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METHODOLOGICAL STRATEGY FOR ERROR CORRECTION IN
FOREIGN LANGUAGE LESSONS IN THE FIRST YEAR AT
“FERNANDEZ MADRID” HIGH SCHOOL OF TOURISM COURSE,
DURING THE FIRST QUINMESTER OF THE ACADEMIC YEAR 2014-
2015.

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ABSTRACT

The present investigation will be carried out during the first quinmester of the 2014-2015 academic year at “Fernandez Madrid” High School in Quito to contribute to the improvement of error correction for the development of the first-year high school students who are learning the foreign language, through a methodological strategy designed to overcome some difficulties detected in this high school. The objective of the present research is to determine whether a methodological strategy contributes to improve error correction in first-year high school students at “Fernandez Madrid” High School during the first quinmester of the academic year 2014-2015. Different theoretical, empirical and statistical methods of investigation such as analysis, synthesis, induction, deduction, hypothetical, interviews, surveys and scientific observation are going to be used in the different stages of this work to determine the theoretical bases that support the development of error correction at this level in order to improve the learning of a foreign language. The present research paper will also be useful to identify the existing difficulties regarding pronunciation in the foreign language, and to confirm the effectiveness of the implementation of the methodological strategy to be designed, which will be supported by the results obtained.

DEDICATION

To my family and a specially to my son Victor Espinosa Burbano with a lot of love. This is a kind of legacy of effort and inspiration, and he must know that everything can be achieved in life with love and devotion.

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I thank God and my family for their love and support and for the time I have not been with them. A special feeling of gratitude to my adviser MSc. Maria Helena Viñán, who knew how to encourage me. I also want to give some merit to all the people who in a way or another helped me in the achievement of this important goal.

INTRODUCTION

For years, there have been many studies regarding the process of foreign language learning. Findings about first language acquisition have been adapted to foreign language learning and it has been concluded that the process works in a similar way. While children are learning their native language, they make plenty of mistakes and this is a natural part of the language acquisition process. As they get feedback from adults, they learn how to produce grammatically and semantically acceptable sentences in their native language. What a foreign language learner does while trying to learn the target language does not differ too much from that of a child acquiring his first language.

It has been said that language learning is a process of analysis, in which the learner builds a research paper which later is improved, canceled, or modified. Therefore, the Error Analysis (EA) study examines the students' errors in order to state the individual learner's research paper and locate the progress he/she is making. Contrastive Analysis (CA) studies and predicts possible causes of errors elaborated by learners. By analyzing these errors, teachers can gain some insights into future course design or type of remedial teaching. Also, through proper treatment to errors, teachers can make the errors work for learners rather than frustrating them¹.

Learners make mistakes in the process of foreign language learning, which is a normal part of this process. However, what is questioned by language teachers is why students go on making the same mistakes even when such mistakes have been repeatedly pointed out to them. But not all mistakes are the same; sometimes they seem to be deeply deep-rooted, but at other times students correct themselves with ease. Thus, researchers and teachers of foreign language came to realize that the mistakes a person makes in the process of constructing a new system of language need to be analyzed carefully in order to understand foreign language learning.

The field of language teaching benefits from the findings of linguistics in many cases including error analysis. Many of the teachers complain that their students are unable

¹Huang Joanna. (s/a) Error Analysis in English Teaching: A Review of Studies.P.1

to use the linguistic forms that they are taught. Endorgan has stated that “this situation is due to the teacher’s false impression that output should be an authentic representation of input.”²

Error analysis allows teachers to find out the possible causes of errors and take pedagogical precautions towards them. Thus, the analysis of learner language has become an essential need to overcome some language learning problems and propose solutions regarding different aspects of language learning. This study concerns the error analysis and its contribution to English language teaching at both linguistic and methodological levels.

The present work intends to make a relation of first-year high school students' most common mistakes and errors and to design a methodological strategy to contribute to overcome such difficulties and treat their errors. This research paper will also be useful for teachers since they can use the methodology designed and adjust it to similar situations.

Besides the acknowledgments, the abstract, the introduction, the justification, the literature review and the background information; this written investigation report consists of the following parts: three chapters, conclusions, recommendations, bibliography, and appendixes.

² Erdoğan, Vecide. (2005) Contribution of Error Analysis to Foreign Language Teaching. Mersin University Journal of the Faculty of Education, Vol. 1, Issue 2, December 2005, P. 261-270.

JUSTIFICATION

Error correction is an ancient subject and many researchers have written about this topic many times. This work attempts to design a methodological strategy taking into consideration the psychological and pedagogical characteristics of the first-year high school students in "Fernandez Madrid" High School, in which students have to deal with a high level of English according to the requirements of this institution. Using error correction as a language teaching method is a tool that teachers have already applied in EFL classrooms because it has demonstrated advantages in the teaching field, and taking into consideration the psychological and pedagogical characteristics of the first-year high school students in the above-mentioned high school will be even better.

Inadequate teachers' attitudes towards error correction have also been a problem at "Fernandez Madrid" High School. Attitudes to error correction vary not only among teachers, but also among students. A teacher may be influenced by the fact that English is the students' foreign language and great emphasis has been placed on correction rather than on prevention.

In the 1960s, a teacher using Audiolingualism would have adopted a behaviourist approach to error correction. More recently, a teacher following the Natural Approach (influenced by second language acquisition theory) would have adopted a different approach. Other approaches, such as Suggestopedia and Total Physical Response, highlight the psychological effects of error correction on students. Another distinctive feature of the present work is that the positive characteristics of each approach is taken into account and included in the designed methodological strategy for error correction.

Teachers not only have to consider the students' age, but also their approach to learning. Some students are risk-takers; while others will only say something if they are sure it is correct. While being a risk-taker is generally positive as it leads to greater fluency, some students only seem to be concerned with fluency more than with accuracy. The same fact can happen with writing. It takes some students a lot of time to produce some writing, while there are others who can do it very quickly.

The philosophy of the high school in which this project will be applied motivates the harmonious development of the human being within a formation on values. Therefore,

it was also possible for this project to do activities in English in which were included the practice of values while the students learned the foreign language.

OBJECTIVES:

General Objective

- To determine whether a methodological strategy contributes to improve error correction in foreign language lessons in first-year high school students of Tourism at “Fernandez Madrid” high school during the first quinmester 2014-2015.

Specific Objectives

- Verify the actual attitudes that teachers and first-year high school students of the Tourism at “Fernandez Madrid” High School have about the improvement of error correction.
- Analyze the theoretical and methodological elements that support the development of error correction in foreign language lessons in first-year high school students of Tourism at “Fernandez Madrid” High School.
- Design a methodological strategy to contribute to improve error correction not only for “Fernandez Madrid” High School students, but also in other high schools in Quito.
- Validate the effectiveness of the implementation of the methodological strategy designed to improve error correction.

CHAPTER I THEORETICAL FRAMEWORK

1.1 Error Correction and Error Analysis

Error correction is the process of detecting errors in transmitted messages and reconstructing the original error-free data. Error correction ensures that corrected and error-free messages are obtained on the receiver side.

In recent years, studies of second language acquisition have tended to focus on errors made by learners since they allow for prediction of the difficulties involved in acquiring a second language. In this way, teachers can be aware of the difficult areas to be encountered by their students and devote special care and emphasis to them. Error Analysis is a type of linguistic analysis that focuses on the learners' errors. Error analysis emphasizes the significance of learners' errors in the second language. It is important to mention here that interferences from the learners' mother tongue are not the only reason for making errors in their target language.

As Richards (1971) classified errors observed in the acquisition of English as a second language as follows:

- a) Overgeneralization refers to instances where the learners create a deviant structure based on their experience on the target language structure;
- b) Ignorance of rule restriction, happening as a result of failure to observe the restrictions or existing structures;
- c) Incomplete application of rules, occurring when the learners fail to fully use a certain structure required to produce acceptable sentences;
- d) False concepts hypothesized, deriving from faulty comprehension of distinctions of structures used in the target language.

Some errors can be attributed to weaknesses or failure of memory (Gorbet, 1979). He added that the theory of error analysis proposes that in order to learn a language, a person creates a system of "rules" from the language data to which he is exposed; and this system

enables him to use it.

According to Sharma (1980), “Error analysis can thus provide a strong support to remedial teaching”; he added that during the teaching program, it can reveal both the successes and the failures of the program.

Dulay et al (1982) used the term “error” to refer to a systematic deviation from a selected norm or set of norms. Error analysis is useful in second language learning because this will reveal to teachers, syllabus designers and textbook writers; and the problem areas a student has. It can be used to design remedial exercises and focus more attention on the trouble spots.

Corder (1974, p.125) stated that “The study of errors is part of the investigation of the process of language learning. In this respect it resembles methodologically the study of the acquisition of the mother tongue. It provides us with a picture of the linguistic development of a learner and may give us indications as to the learning process.”³ Richards et al (1992) stated the study of errors is used in order to (1) identify strategies which learners use in language teaching, (2) identify the causes of learners’ errors, and finally (3) obtain information on common difficulties in language learning as an aid to teaching or in development of teaching materials (cited in Khansir 2008)⁴.

Analysis of second language learner’s errors can help identify learner’s linguistic difficulties and needs at a particular stage of language learning. In general, Error analysis has several implications for the handling of learner’s errors in the classroom as follows:

1. Proposing remedial measures.
2. Preparing a sequence of target language items in classrooms and text books with the difficult items coming after the easier ones.
3. Making suggestions about the nature or strategies of second language learning applied by both first and second language learners.

³ Ali Akbar Khansir. Error Analysis and Second Language Writing. ISSN 1799-2591. Theory and Practice in Language Studies, Vol. 3, No. 2, pp. 363-370, February 2013 © 2013 ACADEMY PUBLISHER Manufactured in Finland. doi:10.4304/tpls.3.2.363-370

⁴ Idem.

1.2 Difference between Error Analysis (EA) and Contrastive Analysis (CA)

Crystal (2003) defines EA as a “technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics”⁵.

“A contrastive analysis consists of a series of statements about the similarities and differences between two languages”⁶. There has always been an element of contrastive analysis in foreign language teaching. Thirty years ago, it was believed that foreign language learning consisted mainly, if not exclusively, of learning the contrast between L1 and L2. Today contrastive analysis is being reassessed, and its applicability to language teaching is viewed in a different way. During the last decades, a systematic contrastive analysis has been advocated as a means of predicting the difficulties in learning a foreign language. Now it is recognized that contrastive analysis should be used to explain difficulties; in other words, it should be used as part of the explanatory stage in error analysis.

Nevertheless, the results from Contrastive Analysis and Error Analysis would be incomplete without awareness of the deep level of semantic categories. Different languages and their grammars may be regarded as autonomous, but when it comes to semantics it seems that it is the core of the languages and a common or universal basis that they share, regardless of the differences in their grammars. Therefore, it is very important for a translator or a foreign language teacher to be aware of the interaction of the level of semantic categories and the level of formal exponents.

Wardhaugh (1970) proposed a distinction between a strong version and a weak version of the contrastive analysis hypothesis. The strong version involves predicting errors in second language learning based upon an a priori contrastive analysis of the first and a second language.

In the weak version, however, researchers start with learner errors and explain them by pointing to the similarities and differences between two languages. Thus, contrastive

⁵ Hasna Khanom. Error Analysis in the Writing Tasks of Higher Secondary Level Students of Bangladesh. GSTF International Journal on Education (JEd) Vol.2 No.1, June 2014

⁶ Learner Perceptions on Correcting Oral Errors and Their Effectiveness. <https://www.academia.edu/>

analysis thesis is still claimed to possess a posteriori explanatory power. As such, it was useful in a broader approach to detect the source of error, namely error analysis. Contrastive analysis posteriori is said to be an element of the broad field of error analysis. The proponents of error analysis point out that contrastive analysis pays attention only to predicting what the learner will do, and it does not pay any attention to the study of what the learner actually does. They also claim that many errors do not result from native language interference, but rather from the strategies employed by the learner in the acquisition of the target language and also from mutual interference of items within the target language.

Error analysis provided support to Chomsky's theory of language acquisition. Chomsky's view was that language acquisition was not a product of habit formation but rather one of rule formation. According to Chomsky, humans possess a certain innate predisposition to induce the rules of the target language from the input to which they were exposed. Once acquired, these rules would allow learners to create and understand novel utterances which they would not have understood or produced if they were limited to imitating input from the environment.

Thus, error analysis provided an argument to prove that children acquiring their first language first internalized certain rules and then mastered limitations of these rules, which indicated that the children were not simply repeating forms from the input they encountered. An important conclusion was the fact that second language learners were found to commit similar "developmental" errors, i.e. errors that were not apparently due to the first language interference. And thus, the process of second language was also thought to be one of rule formation in which the rules were acquired through a process of research and testing. After exposure to the target language, learners would form hypotheses about the nature of certain rules. They would then test their hypotheses when producing the target language utterances. Learners would modify their hypotheses about the nature of the target language rules so that their utterances increasingly conformed to the target language.

At this point, it becomes evident that the view of learners from an error analysis perspective differs vastly from the view of learners from the contrastive analysis perspective. Overall, errors are the result of the interference of the first language habits over which the learner had no control. From an error analysis perspective, the learner is no

longer a passive recipient of the target language input, but rather plays an active role, processing input, generating hypotheses, testing and refining them, and determining the ultimate target language level he or she will attain.

The fact that the learner determines the level of proficiency he or she is going to achieve can be explained in terms of an interlanguage and fossilization. The concept of interlanguage can be thought of as a continuum between the first and a second language along which all learners experience their learning. At any point of the continuum the learner's language is systematic and rule-governed.

The phenomenon of fossilization claims that fossilizable linguistic phenomena are kept by speakers in their interlanguage related to a particular target language. Thus, the motivation to improve vanishes as soon as the learner's interlanguage grammar is sufficiently developed to enable the learner to communicate.

Another important finding of error analysis is the error taxonomy. It was found that learners committed two types of errors. Interlingual errors are those induced by the first language. Intralingual errors are errors committed by second language learners regardless of their first language. Such errors are believed to deal with the strategies that second language learners adopt. Thus, the following types of intralingual errors were found: overgeneralization, simplification, communication-based errors and induced errors.

Error Analysis differs from Contrastive Analysis as follows:

1. Contrastive analysis starts with a comparison of systems of two languages and predicts only the areas of difficulty or error for the second language learner, whereas error analysis starts with errors in second language learning and studies them in the broader framework of their sources and significance.
2. EA, unlike CA, provides data on actual problems and so it forms a more efficient basis for designing pedagogical strategies.
3. EA is not confronting with the complex theoretical problems such as the problem of equivalence encountered by CA.
4. EA provides adequate feedback to the linguist, especially to the psycho-linguist interested in the process of second language learning.
 - a. Whether the process of acquisition of first language and second language

learning is similar or not?

b. Whether children and adults learn a second language in a similar manner or not?

5. Error Analysis provides evidence for a much more complex view of the learning process- one in which the learner is seen as an active participant in the formation of and revision of hypotheses regarding the rules of the target language.

6. Contrastive Analysis studies interlingual error (interference) whereas EA studies intralingual errors besides Interlingual ones.

Error analysis has an important role in finding the answers to these questions. In general, the teacher's job is to point out when something has gone wrong, and see whether the student can correct himself; then, to find out if what the student says or writes is just a mistake, or if it is global or local. However, the technique of correction is not simply presenting the data repeatedly and going through the same set of drills and exercises to produce the state of over learning. On the contrary, it requires that the teacher understands the source of the errors so that he can provide appropriate remedy, which will resolve the learner's difficulties and allow him/her to discover the relevant rules and/or exceptions.

Thus, the source of the error is an important clue for the teacher to decide on the sort of teaching strategy to use. Harmer⁷ (1998) suggests three steps to be followed by the teacher when errors occur. The teacher first listens to the students, then identifies the problem, and puts it right in the most efficient way. Corder⁸ (1973) states that knowledge of being wrong is only a starting point.

Since no teacher has enough time to deal with all the students' errors, a hierarchy should be established for the correction of errors according to nature and significance of errors. In such a hierarchy, priority should be given to errors which may affect communication and cause misunderstanding. If a teacher knows about all these items, he can direct himself accordingly. For example, Brown⁹ (2000) suggests that local errors as in the following example usually do not need to be corrected as the message is clear and correction might interrupt a learner in the flow of productive communication: *He gave she*

⁷ Erdoğan, Vecide. (2005) Contribution of Error Analysis to Foreign Language Teaching. Mersin University Journal of the Faculty of Education, Vol. 1, Issue 2, December 2005, P. 268.

⁸ Ibidem. P. 263.

⁹ Ob. Cit. P. 264.

some flowers. On the other hand, global errors need to be treated with a specific technique since the message is not understood clearly, like in the following example: *Daddy my car happy tomorrow buy.*

Errors in pluralization, use of articles and tenses are less important than errors regarding word order, the use of appropriate connectors in terms of the comprehensibility of the sentence. Therefore, it is implied that priority in error correction should be given to global errors in order to develop the students' communication skills. The knowledge of error analysis enables the teacher to monitor the students' errors in this frame and take precautions where needed. The reaction of the teacher towards errors and the type of feedback to be given is usually determined by the position of the error in the objective of the task.

Students' presentations are important to be considered in terms of error correction and feedback time. For presentations, it is usually recommended that students making mistakes during a fluent speech should not be interrupted, but be reminded of the mistakes and given accurate feedback about them. It is suggested at this point that the teacher writes down all possible mistakes and let students know at the end of the speech what mistakes they have made.

The type of feedback (form or content) should be decided according to the goal of the study. If the goal is to make students practice a specific grammar point, it may be necessary to give them feedback. Or else, if a pronunciation item is being practiced, the teacher should correct the related mistakes at the end of the students' presentation.

For correcting compositions, it is accepted that the teacher should not correct the students' mistakes directly, but instead the teachers should put correction marks indicating there is something wrong with that sentence, word, or punctuation; Symbols to show the kind of mistake that teachers use. For example, it is better to write 'sp' for spelling mistake near the wrong word, to write 'rw' for the sentences that need to be written once again. Thus, students are able to correct themselves looking for the source of their mistakes.

The existence of errors has been subject to all language-teaching theories as they represent an important aspect of second language learning. There are different opinions by

different language teaching approaches regarding error correction (Ur, 1996)¹⁰. Below is what they suggest for the correction of errors:

Audio-lingualism: It is a method of foreign language teaching where the emphasis is on learning grammatical and phonological structure, especially for speaking and listening. It is based on behaviourism and so relies on formation as a basis for learning, through a great deal of mechanical repetition.

Cognitive-code learning: Mistakes should be corrected whenever they occur to prevent them occurring again.

Interlanguage: Mistakes are an important part of learning. Correcting them is a way of bringing the learner's interlanguage closer to the target language.

Communicative approach: Not all mistakes need to be corrected. Focus should be on message rather than mistakes.

Monitor theory: Correction does not contribute to language learning.

What Corder points out below summarizes the view of error correction in language teaching (1973): Language learning is not parrot learning; we do not 'learn' or 'practice' examples. They are the data from which we induce the system of the language. Skill in correction of errors lies in the direction of exploiting the incorrect forms produced by the learner in a controlled trend.

It is useful to go into some detail about the terminology used in correcting errors. Although linguists generally use error correction to refer to error treatment; it should be pointed out that 'error correction' and 'error treatment' can be regarded as two different strategies.

Chaudron¹¹ (1977) quoted by Vicente, preferred to use the term 'treatment of error' rather than error correction. He noted that treatment of error appears to be the most widely employed meaning to refer to any teaching behavior following any error that attempts to inform the student who made the error about the fact that he made an error. This treatment

¹⁰ Ob. Cit. P. 268.

¹¹ Vicente Rasoamalala, Leticia. (1998) Teachers' reactions to foreign language output. Universidad de Barcelona. Tesis de Doctorado. P. 5.

may not involve correction of the mistake made from its erroneous form to a correct one. For instance, it could be argued that raising an eyebrow at the error by the teacher and the student correcting himself simply by noticing that movement that the teacher detected an error in the student's utterance can be regarded as a kind of treatment rather than correction. The teacher here does not provide feedback on the error.

Also, it could be argued that when a teacher elicits a correct form or a comprehensible response from the student who made the error, correction does not necessarily result from the feedback given by the teacher. The correct form here is provided by the student who is correcting himself through the teacher's elicitation process which can be described as a treatment process, rather than a correction process, because through the elicitation process the teacher with some linguistic assistance is directing the student who made the error towards producing the desirable utterance.

1.2.1 Errors vs. Mistakes

Error and mistake are two different words that are actually synonyms of each other. They also mean the same thing, something that is done incorrectly or is wrong. This could be due to lack of attention or lack of focus. The main difference between the two is the context that they are used in.

Merriam Webster (2015) defines 'error' as:

- an act or condition of ignorant or imprudent deviation from a code of behavior.
- an act involving an unintentional deviation from truth or accuracy.
- an act that through ignorance, deficiency, or accident departs from or fails to achieve what a mistake in the proceedings of a court of record in matters of law or of fact.
- Christian Science: illusion about the nature of reality that is the cause of human suffering: the contradiction of truth an instance of false belief.
- something produced by mistake, a typographical error, especially: a postage stamp exhibiting a consistent flaw (as a wrong color) in its manufacture.

- the difference between an observed or calculated value and a true value; specifically: variation in measurements, calculations, or observations of quantity due to mistakes or to uncontrollable factors.
- the amount of deviation from a standard or specification.

This term is also used in baseball and is defined by Dictionary.com as “a misplay that enables a base runner to reach base safely or advance a base, or a batter to have a turn at bat prolonged, as the dropping of a ball batted in the air, the fumbling of a batted or thrown ball, or the throwing of a wild ball, but not including a passed ball or wild pitch.” The term is also more commonly used in technical terms such as when computing or dealing with software and hardware, if the person inputs wrong data or wrong programming, it results in an error, where the program cannot work or the system will not start.

Examples of error:

- I made an error when measuring the dimensions.
- The computer produced an error when the data was incorrect.
- His speech contained several factual errors.
- I made an error in my calculations.
- The paper contains numerous spelling errors.
- I saw a documentary of horrifying cases of hospital error.
- The shortstop was charged with an error.

Merriam Webster (2015) defines ‘mistake’ as:

- to blunder in the choice of
- to misunderstand the meaning or intention of: misinterpret
- to make a wrong judgment of the character or ability of
- to identify wrongly: confuse with another

Example of mistake:

- I mistook him for his brother.
- Don't mistake me; I mean exactly what I said.
- The auctioneer mistook my nod for a bid, and I ended up buying a painting I don't even like.

- I was so mistaken about him.
- I made a mistake when I married him.

In English Language Teaching the differences between errors and mistakes can be viewed as follows:

Error: An error is when students produce an incorrect utterance because they don't have the knowledge to utter it correctly. There are a few different types of errors, but they can generally be classified into two categories:

1. Things students have not yet learned in the second language.
2. Things that interfere with the rules of their L1 (syntax, pronunciation, grammar and cultural constructions)

Mistake: Sometimes students 'know' the correct form in a second language (L2), but they make the mistake anyway when they speak or write. They understand the rule, but they have not internalized it, so they make mistakes.

I often encounter this problem of internalizing and applying the correct use of the rule learned when the students give a speech or write a composition. For example, a common mistake is "I writed my exam yesterday" to which I ask, "What's the irregular simple past of write?" and the student replies "I wrote my exam yesterday". The students know the correct form of the grammatical form and/or verb tense, but when they are focused on speaking or fluency they do not use the correct form and, dramatically, make mistakes. (By the way, over generalization of the simple past is a very common utterance; all children who learn English as their first language (L1) tend to over generalize the past -ed form before learning how to correctly identify which past verbs are irregular and which end in -ed).

A student who knows the correct grammar form but makes a mistake anyway, can otherwise be stated as having declarative knowledge (knowing about doing something, but not necessarily being able to perform it). In contrast, when someone performs something without consciously thinking about it, this is known as procedural knowledge, what means acting without consciously thinking because the person has committed a skill (like an aspect of language) to memory.

Ultimately, second language learners are often in a stage of learning, writing, and re-writing grammar rules in their minds. This is referred to as Interlanguage (IL) – the state of a learner's mind at any specific level of development while acquiring another language. Learners often re-write their declarative knowledge as they learn. Learners also proceduralize errors, which can be difficult to undo depending on the students' proficiency in the L2 and their motivation to improve in the L2.

In general, errors have been viewed in language learners' speech as a deviation from the model they are trying to master (Allwright & Bailey, 1991). Corder (1967¹²) has made a distinction between mistakes and errors. He uses the term "errors" to refer to systematic errors of the learner's underlying knowledge of the language. These errors display the learner's current developmental level of the target language. On the other hand, he uses the term "mistakes" to refer to incorrect forms caused by memory lapses, slips of the tongue and other instances of performance errors. Corder¹³ states that L2 learners can correct their own "mistakes" with assurance, but their "errors" are not amendable since their current linguistic developmental stage, interlanguage, does not have the ability to recognize the difference between their utterance and that of the native speaker. Corder argues that errors are indispensable in language learning because through the errors, learners test their hypotheses about the nature of the language they are learning. Corder also points out two explanations with respect to learner errors.

1.2.2 Error Correction and Second Language Acquisition

The role of corrective feedback in the process of learning a foreign language has been debated by many teachers and researchers. As Krashen (1982) argues, corrective feedback may not benefit learners in acquiring the correct form if they are not ready to learn. Then, the question is whether treating errors will facilitate acquisition of the correct form or will simply be useless until the learners reach a stage of interlanguage development where they can make use of such feedback to modify their ill-formed utterances. However, if a teacher chooses not to correct an error in a learner's utterance,

¹² Ob. Cit. P. 140.

¹³ Hyang-Sook Park. (2010) Teachers' and learners' preferences for error correction. Thesis. Master of Arts in Teaching English to Speakers of Other Languages, at California State University, Sacramento, California.

the other learners in the classroom may assume that the form is accurate. Consequently, this assumption could lead some learners to internalize incorrect forms.

Should teachers deal with errors immediately or wait until learners finish with the messages they are trying to convey? Immediate error correction may inhibit a learner's willingness to speak in class at all because it can interrupt the learner in the middle of a sentence. On the other hand, although delayed feedback can allow the learner time to finish what the learner is trying to say, the feedback may become less effective as the time between the error and correction increases.

Hendrickson¹⁴ (1978) did a research about whether, when, which how student errors should be corrected and who should correct them. The findings were that correction promotes language learning; Therefore, frequently occurring errors and errors that impair communication have to be taken into consideration when teachers give their feedback about oral or written production to their students.

