utterance>

...(omitted)...

T: Everything is right here. Impressive. (*What should I say if the teacher praises me?*) <provides assistance in Korean>

S: Thank you.

T: You're welcome. How do you read this one? <no Korean assistance provided> [elicitation]

S: Run. Sun.

T: Yes, right. They all have "un" sound in them. How do you read these?

S: Nut. Cut.

Table 4. Won-Ji Son's features of voluntary English production

Features	Times	Examples
Words	4	Hi; Bye; OK; Yes
Sentences	4	Thank you; See you; Yes, I do...
Instructions	10	Do you have your book?...
Free talking	1	I like white.

During the research period, Won-Ji Son spontaneously uttered four English sentences and four English words each, comprehended ten English instructions from the teacher, and responded appropriately in English. He participated in free talking only once, as he had never learned English conversation, making active participation in free talking difficult to expect. However, activities tailored to the student's English level, such as English quizzes based on the curriculum content, facilitated many prompted English utterances.

4.2. 2nd grade, Won-Seo Son: continuous interaction

Unlike Won-Ji Son, who showed resistance to the English-speaking classes, although they are siblings, Won-Seo Son calmly sat in front of the tablet PC. During the initial research sessions, the teacher's use of Korean was also significant. Below is a portion of the content from the first session (10 August 2020).

T: Are you ready? (*Are you ready?*)

S: *Yes.*

T: Can you do a dictation now? (*Can you do a dictation now?*)

S: *Yes.*

T: Take out your notebook. (*Take out your notebook.*)

S: *Wait a minute.*

Won-Seo understood the teacher's English instructions, but when unsure how to respond in English, she also answered in Korean, demonstrating a continuous interaction with the teacher. This is a phenomenon that occurs during the process of spontaneous English speech development, and this period can be seen as the stage where the student becomes familiar with the teacher's English instructions. After this process, the student will start to utter phrases composed of one or more English words. Below is a portion of the content from the fifth session (21 September 2020).

T: Can you do a dictation now? <no Korean assistance provided>

S: *Yes.* <understands English instructions but answers in Korean>

T: Please prepare a lined English notebook so we can do a dictation.

S: *Wait...* <understands and follows English instructions but answers in Korean>

T: OK, take your time. *When you want to say "Hang on, please," say "Hang on, please." Okay?* [explicit correction]

S: Hang on, please. <receives teacher's feedback and speaks accordingly>

T: Number 1. It's in the barn.

S: Next, please. <spontaneous English utterance>

T: Number 2. It's on the sofa. Are you done?
 S: I'm done. <spontaneous English utterance>
 T: Ok. Upload your picture.

During the break, through a conducted interview, Won-Seo was asked about the reasons why English lessons were challenging for her. She mentioned that it was because she couldn't understand. Below is a portion of the interview content during lesson 6 (28 September 2020).

T: *How do you feel about speaking in English, is it difficult?*
 S: *Yes...*
 T: *What do you find difficult?*
 S: *Well... I don't understand...*

Won-Seo, although her English utterances were short and limited, accurately distinguished between “Yes, I do” and “Yes, I can,” and as the lessons progressed, she answered more confidently. When praised by the teacher, she responded with “Thank you” and showed a proud expression. Additionally, there were instances where she answered in English but displayed disappointment when the teacher couldn't hear due to audio system issues, which was observed through monitoring. Below is a portion of the content from the 14th lesson (23 November 2020), and Won-Seo's voluntary English utterances are summarized in **Table 5**.

T: OK, add one more. How about number 4? Yes, I can, or no, I can't?
 S: Yes, I can.
 T: Please finish this part. Do you have your book?
 S: OK. <appears to have answered the teacher's first question>
 T: Yes, I do, or no, I don't? [interrogative question with choice]
 S: Yes, I do.
 T: Can you do a dictation now? <no Korean assistance provided>
 S: Yes, I can.
 T: Are you ready?
 S: I'm ready.
 T: Number 1. “It's cool in fall.” Are you done?
 S: I'm done.
 T: OK. Upload your pictures.