Teachers use various strategies to help their learners notice errors, but they are not always efficient because sometimes such feedback is ambiguous. Chaudron¹⁵ (1977) conducted a study to provide teachers with a better understanding about when and how to correct learners' errors. In this study, Chaudron¹⁶ created a model that was designed to elicit correct performance in a French immersion classroom in Canada. The model describes error treatment strategies regarding how teachers correct different errors simultaneously and select certain errors. In this study, Chaudron also found that students' errors included phonological, lexical, and content errors. The study findings indicated that the use of emphasis, repetition, and reduction in correcting the learners' errors increased the chances of students' successful self-correction.

¹⁴ Hyang-Sook Park. (2010) Teachers' and learners' preferences for error correction. Thesis. Master of Arts in Teaching English to Speakers of Other Languages, at California State University, Sacramento, California. P. 10.

¹⁵ Shahin, Nafez. (2011) Error Treatment in TESOL classrooms. *j. j. appl. sci.: humanities series* 13 (1): 207-226. Applied science private university, amman, jordan. P. 207.

¹⁶ Ibidem.

1.2.3 Error Correction Techniques for oral production

When teaching English as a foreign language, teachers can use different methods to do it. However, all of them have their own way of correcting errors. For example, in the grammar translation method, the teacher corrects the errors strictly because errors are not tolerated and grammatical correctness is emphasized rigorously. In the direct/natural method the teacher corrects the errors as soon as possible. In a similar way in the Audio-lingual method the teacher corrects errors immediately since they may cause wrong habit formation. Contradictorily, in the communicative approach, errors of form can be tolerated since they are natural outcomes of the development of communication skills.

On the other hand, the silent way method deals with self-correction is necessary for students to compare their own production with their developing inner criteria. Peer correction is also very common, but it should be in a co-operative manner.

In my opinion, I consider about error correction that all methods have some positive and negative points that can be put into practice, and depending on the nature of the learner's mistakes, the teacher should correct them considering the most appropriate way of doing such correction according to each method or approach.

It is necessary teachers know how to make corrections accurately to maintain lesson flow and develop student's confidence. It is not easy to keep this balance and the results could be disastrous for students. Over-correction will result in students losing confidence and then, always speaking hesitantly, often "stuttering" and always looking at the teacher for confirmation. Under-correction will result in students developing inaccurate habits and not learning proper grammar, forms, usage; eventually decreasing communicative ability.

Teachers should be aware whether, when, how and what to correct or not in foreign language learning process. A key to developing this skill is to understand the difference between 'errors' and 'mistakes'. A mistake is when a student knows the correct thing to say, but by accident he says the wrong thing. Often mistakes turn into fun statements and students can like them. Mistakes are not critical to correct. If you identify that it was a simple mistake, let it go. If it is repeated too often, it has become an error. Errors are when the student does not know the correct form, term, or usage. Errors need to be corrected so students develop their skills and avoid developing inaccurate language learning habits.

Once an error has been identified, teachers need to consider the type of error and the best way to deal with it.

Jim Scrivener¹ (1994) writes:

1. Decide what kind of error has been made (if it has to do with grammar, pronunciation or other.).
2. Decide whether to deal with it (if it is it useful to correct it or not).
3. Decide when to deal with it (if it is necessary to correct it at the moment is made, at the end of the activity or at any other moment).
4. Decide who will correct (teacher? student self-correction? other students?).
5. Decide on an appropriate technique to indicate that an error has occurred or to enable correction.

In order to make the decisions given above, we must know our skills. The bigger our knowledge base, the easier to make these decisions and the better we can deal with them. Some suggested error correction techniques are explained below.

On the Spot (Selective)

On the spot can be dangerous to your students' confidence. Do so with caution and not too often, and choose an appropriate technique that does not slow down the pace too much. Be careful not to 'jump' on one student for making a mistake.

Echo the Error: In a quick and easy way explain what an error is.

Ask for Repetition: Just say "please repeat" or "please say that again".

Repeat up to the Error: Echo up to the error; let it hang for students to finish. Good for vocabulary errors, write the sentence on the board up to the error, have students finish the sentence. This can be done with all students, thus re-enforcing the correct form to be used by hearing several variations.

Ask a Question: Highlight student's error by asking a question that will expose the error. Good for concept checks and getting students to repeat a section where they made an error, simply ask them a question that will bring up the error. The question can be directed at any student or all students.

Provide Options: Without stopping the flow of the lesson, write options on the board.

Gestures: Especially useful with phrasal verbs and preposition mistakes.

White board correction: write the errors on the white board underlying it and giving the correct form.

Delayed Error Correction (After)

At an appropriate stop in the lesson, do some error correction, which can be at the end of a section as a reinforcement to improve learning. Don't make students feel bad about their errors; they don't often know the correct thing to say. Instead of saying "You said ~", say "I heard ~" or just simply write the error(s) on the board because the role of teachers is not to embarrass students' performance, but to keep them to continue learning the foreign language.

Ask for Reformulation (questions): Can you change this question to get the same answer?

Repetition of the Correct Answer: once the error has been corrected, have students repeat the correct answer. This technique works best with low level students or when the error has fossilized in the students' brain.

Provide Options: write the error on the board and provide several options. Have students choose the option they think is best.

Use a Visual Aid: draw a timeline, pie chart, picture or other visual aid on the board to help students to understand the error. Have them self-correct.

Highlight the Issue: rather than bringing up a specific error, when you notice repeated errors of the same type, highlight this issue and discuss. If necessary, mark students' files and teach the appropriate curriculum item as soon as possible.

Other additional techniques

Here are a few other notes to help you develop your error correction techniques.

Error Correction: with this kind of error correction technique, changing some information so that the sentence is unidentifiable by students but still helps them learn their mistake. For example: if a student said “Yesterday, I go to Kyoto”, change the error correction made to “Last week, I go to Daimaru”. Also say “I heard...,” rather than “Mr. Suzuki said...” This way will help students feel more confident by not highlighting a specific student’s mistake in front of peers. All students will benefit from this consideration as all students will be curious to fix the mistake, not knowing who made it originally.

Self-Correction: as much as possible try to encourage self-correction. If students can fix their own mistake, it shows that they understand and allows them to feel more confident in their knowledge. Confident self-correction habits lead to students depending less on others (i.e. their coach) and thus speaking more freely, knowing if they make a mistake they can correct it themselves. They will become more confident speaking outside of the classroom, which is the true goal of English as a Second Language education.

Peer Correction: consists in allowing students to work together to correct errors and avoid individual error correction. This type of correction will increase student talk time and also increase student interaction. This is particularly easy to do with homework and written work but can be done on the spot and with delayed correction on the board.

1.3 Stages of Error Analysis

According to linguist Corder, the following are the steps in any typical EA research:[3]

1. collecting samples of learner language
2. identifying the errors
3. describing the errors
4. explaining the errors

5. evaluating/correcting the errors

Collection of errors: the nature and quantity of errors is likely to vary depending on whether the data consist of natural, spontaneous language use or careful, elicited language use.

Corder (1973) distinguished two kinds of elicitation: clinical and experimental elicitation. Clinical elicitation involves getting the informant to produce data of any sort, for example by means of general interview or writing a composition. Experimental elicitation involves the use of special tool (implement) to elicit data containing the linguistic features such as, a series of pictures which had been designed to elicit specific features.

1.3.1 Identification of Errors

Identifying an error goes beyond explaining what an error is. However, as linguists pay attention to the distinction between an error and a mistake, it is necessary to go over the definition of the two different phenomena.

According to Dictionary of Language Teaching and Applied Linguistics,¹⁷ a learner makes a mistake when writing or speaking because of lack of attention, fatigue, carelessness, or some other aspects of performance. Mistakes can be self-corrected when attention is called. While, an error is the use of linguistic item in a way that a fluent or native speaker of the language regards it as showing faulty or incomplete learning. In other words, it occurs because the learner does not know what is correct; and thus it cannot be self-corrected.

¹⁷ Erdoğan, Vacide. (2005) Contribution of Error Analysis to Foreign Language Teaching. Mersin University Journal of the Faculty of Education, Vol. 1, Issue 2, December 2005, P. 263.

1.3.2 Description of Errors

A number of different categories for describing errors have been identified. Firstly, Corder (1973) classifies the errors in terms of the difference between the learners' utterance and the reconstructed version. In this way, errors fall into four categories: omission of some required element, addition of some unnecessary or incorrect element, selection of an incorrect element, and misordering of the elements. Nevertheless, Corder states that this classification is not enough to describe errors. For that reason he includes the linguistics level of the errors under the sub-areas of morphology, syntax, and lexicon.

Ellis¹⁸ (1997) maintains that “*classifying errors in these ways can help us to diagnose learners' learning problems at any stage of their development and to plan how changes in error patterns occur over time.*” This categorization can be exemplified as follows:

Omission:

Morphological omission: *A strange thing happen to me yesterday.*

Syntactical omission: *Must say also the names?*

Addition:

In morphology: *The books is here.*

In syntax: *The London*

In lexicon: *I stayed there during five years ago.*

Selection:

In morphology: *My friend is oldest than me.*

In syntax: *I want that he comes here.*

Ordering:

In pronunciation: *fignisicant* for ‘significant’; *prulal* for ‘plural’

¹⁸ Ob. Cit. P. 264.

In morphology: *get upping* for ‘getting up’

In syntax: *He is a dear to me friend.*

In lexicon: *key car* for ‘car key’

An error may vary. It can include a phoneme, a morpheme, a word, a sentence, or even a paragraph. Due to this fact, communication can be affected.

1.3.3 Classification of Errors

In addition to describing errors, there have been attempts to classify errors based on: (a) their degree of deviation from the native speaker’s form; (b) the clarity of the message in their utterance; and (c) their frequency in the learners’ spoken language. Based on these criteria, errors can be classified into five types:

a) **systematic versus incidental errors:**

Prabhu¹⁹ (1987), for example, divides errors on the basis of their treatment rather than their nature. For instance, he divides errors into ‘systematic errors’ and ‘incidental errors’. He distinguishes systematic errors as the kind of errors that deviate from the native speaker’s form and involve long interruptions, linguistic explanation and exemplification from the teacher to correct the student’s error or to help the student correct himself. This can be observed, when the teacher explains a student why he has to use the progressive form instead of the simple form of the verb in a given situation.

On the other hand, Prabhu points out that incidental errors are the kind of errors that do not require linguistic explanation or exemplification from the teacher. For example, the teacher immediately corrects a pronunciation error elaborated by a student, or simply when he or she raises his or her eyebrows to draw the student’s attention to the error.

¹⁹ Vicente Rasoamalala, Leticia. (1998) Teachers' reactions to foreign language output. Universidad de Barcelona. Tesis de Doctorado. P. 2

b) Global versus local errors:

Valdman²⁰ (1975) presented a wider and more inclusive classification of errors. He divides errors into global and local errors; a global error is a communicative error that causes a proficient speaker of a foreign language either to misinterpret the message in the utterance of the speaker, or to consider that message incomprehensible within the textual context, while a local error is a linguistic error that makes a form or structure in a sentence appear awkward, but nevertheless, causes a proficient speaker of a language little or no difficulty in understanding the intended meaning of a sentence, given its contextual framework.

c) Surface versus deep errors:

Hammerley²¹ (1991) made similar distinctions to Valdman's in terms of what Hammerly called 'surface errors' and 'deep errors'. Surface errors according to Hammerly need minor corrections. He points out that these errors do not require correction with explanation and mere editing of the error or simply putting it right with no explanation would be enough. While deep errors, he adds, require explanation of why the error was made and what the correct form is.

d) Blocking, stigmatizing versus lapse errors:

Hendrickson²² (1978) added a third type of error that students make in classroom interaction. He divides errors into three main types. The first type of this error is errors that block communication. The second type is errors that have highly stigmatizing effect of the listener but do not block communication. The third type that Hendrickson added is errors that can be described as lapses that students usually have in their utterances. Such errors are quite common in the speaker's utterances, yet they hardly block communication between the speaker and his interlocutor.

²⁰ Shahin, Nafez. (2011) Error Treatment in TESOL Classrooms. J. J. Appl. Sci.: Humanities Series 13 (1): 207-226. Applied Science Private University, Amman, Jordan. P. 212.

²¹ Ibidem.

²² Ob. Cit. P. 213.

e) **High-frequency versus low frequency errors:**

Other educators, on the other hand, like Allwright²³ (1975) think that errors should be treated on the basis of their occurrence in classroom interaction. Therefore, errors of high frequency should be given more attention and emphasis than errors of low frequency. Correction, therefore, should be focused on errors that persist in students' speech.

1.3.4 Categorizing errors.

Learner errors can be categorized in terms of various criteria. Interlingual errors are said to occur due to L1 interference, whereas intralingual errors are committed regardless of L1 (D. Larsen-Freeman and M. Long, 1991). Corder makes a distinction between expressive and receptive errors which are manifestations of expressive and receptive behavior and depend upon knowledge of the "formation rules" of a language: "Inadequate knowledge of these rules will therefore show itself in both sorts of behavior. But it is much easier to detect imperfect knowledge in the case of expressive behavior. Expression leaves traces transient, but recordable, in the case of speech, permanent in the case of writing." (Corder, 1973: 261).

Moreover, Corder spells out the widespread "belief" among teachers that learners' receptive abilities usually exceed their productive ones, which is probably due to the fact that failures in comprehension are easier to detect in expression rather than reception. As a result of this, it is difficult to establish the relations between expressive and receptive errors, so it might be that learners' receptive abilities are actually overestimated.

It is also possible to categorize learner errors on the basis of the linguistic levels. Lee (1990), for instance, elaborates the following classification of learner errors:

- Grammatical (morphosyntactic) errors, which stress the need for grammatical accuracy in both speech and writing, may hinder communication but errors at the sentence level "often reflect performance "mistakes" for which immediate teacher correction is not necessarily appropriate" (Lee, 1990: 59).
- Discourse errors are dependable upon the observance of the rules of speaking and writing and reflect learners' cultural and pragmatic knowledge of language use.

²³ Ibidem.

- Phonologically-induced errors are manifested in wrong pronunciation and/or intonation; in the case of English studied as a foreign language such errors require timely correction on the part of the teacher because vowel length, voiced and voiceless last consonants, word stress, etc. may have a meaning-differentiating function, as in live/leave, leave/leaf, exit (n.)/exit (v.), and so on.
- Lexical errors, in combination with errors belonging to the other linguistic levels, may also interfere with communication and intelligibility.

1.4 Interferences

1.4.1 Phonological interference

It is manifested in speaking and reading and is usually indicated by recourse to word stress, intonation, and speech sounds typical of Spanish which influence the acquisition of English. Pyun (quoted in Mehlhorn, 2007) claims that language learners' interlanguage happens due to phonological knowledge to L1 rules and L2 (first foreign language) rules.

1. The initial cluster "st" or "sw" as in *student* /stju:dnt/²⁴ or *swim* /swim/. Occasionally, students try to add an initial "e-" /es'wim/ or /estju:dnt/, as in the word *estudiante* from Spanish.
2. The students tend to read all the letters like in Spanish. For example, in the words *talking* /'tɔ:kɪŋ/, *walking* /'wɔ:kɪŋ/, *driving* /'draɪvɪŋ/, *work* /wɜ:k/, they usually pronounce them as /tolking/, /wolking/, /driving/ and /work/.
3. The sound /t/ in final position is usually omitted by the students, since this sound in that position does not exist in Spanish. Words like *eight* /eit/ and *night* /nait/, they tend to say /ei/ and /nai/ respectively.

²⁴ Phonetic transcriptions were taken from Oxford Student's Dictionary. Oxford University Press. 2007.

4. When analyzing the demonstrative pronouns *this* /ðɪs/ and *these* /ði:s/, students confuse short /ɪ/ with long /i/. They pronounce them in the same way. The replacement of short vowels with long ones and vice versa may also alter the meaning of the word or expression, as in [ˈbri:d] instead of [ˈbred] (compare *breed/bread*), [ˈʃɪp] instead of [ˈʃi:p] (compare *ship/sheep*).
5. It also seems that Spanish learners of English tend to have problems with the pronunciation of [ð] and [θ], graphically represented by “th” in words such as *think*, *thought*, *there*, *then*, etc. Since in Spanish the tip of the tongue is not used, learners opt for the consonants [t] and [d] pronouncing *then* as [ˈden], *think* as [ˈtɪŋk].

Doubtlessly, when learning a foreign language, Spanish speaking speakers have some problems with pronunciation patterns but some being the most frequently noticeable, the ones mentioned above. It can also happen that students have the tendency to produce what might be defined as an English pronunciation with Spanish words.

1.4.2 Orthographic interference

It is manifested in writing and involves alteration of the spelling of words under the influence of Spanish:

- The writing of the words *professor* and *suppose*, where they have to double the consonants, they tend to be confused and write profesor and supose, due to the fact that there are no doubled consonants in Spanish.

1.4.3 Lexical interference

It is expressed in speaking and writing and is represented by the borrowing of Spanish words which may or may not be converted to sound more natural in English.

Spanish-speakers learners of English tend to use Spanish words in order to fill in the existing gaps in their knowledge of English vocabulary.

Another instance of lexical interference is the transfer of function words such as prepositions, conjunctions, determiners, and pronouns, which most often happens unintentionally.

1.4.4 Grammatical interference

L1 influences L2 in terms of word order, use of pronouns and determiners, tense and mood:

Some modifications to word order are attributable to the influence of Spanish, most often illustrated in the placement of adjectives after nouns in noun phrases. For example: *That car blue is mine*. In Spanish, most adjectives go after the word they modify. Concerning word order at the sentence level, Spanish-speaking students tend to place the verb before the subject in English. For example: *Study Carlos for the exam*. This is probably due to native language interference because word order in Spanish is more flexible than word order in English where it is relatively fixed and follows the subject/verb/object pattern. For example: *Carlos studies for the exam*.

Another example could be when they omit the –s in the third person singular when trying to write or speak in the Simple present tense. For example: *He speak English*.

Errors can also be categorized by the reason for its production or by its linguistic type.

It is the result of a random guess (pre-systematic).

It was produced while testing out hypotheses (systematic).

It is a slip of the tongue, a lapse, a mistake (caused by carelessness, fatigue or mispronunciation.) (Post - systematic).

Errors can be classified simply as productive (spoken or written) or receptive (faulty understanding). Alternatively, we can use the following: a lexical error – vocabulary; A phonological error – pronunciation; A syntactic error- grammar; An interpretative error - misunderstanding of a speaker's intention or meaning and A pragmatic error - failure to apply the rules of conversation.

Mackey et al. (2000) categorized four types of errors in their analysis of L2 interactional data. The four error types that had triggered the teacher's use of corrective feedback were: phonology, morphosyntax, lexis, and semantics: (1) phonological errors were non-target like pronunciation, (2) morphosyntactic errors were omitted plural –s and the preposition in, (3) lexical errors were inappropriate lexical items; (4) semantic errors were incorrect meanings or expressions. Some researchers also included a category that is relevant only to the specific target language.

1.5 Views on Error Correction

As the focus on classroom instruction has shifted from emphasis on accuracy of performance to communicative fluency, a great deal of literature on error correction in classroom interaction has appeared. For example, Oller and Richards (1973), Richards (1974), Hatch (1978), Long (1977), James (1977, 1998), Lightbown and Spada (1993), Spada and Frölich (1995) and Ellis (1990, 2000). Sifting through the literature, ten different views on error correction can be detected and presented as follows:

1. Only errors that block communication should be corrected:

An important view that appears in the literature is that fluency rather than accuracy should be given preference; and therefore, only errors that block communication between the interlocutors should be corrected. Allwright (1975), for example, noted that teachers who teach communicative English are more concerned with the students' ability to convey their ideas and get information more than with the students' ability to produce grammatically accurate sentences. They feel that it is more important for their students to communicate successfully than it is for their sentences to have formal correction.

2. Covert not overt errors should be corrected:

Corder²⁵ provided a model for identifying erroneous utterances. He distinguished between two types of error that block communication: overt errors and covert errors. Overtly erroneous utterances as Corder describes them are unquestionably ungrammatical at the sentence level. For example, “Does John can sing?” is ungrammatical but may be accepted, and its content can be understood. On the other hand, Corder points out those covert errors are grammatically correct and well formed at the sentence level, but unaccepted within the context of communication. For example, “By bus” is a grammatically correct utterance but it is not acceptable as an answer to the question: “How are you doing?”

3. Wait-time should be given for self-correction:

Wait-time for self-correction is an issue that also has received emphasis in the literature. Studies have shown that the teacher should give the students enough time to correct themselves and that the teacher should use treatment tactics to encourage the students who made the error to correct themselves and that the teacher should not correct the students immediately. Wait-time was first studied by Rowe (1969) with native-speaking English children studying science. She found that as teachers increased their wait-time, the quality and quantity of students’ responses increased. Also, Hernquist²⁶ et al. (1993) pointed out that students have the ability to correct themselves and that if they are given cues or hints, their linguistic ability is activated more efficiently.

4. Only grammatical errors should be corrected:

This traditional view argues that correction should be focused on grammatical errors. Fathman and Whalley²⁷ (1990) reported that correcting grammar in classroom performance led to significant improvement in the content of student’s feedback. Chaudan (1988) thinks that correction should be more confined to grammar practice, leaving communication activities free of focus on correction of other errors.

²⁵ Ibidem.

²⁶ Shahin, Nafez. (2011) Error treatment in TESOL classrooms. *j. j. appl. sci.: humanities series* 13 (1): 207-226. Applied science private university, amman, jordan. P. 215.

²⁷ Ibidem.

5. Form errors within meaning should be corrected:

An important view that has been developed lately within the context of error treatment is that the intention or desire of encouraging fluent communication should not mislead us by de-emphasizing the basic structure of the language.

Littlewood²⁸ (1981) argued that structure is not to be sacrificed for the sake of communication. Structure and meaning should go together. Therefore, if an error in grammar alters the meaning, it has to be corrected. Similarly, Lightbown and Spada (1990), Nunan (1989), and Spada and Frölich (1995) point out that focusing on structure can increase the learners' level of communicative attainment.

6. Errors that may fossilize should be corrected:

Some educators claim that fossilized errors cannot be corrected. They base their claim on the evidence that correction does not work with errors that are fossilized of children acquiring their mother-tongue until they have mastered a certain level of the tongue they are acquiring, or with those learners who develop errors in the social acquisition of the target language (James, 1998). On the other hand, there are those who advocate avoiding fossilization by immediate error correction. They claim that immediate correction produces better results.

7. Errors should be ignored:

Another view argued against error correction from the perspective of motivation to learning. The Naturalists argue that error correction affects motivation negatively and disrupts the flow of communication in class. Holley and King (1974) pointed out that teachers should avoid using correction strategies that might embarrass students, frustrate them, and prevent them from communicating. This view is reflected in Krashen's (1982) Affective Filter Hypothesis and he suggests that error correction no matter what correction measures we might think of, it can raise the level of anxiety of students and that this could impede their language learning. George (1972) suggested that ignoring errors encourages students to communicate and that students need to be given enough time to internalize what they may have learned.

²⁸ Ob. Cit. P.216

8. Errors should be filtered before corrected:

According to Vigil and Oller²⁹ (1976), error correction frustrates students. They suggest that teachers should be careful to keep the flow of communication going in class and that they should correct students' errors only when communication is blocked or when the errors alter the meaning of the message because they argue that error correction frustrates students.

9. All errors should be corrected:

Such a strict attitude was advocated by educators like, Cathcart and Olsen (1976) and Leki (1992), who argued that all form errors should be corrected (For example. grammar, pronunciation and word choice) in the student's spoken language. This view they claim was based mainly on students' opinions of the types of errors they would like their teachers to correct, when students gave high priority to grammar, pronunciation, and vocabulary errors to be corrected.

On the other hand, delaying correction may send the wrong message to the learner and he may assume that his erroneous utterance was correct. Therefore, although delaying correction may help encourage students to communicate, it still has a potential danger in the sense that it sends the wrong message to the learner who made the error and was not corrected.

10. Mother-Tongue can be used to correct errors:

Finally, an issue that can also be related to error treatment which is using students' mother-tongue in error treatment has gained emphasis. Atkinson (1987) argues that L1 can be used in class for what he called limited purposes. He argued that L1 could be used to explain difficult grammar items or concepts, or one can add, to discuss an error and how it can be treated since error treatment is an indispensable part of teaching. Danchev (1982) also suggests that L1 can be used with beginners when teaching them a foreign language to reduce their anxiety.

²⁹ Shahin, Nafez. (2011) Error Treatment in TESOL Classrooms. J. J. Appl. Sci.: Humanities Series 13 (1): 207-226. Applied Science Private University, Amman, Jordan. P. 220.

1.6 Sources of Errors

Traditionally, under the influence of the strong version of the Contrastive Analysis Hypothesis, the sole source of language learners' errors was recognized as transfer from the learner's native language. Errors resulting from mother tongue interference were called Interlingual Errors. However, in Error Analysis although interference from the mother tongue is acknowledged as a source of errors, it is by no means considered to be the only source. In the field of error analysis, many other sources of errors have been identified which extend beyond the scope of interlingual errors.

As there are many descriptions for different kinds of errors, it is inevitable to move further and ask for the sources of errors. It has been indicated in the first part of the study that errors were assumed as being the only result of interference of the first language habits to the learning of second language. However, with the field of error analysis, it has been understood that the nature of errors implicates the existence of other reasons for errors to occur. Then, the sources of errors can be categorized within two domains: (1) interlingual transfer, and (2) intralingual transfer.

1.6.1 Interlingual Transfer

Interlingual transfer is a significant source for language learners. The Dictionary of Language Teaching and Applied Linguistics (1992) defines interlingual errors as being the result of language transfer, which is caused by the learner's first language.

Interlingual errors may occur at different levels such as, transfer of phonological, morphological, grammatical, and lexico-semantic elements of the native language into the target language. An example of phonological transfer is when a word in English that starts with two consonants as in the case of 'estudent' instead of 'student'.

According to Keshavarz's taxonomy of the sources of errors, interlingual errors result from the transfer of phonological, morphological, grammatical, lexico-semantic, and stylistic elements of the learner's mother tongue to the learning of the target language (Keshavarz, 1994, p.102). These five types of interlingual errors which have been taken

from Keshavarz (1994) will be elaborated on drawing on some other scholars in the field for a broad-based view.