Table 5. Won-Seo Son's features of voluntary English production

Features	Times	Examples
Words	8	Ready; OK; No; Yes...
Sentences	8	I'm ready; Thank you; Next, please...
Instructions	16	Let's do a dictation; Upload your pictures...
Free talking	1	Yes; Five; Three

Like Won-Ji Son, Won-Seo Son also rarely engaged in spontaneous English speech through free talking and attempted only once. As an elementary school student who had never received English conversation

lessons, it was difficult to expect a large amount of voluntary English speech. However, there was a clear difference in the number of words spoken, sentences formed, and English instructions understood compared to Won-Ji Son. Won-Ji Son produced 4 words, 4 sentences, and understood 10 English instructions. Although they are siblings, their reactions and coping strategies in the new environment of English-language instruction differed. The teacher primarily used the type of feedback known as selection interrogative questions.

4.3. 3rd grade, Seok-Eun Kang: active interaction

Seok-Eun Kang is the sibling off Go-Eun Kang. From the first lesson, feedback of the type “elicitation” was used to induce interactive English speech based on the curriculum. Seok-Eun demonstrated efforts to interact by using body language in response to the teacher’s English questions. Below is an excerpt from the 9th lesson (4 September 2020).

- T: Do you have any notebooks or pencils?
S: *Oh...* <holds paper and pencil in hand in front of camera>
T: Listen and repeat after me.
S: OK. <reads the words after the teacher; spontaneous English utterance>
T: Who is she?
S: Who is she?
T: She is my sister.
S: She is my sister.

Seok-Eun mentioned during the interview conducted during the twelfth lesson (15 September 2020) that after participating in the research lessons, he began using English more frequently in his daily life. Additionally, in a conversation with Seok-Eun’s parents, it was evident that they also exhibited a proactive attitude toward English learning.

- S: *Teacher!*
T: *Yes?*
S: *Teacher kept saying “exactly”... so I asked my mum...*
T: *Oh, you did?*
S: *Yes, but my mum didn’t know either, so she... looked it up on the Internet... and found it.*
T: *Oh really? Well done. Do you know what it means now?*
S: *Yes.*

Seok-Eun wanted to answer the teacher’s questions in English but sometimes could not due to a lack of vocabulary. However, there were occasions when he mixed English and Korean words he knew to express himself. Seok-Eun was not afraid of making mistakes, and this seemed to enable him to make more English utterances. Below is an excerpt from the 14th class (6 October 2020), and Seok-Eun’s voluntary English utterances are summarized in **Table 6**.

- T: Can you do a dictation, now?
S: Dictation now?
T: Dictation is *dictation*. Can you? [comprehension check]

S: No, No, No. <spontaneous English utterance>
 T: OK, why? [asking for clarification]
 S: Uh... so...Time... Time... *Lack...*
 T: I need more time to study. [explicit correction]
 S: I need more time to study. <repeats what the teacher says>

Table 6. Seok-Eun Kang’s features of voluntary English production

Features	Times	Examples
Words	9	Sleepy; No; Hi; Easy...
Sentences	9	I did; Yes, I did; I’m ready; Next, please...
Instructions	29	How is the weather? Let’s do it one more time
Free talking	6	Good; Sleepy...

Seok-Eun Kang understood a total of 29 English instructions and participated in free talking 6 times. This shows a significant difference compared to 1st grader Won-Ji Son, who understood 10 English instructions and participated in free talking once, and 2nd grader Won-Seo Son, who understood 16 English instructions and participated in free talking once. However, Seok-Eun Kang’s use of 9 words and 9 sentences in his speech was similar to the 8 words and 8 sentences spoken by 2nd grader Won-Seo Son. Seok-Eun Kang appeared to be unafraid of making mistakes or errors when speaking English, which was quite different from his sister Go-Eun Kang’s behavior. The teacher used a lot of questioning feedback types when interacting with Seok-Eun Kang.

4.4. 4th grade, Go-Eun Kang: solving problems on her own

Go-Eun Kang, who is the sibling of Seok-Eun Kang, demonstrated a self-reliant problem-solving approach. When she did not understand the teacher’s questions, instead of asking for the question to be translated into Korean, she only needed the core words of the question in Korean to understand and respond in English. Below is an excerpt from the thirteenth class session (24 September 2020).