- **Transfer of Phonological Elements**

Phonologically speaking, there are certain specific features to any individual language. Such features may not be found in another language, or even if they exist in another language, they may take new characteristics which again make them distinctive features in that particular language. Terence Odlin is completely right in saying "... sounds in two languages often show different physical characteristics, including both acoustic characteristics (For example, the pitch of a sound) and articulatory characteristics (For example, how widely the mouth is open in producing a sound)" (1990, p. 113). For example, Persian-speaking learners of English pronounce words such as / street / and / start / as / estrit / and / estart / respectively. This is because Persian does not have initial consonant clusters, while English allows initial consonant clusters in its words. Persian learners of English, therefore, add an -e before words which start with -s followed by another consonant.

- **Transfer of Morphological Elements**

Morphological elements can be a source of error in foreign language learning, for example, "when the semantic interpretation of some nouns is collective in one language, but the semantic interpretation of their equivalents in another language is sometimes collective and sometimes [these nouns] are count plurals" (Fallahi, 1991, p. 125). The word "cattle", for example, is singular in form, but its meaning refers to a plural number different from its equivalent in Spanish whose form and number is singular in English. Therefore, Spanish-speaking students can produce an ungrammatical sentence based on knowledge of their native language: That man has many * cattles (cattle).

Following the rule of adding the suffix –s to make the plural to a singular noun, the Spanish student adds the plural 's' to the word 'cattle' to make it plural, not knowing that this word is plural by itself in English because it is a collective noun.

- **Transfer of Grammatical Elements**

Variations in grammatical structures are one of the main sources of interference errors. Learners of a foreign language transfer, to a considerable extent, the grammatical elements of their mother tongue to the target language. Most Contrastive Analysis books

devote far more sections to those erroneous sentences which result from transfer of grammatical structures than from other areas of transfer. In his *Contrastive Linguistics and Analysis of Errors*, Fallahi (1991) devotes the entire book, except two chapters to analyzing interference errors resulting from transfer of grammatical structures.

As an example of transfer of grammatical elements, let's refer to what Fisiak (1981, p. 200) has specified in his *Contrastive Linguistics and the Language Teacher*. In comparison between possessive forms in English and Punjabi Fisiak explains that the possessive construction in English may be formed in two ways: either by an s-phrase before the noun or by an of-phrase after it; for example, 'the man's hat' or 'the hat of the man'. In Punjabi, only one possessive construction comes before the noun, but similar in structure, to the English 'of' phrase which comes after the noun, equivalently 'man of hat'. These contrasts appear to be the source of errors like the following: '*There is a shoe of a pair* for *there is a pair of shoes*.' 'Some crisps of packets' for 'some packets of crisps', 'His hand of the fingers' for 'the fingers of his hand'.

1.6.2 Intralingual Transfer

Interferences from the students' own language is not the only reason for committing errors. As Ellis (1997) states, some errors seem to be universal, reflecting learners' attempts to make the task of learning and using the target language simpler. Use of past tense suffix '-ed' for all verbs is an example of simplification and over generalization. These errors are common in the speech of second language learners, irrespective of their mother tongue. For example, they may write the past of the verb 'go' incorrectly as 'goed'.

Intralingual errors result from faulty or partial learning of the target language rather than language transfer. They may be caused by the influence of one target language item upon another. For example, learners attempt to use two tense markers at the same time in one sentence since they have not mastered the language yet. When they say: * "He is comes here", it is because the singularity of the third person requires "is" in present continuous, and "-s" at the end of a verb in simple present tense. In short, intralingual errors occur as a result of learners' attempt to build up concepts and hypotheses about the target language from their limited experience with it.

Keshavarz (1994, p. 107) defines intralingual and developmental errors as "errors caused by the mutual interference of items in the target language, that is, the influence of one target language item upon another." These errors are divided into the following categories:

Overgeneralization also referred to as ignorance of rule restriction, "occurs when the learner has mastered a general rule but does not yet know all the exceptions to that rule" (Ziahosseiny, 1999, p. 126). For example, a Spanish learner of English may, on the basis of his limited knowledge of past tense form, use ' ed ' morpheme on irregular verbs. For example, 'Peter eated the apple' instead of 'Peter ate the apple.'

Transfer of training refers to the cases "when teaching creates language rules that are not part of the L2..." (Ziahosseiny, 1999, p.126) In English classes, for example, students may hear their teacher say "There is little snow", and by false analogy, they produce erroneous sentences like the following unacceptable sentences illustrated by Yarmohammadi (1995, p. 63): '* The snow is little.', '* The snow is much'. Or as another example, the students may produce such sentences as '* The man is high.', and ' * The mountain is tall.' due to transfer of training, for example, when the students hear their teacher say ' The man was highly admired.' and ' It was a tall building'. As another example, let's refer to Keshavarz (1994, p. 113): The erroneous sentence '* *I am liking to continue my studies.*' may be due to overgeneralization of structures learned in pattern drills, such as the following: I write. I am writing, I read. I am reading, I study. I am studying.

1.7 Types of Corrective Feedback

Researchers have used various operationalized definitions of corrective feedback, and they use different terms to refer to the similar practices. For example, Schegloff et al. (1977) define the term correction as "*the replacement of error or mistake by what is correct*"³⁰. Chaudron (1977) defines correction as "*any reaction of the teacher which*

³⁰ Vicente Rasoamalala, Leticia. (1998) Teachers' reactions to foreign language output. Universidad de Barcelona. Tesis de Doctorado. P. 86

*clearly transforms, disapprovingly refers to or demands improvement of the learner's utterance*³¹, which is the most common conception used by researchers.

Lightbown and Spada³² (1999) define corrective feedback as “*any indication to the learners that their use of the target language is incorrect*”³³. Corrective feedback includes both explicit and implicit feedback. Teachers can provide corrective feedback either without interrupting the flow of conversation (implicit feedback) or overtly with an emphasis on the ill-formed utterance (explicit feedback). Long and Robinson (1998) make a distinction between negative and positive feedback: negative feedback points out to the learners that their utterances are faulty in some way, and all feedback that is not negative is positive. Long (1996) defines negative feedback as “*implicit correction immediately following an ungrammatical learner utterance*”³⁴.

Lyster & Ranta³⁵ (1997) developed six types of corrective feedback used by teachers in response to learner errors:

1. Explicit correction refers to the explicit provision of the correct form. As the teacher provides the correct form, he or she clearly indicates that what the student said is incorrect (For example, “Oh, you mean,” “You should say”).
2. Recast involves the teacher’s reformulation of all or part of a student’s utterance, minus the error.
3. Clarification requests indicate to students either that their utterance has not been understood by the teacher or that the utterance is ill-formed in some way and that a repetition or a reformulation is required. A clarification request includes phrases such as “Pardon me?”
4. Metalinguistic feedback contains comments, information, or questions related to the well-formed of the student’s utterance, without explicitly providing the correct form (For example, “Can you find your error?”).

³¹ Ibidem. P. 31

³² Vicente Rasoamalala, Leticia. (1998) Teachers' reactions to foreign language output. Universidad de Barcelona. Tesis de Doctorado. P. 26

³³ Ibidem.

³⁴ Ibidem.

³⁵ Ob. Cit. P. 114

5. Elicitation refers to a technique that teachers use to directly elicit the correct form from the student. Teachers elicit completion of their own utterance by strategically pausing to allow students to “fill in the blank.”
6. Repetition refers to the teacher’s repetition, in isolation, of the student’s erroneous utterance. In most cases, teachers adjust their intonation so as to highlight the error.

In addition to recast which is the most frequently used feedback, eight different corrective strategies have been identified: explicit correction, clarification requests, metalinguistic feedback, elicitation, prompts, repetition, and translation (Lyster & Ranta, 1997; Panova & Lyster, 2002). All of these techniques are placed in an explicit-implicit continuum. The following section includes each of these corrective feedback techniques.

1.7.1 Recast

The term recast was initially used in the literature of L1 acquisition to refer to responses by adults to children’s utterances (Nelson, Carskaddon, & Bonvillian, 1973, as cited in Nicholas et al, 2001). Afterward, it merged into the domain of L2 acquisition in which different definitions were utilized for this term. Lyster and Ranta (1997, p. 46) define recast as ‘teacher’s reformulation of all or part of a student’s utterance, minus the error’. According to Ellis and Sheen (2006, pp. 78-80), recasts are of various types including corrective recasts (Doughty & Varela, 1998), corrective/non-corrective recasts (Farrar, 1992), full/partial recasts, single/multiple recasts, single utterance/extended utterance recasts, and simple/complex recasts (Ellis & Sheen, 2006). Nelson, Denninger, Bonvillian, Kaplan, and Baker (1983) also propose two further classifications of recasts, which is simple and complex recasts; the former deals with minimal changes to the child's utterance while the latter is concerned with providing the child with substantial additions. It is also mentioned that in terms of their linguistic development, children benefit from simple recasts more than complex ones (Nelson et al., 1983).

There is no general agreement among SLA practitioners regarding the effectiveness of recasts due to their limitations. Though some researchers (Long, 2006; Doughty, 2001) who consider recast as an effective corrective feedback technique, others (Lyster, 1998a; Panova & Lyster, 2002) propose that learners usually pass recasts unnoticed and thus, they regard them not as effective for interlanguage development. A number of interaction

researchers (For example., Braidı, 2002; Chaudron, 1977, 1986; Fanselow, 1977; Long, 1996; Lyster, 1998a, 1998b; Lyster & Ranta, 1997; Nicholas et al., 2001; Oliver & Mackey, 2003), referring to the ambiguity of recast, also argue that recast might be perceived as synonymous in function as mere repetition for language learners hence learners might fail in perceiving the corrective function of recasts (For example. Long, 2006; Lyster & Ranta, 1997; Morris & Tarone, 2003; Nicholas et al, 2001).

Learners might be simply provided with the correct form without being pushed to modify their interlanguage since recasts do not elicit repair (Loewen & Philp, 2006). In addition, Loewen and Philp (2006), based on previous studies (Ellis & Sheen, 2006; Long, 1996; Long, Inagaky, & Ortega, 1998), affirm that the effectiveness of recasts depends on the targeted form under study. Despite all these limitations, bulky researches on this issue yield evidence for the positive impact of recasts on L2 learning (Ayoun, 2001; Braidı, 2002; Doughty & Varela, 1998; Han, 2002; Havranek, 2002; Iwashita, 2003; Leeman, 2003; Long, Inagaki, & Ortega, 1998; Mackey & Philp, 1998; Oliver, 1995, 2000; Philp, 2003). Doughty and Varela (1998) conducted a study on the effectiveness of the corrective recasts and reported that learners who received corrective recasts outperformed the control group in both oral and written measure.

The results of numerous studies revealed that contradictory interpretations of recasts can be attributed to the different contexts in which recasts are implemented (Nicholas et al, 2001), suggesting the ineffectiveness of recasts in classroom setting (Ellis, Basturkmen, & Loewen, 2001; Lyster, 1998a, 1998b; Lyster & Ranta, 1997; Morris & Tarone, 2003; Nabei & Swain, 2002; Panova & Lyster, 2002) and their efficiency in laboratory setting (For example., Braidı, 2002; Carroll & Swain, 1993; Han, 2002; Iwashita, 2003; Leeman, 2003; Long et al., 1998; Mackey & Philp, 1998; Oliver, 1995).

1.7.2 Explicit feedback

The term explicit feedback refers to the unequivocal end of corrective feedback spectrum. This kind of error correction consists of giving an overt and clear indication about an error correction which can be done by using either explicit correction or metalinguistic feedback (Ellis, Loewen, & Erlam, 2006). In explicit correction, the teacher

provides both positive and negative evidence by clearly saying what the learner has produced is erroneous; while in metalinguistic feedback he or she only provides students with “comments, information, or questions related to the well-formedness” of their utterances (Lyster & Ranta, 1997 P. 47).

The communicatively invasive nature of explicit feedback explains more thoroughly the provision of both negative and positive evidence, to help learners understand the difference between their interlanguage and the target-like form. However, when providing the target-like reformulation, what is explicit error correction reduces the need for the learner to produce a modified response because explicit error correction, supplies the learner with both positive and negative evidence which facilitates one type of processing, the interlanguage/target language difference but reduces another type of processing, the modified production of an interlanguage form to a more target-like form.

1.7.3 Clarification Requests

This type of feedback is based on questions to indicate that the utterance has been ill-formed or misunderstood and that a reformulation or a repetition is required. This kind of feedback compresses “problems in either comprehension, accuracy, or both” (Lyster & Ranta, 1997, p.47). Clarification requests, unlike explicit error correction, recasts, and translations; can be more consistently relied upon to generate modified output from learners since it might not supply the learners with any information concerning the type or location of the error.

1.7.4 Metalinguistic Feedback

This type of feedback diverts the focus of conversation towards rules or features of the target language- falls at the explicit end of the corrective feedback spectrum. Lyster and Ranta (1997) categorize metalinguistic feedback as “comments, information, or questions related to the well-formedness of the student's utterance, without explicitly providing the correct form”. Unlike its name, the inclusion of metalanguage is not its deterministic characteristic; rather the encoding of evaluations or commentary regarding the non-target-like nature of the learner's utterance is considered as the defining feature.

Metalinguistic feedback is divided into three subcategories: metalinguistic comments, metalinguistic information and metalinguistic questions (Lyster & Ranta, 1997).

The least informative one is metalinguistic comments which only indicate the occurrences of an error. But the next subcategory, metalinguistic information not only indicates the occurrences or location of the error but also offers some metalanguage that alludes to the nature of the error. Metalinguistic questions, the last identified subcategory of metalinguistic feedback, "point to the nature of the error but attempt to elicit the information from the student" (Lyster & Ranta, 1997, p.47). This kind of metalinguistic feedback requires learner to reconsider their assumptions regarding the target language form while metalinguistic information applies metalanguage to mark the nature of the error.

1.7.5 Elicitation

Elicitation is a correction technique that prompts the learner to self-correct (Panova & Lyster, 2002) and may be accomplished in one of three following ways during face-to-face interaction, each one of which varies in their degree of implicitness or explicitness. One of these strategies is a request for reformulations of an ill-formed utterance. The second one is through the use of open questions. The last strategy, which is the least communicatively intrusive and hence the most implicit, is the use of strategic pauses to allow a learner to complete an utterance. Therefore, elicitation falls in the middle of explicit and implicit continuum of corrective feedback. This kind of corrective feedback is not usually accompanied by other feedback types.

1.7.6 Prompt

In the related literature two other terms are used interchangeably to refer to this kind of feedback, negotiation of form (Lyster, 2002; Lyster, 1998b; and Lyster & Ranta, 1997) and form-focused negotiation (Lyster, 2002b). Lyster and Mori (2006) introduce prompts as a range of feedback types, consisting of four prompting moves: elicitation, metalinguistic clue, clarification request, and repetition. All these changes offer learners a chance to self-repair by withholding the correct form.

1.7.7 Repetition

Another approach to provide corrective feedback is repetition which is less communicatively intrusive in comparison to explicit error correction or metalinguistic feedback and hence falls at the implicit extreme on the continuum of corrective feedback. This feedback consists of the teachers' or interlocutors' in repeating the ill-formed part of the student's utterance, usually with a change in intonation (Panova & Lyster, 2002, p.584) to call their attention and make them notice what the mistake is.

1.7.8 Translation

Translation was initially considered as a subcategory of recast (Lyster & Ranta, 1997), but what distinguishes it from recast is that the former is generated in response to a learner's ill-formed utterance in the target language while the latter is generated in response to a learner's well-formed utterance in a language other than the target language. What translation and recast have in common is that they both lack overt indicators that an error has been produced. This shared feature situates both toward the implicit end of the corrective feedback spectrum, though the degree to which translations communicatively obtrusive can also vary. Translations also have another feature in common with recast as well as explicit error correction that is they all contain the target-like reformulation of the learner's error and thus provide the learner with positive evidence.

1.8 Corrective Feedback and Uptake

In studies on corrective feedback, uptake is "...a student's utterance that immediately follows the teacher's feedback and that constitutes a reaction in some way to the teacher's intention to draw attention to some aspect of the student's initial utterance" (Lyster & Ranta, 1997; p.49). Uptake in this sense is used as a way of evaluating the effectiveness of feedback types which can be divided into two categories: "repair" and "needs repair" (Lyster & Ranta, 1997, p. 49).

However, several arguments interrogate the usefulness of uptake, claiming that considering it as an indication of learning is not reliable (Long, 2006; Ellis, Basturkmen & Loewen, 2001). Besides, a lack of response to recasts might be attributed to conversational constraints (Oliver, 1995, 2000; Nabei & Swain, 2002). The third argument against the utility of uptake is that a lack of immediate uptake does not preclude the possibility that recasts are in fact useful as the results of some surveys indicate (For example., Mackey and Philp, 1998). The effectiveness of uptake pivots on a number of characteristics of feedbacks including: complexity, timing, and type of feedback (Loewen, 2004).

CHAPTER II BACKGROUND INFORMATION

2.1 General characterization of the school.

The beginning of Fernández Madrid Lyceum was 86 years ago, which by the Ordinance number 0354 in September 1930, the Municipal Council decreed that municipal schools such as "24 de Mayo" and "Industrias y Oficios para Mujeres", must be fused in only one called LICEO FERNÁNDEZ MADRID, name that comes from the altruism of our Patron Captain of the Vessel Don Carlos Fernández Madrid.

Its educational proposal begins with industrial arts careers, secretary stenographer and public accountant. It broadens its coverage with the inclusion of boys since the academic year 2001-2002, becoming a mixed institution from that year on.

Nowadays, the Fernández Madrid Lyceum has a Superior Basic Education (8th. 9th. and 10th grades.) and Baccalaureate (1st. 2nd. and 3rd. courses of Bachillerato) with majors in sciences and technical, such as: accounting, clothing industry and Tourism and it is a public school. (See Appendix 1)

Its VISION is to form students integrally through work done together with the Educational Community, achieving the standards of quality in the frame of the Good Living.

And its MISSION is to continue having academic excellence to form citizens with human warmth from a holistic model, for life, work and science to contribute to the development of society.

The main values and principles are respect, responsibility, honesty, punctuality, criteria, and tolerance and the number of students and teachers are represented in the following chart.

	Total	Basic education	Baccalaureate
Regular students	1693	685	1008
English teachers	11	6	5

The general schedule is from 7:00 a.m. to 1:00 p.m. The students' ages are from 12 to 18 years. It is closely related to the government of the municipality and it is absolutely free from school fees.

The Rector's name is M.Sc. Lucas Nicolalde Navarrete, who has implemented some programs and projects such as: THE CURRICULAR PEDAGOGICAL EDUCATIONAL PROJECT for the year 2013, which refers to the elaboration of an institutional educational plan.

It is necessary to highlight that from the academic viewpoint of this course. Students have reached relevant places in contests and in the High Performance Group (GAR), in the evaluations carried out by the SENESCYT for the admission to the university.

The institutional policies are:

- To create an adequate environment for the development of human interaction processes fulfilling all the rights and duties of all the educational community members.
- To generate collaborative working spaces to allow to have an exchange of learning experiences in order to reach educational excellence.
- To participate actively with all the educational community members for the planning and management and to account for the government actions in the democracy workout.
- To try to live peacefully in spite of diversity, respecting the ethnic, social, religious, political, genre, and learning differences in the context of human rights and educational inclusion.
- To responsibly assume the agreements and compromises regarding the roles and functions concerning the established development of quality standards.

2.2 Psychological and pedagogical characteristics of the sample.

Fernández Madrid High school students range in age from 12 to 18. With this wide range of ages comes a wide range of abilities. As you look at their classes, you will notice that some students are able to focus their attention on subjects for only half an hour and others for more than one and a half hours. Others are ready to move from concrete topics to

discussion of abstract ideas (like abstract nouns in English) while others are lost. These differences are related to many factors beyond merely age.

Many students are more focused on their personal relationships and in "the here and now" than on their education or future. Some students do not participate when they do not engage in their education.

The sample herein is a group of teenagers belonging to the Tourism course, during the first quinmester 2014-2015. This class has its peculiarities and characteristics. They are 19 boys and 25 girls that make a total of forty-five students chosen for the sample. This sample was selected from a population of 317 students of first year of high school. It was elected following some criteria selection: they are the group with more learning difficulties in English; the author of the present investigation is their tutor and their English teacher, and mainly they expressed their desire for participating in the present research.

2.3 Diagnosis.

The concept of English language teaching presupposes careful diagnoses of language abilities. To carry out diagnosis in the specific area of error correction, selective and pedagogical tests are one of the most appropriate approach as well as systematic and continuous monitoring of the linguistic characteristics that individual learners bring to learning exercises.

Pedagogical language diagnostics ought to affirm the linguistic starting points and the advances elaborated by learners with the obtained data exposing relative strengths and weaknesses. The elimination of weaknesses can then contribute to strengths. Developments in language acquisition can be observed through continuous monitoring, which does not only account for progress made, but also for periods of inactivity and regression.

For that reason, some surveys, pedagogical tests, and class observations were carried out in order to combine the different empirical methods and techniques and obtain more reliable information.

2.4 Analysis of the Results.

2.4.1 Students' survey results

In total, 45 students filled in the questionnaire. After the results were gathered, they were analyzed to find out their opinions concerning error correction in the English classroom and be able to compare them with what teachers think.

The whole questionnaire with all the questions can be seen in Appendix 2, while the results are exposed in this chapter. It should be, however, mentioned that students were read the questionnaire in Spanish by the researcher, so that all of them were able to do it accurately. For the purposes of the research paper and reference, the survey was translated into English. The questions, the charts and the graphs with their correspondent analysis and interpretation are explained as follows.

1. When I make an error, my teacher's typical reaction is:

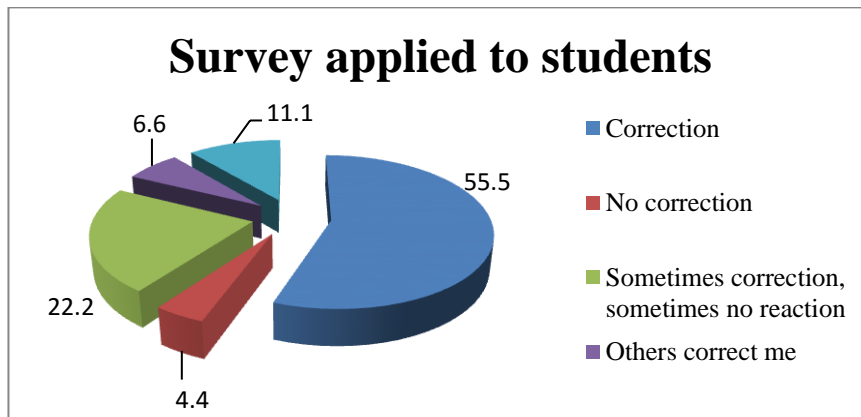
Chart No 1. When I make an error, my teacher's typical reaction is:

ALTERNATIVE / OPTION	FREQUENCY	PERCENTAGE
a) Correction	25	55.5%
b) No correction	2	4.4%
c) Sometimes correction, sometimes no reaction	10	22.2%
d) No correction, other students correct me	3	6.6%
e) No correction, I must self-correct	5	11.1%
Total	45	100%

Source: Survey

Elaborated by: Espinosa, Victor

Graph No 1 When I make an error, my teacher's typical reaction is:



Source: Survey

Elaborated by: Espinosa, Victor

Analysis and interpretation

The first chart shows that more than 55% of students said that they always felt to be corrected by their teachers, and a vast majority of the rest, said that they only sometimes felt they were corrected. It is, thus, clear that students noticed when corrections were made they realized they were being corrected in general, which is in accordance with the theoretical assumptions stated in the previous chapter.

2. - My teacher corrects my errors:

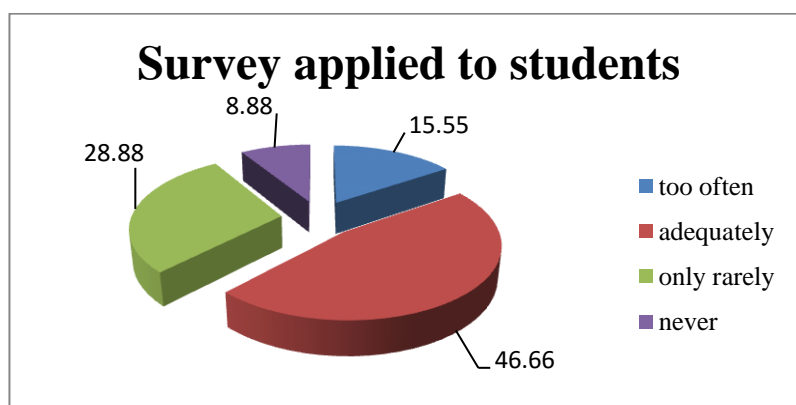
Chart No 2. My teacher corrects my errors:

ALTERNATIVE / OPTION	FREQUENCY	PERCENTAGE
a) too often	7	15.55%
b) adequately	21	46.66%
c) only rarely	13	28.88%
d) never	4	8.88%
Total	45	100%

Source: Survey

Elaborated by: Espinosa, Victor

Graph No 2. My teacher corrects my errors:



Source: Survey

Elaborated by: Espinosa, Victor

Analysis and interpretation

Regarding students' satisfaction with the amount of correction they receive, almost two thirds of students feel satisfied, and 41 students feel their answers are corrected too rarely. This observation confirms Bartram and Walton (1991) who claimed that many students require more correction from their teachers than it is usually provided to them.

It turned out to be that only 6.5% of older students felt like they were corrected too often whereas only 20% of students claimed not enough correction of oral errors. On the contrary, more than a third of the older students answered that they are rarely corrected.

3.- If my teacher usually corrects my error (order from the least = 1 to the most frequent = 6):

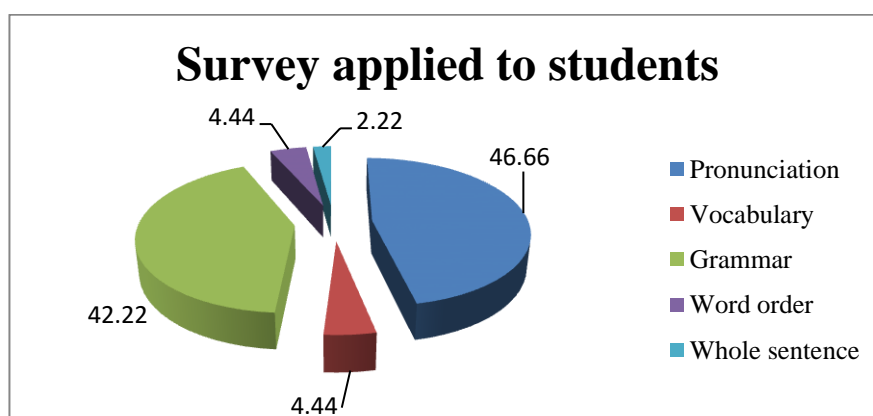
Chart No 3. If my teacher corrects my error, it is typically (order from the least = 1 to the most frequent = 6):

ALTERNATIVE / OPTION	1	2	3	4	5	6	FREQUENCY	PERCENTAGE
a) Pronunciation						21	21	46.66%
b) Vocabulary						2	2	4.44%
c) Grammar						19	19	42.22%
d) Word order						2	2	4.44%
d) Whole sentence/utterance						1	1	2.22%
Total							45	100%

Source: Survey

Elaborated by: Espinosa, Victor

Graph No 3. If my teacher corrects my error, it is typically (order from the least = 1 to the most frequent = 6):



Source: Survey

Elaborated by: Espinosa, Victor

Analysis and interpretation

The responses to questions about students' typical reactions to error turned out to be some of the most interesting ones, as it generated various answers from both different ages and genders. Overall, most of the students selected option 'a' (pronunciation) where they admitted that this area is the most corrected one, in 46.66%. The remaining 42.22% of the students answered that grammar was the other thing being the most corrected. This shows that a vast majority of students are corrected in pronunciation and grammar, thus being the most affected areas, which teachers should pay attention to.

4.- In my opinion, my teacher corrects errors...:

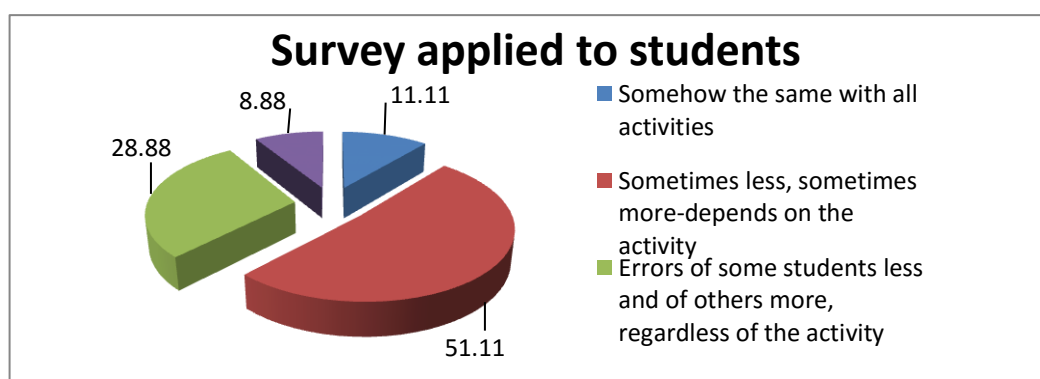
Chart No 4. In my opinion, my teacher corrects errors...:

ALTERNATIVE / OPTION	FREQUENCY	PERCENTAGE
a) More or less the same with all activities	5	11.11%
b) Sometimes less, sometimes more - depends on the activity	23	51.11%
c) Errors of some students less and of others more, regardless of the activity	13	28.88%
d) Others (please specify):	4	8.88%
Total	45	100%

Source: Survey

Elaborated by: Espinosa, Victor

Graph No 4. In my opinion, my teacher corrects errors...:



Source: Survey

Elaborated by: Espinosa, Victor

Analysis and interpretation

In the questions regarding the students' opinions on their teachers' correction, 11% of the students stated satisfaction with their teacher's corrective style. The remaining students stated they would prefer a change in their teachers' style of correction. Among these ones, most reported great inconsistency in correction, unfairness against some students, and very little correction especially of pronunciation.

It is also important to see in the results obtained that students are aware of the positive influence of correction on their learning process since linguistic experts believe that error and correction are crucial parts of the interlanguage development, as was discussed earlier.

5.- When I realize I have made an error; my typical reaction is:

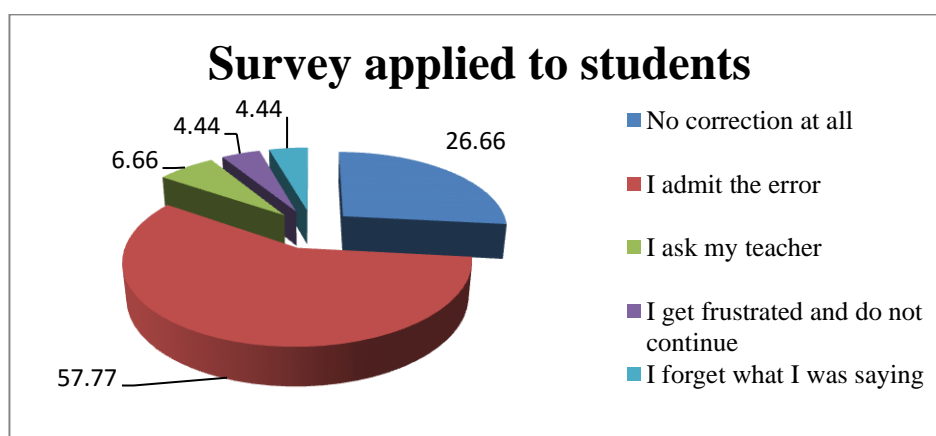
Chart No 5. When I realize I have made an error, my typical reaction is:

ALTERNATIVE / OPTION	FREQUENCY	PERCENTAGE
a) No correction at all, I continue speaking; I cannot be distracted from the thought	12	26.66%
b) I admit the error, think about it, and then continue	26	57.77%
c) I ask my teacher about the error and the correct solution	3	6.66%
d) I am frustrated because of it and do not want to go on speaking	2	4.44%
e) I get out of balance so much that I forget what I was saying	2	4.44%
Total	45	100%

Source: Survey

Elaborated by: Espinosa, Victor

Graph No 5. When I realize I have made an error, my typical reaction is:



Source: Survey

Elaborated by: Espinosa, Victor

Analysis and interpretation

In the analysis of the results shown above, the 55% of the students said that they admitted the error, thought about it, and then continued talking. The 66% of the students answered they did nothing at all, just continued speaking because they could not be distracted from the thought. The rest of the answers range from 66% to the 22%, showing that their reactions while making an error are varied denoting that there is not a standard method for error correction.

6.- I would appreciate if my teacher...:

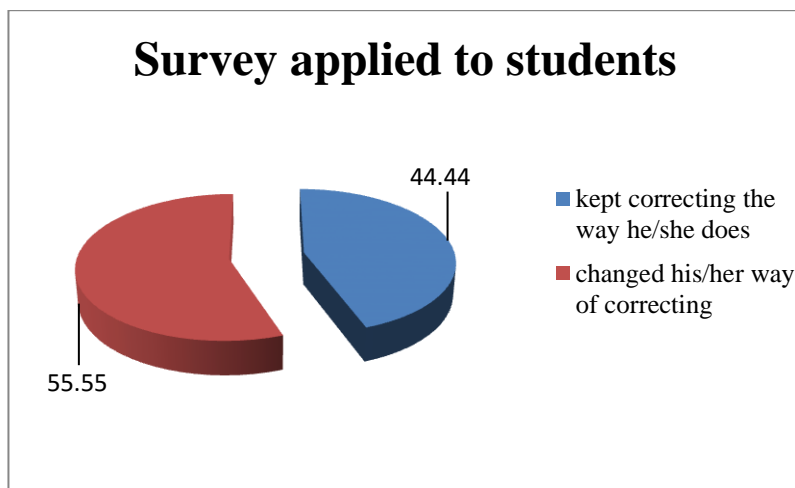
Chart No 6. I would appreciate if my teacher...:

ALTERNATIVE / OPTION	FREQUENCY	PERCENTAGE
a) kept correcting the way (s)he does	20	44.44%
b) changed her/his way of correcting (how?):	25	55.55%
Total	45	100%

Source: Survey

Elaborated by: Espinosa, Victor

Graph No 6. I would appreciate if my teacher...:



Source: Survey

Elaborated by: Espinosa, Victor

Analysis and interpretation

In the answers to this short question, 55% of the students expressed discontent with the way teachers correct their mistakes, while 44% of them preferred keeping the error correction method they used nowadays.

7.- When I make an error, it is very good / good / not very good / bad when my teacher ... (select the most appropriate option for each):

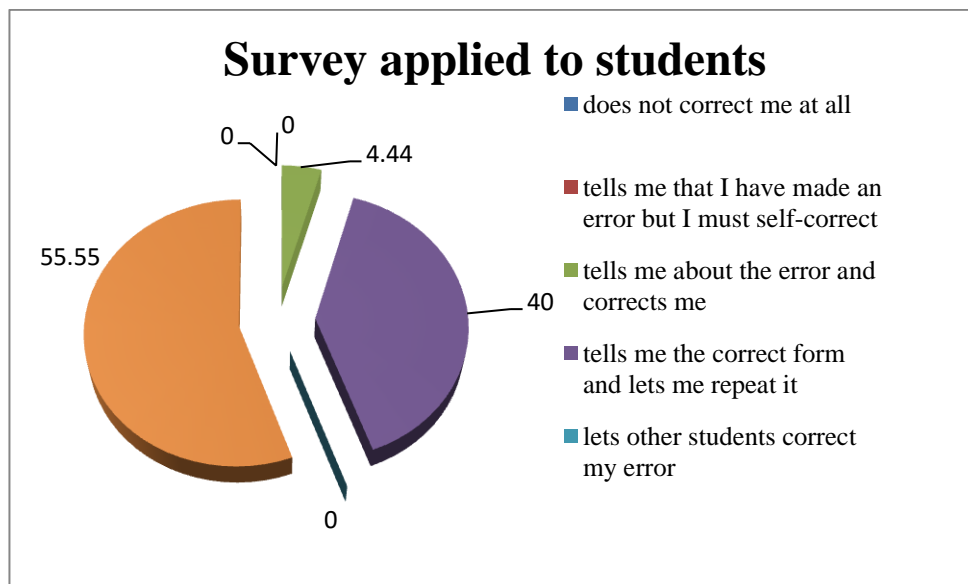
Chart No 7.1 When I make an error, it is very good when my teacher ... (select the most appropriate option for each):

ALTERNATIVE / OPTION	Very good	FREQUENCY	PERCENTAGE
...does not correct me at all.		0	0%
...tells me that I have made an error but I must self-correct.		0	0%
...tells me about the error and corrects me.		2	4.44%
...tells me the correct form and lets me repeat it.		18	40.0%
...lets other students correct my error.		0	0%
...corrects my error and explains what was wrong and why.		25	55.55%
Total		45	100%

Source: Survey

Elaborated by: Espinosa, Victor

Graph No 7.1 When I make an error, it is very good when my teacher ... (select the most appropriate option for each):



Source: Survey

Elaborated by: Espinosa, Victor

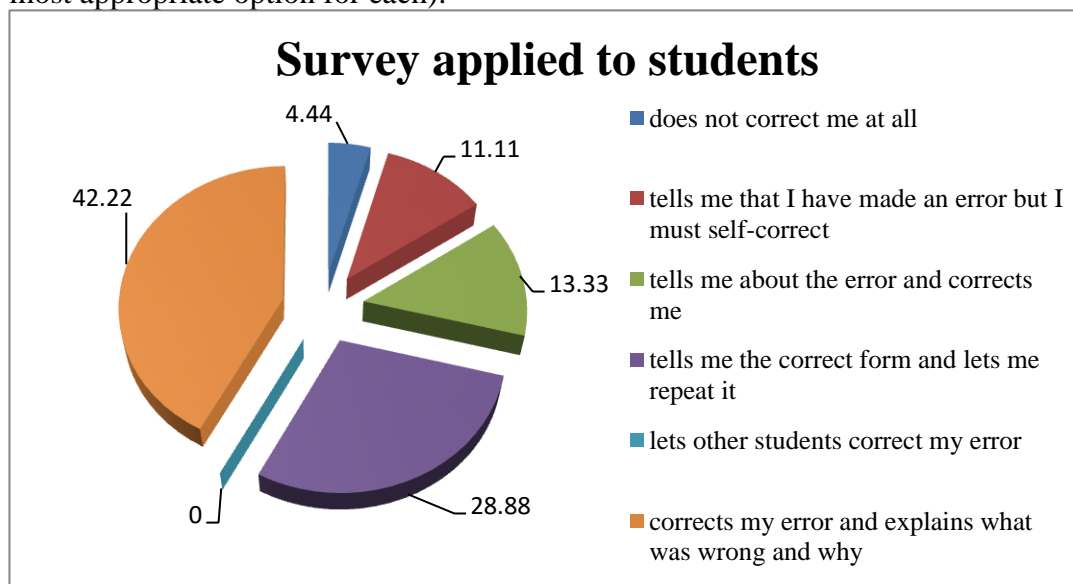
Chart No 7.2 When I make an error, it is good when my teacher ... (select the most appropriate option for each):

ALTERNATIVE / OPTION	Good	FREQUENCY	PERCENTAGE
...does not correct me at all.		2	4.44%
...tells me that I have made an error but I must self-correct.		5	11.11%
...tells me about the error and corrects me.		6	13.33%
...tells me the correct form and lets me repeat it.		13	28.88%
...lets other students correct my error.		0	0%
...corrects my error and explains what was wrong and why.		19	42.22%
Total		45	100%

Source: Survey

Elaborated by: Espinosa, Victor

Graph No 7.2 When I make an error, it is good when my teacher ... (select the most appropriate option for each):



Source: Survey

Elaborated by: Espinosa, Victor

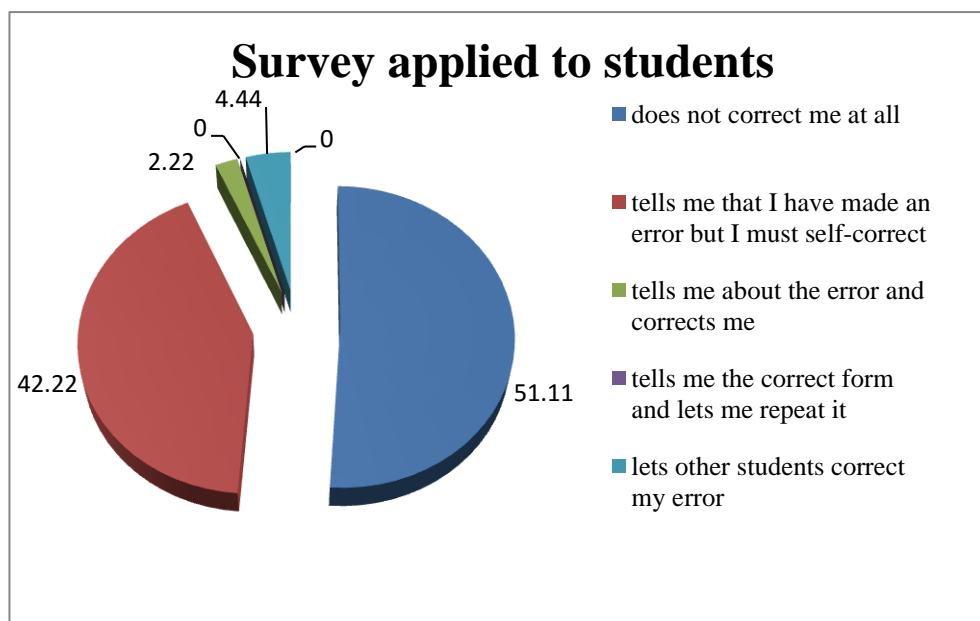
Chart No 7.3 When I make an error, it is not very good when my teacher ...
(select the most appropriate option for each):

ALTERNATIVE / OPTION	Not very good	FREQUENCY	PERCENTAGE
...does not correct me at all.		23	51.11%
...tells me that I have made an error but I must self-correct.		19	42.22%
...tells me about the error and corrects me.		1	2.22%
...tells me the correct form and lets me repeat it.		0	0%
...lets other students correct my error.		2	4.44%
...corrects my error and explains what was wrong and why.		0	0%
Total		45	100%

Source: Survey

Elaborated by: Espinosa, Victor

Graph No 7.3 When I make an error, it is not very good when my teacher ...
(select the most appropriate option for each):



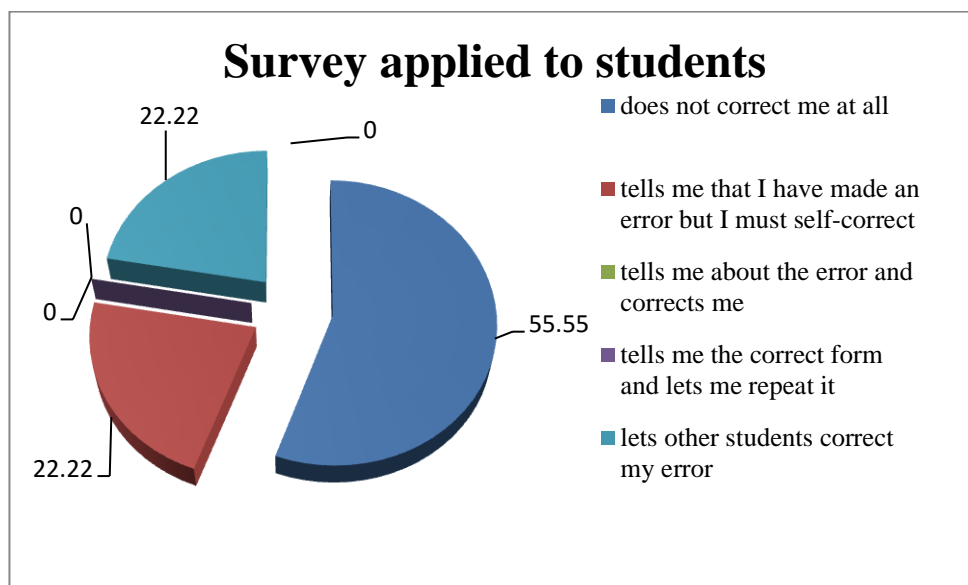
Source: Survey

Elaborated by: Espinosa, Victor

Chart No 7.4 When I make an error, it is bad when my teacher ... (select the most appropriate option for each):

ALTERNATIVE / OPTION	Bad	FREQUENCY	PERCENTAGE
...does not correct me at all.		25	55.55%
...tells me that I have made an error but I must self-correct.		10	22.22%
...tells me about the error and corrects me.		0	0%
...tells me the correct form and lets me repeat it.		0	0%
...lets other students correct my error.		10	22.22%
...corrects my error and explains what was wrong and why.		0	0%
Total		45	100%

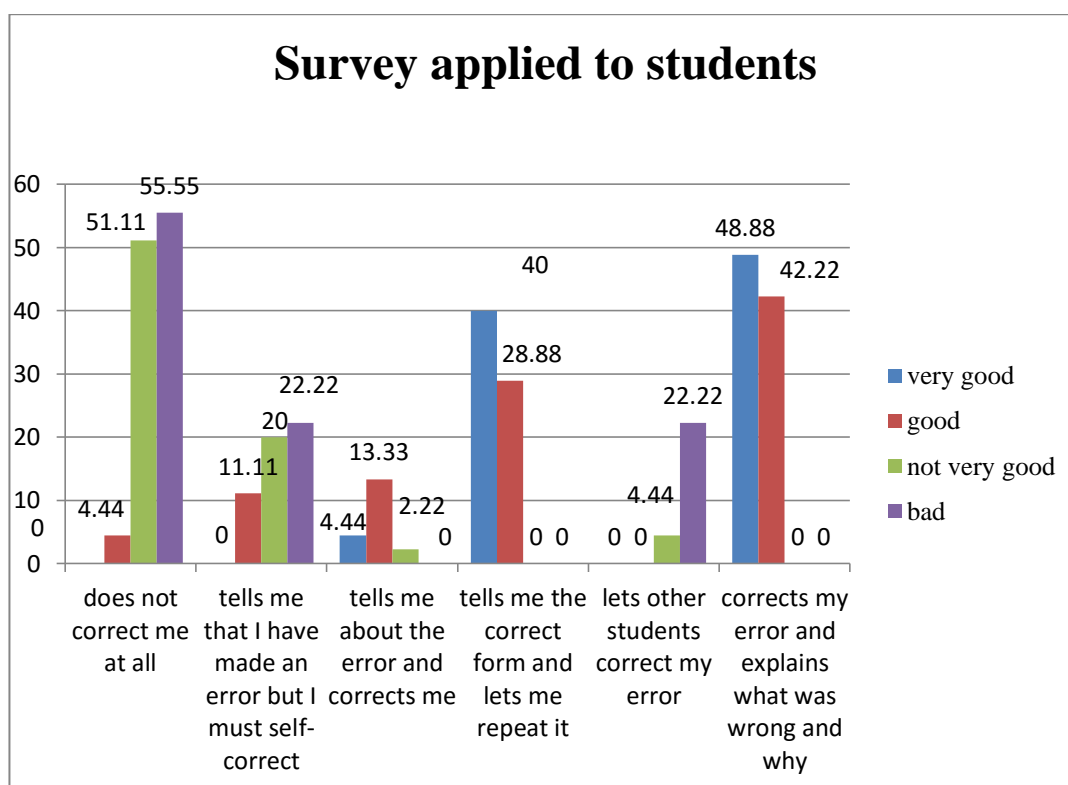
Graph No 7.4 When I make an error, it is bad when my teacher ... (select the most appropriate option for each):



Source: Survey

Elaborated by: Espinosa, Victor

Graph No 7. When I make an error, it is very good / good / not very good / bad when my teacher ... (select the most appropriate option for each):



Source: Survey
 Elaborated by: Espinosa, Victor

Analysis and interpretation

This question had to be divided into four parts according to how it was conceived. In the item related to when the students make an error, it is very good, good, not very good or bad when the teacher does not correct them at all; the majority of the students stated that they liked to be corrected as shown in the summary graph previously illustrated. They also preferred the explanation about the mistakes they made in order to solve the linguistic problem and to prevent future errors of the same type.

8.- In comparison with students of the same level of English, I make errors...:

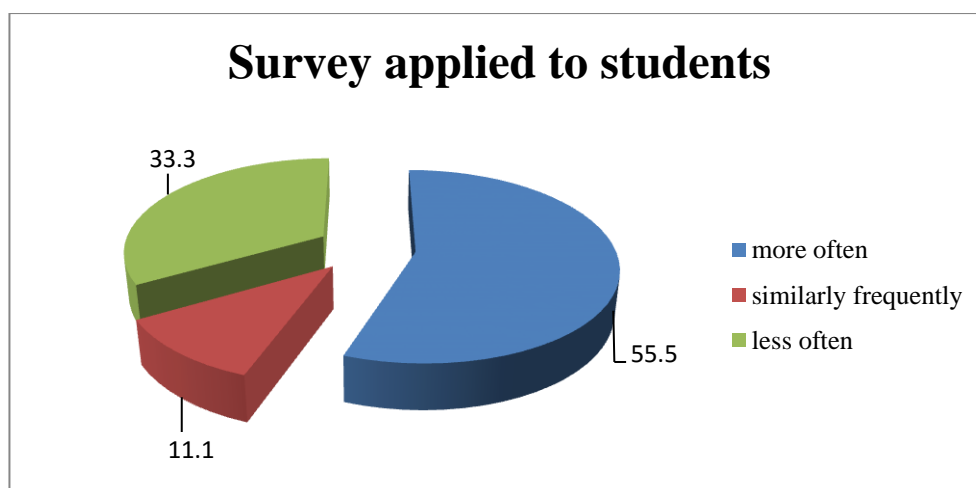
Chart No 8. In comparison with students of the same level of English, I make errors...:

ALTERNATIVE / OPTION	FREQUENCY	PERCENTAGE
a) more often	25	55.55%
b) similarly frequently	5	11.11%
c) less often	15	33.33%
Total	45	100%

Source: Survey

Elaborated by: Espinosa, Victor

Graph No 8. In comparison with students of the same level of English, I make errors...:



Source: Survey

Elaborated by: Espinosa, Victor

Analysis and interpretation

In this question related to the comparison among the students of the same level of English, 55% said they made errors more often while 33% of the students said that they made them less often. Then, it can be stated that they feel somehow the same in comparison with the rest of the students, but the majority of them feels that they are lower in the frequency of making errors.

9.- I believe that the most common sources of errors are (order from the crucial ones = 1 to the least important ones = 5)

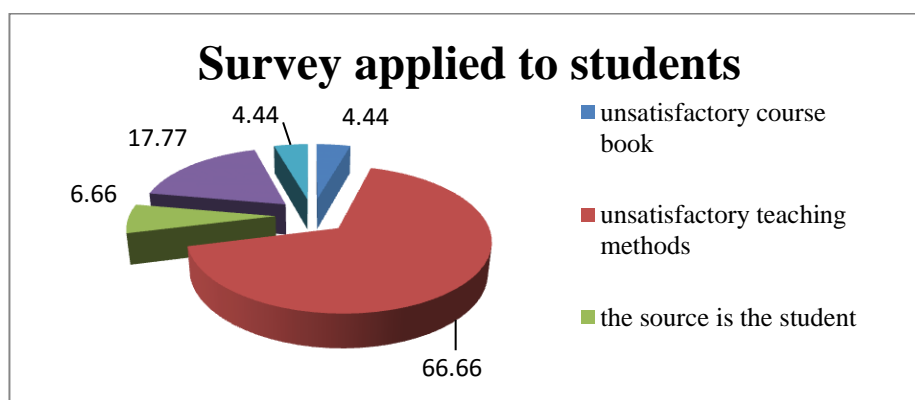
Chart No 9. I believe that the most common sources of errors are (order from the crucial ones = 1 to the least important ones = 5)

ALTERNATIVE / OPTION	FREQUENCY	PERCENTAGE
a) unsatisfactory course book	2	4.44%
b) unsatisfactory teaching methods	30	66.66%
c) the source is the student (insufficient preparation, lack of concentration.)	3	6.66%
d) neither, errors are normal, everybody makes them	8	17.77%
e) we have a few opportunities to talk	2	4.44%
Total	45	100%

Source: Survey

Elaborated by: Espinosa, Victor

Graph No 9. I believe that the most common sources of errors are (order from the crucial ones = 1 to the least important ones = 5)



Source: Survey

Elaborated by: Espinosa, Victor

Analysis and interpretation

In this case, 66% of the students believed that the most common sources of errors were the unsatisfactory teaching methods, and then, teachers must be careful at this point and take into account the results shown in this research, although causes of errors may vary. 77% of the pupils stated that errors are normal and that everybody makes them. The rest of the students blamed the course book, the lack of time devoted to study English, and the few opportunities they had to talk.