T: What time do you get up in the morning? (*What time do you get up in the morning?*)
 S: Seven... [spontaneous English utterance]
 T: What season is it in Korea now? (*Season*) <provides assistance in Korean>
 S: Summer.
 T: It’s summer. [explicit correction]
 S: It’s summer.

During the meeting with Go-Eun’s parents, she expressed a lot of worries about whether her answers were correct when speaking in English, and this cautious approach was also observed during class time. Additionally, Go-Eun mentioned feeling burdened by classes conducted solely in English. Below is an excerpt from the conversation with Go-Eun during the thirteenth lesson (24 September 2020).

T: *What if the class is conducted entirely in English? Without any Korean.*
 S: *No...*
 T: *You don’t like that?*
 S: *Yes... So there won’t be any Korean at all?*

T: *That's right. No Korean.*
 S: *Then, that won't work.*

Go-Eun responded to the teacher's English instructions or questions with short words but was able to engage in basic communication skills, one of which was giving and receiving. Below is an excerpt from the fifteenth lesson (24 September 2020). Go-Eun's voluntary English utterances are summarized in **Table 7**.

T: Can you do a dictation now? <no Korean assistance provided>
 S: No. <spontaneous English utterance>
 T: Why? [asking for clarification]
 S: Challenging. <spontaneous English utterance>
 T: Challenging. Because it is challenging? <no Korean assistance provided> [confirmation question]
 S: Yes. <spontaneous English utterance>
 T: So... you need more time? [confirmation question]
 S: Ten... <tried to say 10 minutes; spontaneous English utterance>

Table 7. Go-Eun Kang's features of voluntary English production

Features	Times	Examples
Words	6	Yes; No; OK; Difficult...
Sentences	8	Next, please; I'm ready; It's winter...
Instructions	36	What does go in this blank?
Free talking	6	I'm fine; It's winter...

The frequency of types of voluntary English utterances by Go-Eun Kang was similar to that of Seok-Eun Kang in the third grade, with Go-Eun Kang's types of voluntary English utterances being 9 words, 9 sentences, 29 understood English instructions, and 6 participations in free talking. Go-Eun Kang often hesitated to speak due to the thought that her English responses might not be accurate, resulting in fewer English utterances. However, when the teacher spoke English instructions slowly, Go-Eun Kang showed the ability to think again about their meaning and come up with appropriate responses in English, demonstrating a problem-solving approach. Although she provided short answers, she was able to engage in English dialogue with the teacher. The teacher used explicit correction most frequently for feedback.

4.5. 5th grade, So-Ri Kim: distinguishing between written and spoken language

In the first lesson, So-Ri Kim used the feedback type of "elicitation" to make many other-directed utterances based on the curriculum content. However, in the fifth lesson, she memorized the contents of the "Responding in English to the Teacher's English questions" incentive material (**Table 8**) and responded to the teacher's English instructions. She showed a proud expression when the teacher praised her. Below are some parts of the fifth lesson with So-Ri (26 August 2020).

T: Would you like to read this one? <no Korean assistance provided>
 S: ...<student reads the sentence>.
 T: Upload your pictures.
 S: *Yes.*

T: I'll be back. Are you working on your workbook now?

S: I'm doing it now. <response by memorizing what is on the "responding to teacher's English questions" incentive material>

Table 8. Responding in English to the teacher's English questions

1. Hi	2. Hello	3. How are you?	4. I'm fine
5. How about you?	6. Good afternoon	7. Yes	8. No
9. Yes, I can	10. No, I can't	11. Yes, I am	12. No, I'm not
13. Yes, I don't	14. No, I don't	15. I'm doing it now	16. Yes, I did
17. No, I didn't	18. Not yet	19. Doing great	20. It's windy

So-Ri demonstrated the ability to match written text with spoken language and accurately understand words through English lessons with the teacher. A portion of the interview during the twelfth lesson is provided below as an example (21 September 2020).

T: *Do you know the word "ask?"* [teacher circles and points to the word "ask"]

S: *Yes.*

T: *It's the same word you used when you said, "I'm going to ask you a question."*

S: *Ah...* [finally matching the word she has seen with the word she has heard]

So-Ri also used infinitives in sentences during free talking. Although not grammatically correct, this was not observed when the researcher conducted the class in Korean. Below is an excerpt from the sixteenth lesson (21 October 2020), and her spontaneous English speech in **Table 9**.