10.- In my opinion, an error is:

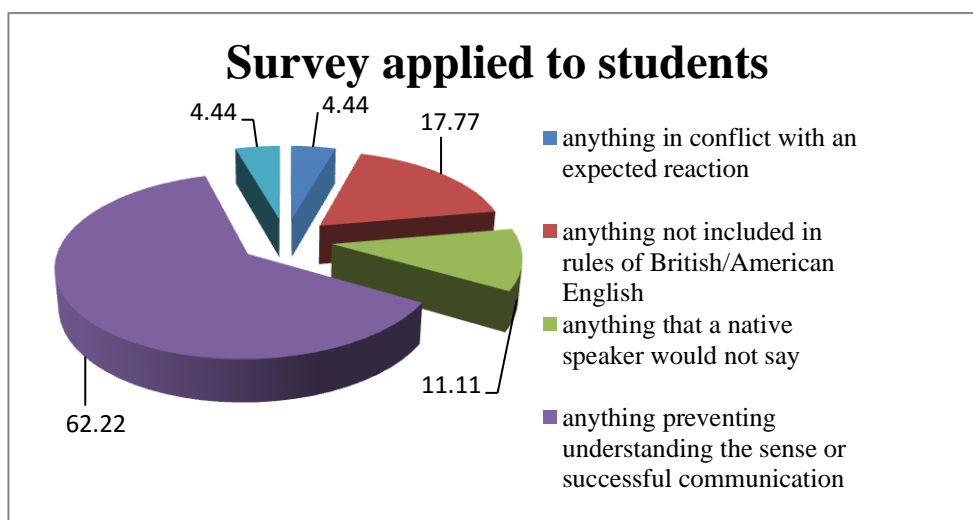
Chart No 10. In my opinion, an error is:

ALTERNATIVE / OPTION	FREQUENCY	PERCENTAGE
a) anything in conflict with an expected reaction	2	4.44%
b) anything not included in rules of British/American English	8	17.77%
c) anything that a native speaker would not say (=slang, informal words, etc. are not considered as error)	5	11.11%
d) anything preventing understanding the sense or successful communication	28	62.22%
e) another definition (please specify):	2	4.44%
Total	45	100%

Source: Survey

Elaborated by: Espinosa, Victor

Graph No 10. In my opinion, an error is:



Source: Survey

Elaborated by: Espinosa, Victor

Analysis and interpretation

62.22% of the students showed a greater preference about anything preventing understanding the sense or successful communication rather than standard rules of British or American English (17.77%). This shows that students tend to be more open-minded in their opinion on error. This observation suggests that the broader, ampler concepts of error are accepted later in life, with more experience with the language.

11.- Do you consider that an application of a strategy regarding error correction will be appropriate for the students at Fernandez Madrid School?

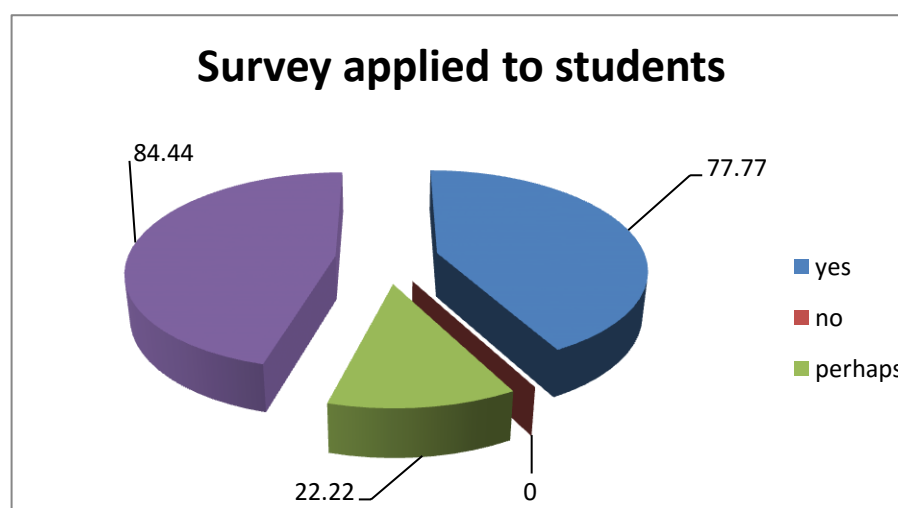
Chart No 11. Do you consider that an application of a strategy regarding error correction will be appropriate for the students at Fernandez Madrid School?

ALTERNATIVE / OPTION	FREQUENCY	PERCENTAGE
a) Yes	35	77.77%
b) No	0	0%
c) Perhaps	10	22.22%
e) Specify your reasons	38	84.44%
Total	45	100%

Source: Survey

Elaborated by: Espinosa, Victor

Graph No 11. Do you consider that an application of a strategy regarding error correction will be appropriate for the students at Fernandez Madrid School?



Source: Survey

Elaborated by: Espinosa, Victor

Analysis and interpretation

If they consider that an application of a strategy regarding error correction will be appropriate for the students at Fernandez Madrid High School, the 77% of the sample selected answered affirmatively and 22% of the students felt insecure, while no one answered negatively. This presupposes that they are aware of the importance of the application of the strategy suggested in the present research paper.

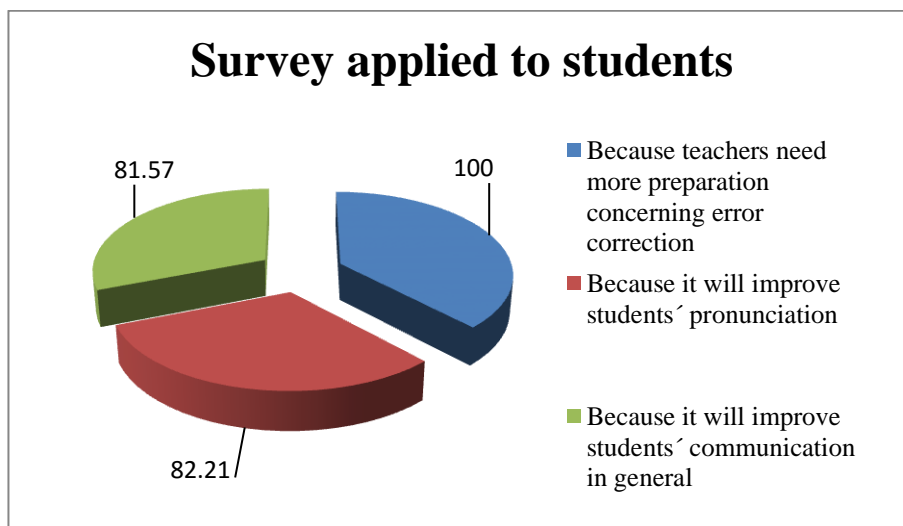
Chart No 11.1 Specify your reasons

ALTERNATIVE / OPTION	FREQUENCY	PERCENTAGE
a) Because teachers need more preparation concerning error correction	38	100.00%
b) Because it will improve students' pronunciation	32	84.21%
c) Because it will improve students' communication in general	31	81.57%
Total	38	100%

Source: Survey

Elaborated by: ESPINOSA, Victor

Graph No 11.1 Specify your reasons



Source: Survey

Elaborated by: Espinosa, Victor

Analysis and interpretation

Regarding the reasons why they want the strategy to be applied to the English Language Learning, 100% of the students say that teachers need more preparation concerning error correction, 82% of them manifest that it will improve students' pronunciation and 81% of the students state that it will be beneficial for students' communication in general.

12. Is there anything you would change about error correction? Do you have anything interesting to add or comment on?

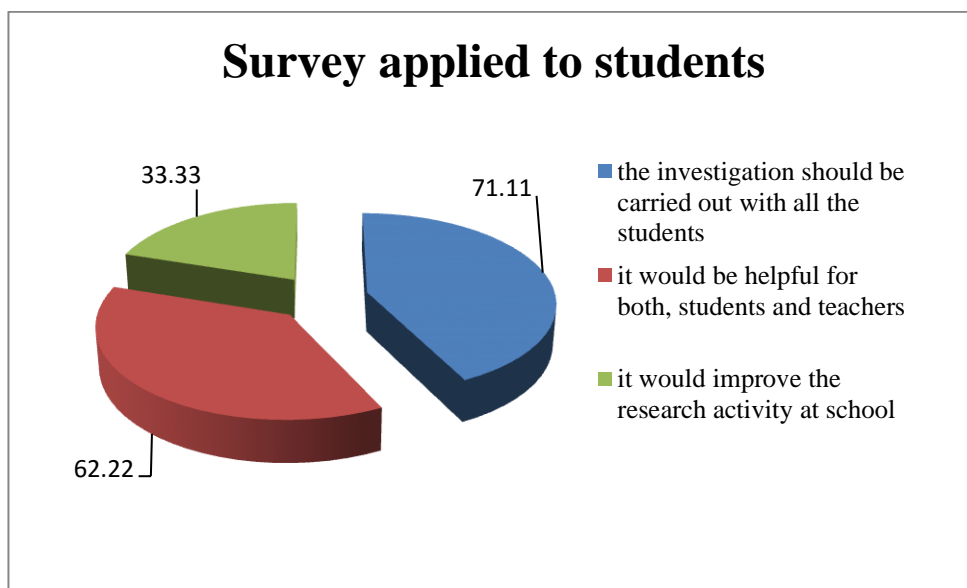
Chart No 12. Is there anything you would change about error correction? Do you have anything interesting to add or comment on?

ALTERNATIVE / OPTION	FREQUENCY	PERCENTAGE
a) I think the investigation should be carried out with all the students.	32	71.11%
b) I think it would be helpful for both, students and teachers.	28	62.22%
c) I think it would improve the research activity at school.	15	33.33%
Total	45	100%

Source: Survey

Elaborated by: ESPINOSA, Victor

Graph No 12. Is there anything you would change about error correction? Do you have anything interesting to add or comment on?



Source: Survey

Elaborated by: Espinosa, Victor

Analysis and interpretation

The students' suggestions regarding the present investigation were that it should be carried out with all the students (42%), so it would be helpful for both, students and teachers (35%) and it would improve the research activity at school (22%). This means that they liked and found the idea of error correction not only interesting, but also useful and practical.

2.4.2 Teachers' survey results

In total 10 teachers filled in the questionnaire. The average age was 39. As with the previous questionnaire, the collected answers were examined in order to find any possible cause for the problem being analyzed in the present research paper. Similarly, different preferences were found among different ages, and even more considering gender. For the purpose of the analysis, teachers were chosen with minimal teaching experience of not less than 5 years.

The questionnaire and graphs showing responses to all questions are attached in Appendix 5. Unlike the one for students, this one was distributed in English. Since many questions were purposefully similar to or the same as those of students, it would be interesting to compare teachers' answers with those analyzed in the previous section.

Now, the different answers and their interpretation for the 12 questions are shown below.

1. My typical reaction to a student's error is:

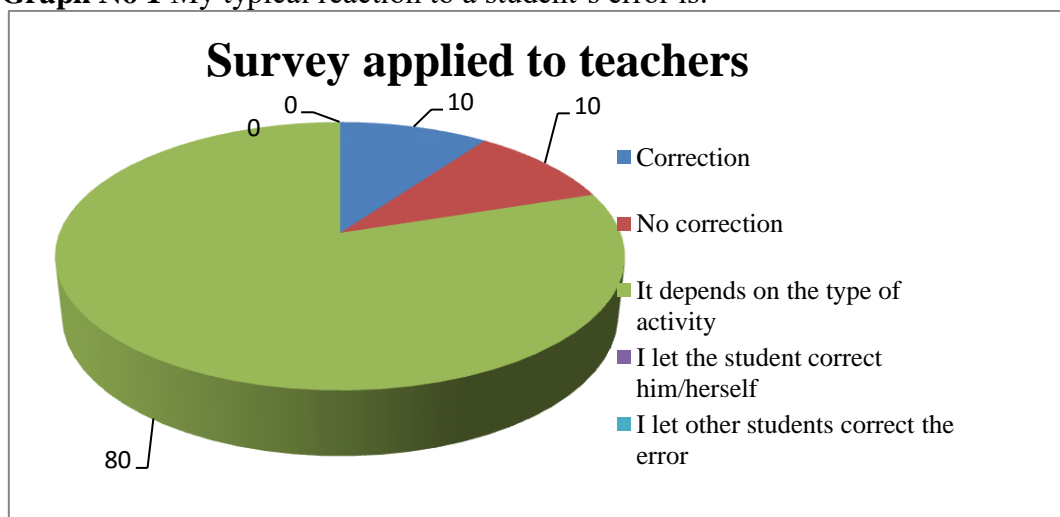
Chart No 1. My typical reaction to a student's error is:

ALTERNATIVE / OPTION	FREQUENCY	PERCENTAGE
a) Correction	1	10.0%
b) No correction	1	10.0%
c) It depends on the type of activity	8	80.0%
d) I let the student correct him/herself	0	0%
e) I let other students correct the error	0	0%
Total	10	100%

Source: Survey

Elaborated by: Espinosa, Victor

Graph No 1 My typical reaction to a student's error is:



Source: Survey

Elaborated by: Espinosa, Victor

Analysis and interpretation

The first question, asking about one's typical reaction to error, generated differences between different genders and ages. Overall, more than 80% of teachers decided on correction depending on the type of activity students were involved in.

Regarding age, only the youngest teachers answered that they typically let students first self-correct. Interestingly, the option no correction was only selected by 10% of the teachers.

2. - If I decide to correct an error, the most frequent type of error is (order from the most frequent = 1 to the least ones = 6):

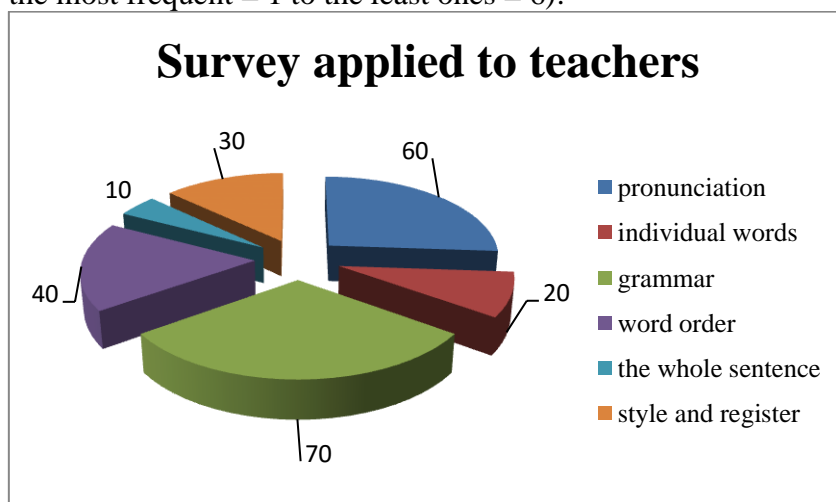
Chart No 2. If I decide to correct an error, the most frequent type of error is (order from the most frequent = 1 to the least ones = 6):

ALTERNATIVE / OPTION	1	2	3	4	5	6	FREQUENCY	PERCENTAGE
pronunciation, intonation, rhythm	6							60.0%
individual words	2							20.0%
grammar	7							70.0%
word order	4							40.0%
the whole sentence/utterance	1							10.0%
style and register	3							30.0%
Total							10	100%

Source: Survey

Elaborated by: Espinosa, Victor

Graph No 2. If I decide to correct an error, the most frequent type of error is (order from the most frequent = 1 to the least ones = 6):



Source: Survey

Elaborated by: Espinosa, Victor

Analysis and interpretation

The second question, regarding the type of error most frequently corrected generated uniform responses among teachers. It turned out to be that the most frequently corrected errors were those of pronunciation or grammar (60% and 70% respectively), while the least frequent ones were those of style and register or the whole sentence (10% and 30%).

3.- When I realize a student made an error, my typical reaction is (order from the most frequent = 1 to the least = 5):

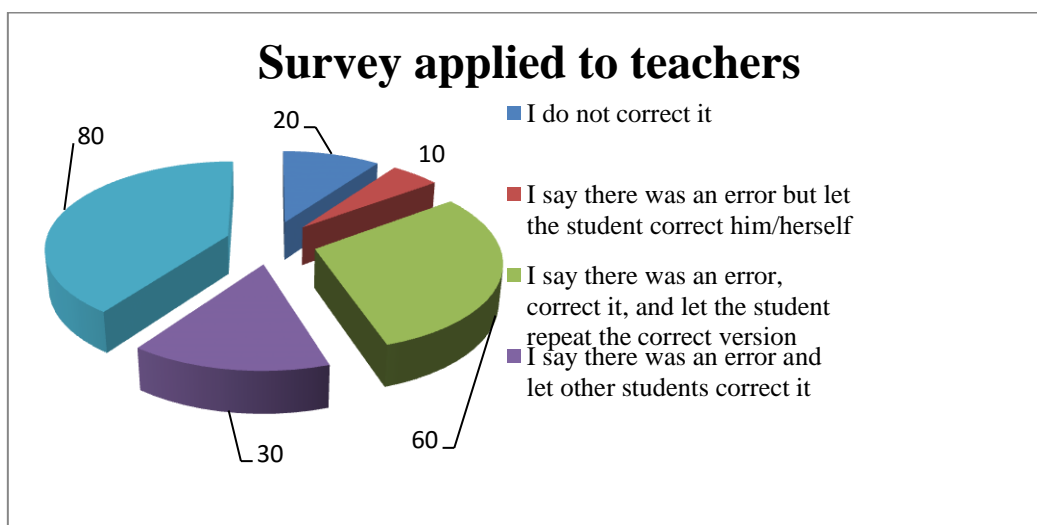
Chart No 3. When I realize a student made an error, my typical reaction is (order from the most frequent = 1 to the least = 5):

ALTERNATIVE / OPTION	1	2	3	4	5	FREQUENCY	PERCENTAGE
a) I do not correct it.	2						20.0%
b) I say there was an error but let the student correct him/herself.	1						10.0%
c) I say there was an error, correct it, and let the student repeat the correct version.	6						60.0%
d) I say there was an error and let other students correct it.	3						30.0%
e) I correct the error and explain what was wrong and why.	8						80.0%
Total						10	100%

Source: Survey

Elaborated by: Espinosa, Victor

Graph No 3. When I realize a student made an error, my typical reaction is (order from the most frequent = 1 to the least = 5):



Source: Survey

Elaborated by: Espinosa, Victor

Analysis and interpretation

Regarding teachers' reaction when students made an error, 80% of the mistakes were not corrected, the 60% of them repeated after the teacher's signal, and 20% let other students correct them.

4.- Regarding frequency, I correct my students' errors:

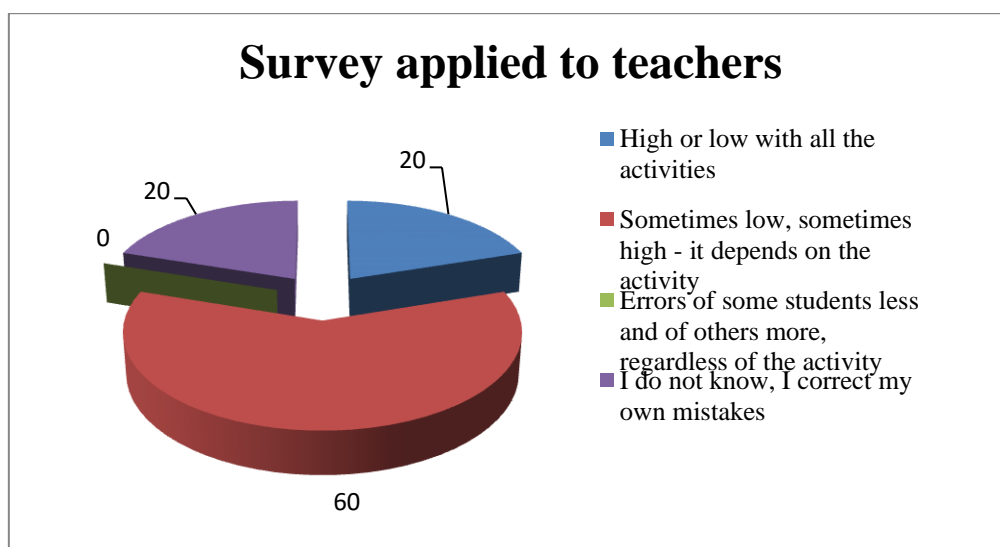
Chart No 4. Regarding frequency, I correct my students' errors:

ALTERNATIVE / OPTION	FREQUENCY	PERCENTAGE
a) High or low frequency with all activities	2	20.0%
b) Sometimes low, sometimes high – it depends on the activity	6	60.0%
c) Errors of some students less and of others more, regardless of the activity	0	0.0%
d) I do not know; I correct my own mistakes	2	20.0%
Total	10	100%

Source: Survey

Elaborated by: Espinosa, Victor

Graph No 4. Regarding frequency, I correct my students' errors:



Source: Survey

Elaborated by: Espinosa, Victor

Analysis and interpretation

The fourth question, which inquired about teachers' frequency of error correction, showed slight differences in responses among them. Overall, there was again a strong tendency to decide on correction based on the type of activity (60% of responses).

A vast majority of them claimed to decide on the type of activity, but 20% of them stated they correct their students somehow in the same way during all activities. Another 20% selected correcting their own mistakes, which shows that teachers probably think about error correction in general. And none of them chose the option 'errors of some students less and of others more, regardless of the activity'.

5.- Concerning timing, I usually correct my students' errors:

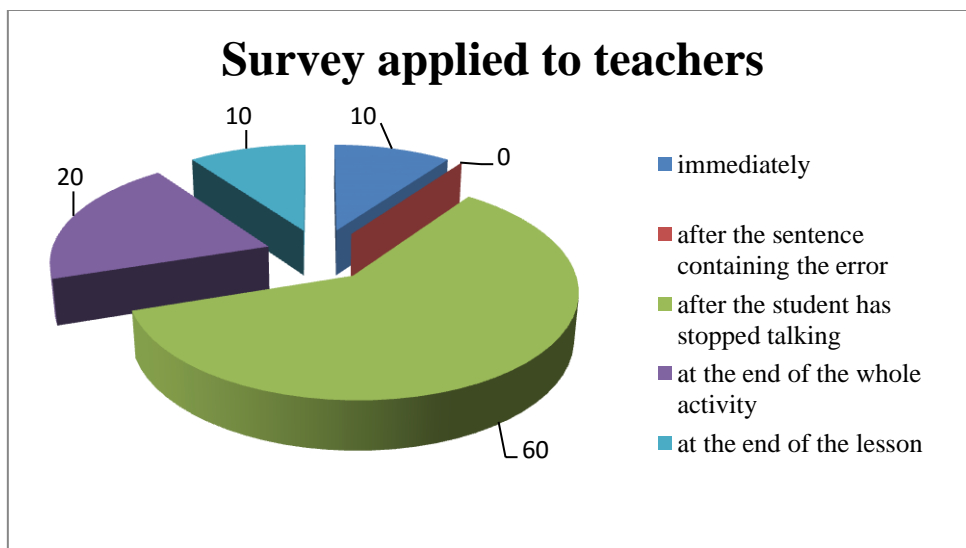
Chart No 5. With reference to timing, I usually correct my students' errors:

ALTERNATIVE / OPTION	FREQUENCY	PERCENTAGE
a) immediately	1	10.0%
b) after the sentence containing the error	0	0%
c) after the student has stopped talking	6	60.0%
d) at the end of the whole activity	2	20.0%
e) at the end of the lesson	1	10.0%
Total	10	100%

Source: Survey

Elaborated by: Espinosa, Victor

Graph No 5. Regarding timing, I usually correct my students' errors:



Source: Survey

Elaborated by: Espinosa, Victor

Analysis and interpretation

In this case, 60% of teachers made the corrections after their student stopped talking, while 10% of them corrected their students' mistakes at the end of the whole activity, and the rest of the educators made that correction at the end of the lesson. Here, opinions also vary significantly.

6.- In my opinion, errors should be corrected:

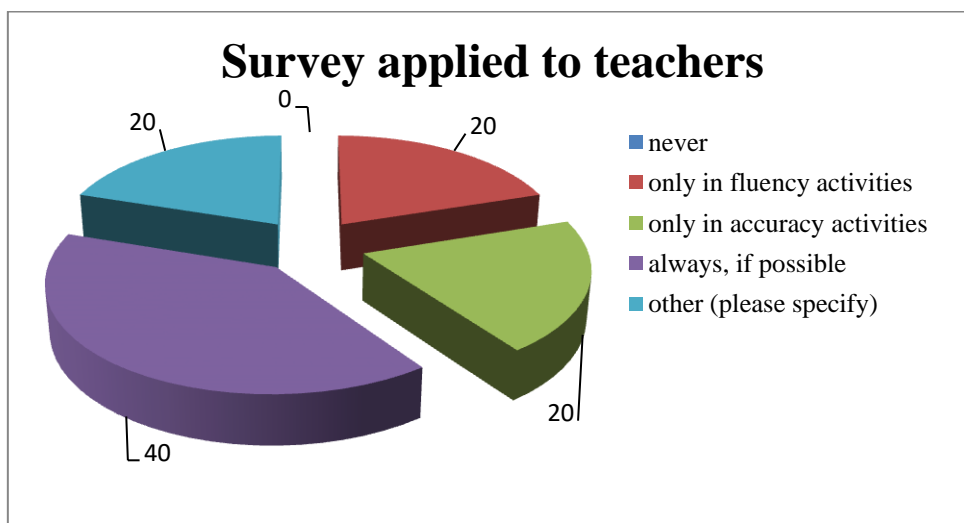
Chart No 6. In my opinion, errors should be corrected:

ALTERNATIVE / OPTION	FREQUENCY	PERCENTAGE
a) never	0	0%
b) only in fluency activities	2	20.0%
c) only in accuracy activities	2	20.0%
d) always, if possible	4	40.0%
e) Other (please specify):	2	20.0%
Total	10	100%

Source: Survey

Elaborated by: Espinosa, Victor

Graph No 6. In my opinion, errors should be corrected:



Source: Survey

Elaborated by: Espinosa, Victor

Analysis and interpretation

In the question regarding where errors should be corrected 40% of the sample shows that teachers always do it, if possible. The rest of the answers coincide with 20% each. Therefore, the type of activity that is appropriate for teachers to correct errors vary for one reason or another, depending on many elements analyzed in the present research paper so far.