T: Me too. What did you do today? [topic change]

S: What did you do? [repeats the question because she doesn't understand it]

T: *What did you do today?* [provides assistance in Korean]

S: Go to school and taekwondo. <spontaneous English utterance>

T: You went to taekwondo school or taekwondo academy. [explicit correction]

S: *Aha...*

T: Did you enjoy taekwondo today? Enjoy...

S: Yes. <spontaneous English utterance>

Table 9. So-Ri Kim's features of voluntary English production

Features	Times	Examples
Words	4	OK; Yes; No; Go...
Sentences	14	Go straight; I'm doing it now...
Instructions	34	Would you like to read this one?...
Free talking	5	Go to school; Give me a second...

So-Ri uttered the same number of words as 1st grader Won-Ji Son. So-Ri Kim seemed uninterested in simply responding to the teacher's instructions of questions with "Yes," "No," etc. However, So-Ri Kim's

participation in free talking and the number of English instructions understood were similar to those of 4th grader Go-Eun Kang, with 6 instances of free talking and understanding 36 English instructions. While Go-Eun Kang tended to use sing-word utterances, So-Ri Kim expressed intentions using infinitives and the present progressive form. The teacher primarily employed explicit correction as a form of feedback.

4.6. 6th grade, Ji-Woo Park: high participation rate in free talking

Similar to So-Ri Kim, Ji-Woo Park also did not show much interest in providing simple responses to the teacher's English instructions. However, when the teacher attempted free talking, he responded to the teacher's English questions using the present progressive form. The following is a portion of the fifth lesson (4 September 2020).

T: How are you doing?

S: What are you doing *means...* *Does it mean "What were you doing...?"* <misunderstanding the teacher's English question>

T: *Oh... It means how are you doing...* You can say "Doing great." [explicit correction]

S: Um... I'm eating a cookie. <thinking about what he wants to say in English and not listening to the teacher; spontaneous English utterance>.

T: You are eating cookies? OK. What flavor? (*What flavor*)

S: I'm eating frier rice. <spontaneous English utterance>

T: Fried rice? [asking for clarification]

S: And ham. <spontaneous English utterance>

T: Fried rice snack? [asking for clarification]

S: *It's fried rice.*

Ji-Woo actively participated in free talking sessions related to daily life topics and was able to engage in important aspects of communication such as the exchange of ideas. Unlike 4th grade Go-Eun Kang, who only responded with single words to the teacher's English questions, Ji-Woo could engage in longer conversations. Below is an excerpt from the ninth class (23 October 2020).

T: Do you like salty food or spicy food? Salty is *salty* and spicy is *spicy*. Do you like salty food?

S: Yes. <spontaneous English utterance>

T: Do you like spicy food? [repeated]

S: *Yes?*

T: Spicy is *spicy*. What kind of spicy food do you like? (*Type*)

S: I like *kimchi stew*. <spontaneous English utterance>

T: And? [elicitation]

S: And... *tteokbokki*. <spontaneous English utterance>

T: OK. Sounds great. I love *tteokbokki* too. I don't like spicy food. I tend to add too much sugar in it. (*I don't like spicy food. I tend to add too much sugar in it.*)

S: *Aha.*

T: What is sugar, Ji-Woo?

S: *Sugar.*

Ji-Woo mentioned during the fifth lesson that English lessons were difficult for him, and he felt more comfortable when the teacher spoke in Korean, as discussed during the break. In the sixteenth lesson, Ji-Woo was interviewed again, and it was evident that English lessons had a positive impact on him. Below is an excerpt from the interview with Ji-Woo (4 December 2020), and his voluntary English speech has been summarized in **Table 10**.

T: *Have you become more accustomed to the lessons conducted in English?*

S: *Yes.*

T: *Have you felt the desire to speak in English?*

S: *Yes, I have felt it a lot.*

Table 10. Ji-Woo Park’s features of voluntary English production

Features	Times	Examples
Words	10	Page; Lucky; No; Hi...
Sentences	18	Yes, I’m happy; Thank you; You’re welcome...
Instructions	39	How are you doing? Turn off the YouTube...
Free talking	13	I’m so sad; Think so; I’m eating a cookie...