7.- The most common reaction of my students to my signaling of an error is (order from the most common = 1 to the least = 5):

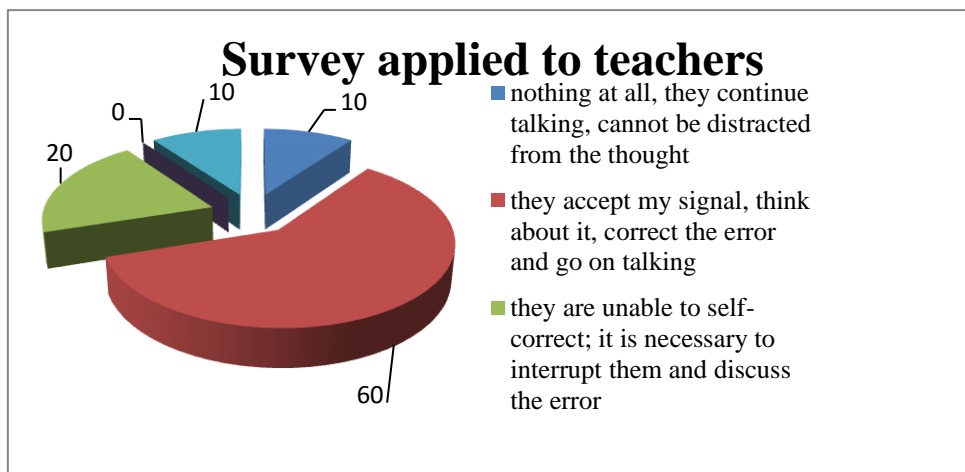
Chart No 7. The most common reaction of my students to my signaling of an error is (order from the most common = 1 to the least = 5):

ALTERNATIVE / OPTION	1	2	3	4	5	FREQUENCY	PERCENTAGE
a) nothing at all, they continue speaking, cannot be distracted from the thought	1						10.0%
b) they accept my signal, think about it, correct the error and go on talking	6						60.0%
c) they are unable to self-correct; it is necessary to interrupt them and discuss the error	2						20.0%
d) they are frustrated because of the error and unwilling to continue talking	0						0%
e) they lose confidence in themselves, so they forget what they are saying	1						10.0%
Total						10	100%

Source: Survey

Elaborated by: Espinosa, Victor

Graph No 7. The most common reaction of my students to my signaling of an error is (order from the most common = 1 to the least = 5):



Source: Survey

Elaborated by: Espinosa, Victor

Analysis and interpretation

In the results shown above 60% of the teachers alleged that the students accepted their signal, thought about it, corrected the error, and then continued talking, but this information was contrasted with lesson observation where they did not do this the way they stated in the present answers.

8.- Considering error correction in general, I can say that:

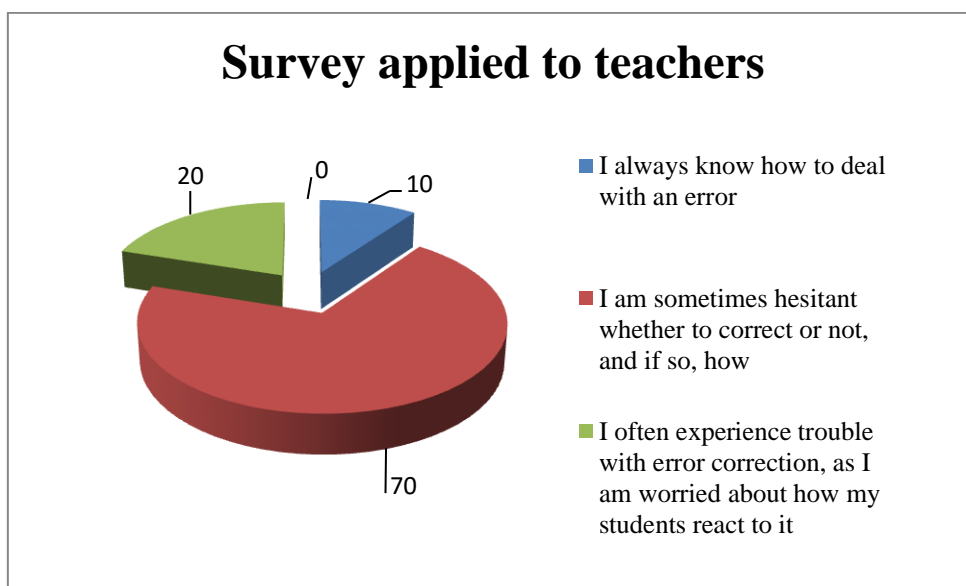
Chart No 8. Considering error correction in general, I can say that:

ALTERNATIVE / OPTION	FREQUENCY	PERCENTAGE
a) I always know how to deal with an error	1	10.0%
b) I am sometimes hesitant whether to correct or not, and if so, how	7	70.0%
c) I often experience trouble with error correction, as I am worried about how my students react to it	2	20.0%
d) I do not correct errors; it affects my students' self-esteem too much	0	0%
Total	10	100%

Source: Survey

Elaborated by: Espinosa, Victor

Graph No 8. Considering error correction in general, I can say that:



Source: Survey

Elaborated by: Espinosa, Victor

Analysis and interpretation

In these results 70% of the teachers said that they sometimes hesitated whether to correct or not their students' mistakes while 20% of them mentioned that they were worried about making corrections due to students' reactions to it. Thus, teachers do not know how to handle this situation by telling them that mistakes are part of learning or explaining in different ways.

9.- I believe that the most common sources of errors are (order from the crucial ones = 1 to the least important ones = 5)

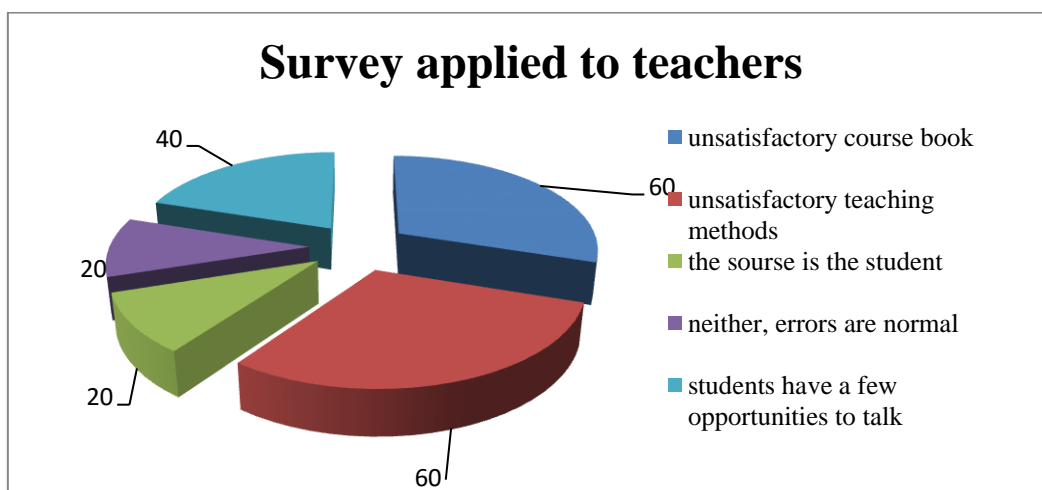
Chart No 9. I believe that the most common sources of errors are (order from the crucial ones = 1 to the least important ones = 5)

ALTERNATIVE / OPTION	1	2	3	4	5	FREQUENCY	PERCENTAGE
a) unsatisfactory course book	0				6		60.0%
b) unsatisfactory teaching methods	6				0		60.0%
c) the source is the student (insufficient preparation, lack of concentration etc.)	2				0		20.0%
d) neither, errors are normal, everybody makes them	2				0		20.0%
e) students have a few opportunities to talk	0				4		40.0%
Total						10	100%

Source: Survey

Elaborated by: Espinosa, Victor

Graph No 9.1 I believe that the most common sources of errors are (the crucial ones = 1)



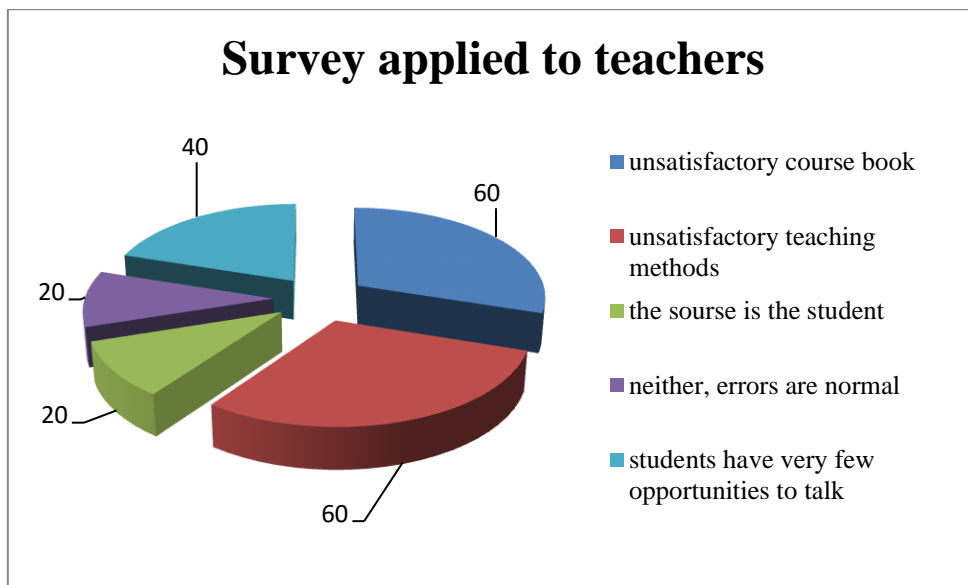
Source: Survey

Elaborated by: Espinosa, Victor

Analysis and interpretation

In the interpretation of the above results, it can be inferred that 60% of the teachers marked the unsatisfactory teaching methods as the most common sources of errors are (the crucial ones = 1), what can be analyzed from here that teachers admitted that the teaching methods were very important in the topic of the present investigation: error correction. Sixty of teachers marked this item.

Graph No 9.2 I believe that the most common sources of errors are (the least important ones = 5)



Source: Survey

Elaborated by: Espinosa, Victor

Analysis and interpretation

This graph shows that 60% of the teachers pointed at inefficient course books as the least important source of errors, while 40% manifested that students have very few opportunities to talk as the least important. It can be inferred from this result that teachers blame other sources of errors, as seen before in other analysis.

10.- In my opinion, an error is:

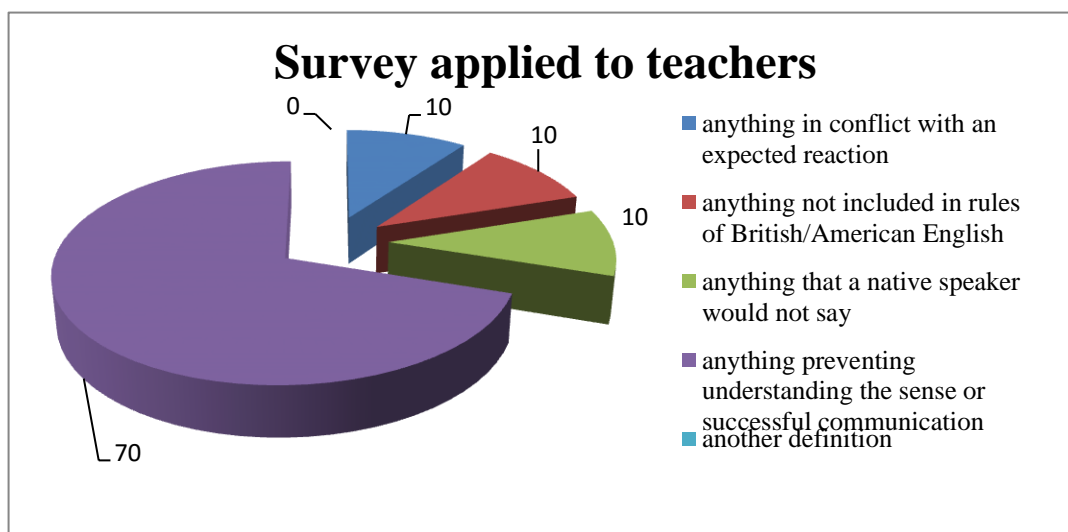
Chart No 10. In my opinion, an error is:

ALTERNATIVE / OPTION	FREQUENCY	PERCENTAGE
a) anything in conflict with an expected reaction	1	10.0%
b) anything not included in rules of British/American English	1	10.0%
c) anything that a native speaker would not say (=slang and informal words are not considered as error)	1	10.0%
d) anything preventing understanding the sense or successful communication	7	70.0%
e) Another definition (please specify):	0	0.0%
Total	10	100%

Source: Survey

Elaborated by: Espinosa, Victor

Graph No 10. In my opinion, an error is:



Source: Survey

Elaborated by: Espinosa, Victor

Analysis and interpretation

For the 70% of teachers an error is anything preventing understanding the sense or successful communication, and the 10% of the rest of the sample stated the other definitions, manifesting unfamiliarity with the concept, what implies the need of preparation concerning the topic. Surprisingly, only the 10% defined error as anything in conflict with rules of British or American English.

11.- Do you consider that an application of a strategy regarding error correction will be appropriate for the students at Fernandez Madrid High School?

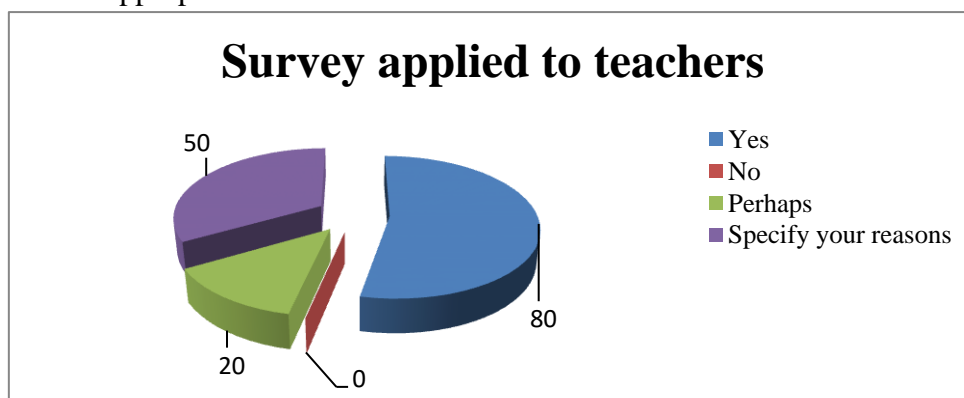
Chart No 11. Do you consider that an application of a strategy regarding error correction will be appropriate for the students at Fernandez Madrid School?

ALTERNATIVE / OPTION	FREQUENCY	PERCENTAGE
a) Yes	8	80.0%
b) No	0	0%
c) Perhaps	2	20.0%
d) Specify your reasons	5	50.0%
Total	10	100%

Source: Survey

Elaborated by: Espinosa, Victor

Graph No 11. Do you consider that an application of a strategy regarding error correction will be appropriate for the students at Fernandez Madrid School?



Source: Survey

Elaborated by: Espinosa, Victor

Analysis and interpretation

In the analysis of the results of this question concerning whether the application of a strategy regarding error correction would be appropriate for the students at Fernández Madrid High School or not, 80% of the sample answered affirmatively, 20% might consider it, and nobody stated a negative answer. With reference to the reasons the sample provided, 50% of the teachers expressed that it would improve the students' achievements in the English language. They said that many students expected and wanted each error to be corrected and it may become confusing or frustrating if teachers were not able to do it, maybe because they did not know the correct form or because they did not know how to mark a paper properly.

12. Is there anything I would change about error correction? Do I have anything interesting to add or comment on?

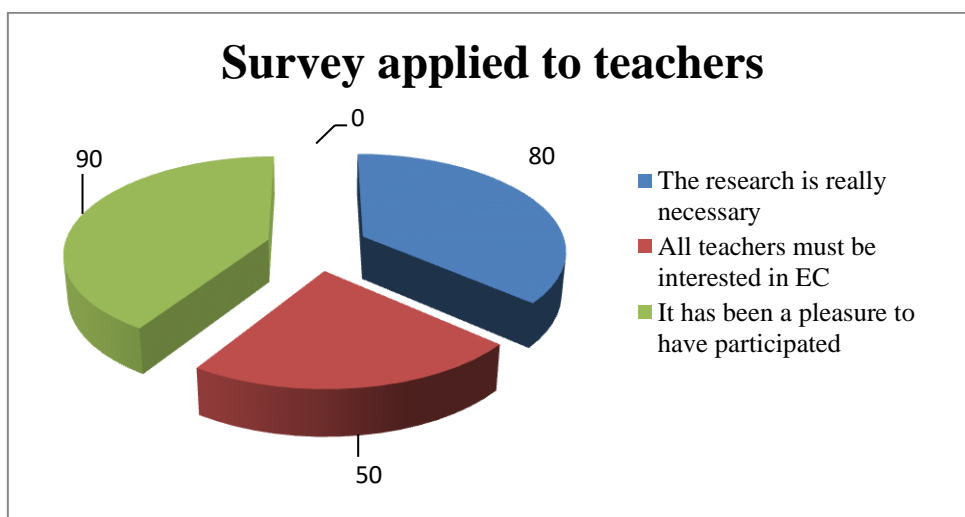
Chart No 12. Is there anything I would change about error correction? Do I have anything interesting to add or comment on?

ALTERNATIVE / OPTION	FREQUENCY	PERCENTAGE
a) The research is really necessary.	8	80.0%
b) All teachers must be interested in error correction.	5	50.0%
c) It has been a pleasure to have participated in this research.	9	90.0%
Total	10	100%

Source: Survey

Elaborated by: Espinosa, Victor

Graph No 12. Is there anything I would change about error correction? Do I have anything interesting to add or comment on?



Source: Survey

Elaborated by: Espinosa, Victor

Analysis and interpretation

According to the results obtained in the final question, 90% of the teachers considered it was useful and practical to have participated in the investigation. The 80% of them believed that the present research should be necessary and 50% of the teachers thought that all English teachers as a foreign language must be interested in practicing error correction and in giving feedback to students in order to improve their learning. Therefore, in conclusion, it can be stated that the strategy proposed, although still perfectible, could be significant for the students' knowledge and abilities when acquiring a foreign language, in this case, English.

2.4.3 Analysis of the results of the Oral tests applied.

The following chart and graph correspond to the oral test applied to the students and the corresponding results. The analysis and interpretation are described below.

Chart No 1. General results of the oral tests applied to Tourism first year students.

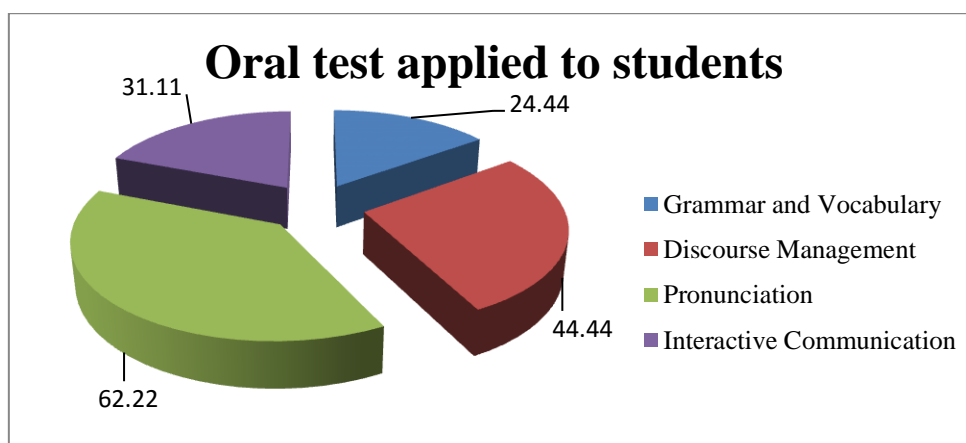
Students	Grammar and vocabulary	Discourse Management	Pronunciation	Interactive communication	Total
1		x	x	x	3
2	x	x			2
3	x				1
4				x	1
5			x		1
6	x				1
7		x	x		2
8					0
9			x		1
10			x		1
11		x		x	2
12			x	x	2
13				x	1
14	x	x			2
15			x	x	2
16			x		1
17		x			1
18			x		1
19		x		x	2
20	x				1
21			x		1
22		x	x		2
23		x			1
24		x	x		2
25	x	x		x	3
26	x				1
27			x		1
28			x		1
29			x		1
30		x	x		2
31	x	x	x		3
32		x	x		2
33		x		x	2
34	x		x		2
35			x	x	2
36	x	x			2

Students	Grammar and vocabulary	Discourse Management	Pronunciation	Interactive communication	Total
37			x		1
38			x		1
39			x		1
40			x		1
41	x			x	2
42		X	x	x	3
43		X	x	x	3
44		X	x	x	3
45		X	x		2
Total 45	11	20	28	14	

Source: Oral test

Elaborated by: Espinosa, Victor

Graph No 1. General results of the oral tests applied to Tourism second year students.



Source: Oral Test

Elaborated by: Espinosa, Victor

The results obtained in the oral test applied to Tourism first year students can be explained regarding the criteria selected for the present investigation, which is related to error correction and the best way to achieve good results on students' learning English as a foreign language. Regarding grammar and vocabulary the percentage of students that made mistakes in this field is 44%, which is considerable low if compared to pronunciation that was around 22% of the students making mistakes. Concerning fluency, the percentage is 44%. These results show that teachers might pay more attention to grammar and vocabulary than to fluency and pronunciation. From this fact, it can be deduced that something must be wrong with classroom management since error correction should be made as much as possible in the four skills. Anyway, these techniques are going to be repeated at the end of the application of the proposal to validate its results. (See Appendixes 6 and 7)

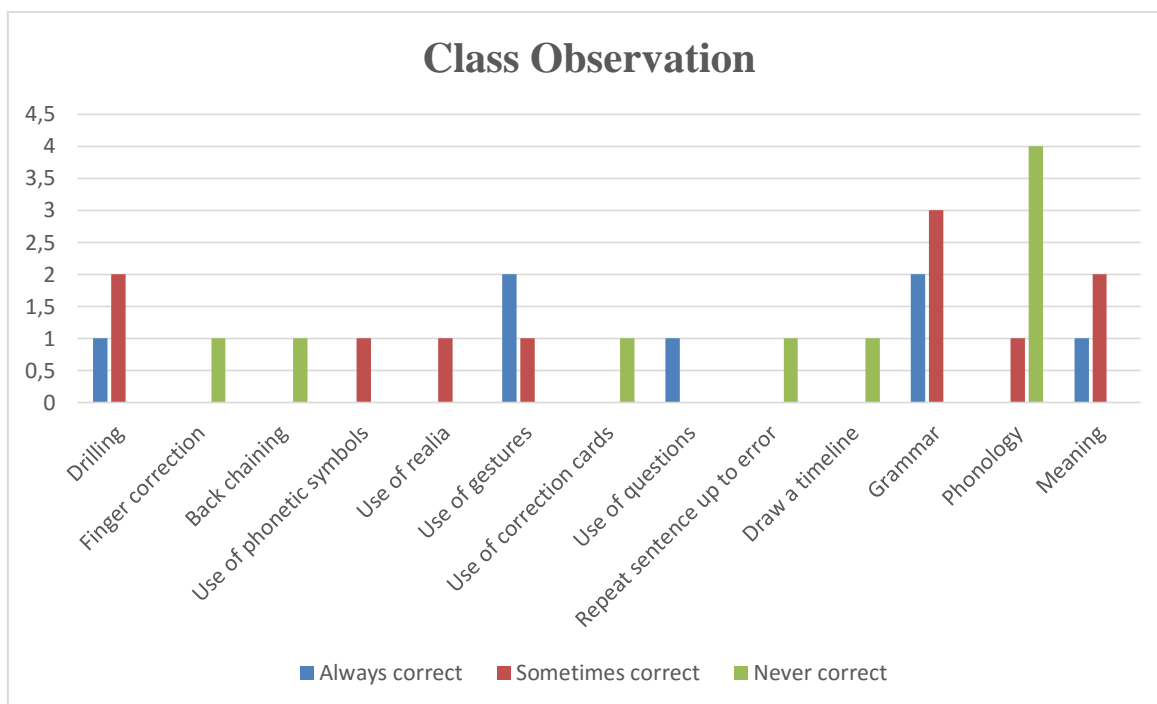
2.4.4 Analysis of class observation

The following chart and graph correspond to the class observation carried out to the sample selected to the students and teachers and the corresponding results. The analysis and interpretation are described below.

TECHNIQUE		ALWAYS CORRECT	SOMETIMES CORRECT	NEVER CORRECT
1. Drilling	Choral	X		
	Individual		X	
	T – S / S – S;		X	
2. Finger correction				X
3. Back chaining				X
4. Use of board to identify error (For example. phonetic symbols)			X	
5. Use of realia, visual aids to clarify meaning			X	
6. Use of - gestures - facial expressions - voice		X		
		X		
			X	
7. Use of correction cards for monitoring free speaking activities.				X
8. Use of questions		X		
9. Repeat sentence up to error				X
10. Draw a timeline on the board.				X
11. Grammar/Structure: a. Tense b. Word order c. Omission d. Articles e. Agreement		X		
		X		
			X	
			X	
			X	
12) Phonology a. Pronunciation b. Intonation c. Word stress d. Sentence stress e. Syllable omission				X
				X
				X
				X
			X	
13) Concept/Meaning a. Incorrect use of word – collocation. b. Incorrect use of structure c. Incorrect use of function			X	
		X		
			X	
		X		
TOTAL-45 students		7 (15.55%)	11 (24.44%)	9 (20.0%)

Source: Class observation

Elaborated by: Espinosa, Victor



Source: Class observation

Elaborated by: Espinosa, Victor

The total amount of the students was observed in 10 lessons to check if results matched with the previous observations. Regarding the observation of classes, it can be said that teachers did not always correct students in the best way or leave them with the mistakes in most of the cases. When analyzing the techniques used, some interesting results were showed: 15.55% of the times teachers always used the error correction techniques evaluated, the 24.44% of the times teachers sometimes used the error correction techniques evaluated, and the 20.0% of the cases never. It can be inferred then that teachers do not always correct their students with the variety of correct techniques. (See Appendixes 8 and 9)

The hardest treated elements were pronunciation and drilling; teachers use repetition most of the times and are reluctant to use phonetic symbols or other explanations to explain how to pronounce a sound, word or sentence.

CHAPTER III METHODOLOGY

3.1 Methodological design.

In this part the justification of the methodology used is explained, as well as the instruments and methods applied in the different stages of the present research paper.