Ji-Woo Park had more words spoken, sentences, and understood English instructions than other participants, and particularly participated in free talking the most among the research participants. They participated in a total of 16 research sessions, attending 13 of them, and many voluntary English utterances came out through free talking. Ji-Woo Park made some grammatical errors in expressing the past tense of regular verbs but used forms such as be verbs, adjectives, present tense of regular verbs and present progressive to express their intentions, which was not observed in lessons conducted in Korean. The types of feedback used by the teacher were explicit correction, elicitation, clarification request, choice question, comprehension check, and repair.

5. Conclusion

In this study, we aimed to investigate the impact of teacher feedback on learners’ confidence in speaking English after converting the language of the teacher into English, interacting with learners, and providing feedback in the remote video English class environment. From August to December 2020, we conducted research on six elementary school students residing in Ansan, Gyeonggi-do, and assigned pseudonyms to the six research participants. During the research sessions, we observed through recording and monitoring, conducted surveys and interviews, and transcribed all data. Participants’ utterances were categorized into collaborative utterances and voluntary utterances, and attitudes toward English classes varied among siblings. The most frequently used types of teacher feedback were choice questions and explicit correction, and the analysis of data specific to each student is as follows.

First, Won-Ji Son initially attempted to refuse participation in the class due to high situational anxiety. However, upon realizing that the teacher also conducts classes in Korean, Won-Ji participated in class as usual. During the interview process, when asked by the teacher, “Is the English class difficult for you?” Won-Ji replied, “I’m not sure.” Nevertheless, Won-Ji actively participated in activity-based lessons such as English quizzes based on the curriculum and even engaged in free talking, inducing voluntary English utterances like

“I like white.” The situational anxiety experienced by Won-Ji Son seemed to decrease after realizing that the teacher also teaches in Korean, leading to increased participation, potentially driven by facilitative anxiety. Secondly, Won-Seo Son, when given a little time by the teacher, would utter English sentences she knew, and when the teacher praised her, she would say “Thank you” and display a proud expression. Furthermore, through monitoring, it was observed that she would show a disappointed expression if the teacher couldn’t hear her, perhaps due to being busy. Despite being siblings with Won-Ji Son, their adaptation to and methods of coping with the new environment was different.

Thirdly, Seok-Eun Kang, even when unable to communicate in English, interacted with the teacher using the English words he knew, Korean, and body language, and was unafraid of making mistakes. After the research lessons ended and the teacher conducted the class in Korean, he found it awkward to respond in Korean, and it was also evident from a meeting with his parents that he was using English more frequently in daily life. Fourthly, Go-Eun Kang tended not to answer if she didn’t know the answer accurately, which was a stark contrast to her younger brother, Seok-Eun Kang. This attitude seemed to result in fewer English utterances. However, when the teacher spoke English instructions slowly, she showed the ability to contemplate and solve problems on her own, continuing the conversation.

Fifthly, So-Ri Kim seemed uninterested in providing simple responses like “Yes” or “No” to the teacher’s instructions. However, during free talking, when the teacher asked questions in English, she demonstrated the ability to construct sentences using the infinitive form and present progressive tense. She also showed memorizing and utilizing sample sentences from the “Responding in English to the Teacher’s English questions” incentive material during actual class time. Moreover, she exhibited the ability to match spoken words with written text, acquiring language in this manner. Sixthly, Ji-Woo Park, like So-Ri Kim, also showed a tendency not to frequently provide simple responses like “Yes” or “No” to the teacher’s instructions and seemed uninterested. However, many voluntary English utterances emerged during free talking, where he constructed sentences using the infinitive form, present progressive tense, and regular verbs. He accurately expressed his emotions using auxiliary verbs and adjectives. He mentioned feeling comfortable with the teacher providing assistance in Korean during English-only classes, as it allowed him to infer meanings, thus making it easier for him.