According to Irny, S.I. and Rose, A.A. (2005) "Designing a Strategic Information Systems Planning Methodology for Malaysian Institutes of Higher Learning, Issues in Information System, Volume VI, No. 1, 2005, cited in Wikipedia, Methodology is the systematic, theoretical analysis of the methods applied to a field of study. It comprises the theoretical analysis of the body of methods and principles associated with a branch of knowledge. Typically, it encompasses concepts such as paradigm, theoretical model, phases, and quantitative or qualitative techniques"³⁶.

A methodology does not set out to provide solutions - it is, therefore, not the same as a method. Instead, a methodology offers the theoretical underpinning for understanding which method, set of methods, or so-called "best practices" can be applied to specific case, for example, when calculating a specific result.

The present research paper is said to be descriptive due to the fact that it seeks to describe the current status of two identified variables. The researcher did not begin with a hypothesis, but it is likely to develop one after collecting data and analyzing the different stages of the investigation. The theoretical method of Analysis and synthesis of the data provide the test of the hypothesis. There is a systematic collection of information which requires careful selection of the units studied and measurement of each variable in order to demonstrate validity.

According to the objectives of the present research paper, that is the observation, description and interpretation of a special aspect of the teaching-learning process-error correction in oral expression; it is considered that the qualitative method is the one that best suits this process.

³⁶ Irny Suzila Ishak et al. DESIGNING A STRATEGIC INFORMATION SYSTEMS PLANNING METHODOLOGY FOR MALAYSIAN INSTITUTES OF HIGHER LEARNING (ISP-IPTA) http://iacis.org/iis/2005/Ishak_Alias.pdf

3.2 Procedures.

The steps of the methodology used to carry out the present research paper are defined as follows:

- I. Introduction- it refers to the context and setting of the problem to be solved. That is, the ideas and the fundamentals to do the research paper.
- II. Diagnosis- it has to do with the real situation of the group of study and what strategy can be applied to solve the problem.
- III. Approach to the general objective- it refers to determining the general objective.
- IV. Strategic planning- short, medium and long term objectives are defined, which allow the transformation of the current condition of the group of study to the desired one. The stages of the actions, the resources, means and methods of the strategy are planned according to the objectives proposed.
- V. Implementation-the strategy refers to the way how the problem will be solved, what plan will be carried out, during what time, the responsible ones and the participants.
- VI. Evaluation- the success and/or obstacles that have been overcome, as well as the analysis of the methods used to achieve the success desired.

Therefore, the methodological strategy described above has been presented in a set of curricular and extracurricular activities to be solved according to the difficulties found in the diagnosis, in order to reach the set objectives.

3.3 Techniques and methods used.

The techniques and methods applied in the present research paper were of three types: theoretical, empirical, and statistical methods, which are described in this section.

Theoretical methods

Historical-logical: was used to do some research about the background and characteristics of the different tendencies when teaching error correction and pronunciation in English in its historical evolution, highlighting its process of development up to the present.

Analysis and synthesis: was useful to understand the results of the tools applied, as well as to determine the real situation of the object of study following some theoretical foundations. It was also of great help when selecting the bibliography related to the topic of the present research paper.

Induction-deduction: was used to determine the aspects that characterize the error correction and the pronunciation processes as well as it made easier to set the guidelines for the elaboration of the proposal.

System approach: was needed to apply during the whole process of investigation; it was present in the conformation of the strategy and allowed the establishment of the connection among the different elements of the problem dealt with in this research paper.

Empirical methods

Scientific observation: allowed me as a researcher to obtain the correct information concerning the development of error correction and pronunciation of the English language of the students and teachers, as well as the introduction of the proposal and as a way of evaluating some of the actions of the strategy.

Survey: was applied to students and teachers to know their opinions regarding the process of error correction, either at the beginning of the investigation or at the end.

Pedagogical tests: were applied to determine the students' linguistic level concerning pronunciation, to take it into consideration for the process of error correction. They were applied at the beginning and at the end of the research process.

Statistical method

It was used to make a statistical analysis of the data obtained from the methods and tools applied.

3.4 Proposal.

The present section aims to describe the methodological strategy proposed in the present research paper, with the objective of contributing to improve error correction in foreign language lessons in first year high school students of Tourism course during the first quinmester 2014-2015. For that purpose, some actions are suggested according to the theoretical foundations of linguistics, the communicative approach, and research. The strategy proposed differs from traditional, rigid schemes, and implies an open and flexible proposal for the students selected as sample. Some strategies were first used in Education in the 60s, in the twentieth century, which matched with the beginning of the development of investigations aiming to describe indicators related to the quality of education.

According to Goce and Rodríguez strategies are defined as: "...a procedure which organizes the action in sequence and order to obtain the set goals". Other linguists as Casábola and Cols coincide with the same definition: "We understand by a strategy a certain ordering of actions in the course of a problem solution, in which each step is needed to take the following one. These sequences of actions are strongly oriented towards a target."

Based on the research done for the present paper, strategies can be taken as useful tools that are designed to solve practical problems and overcome difficulties with optimization of time and resources.

They also allow researchers to do the projection of a qualitative change in the system with the objective of eliminating the existing contradictions between the real condition of the object of study and the desired one.

Furthermore, strategies imply a planning process in which a creation of sequences of actions is produced, towards a set goal, what does not mean its unique resource.

In the above-mentioned definitions, there is a coincidence concerning the design of sequentially organized actions in strategies to reach a goal or purpose. For that reason the researcher gets the positive aspects of all definitions to design his own strategy.

While analyzing the different typologies of strategies, the author assumes the following concept of methodological strategy: It is a projection of a short, medium, and

long term system that allows the transformation of the direction of the teaching-learning process, taking into consideration the methods and procedures to reach the set objectives in a determined period of time. (González Saavedra (S/A)).

In addition, other features that characterize a strategy as a scientific result are described as follows³⁷.

- It is conceived as a systemic approach, in which some associations of coordination prevail, though some relations of subordination and dependency are also present.
- A determined structure from phases or stages related to actions of orientation, implementation, and control, apart from the terms given.
- The fact that it responds to a contradiction between the real and desired state of a concrete object located in a given space and time, solved through the use of certain resources and means.
- A dialectic character given by a search for a qualitative change, that will take place in the object (from the actual to the desired state), by constant adjustments and by the articulation among the set objectives and goals.
- The adoption of a specific typology conditioned by the element constituted by the object of transformation.
- Its uniqueness, strategies are case-by-case basis and valid in its entirety only in a specific moment and context, that is why their universe of application is more reduced than other scientific results. This does not mean that one or many actions could be repeated in another context.
- Its character of strongly practical focus due to its persistent levels of tangibility and utility. This aspect does not deny the existence of theoretical contributions within its conformation.

The strategy is composed of five stages, which are performed in a set of actions and activities to achieve an objective. These stages are: diagnosis, training, implementation, control and generalization. (See Appendix 8)

When defining what a strategy is, it is necessary to mention the following aspects:

Objectivity: it comes from the analysis of the results obtained from the diagnosis applied to the selected sample, and from the need to improve pronunciation through error correction.

³⁷ Gonzalez Saavedra, José. Estrategia educativa para el desarrollo de la motivación profesional pedagógica. <http://www.monografias.com/trabajos75/estrategia-desarrollo-motivacion-profesional-pedagogica/estrategia-desarrollo-motivacion-profesional-pedagogica3.shtml#ixzz3b4v3mrc9>. Acceso: 2/5/2015

Integrity: it involves the qualities, values, attitude, skills and the different educational tasks that students must be able to fulfill at this level as well as the legal requirements of Education in Ecuador.

Flexibility: it is when the strategy proposed can be redesigned in correspondence with the results obtained in each of its stages, the implementation of actions, the set objectives, the students' needs and other important information such as the characteristics of the high school are taken into consideration.

Systemic design of the methodological strategy: it refers to the interrelation existing among the diagnosis, the general objective, the stages, the specific objectives, the plan of actions and the evaluation, which present a logical and hierarchical order.

Developmental improvement: it allows not only the linguistic and investigative training, but also the development of values and attitudes, by means of the students' interrelation with outstanding teachers and other students from inferior level.

Designed actions: they make possible to adequate the strategies to the teachers, the tutor and the students' characteristics, and to the context where the research is carried out.

Experiential learning: it has to do with the experiences of the sample selected to be part of the present strategy.

Updating level: the strategy achieves the updating pedagogical conceptions concerning methodological strategies, as well as the legal requirement for the educational system in high schools.

STRATEGY FOR ERROR CORRECTION IN THE ENGLISH LESSONS

STAGES AND ACTIONS

DIAGNOSIS

Diagnosis of the students' actual situation regarding oral errors.
(4 actions)

TRAINING

Planning of the actions involved in the strategy.
(3 actions)

IMPLEMENTATION

Academic training and implementation of the activities .
(17 actions)

CONTROL

Control, evaluation and monitoring the students' progress.
(7 actions)

GENERALIZATION

Valuation of the strategy implemented, feedback and generalization of the results . (4 actions)

Applicability: when it is feasible to apply a strategy with a minimum of resources and it presupposes the means to allow the participants to work on it.

PRESENTATION:

The following strategy is being implemented at Fernández Madrid High School and its main purpose is to improve error correction in foreign language lessons in first-year high school students of Tourism course during the first quinmester 2014-2015. Next, the strategy is presented.

Level: High School.

Educational Institution: Fernandez Madrid High School

Grade: high school first-year students of Tourism

Municipality: Quito.

FUNDAMENTATION:

When analyzing the importance of the linguistic preparation of the students in a foreign language, error correction always comes to our minds. Errors are nowadays recognized as necessary and natural part of the learning process, which demands that many teachers change their attitude towards them. The present research paper examines the nature of error of high school first-year students and mentions practical recommendations and actions to be carried out through a methodological strategy, to deal effectively and usefully with errors in the classrooms. Considering also, that this preparation is a long and a difficult process, as well as very important one in language acquisition, this methodological strategy is applied.

Taking into consideration the above-mentioned foundations, this strategy has been structured in five stages: diagnosis, training, implementation, control and generalization, with a considerable amount of actions to be implemented by teachers, students, parents and the educational community in general. Teachers should adapt the most convenient methodological option for the particular objective and situation, bearing in mind that errors are to be used as learning opportunities.

GENERAL OBJECTIVE:

✍ Contribute to improve error correction in foreign language lessons in high school first-year students of Tourism course during the first quinmester 2014-2015.

FIRST STAGE: Diagnosis.

Direction I: Verify the actual situation that teachers and high school first-year students of Tourism course belonging to “Fernandez Madrid” have regarding the improvement of error correction.

Objectives	Actions	Date	Participants	Responsible	Control
To diagnose the actual situation that teachers and high school first-year students of Tourism belonging to “Fernández Madrid” have regarding the improvement of error correction.	1- Elaboration and application of the instruments needed to determine the actual situation that teachers and high school first-year students of Tourism belonging to “Fernández Madrid” have regarding the improvement of error correction.	September	Principal and English teachers.	Principal	Sample of the instruments.

	2- Processing and analysis of the information obtained from the application of the instruments.	September	Principal and English teachers.	Principal	Evaluation of the results obtained from the instruments applied.
	3- Reflection and group debate regarding the importance of error correction.	September	Principal and English teachers.	Principal	Evaluation of the reflections made.
	4.- Determination of the characteristics and conditions of the educational institution for the application of the strategy.	September	Principal and English teachers.	Principal	Partial inspection.

Second Stage: Training.

Direction II: Planning of the actions of the strategy.

Objectives	Actions	Date	Participants	Responsible	Control
- To plan the actions that will be implemented in the stages of training, implementation, generalization and control of the methodological strategy.	1-Planning of the actions to be implemented in the stages of training, implementation, generalization, and control of the methodological strategy with the participants, dates, responsible and ways of control.	September	Principal and English teachers.	Principal	Meeting to check documents.
	2-Approval of the strategy by the supervisory board of the high school.	September	Principal and English teachers.	Principal	Sampling in minutes of the Board of directors.
-Communicate the purpose of the strategy to see the students' disposition.	1- Dialogue with the sample group to communicate the purpose of the strategy and to see the students' attitude.	September	Principal, English teachers, students and group advisor.	Principal	Oral and written through a formal attitude form.

Third stage: Implementation.

Direction III: Academic training.

Objectives	Actions	Date	Participants	Responsible	Control
-Determine the topics and exercises to be taught according to the problems detected in the diagnostic stage and the established program.	1- Bibliographic review to determine the topics and exercises to be taught according to the problems detected in the diagnostic stage, the high school regulations and the established program.	September and first week of October	Investigator and English teachers.	Principal	Meeting.
	2- To plan amusing and communicative activities aiming at error correction regarding the students' weak areas.	October	Investigator and English teachers.	Principal	Meeting to check activities.
	3- To train teachers who will help with the error correction training included in the strategy.	October	Investigator and English teachers.	Principal	Training observation.

-Create an English error correction club (EECC), enroll students in it, establish its objectives and communicate the students about it.	1- Bibliographic review to determine the objectives of the EECC.	October	Investigator and selected English teachers.	Principal	Sample of the documents or the bibliographic cards. .
	2- Creation of the EECC and students' enrollment.	October	Principal, English teachers, students and group advisor.	Principal	Through a form.
	3- Introductory meeting to communicate the students the objectives of the club.	October	Principal, English teachers, students and group advisor.	Principal	Meeting observation.

-To begin the training including the most important aspects of error correction and the activities that can be done according to the problem areas detected in the diagnostic stage, students' ages and needs.	1- Beginning of the training including the most important aspects of error correction and the activities that can be done according to the problem areas detected in the diagnostic stage, students' ages and needs.	October	Principal, English teachers, students and group advisor.	Principal	Observation.
	2- To form an English Club called "English Friends" from tenth grade, group A.	The whole period.	Principal, English teachers, students, students from tenth grade, group A and group advisor.	Principal	Observation.

	3- Creation of simple activities to work with tenth grade (group A) students' error correction concerning speaking, as part of the English Club.	At the end of each unit.	Principal, English teachers, students, students from tenth grade, group A and group advisor.	Principal	Observation of the activities.
	4.- Teaching of easy songs to help the students with the pronunciation of difficult sounds.	At the end of each unit.	Principal, English teachers, students, students from tenth grade, group A and group advisor.	Principal	Observation of the lessons.

	5.- Participation in contests to prove what they have learned.	Depending on school schedule and programming.	Principal, English teachers, students, students from tenth grade, group A and group advisor.	Principal	Observation of the contests.
Direction IV: Development of research skills.					
Objectives	Actions	Date	Participants	Responsible	Control
-To develop research skills as a way to improve their training on error correction.	1-Training on research skills, mainly focused on the steps to access, acquire, evaluate and communicate information.	November	Principal, English teachers, students and group advisor.	Principal	Observation.

	2.- Meeting with outstanding educators of the English subject, to know about their experiences on error correction.	December	Outstanding English teachers, investigator, students, and group advisor.	Principal	Observation.
	3.-Elaboration of monographs regarding the students´ experiences on error correction.	December	Investigator, students, and group advisor.	Principal	Observation of monographs.
	4.- Participation on events to present their monographs and experiences.	January	Investigator, students, members of the events and group advisor.	Principal	Observation of the events.
	5.- Elaboration of teaching aids related to error correction to help other students and teachers.	January	Investigator and students.	Principal	Observation of the teaching aids.

	6.-Creation of a presentation of all the teaching aids and monographs the students created to improve error correction. (oral and written)	January	Investigator and students.	Principal	Observation of the exposition.
<u>Fourth stage: Control</u>					
Direction V: Control, evaluation and stimulation of learning English and error correction.					
Objectives	Actions	Date	Participants	Responsible	Control
-To control and evaluate the students' progress concerning error correction and pronunciation.	1-Control of the attendance, punctuality and discipline of the students in the English club, where the training is carried out.	Two hours every week, from October to February.	Investigator and students.	Principal	Sampling of the attendance and evaluation sheet, and observation of the activity.
	2.-Evaluation of learning concerning the programmed activities of error correction and pronunciation.	Systematic evaluation in every period of class.	Investigator and students.	Principal	Sampling of the attendance and evaluation sheet, and observation of the activity.

	3.-Evaluation of the Club "English Friends" from tenth grade, group A.	Systematic evaluation in every period of class in the tenth grade, group A (one hour per week).	Investigator, tenth grade, group A of students, and high school students.	Principal	Sampling of the attendance and evaluation sheet, and observation of the activity.
	4.- Evaluation of the activities created by the students for tenth grade, group A.	Systematic evaluation in every period of class in the primary level (one hour per week).	Investigator, tenth-grade students, group A, and high school students.	Principal	Sampling of the attendance and evaluation sheet of tenth grade students of group A, and the activities created.
	5. Report of the results obtained in the contests.	February	Investigator and students.	Principal	Sampling of the results obtained in the contests.

-Encourage the students' competition and motivation.	1-Public stimulation to the students and teachers who participated in the implementation of the strategy.	February	Investigator and students.	Principal	Observation.
	2.- Creation and delivery of presents and certificates to the participants in a meeting at the high school.	February	Investigator and students.	Principal	Observation.

Fifth stage: Generalization.

Direction VI: Valuation of the results of the methodological strategy.

Objectives	Actions	Date	Participants	Responsible	Control
-Value the students' preparations by means of the implementation methodological strategy.	1- Group debate with the students aiming at knowing if the results obtained meet the students' expectations concerning error correction and pronunciation.	February	Investigator and students.	Principal	Self-assessment of the results achieved by the students through the technique: Positive-Negative-Interesting. (PNI)

	2.-Development of a Reflection workshop where participants may express their criteria concerning the methodological strategy implemented and some suggestions to improve it.	February	Investigator, teachers, students and all participants.	Principal	Observation of the workshop
	3.-Application of the instruments for the final diagnosis.	February	Investigator and students.	Principal	Analysis and evaluations of the results obtained.
	4.-Invite teachers, investigators and principals of other high schools to the final workshop to see what has been done.	February	Investigator and students.	Principal	Observation.


Example of activities



Unit #1



/s/ SUN

Exercise 1  Listen to the words and repeat.



1.-Glass



2.-Horse



3.-Bicycle



4.-Bus



5.-Sofa



6.-House



7.-Pencil



8.-Box



9.-Star




10.-Mouse



11.-Spoon



12.-Desk

Exercise 2  Listen to the questions and say the answers.

Example

What is number 1? It is a bus.

What is number 2? It is_____.

Exercise 3  **Look at the picture and listen to the conversation.**



Sarah: What's this, Sam?

Sam: It's a house.


Sarah: Oh. And what is this?


Sam: It is a mouse.

Sarah: Ah. And what is this?



Sam: It is a bicycle.



Sarah: Oh, that's really beautiful.



Exercise 4  Underline every /s/ sound and practice the conversation. You are Sam and your partner is Sarah.



Exercise 5  Look at the pictures and listen to the sentence. Say the new sentences in plural.



Example

1. It's a cup  Answer: They're cups 

2. It's a ship  Answer: _____ 

3. It's a shop  Answer: _____ 

4. It's a hat  Answer: _____ 

5. It's a cat  Answer: _____ 

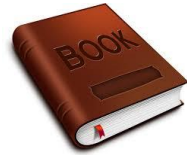
6. It's a plate



Answer: _____



7. It's a book



Answer: _____



8. It's a fork



Answer: _____



9. It's a desk



Answer: _____





Unit #2

3

Three /d/

Exercise 1.  Listen to the words and repeat

/s/

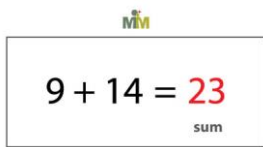
/θ/



mouse



mouth



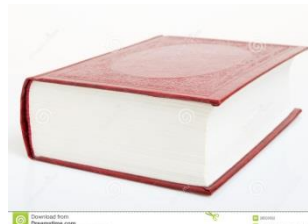
sum



thumb



sick



thick



sink



think

Exercise 2.  Look at the pairs of words. Tick the words you hear.


Example

- | | |
|-----------------------------------|----------------------------------|
| a) seven <input type="checkbox"/> | seventh <input type="checkbox"/> |
| b) three <input type="checkbox"/> | third <input type="checkbox"/> |
| c) five <input type="checkbox"/> | fifth <input type="checkbox"/> |
| d) eight <input type="checkbox"/> | eighth <input type="checkbox"/> |
| e) ten <input type="checkbox"/> | tenth <input type="checkbox"/> |



Unit 3

Feather /θ/

Exercise 1.  Listen to the words and repeat.

mother
grandmother
father
grandfather
brother

Exercise 2. Look at Michael Jackson's family.



Write the names that correspond to the people in the picture.

- A) Michael's mother
- B) Michael's father
- C) Michael's sisters
- D) Michael's brothers
- E) Michael's children

Unit 4

'sh' / ʃ / vs. 'ch' / tʃ / sounds

Example:



wash



watch

Exercise 1. Watch the video <https://www.youtube.com/watch?v=SyIUJh5iC4I>

Exercise 2. Make two lists of the words you listen to the video with the sounds / ʃ / and / tʃ /.



Unit 5 Vowels

Exercise 1. Look and watch the video. Write sentences with the words.

https://www.youtube.com/watch?v=_6ZRgCKfPbU

Exercise 2. Analyze the following Disney lessons and comment in class.

<https://www.youtube.com/watch?v=LUnGH-qQGak>

Do you agree or disagree? Why/Why not?

1. Laughter is stronger than fear.
2. We are the masters of our destiny.
3. You're never too old to play with toys.
4. When we work together, we can't be stopped.
5. There's always hope.
6. The best relationships are based on trust.
7. Family makes us stronger.
8. It's not always the destination but rather the journey that counts.
9. The best jobs are done by a team.
10. The adventure never ends.

3.5 Final results after applying the proposal.

The following chart and graph correspond to the final oral test applied to the students and the corresponding results. The analysis and interpretation are described below. (See Appendix 9)

Chart No 1. General results of the final oral tests applied to Tourism first year students.

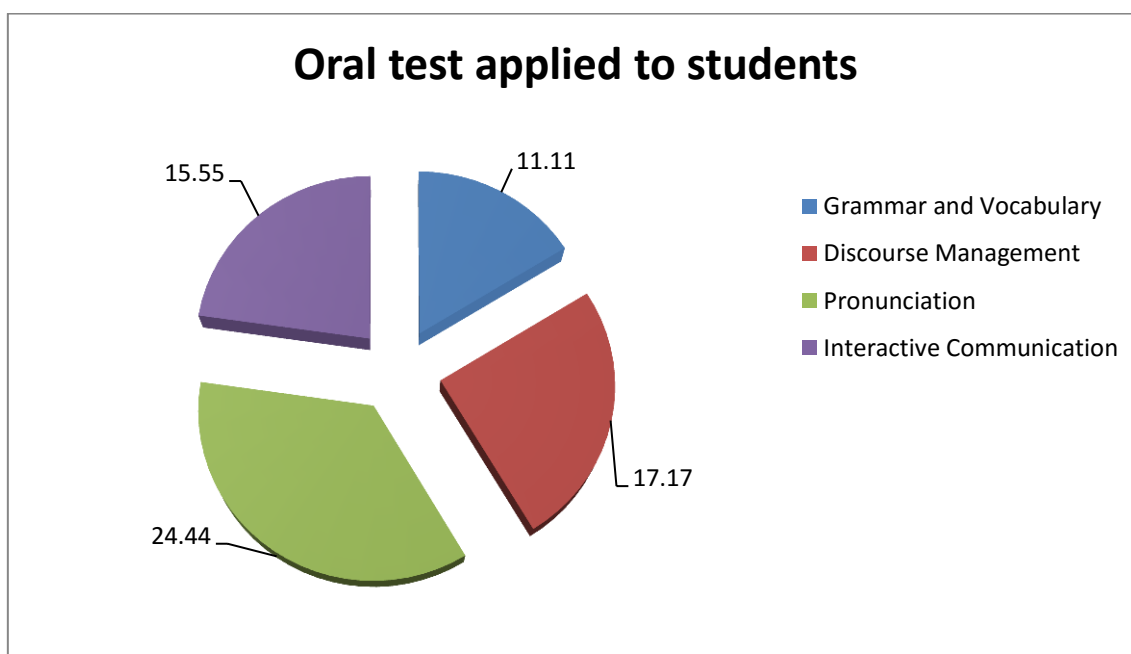
Students	Grammar and vocabulary	Discourse Management	Pronunciation	Interactive communication	Total
1					3
2		x			2
3	x				1
4				x	1
5					1
6					1
7			x		2
8					0
9					1
10			x		1
11		x			2
12				x	2
13				x	1
14	x				2
15			x		2
16					1
17		x			1
18			x		1
19				x	2
20					1
21					1
22		x	x		2
23					1
24			x		2
25	x	x			3
26					1
27					1
28					1
29					1
30					2
31	x		x		3
32		x			2
33				x	2
34					2
35			x		2

Students	Grammar and vocabulary	Discourse Management	Pronunciation	Interactive communication	Total
36		x			2
37					1
38					1
39			x		1
40					1
41	x			x	2
42			x		3
43				x	3
44		x			3
45			x		2
Total 45	5	8	11	7	

Source: Final Oral test

Elaborated by: Espinosa, Victor

Graph No 1. General results of the final oral tests applied to Tourism first year students.



Source: Final Oral Test

Elaborated by: Espinosa, Victor

The results obtained in the final oral test applied to Tourism first year students can be explained regarding the criteria selected for the present investigation, explained in the diagnosis stage, which is related to error correction and the best way to achieve good results on students' learning English as a foreign language. Regarding grammar and vocabulary, the percentage of students that made mistakes in this field is the 11.11%, which is considerable better if compared to the results of the first exam, where 11 students reported mistakes, for a 24.44%. Concerning fluency, the percentage is the 17.77%, and regarding pronunciation and discourse management the results were 24.44% and 15.55% respectively. The results show that the quantity of mistakes has decreased after the application of the methodological strategy implemented. (See Appendixes 9 and 10)

CONCLUSIONS

- This research paper provided an overview of error correction and the different types of corrective feedback, it reviewed the theoretical foundations in this area of language teaching in order to highlight the significant role it has in activating learners to notice the gap that exists between their non-target and the target forms. In response to the dilemma of error correction, it can be stated that leaving students' errors untouched might lead to the fossilization or ill-formed structures. The aim of this research was to present and to analyze error correction in oral practice in English lessons at Fernandez Madrid High School. Theoretical findings were then compared with responses of teachers and students regarding the different instruments applied.
- The present work has also shown that it is rather problematic to define error since the notion of accuracy, correctness or native-speaker norm is rather vague. It has been pointed out that it is necessary to distinguish between error and mistake due to their different nature, which consequently influences decisions on correction: while teachers should consider correction of errors, it is not the case with mistakes, which are only momentary lapses of memory or tongue. It has been observed that the possible sources of error are numerous and that only very few of them can be limited by teachers; attentive correction is, thus, even more important since it is hardly possible to prevent errors from happening. Furthermore, it has been argued that it is necessary for teachers to be aware of different types of errors since it influences the way they should correct. Global errors, influencing the whole utterance and blocking communication, are indeed more probable candidates for correction than, for example, minor grammatical errors. In the era of communicative approach to teaching, it is mainly the aspect of successful communication that influences decisions whether to correct individual errors or not.
- It has been shown that error correction is one type of error feedback that learners can receive on their global errors only, and that it is not necessary to correct every error that occurs. It has also been observed that correction is a very

complex issue which includes several decisions teachers have to make before actually carrying out any correction as such. Teachers should try to find the right balance between over-correcting and non-correcting; correction in general, however, is always more effective than no correction at all. Overall, it has been pointed out that teachers should mainly correct errors preventing successful communication; the way they should correct should not be threatening and should try to fit the learners' needs.

- Teachers should also give enough space for self-correction since it supports the learning process the most. It has been stressed that the most effective ways of correcting are explicit, output prompting strategies (elicitation, paralinguistic feedback, and others). Most importantly, correction should be perceived as a means of helping learners rather than criticizing their performance.
- The results of the surveys applied have shown that the majority of teachers see correction as a complex phenomenon and adapt their corrective strategies to numerous aspects, such as learners' individual needs, level of English, anxiety, situation, type of activity, and many others. Teachers see errors as an inevitable part of learning rather than as something harmful. It was interesting to see that most of their opinions were similar to those of students', who stated preference for the same types of correction.
- Overall, both students and teachers showed great tolerance towards error and largely inclined towards the communicative approach to error and correction and showed that they know what is beneficial for the process of learning.
- The strategy applied showed that students are able to do, and even to teach some aspects of error correction to other students, being teaching one of the best ways of learning. The strategy has five stages: diagnosis, training, implementation, control, and generalization. The results were very positive though there are some details that require certain attention. Students were applied a final test and the results were better than the initial test applied at the beginning of the investigation; however, this topic requires continuous attention from teachers and students.

RECOMMENDATIONS

After the implementation of the above-mention strategy it can be recommended:

- Teachers should continue researching on the different problems that arose from this research paper, due to the complexity of the topic.
- All second language teachers should receive training in error correction in English and specifically on the topic being discussed in the present research paper: Error Correction, Error Analysis and Feedback.
- Subject advisors should conduct workshops for teachers who have not been exposed to error correction training in English.
- Teachers should always try different techniques of correcting oral errors until they find a technique that suits their students' needs better.
- Teachers should negotiate the way to correct errors with their students or if they do not want to be corrected by asking them question like: "Do you want me to correct you?" "When do you want me to correct you?" "Which errors do you want me to correct you?" "How do you want me to correct you?" By negotiating, students can choose the way they feel more comfortable with.
- Teachers should take notes of their students' errors, and teach these errors in a way to involve the whole class.
- Teachers should ask their colleagues for permission to observe their classes, and ask the colleagues to observe their classes in order to find out if students' behaviors are influenced by their teachers.

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APPENDIXES

APPENDIX 1

FERNANDEZ MADRID HIGH SCHOOL



Location: Quito

Province: Pichincha

District: Quito

Address: 916 Rocafuerte Street. La Loma Grande. Center of Quito

Telephones: 2283933 2280503 2582636

Emails: fernandezmadrid@andinanet.net; 17h00758@gmail.com

APPENDIX 2

SURVEY APPLIED TO TOURISM FIRST YEAR STUDENTS

Objective: to find out students' opinions concerning error correction in the English classroom and be able to compare them with what teachers think.

By filling in the questionnaire, you help to monitor students' opinions on error correction in the English class. The survey was created to find out students' opinions and be able to compare them with what teachers think. Ideally, the results should help teachers in deciding about error correction. Filling in the questionnaire takes less than 5 minutes. Your opinion is extremely useful to me, other teacher trainees, as well as students of English in general.

Thank you in advance!
Lic. Victor Espinosa Navarro

If you want to be informed about the results of the survey, fill in your contact email address at the end of the survey.

Please enter your information:

a. Write an " X " in the box according to your gender.

male female

b. Age: _____ years old

c. Years of studying English: _____

d. Answer the next questionnaire. Make a circle on your best option a,b,c,d, or e.

1. When I make an error during speaking, my teacher's typical reaction is:

- a) Correction
- b) No correction
- c) Sometimes correction, sometimes no reaction
- d) No correction, other students correct me
- e) No correction, I must self-correct

2. My teacher corrects my errors:

- a) too often
- b) adequately
- c) only rarely
- d) never

3. If my teacher corrects my error, it is typically (order from the least = 1 to the most frequent = 5):

- a) Pronunciation
- b) Vocabulary
- c) Grammar
- d) Word order
- e) Whole sentence/utterance

4. In my opinion, my teacher corrects errors...:

- a) More or less the same with all activities
- b) Sometimes less, sometimes more - depends on the activity
- c) Errors of some students less and of others more, regardless of the activity
- d) Others (please specify): _____

5. When I realize I have made an error, my typical reaction is:

- a) Nothing at all, I continue speaking; I cannot be distracted from the thought
- b) I admit the error, think about it, and then continue
- c) I ask my teacher about the error and the correct solution
- d) I am frustrated because of it and do not want to go on speaking
- e) I get out of balance so much that I forget what I was saying
- f) Others (please specify): _____

6. I would appreciate if my teacher...:

- a) kept correcting the way (s)he does
- b) changed her/his way of correcting (how?):

7. When I make an error, it is very good / good / not very good / bad when my teacher ... (select the most appropriate option for each):

	Very good	Good	Not very good	Bad
...does not correct me at all.				
...tells me that I have made an error, but I must self-correct.				
...tells me about the error and corrects me.				
...tells me the correct form and lets me repeat it.				
...lets other students correct my error.				
...corrects my error and explains what was wrong and why.				

8. In comparison with students of the same level of English, I make errors...:

- a) more often
- b) similarly frequently
- c) less often

9. I believe that the most common sources of errors are (order from the crucial ones = 1 to the least important ones = 5)

- a) unsatisfactory course book
- b) unsatisfactory teaching methods
- c) the source is the student (insufficient preparation, lack of concentration etc.)
- d) neither, errors are normal, everybody makes them
- e) we have very few opportunities to talk

10. In my opinion, an error is:

- a) anything in conflict with an expected reaction
- b) anything not included in rules of British/American English
- c) anything that a native speaker would not say (=slang, informal words etc are not considered as error)
- d) anything preventing understanding the sense or successful communication
- e) another definition (please specify): _____

11. Do you consider that an application of a strategy regarding error correction will be appropriate for the students at Fernandez Madrid School?

a) Yes

b) No

c) Perhaps

d) Specify your reasons: _____

12. Is there anything I would change about error correction? Do I have anything interesting to add or comment on?

APPENDIX 3

SURVEY APPLIED TO ENGLISH TEACHERS

Objective: to find out teachers' opinions concerning error correction in the English classroom and be able to compare them with what students think.

By filling in the questionnaire you help to monitor teachers' opinions on error correction. The survey was created to find out teachers' opinions and be able to compare them with what students think. Ideally, the results should help teachers in deciding about error correction.

The results of the survey should primarily help future teachers in deciding on error correction but could be to some use to practicing teachers, too.

Filling the questionnaire takes less than 5 minutes. Your opinion is extremely useful to me, other teacher trainees, as well as students of English in general.

Thank you in advance!

Lic. Victor Espinosa Navarro

If you want to be informed about the results of the survey, fill in your contact email address at the end of the survey. **Please enter your information:**

Gender: _____

Age: _____

Years of teaching English: _____

1. My typical reaction to a student's error is (order from the most frequent = 1 to the least = 5):

- a) ____ correction
- b) ____ no correction
- c) ____ it depends on the type of activity
- d) ____ I let the student correct him/herself
- e) ____ I let other students correct the error

2. If I decide to correct an error, the most frequent type of error is (order from the most frequent = 1 to the least ones = 6):

	1	2	3	4	5	6
pronunciation, intonation, rhythm	-	-	-	-	-	-
individual words	-	-	-	-	-	-
grammar	-	-	-	-	-	-
word order	-	-	-	-	-	-
the whole sentence/utterance	-	-	-	-	-	-
style and register (=acceptability in the given situation)	-	-	-	-	-	-

3. When I realize a student made an error, my typical reaction is (order from the most frequent = 1 to the least = 5):

- a) ___ I do not correct it.
- b) ___ I say there was an error but let the student correct him/herself.
- c) ___ I say there was an error, correct it, and let the student repeat the correct version.
- d) ___ I say there was an error and let other students to correct it.
- e) ___ I correct the error and explain what was wrong and why.

4. Regarding frequency, I correct student errors:

- a) ___ more or less the same with all activities
- b) ___ sometimes less, sometimes more - depends on the activity
- c) ___ errors of some students less and of others more, regardless of the activity
- d) ___ I do not know, I correct automatically

5. With respect to timing, I usually correct my students' errors:

- a) ___ immediately
- b) ___ after the sentence containing the error
- c) ___ after the student has stopped talking
- d) ___ at the end of the whole activity
- e) ___ at the end of the lesson

6. In my opinion, errors should be corrected:

- a) ___ never
- b) ___ in fluency activities only
- c) ___ in accuracy activities only
- d) ___ always, if possible
- e) ___ Other (please specify): _____

7. The most common reaction of my students to my signaling of an error is (order from the most common = 1 to the least = 5):

- a) ___ nothing at all, they continue speaking, cannot be distracted from my idea
- b) ___ they accept my signal, think about it, correct the error and go on talking
- c) ___ they are unable to self-correct, it is necessary to interrupt them and discuss what the error is.
- d) ___ they are frustrated because of the error and unwilling to continue talking
- e) ___ they get out of balance so much that they forget what they were saying

8. Considering error correction in general, I can say that:

- a) ___ I always know how to deal with an error.
- b) ___ I am sometimes hesitant whether to correct or not, and if so, how.
- c) ___ I often experience trouble with error correction, as I am worried about how my students react to it.
- d) ___ I do not correct errors; it affects my students a lot.

9. I believe that the most common sources of errors are (order from the crucial ones = 1 to the least important ones = 5)

- a) ___ unsatisfactory course book
- b) ___ unsatisfactory teaching methods
- c) ___ neither, errors are normal, everybody makes them
- d) ___ the source is the students (insufficient preparation, lack of concentration etc.)
- e) ___ students have very few opportunities to talk

10. In my opinion, an error is:

- a) ___ anything in conflict with an expected reaction
- b) ___ anything not included in rules of British/American English
- c) ___ anything that a native speaker would not say (=slang and informal words are not considered as error)
- d) ___ anything preventing understanding the sense or successful communication
- e) ___ Other definition (specify): _____

11. Do you consider that the application of a strategy concerning error correction at Fernandez Madrid School will be appropriate? Why?

12. Is there anything I would change about error correction? Do I have anything interesting to add or comment on?

APPENDIX 4

ORAL TESTS APPLIED TO TOURISM FIRST YEAR STUDENTS

Objective: To assess student in the speaking ability and to know about their oral mistakes. The teacher will write down their mistakes.

Student: _____ Tester: _____
Course: _____ Date: _____
Score: _____
Comments: _____

Chart No. 1 Oral Examination Evaluation Criteria

Criteria	5	4	3	2	1
Grammar and vocabulary					
Discourse Management					
Pronunciation					
Interactive communication					
Final Score	_____/20				

Part 1: The teacher will ask some 'getting-to-know-you' questions to find out their interests, their family or studies etc.

Q: Where are you from?

Q: Tell me something about your family.

Q: What did you enjoy most when you were at primary school?

Q: Do you have any plans for a holiday this year?

Q: Do you play any musical instruments?

Part 2: In this part of the test the teacher is going to give each pair of students two photographs and the students will have to talk about the photographs for about 1 minute, and also answer a short question about his/her partner's photograph.

Q: (Student A), here are your photographs. They show people participating in sporting activities.

Q: I'd like you to compare the two photographs and say why sports are important to people:



The teacher will then ask Student B a short question about these photographs.

Q: Thank you (Student A). (Student B) which sports would you most like to try?

Part 3: the teacher will join both students in a discussion about the general topic that appeared in Part 2.

Q: Which sports are popular with young people in your country?

Q: Some people say people don't participate in sport as much as they should. Do you think this is true?

Q: Do you think team sports are more fun than individual sports?

APPENDIX 5

RESULTS OF THE ORAL TESTS APPLIED TO TOURISM FIRST YEAR STUDENTS.

Chart No 1. General results of the oral test applied to Tourism first year students.

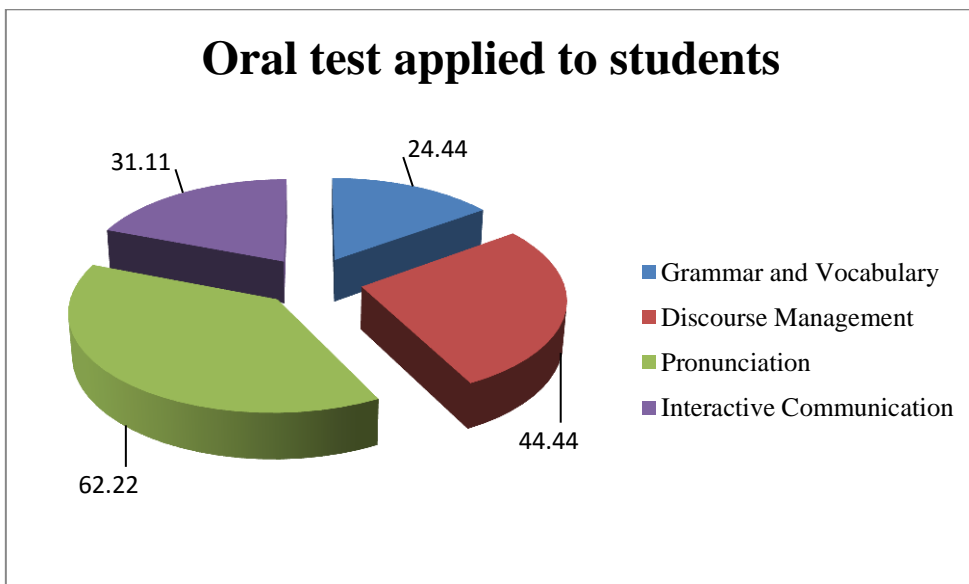
Students	Grammar and vocabulary	Discourse Management	Pronunciation	Interactive communication	Total
1		x	x	x	3
2	x	x			2
3	x				1
4				x	1
5			x		1
6	x				1
7		x	x		2
8					0
9			x		1
10			x		1
11		x		x	2
12			x	x	2
13				x	1
14	x	x			2
15			x	x	2
16			x		1
17		x			1
18			x		1
19		x		x	2
20	x				1
21			x		1
22		x	x		2
23		x			1
24		x	x		2
25	x	x		x	3
26	x				1
27			x		1
28			x		1
29			x		1
30		x	x		2
31	x	x	x		3
32		x	x		2
33		x		x	2
34	x		x		2
35			x	x	2
36	x	x			2
37			x		1

Students	Grammar and vocabulary	Discourse Management	Pronunciation	Interactive communication	Total
38			x		1
39			x		1
40			x		1
41	x				2
42		x	x	x	3
43		x	x	x	3
44		x	x	x	3
45		x	x		2
Total 45	11	20	28	14	

Source: Oral test

Elaborated by: Espinosa, Victor

Graph No 1. General results of the oral tests applied to Tourism first year students.



Source: Oral Test

Elaborated by: Espinosa, Victor

APPENDIX 6

OBSERVATION SHEET - ERROR CORRECTION

Objective: to determine if the teachers are using the error correction techniques for speaking in the classroom.

TECHNIQUE	ALWAYS CORRECT	SOMETIMES CORRECT	NEVER CORRECT
1. Drilling - Choral - Individual - T – S / S – S;			
2. Finger correction			
3. Back chaining			
4. Use of board to identify error (For example. phonetic symbols)			
5. Use of realia, visual aids to clarify meaning			
6. Use of - gestures - facial expressions - voice			
7. Use of correction cards for monitoring free speaking activities.			
8. Use of questions			
9. Repeat sentence up to error			
10. Draw a timeline on the board.			
11. Grammar/Structure: a. Tense b. Word order c. Omission d. Articles e. Agreement			
12. Phonology a. Pronunciation b. Intonation c. Word stress d. Sentence stress e. Syllable omission			
13. Concept/Meaning a. Incorrect use of word – collocation: After three years they made a divorce. b. Incorrect use of structure c. Incorrect use of function			

Source: Class observation

Elaborated by: Espinosa, Victor

APPENDIX 7

RESULTS OBSERVATION SHEET - ERROR CORRECTION

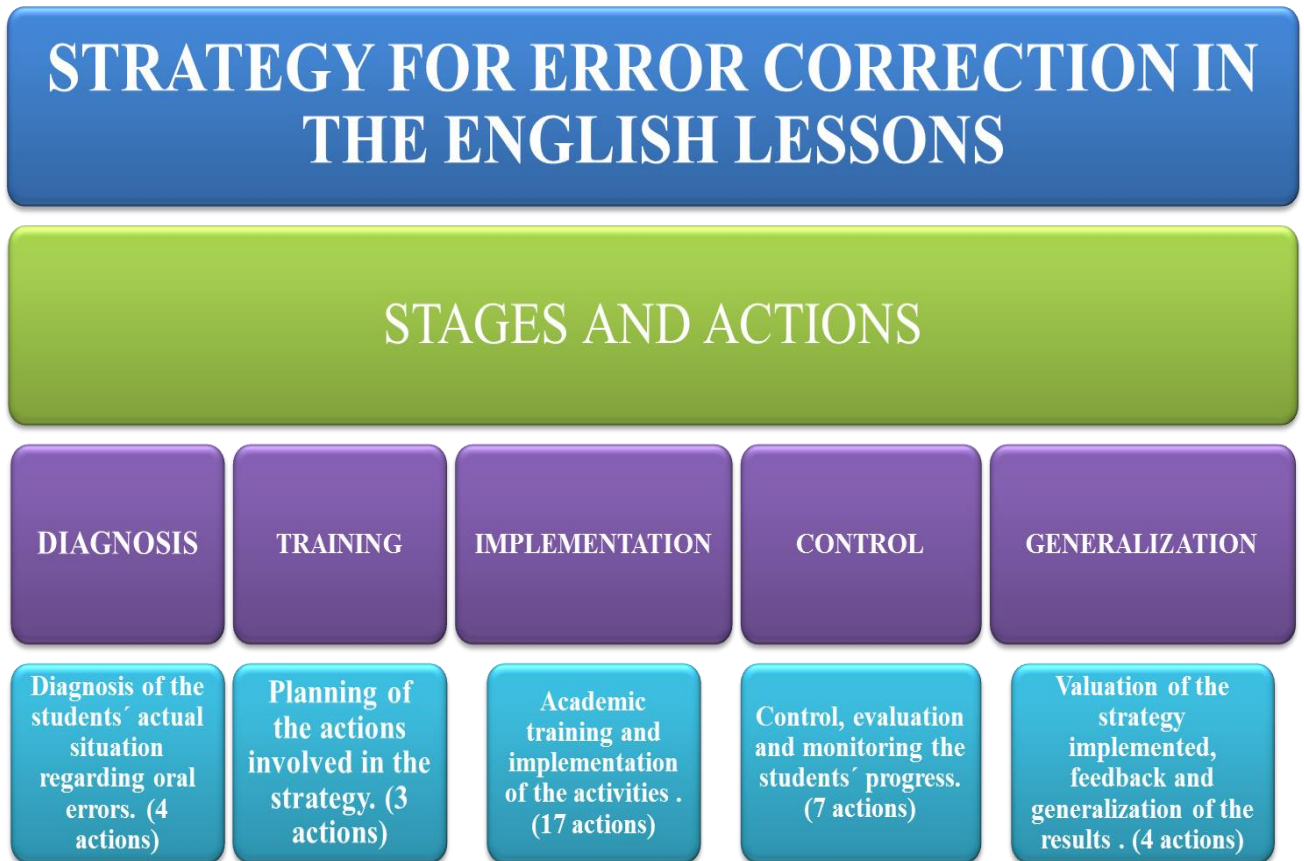
TECHNIQUE		ALWAYS CORRECT	SOMETIMES CORRECT	NEVER CORRECT
1. Drilling	Choral	X		
	Individual		X	
	T – S / S – S;		X	
2. Finger correction				X
3. Back chaining				X
4. Use of board to identify error (For example. phonetic symbols)			X	
5. Use of realia, visual aids to clarify meaning			X	
6. Use of - gestures - facial expressions - voice		X		
		X		
			X	
7. Use of correction cards for monitoring free speaking activities.				X
8. Use of questions		X		
9. Repeat sentence up to error				X
10. Draw a timeline on the board.				X
11. Grammar/Structure:		X		
a. Tense		X		
b. Word order				
c. Omission			X	
d. Articles			X	
e. Agreement			X	
12. Phonology				X
a. Pronunciation				X
b. Intonation				X
c. Word stress				X
d. Sentence stress				X
e. Syllable omission			X	
13. Concept/Meaning				
a. Incorrect use of word – collocation: After three years they made a divorce.			X	
b. Incorrect use of structure		X		
c. Incorrect use of function			X	
TOTAL: 45 students		8 (17.77%)	11 (24.44%)	9 (20.0%)

Source: Class observation

Elaborated by: Espinosa, Victor

APPENDIX 8

STAGES OF THE STRATEGY FOR ERROR CORRECTION IN THE ENGLISH LESSONS



APPENDIX 9

ORAL TEST APPLIED TO TOURISM FIRST YEAR STUDENTS AT THE END OF THE INVESTIGATION

Objective: To assess student in the speaking ability and to know about their oral mistakes after the application of the strategy. The teacher will write down their mistakes.

Student: _____ Tester: _____
 Course: _____ Date: _____
 Score: _____
 Comments: _____

Chart No. 1 Oral Examination Evaluation Criteria

Criteria	5	4	3	2	1
Grammar and vocabulary					
Discourse Management					
Pronunciation					
Interactive communication					
Final Score	_____/20				

Part 1 The teacher will ask some 'getting-to-know-you' questions to find out their interests, their family or studies.

Q: Where are you from?

Q: Tell me something about your favorite kind of music.

Q: What is your favorite singer/band? Why do you like him/her/them?

Q: Do you usually go to concerts? Why/why not?

Q: Do you play any musical instrument? Which one?

Part 2 In this part of the test the teacher is going to give each pair of students two photographs and the students will have to talk about the photographs for about 1 minute, and also answer a short question about his/her partner's photograph.

Q: (Student A), here are your photographs. They show two musical genres.

Q: I'd like you to compare the two photographs and say why music is important to people.



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The teacher will then ask Student B a short question about these photographs.

Q: Thank you (Student A). (Student B) what kind of music do you like the most?

Part 3: The teacher will join both students in a discussion about the general topic that appeared in Part 2.

Q: Which type of music is popular with young people in your country?

Q: Some people don't like all kinds of music as much as they should. Do you think this is true?

Q: Do you think that classical music is more fun than popular music?

APPENDIX 10

RESULTS OF THE ORAL TESTS APPLIED TO TOURISM FIRST YEAR STUDENTS AFTER THE APPLICATION OF THE STRATEGY.

Chart No 1. General results of the oral test applied to Tourism first year students.

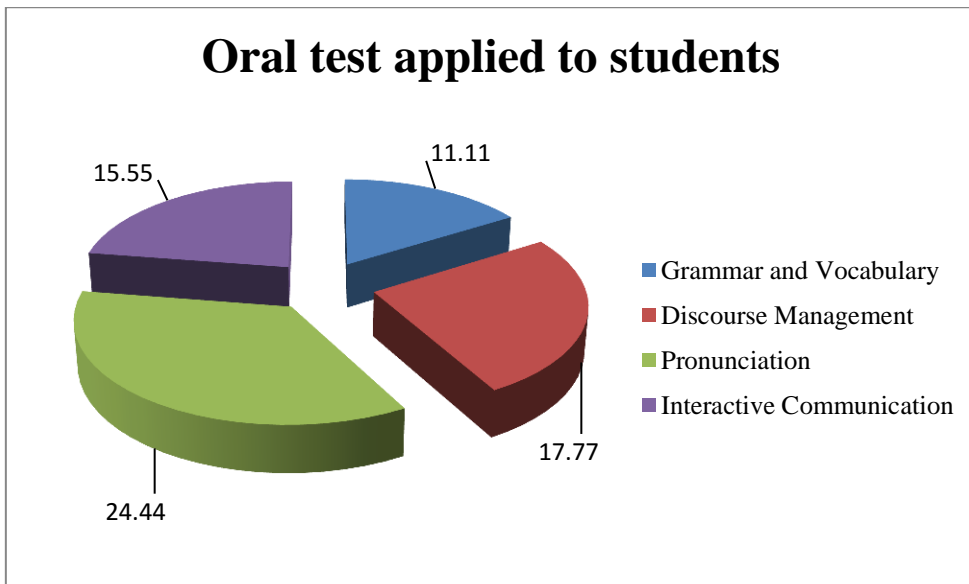
Students	Grammar and vocabulary	Discourse Management	Pronunciation	Interactive communication	Total
1					3
2		x			2
3	x				1
4				x	1
5					1
6					1
7			x		2
8					0
9					1
10			x		1
11		x			2
12				x	2
13				x	1
14	x				2
15			x		2
16					1
17		x			1
18			x		1
19				x	2
20					1
21					1
22		x	x		2
23					1
24			x		2
25	x	x			3
26					1
27					1
28					1
29					1
30					2
31	x		x		3
32		x			2
33				x	2
34					2
35			x		2

Students	Grammar and vocabulary	Discourse Management	Pronunciation	Interactive communication	Total
36		x			2
37					1
38					1
39			x		1
40					1
41	x			x	2
42			x		3
43				x	3
44		x			3
45			x		2
Total 45	5	8	11	7	

Source: Oral test

Elaborated by: Espinosa, Victor

Graph No 1. General results of the oral tests applied to Tourism first year students.



Source: Final Oral Test

Elaborated by: Espinosa, Victor