Based on the analysis of the individual research data above, the following conclusions can be drawn. Firstly, most participants felt anxiety in the unfamiliar environment of English-only instruction, but they quickly adapted to the new environment upon realizing that the teacher also provided assistance in Korean. They progressed from uttering single words to forming longer sentences. Through interviews, students responded that they could easily adapt because the teacher provided assistance in Korean, and they expressed that English-only instruction would be difficult. This aligns with Choi’s research ^[20], which suggests that one-on-one remote education with native Korean helpers aids in improving learners’ English proficiency. Additionally, it is consistent with Choi’s study ^[28], which indicates that explaining unfamiliar words, grammatical concepts, or cultural differences requires the use of Korean, making it easier for students to understand. Secondly, participants’ English utterances were divided into task-based utterances related to the curriculum and unpredictable spontaneous utterances initiated by the teacher. Distinctive patterns were observed in spontaneous English utterances, depicted in **Figure 2**.

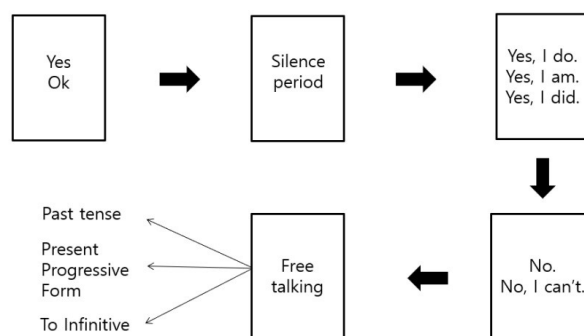


Figure 2. The progress of voluntary English production

The process of spontaneous English utterance development can be outlined as follows: Firstly, participants started with short utterances such as “Yes” and “No.” Secondly, they went through a “silence period” stage, during which significant changes in spontaneous utterances were not observed. Krashen suggested that during this period, learners focus on understanding language through listening before engaging in speaking, thus developing language proficiency ^[22]. Thirdly, they began to utter sentences composed of three or more words, such as “Yes, I do” and “Yes, I did.” Fourthly, learners started expressing their opinions in response to the teacher’s questions, saying “No” or “No, I can’t,” indicating a process of meaning negotiation as proposed by Long ^[14]. These first four stages were commonly observed in interactions with students from grades 1 to 6. However, the fifth stage, where learners articulated more complex sentences involving past tense, present progressive, and the use of “to” infinitives, was only observed in 5th-grade So-Ri Kim and 6th-grade Ji-Woo Park.

Thirdly, Swain argued that developing communicative competence requires more than just content-based instruction; learners need opportunities to continuously articulate meanings through speaking activities ^[41]. Long suggested that in the interaction process, learners negotiate meaning to overcome communication barriers, linking learned input, learners’ internal abilities, and language output to facilitate language acquisition ^[14]. While technological advancements provide excellent language learning tools such as learning content and mobile devices, meaningful interaction with teachers and the feedback they provide allow learners to correct errors and improve accuracy, ultimately fostering confidence in learners’ English speaking skills.

Despite the insights mentioned above, this study has certain limitations. Firstly, the students who participated in the study were selected from those attending regular English classes at school and the English classes conducted by the researcher. Therefore, predicting similar results for students exposed to different environments is challenging. Secondly, due to the need to conduct the research within the allotted class time, students did not have sufficient opportunities for English speaking. Given more time without constraints, students would likely have more diverse opportunities for English speaking. Thirdly, the study was conducted with a short duration of 16 weeks, targeting only six elementary school students, limiting the generalizability of the research results.

Using mobile devices such as smartphones and tablet PCs is considered a favorable approach to language learning. Students are already familiar with smartphones, making language learning less intimidating and arousing curiosity. Moreover, since South Korea has one of the highest smartphone ownership rates globally, students can easily access English lessons conducted by native speakers or local teachers in English through Zoom or Skype within school classrooms. Exposing students to environments where they can actively listen to and use English in daily life through mobile devices can be a meaningful activity for EFL learners in

environments with limited exposure to authentic English materials^[42,43]. Therefore, the use of various mobile devices, including smartphones, and corrective feedback from teachers can help students develop interest and proficiency in English, fostering the ability to communicate in English in daily life, and aligning with the goals of elementary education^[44,45].

Disclosure statement

The authors declare no conflict of interest.

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