UNIVERSITY OF EL SALVADOR

SCHOOL OF SCIENCES AND HUMANITIES

FOREIGN LANGUAGES DEPARTMENT

FINAL REPORT FOR UNDERGRADUATE RESEARCH:

To what extent error correction helps Advanced Intensive English II students to overcome their oral communication errors at the Foreign Language Department of the University Of El Salvador 2014.

STUDENTS	ID
Martínez de Morales, Ana Guadalupe	MA00012
Canjura de Chávez, Silvia Raquel	CR04007

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ADVISOR:

Lic. José Matthew Alvarado Morales

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INTRODUCTION

The acquisition of English as a Second Language is a complex task which requires an important teachers' and students' effort. Through out the process of the second language acquisition, the students make different types of errors and it is the teachers' duty to correct those errors in an appropriated manner. Therefore, it is fair to say that teachers perform errors correction every day in every single lesson and it is fundamental to know the impact that the teachers' feedback has on students' oral performance.

Even though providing feedback is essential to help students to overcome their oral errors, at the beginning of the investigation the researchers thought that the students' oral performance could be hindered if they were wrongly corrected; however, the research showed results that may be surprising to the readers.

In addition, to develop the investigation, the research paper was divided in seven chapters containing the following: statement of the problem on the first chapter which contains important information such as the description of the problem, the objectives of the research, the justification of the research, and more. The theoretical framework is on the second chapter, and this contains important aspects and theories related to the different existing error correction techniques. On chapter three it is the methodology, which describes the type of study used on the investigation, the research design, the universe and sample of the study, and the sample population. On chapter four it is shown the data gathering; on chapter five the data gathered is analyzed. Finally, the document

has the findings in chapter six and the conclusions and recommendations on chapter seven.

Finally, it can be said that this project presents the different error correction techniques that the professors of the Foreign Language Department (FLD) of the University Of El Salvador commonly apply for correcting students' oral errors; likewise, the impact that the application of those corrections have on students' oral performance.

CHAPTER I

STATEMENT OF THE PROBLEM

1.1 DESCRIPTION OF THE PROBLEM

Nowadays, learning English as a second language has become necessary and it is an important tool for many professional people; basically it is a way of living for many others. Through all the process of learning English, it is fundamental to be aware about the importance of the four skills (reading, listening, writing, and speaking). However, it is important to be conscious that listening and speaking are the most important skills in order to have an effective oral communication.

The role of speaking and error correction in second language learning has been under debate among teachers and researchers due to its importance. The study of Hendrickson in 1978 and many others questioned whether or not errors should be corrected at all. Some argue that error correction does not facilitate the second language acquisition and may even hinder it (Krashen, 1994; Truscott, 1999).

Affective factors such as attitude, embarrassment, and frustration among many others can create a filter, blocking the effectiveness of the second language input and instruction (Krashen, 2003; p. 6; Mitchell & Myles, 2004). Meanwhile, activities that are pleasant for example: the pets' day where the students are requested to bring their pets such as cats, little dogs, turtles, little chickens, among others to the class will facilitate the second language acquisition because the students will meaningfully learn since it is

not the same to see a cat in a picture than interacting with it. This is supported by Krashen, 1994, who stated that pleasant activities do facilitate the second language acquisition.

The fact of speaking about error correction generates conflicting opinions. Some researchers think that it should not be part of the learning process because the process itself could be hindered; However, some other researchers argue that error correction is a natural part of the second language learning process (Azar, 2007), and some maintain that error correction can help second language learning if it is applied under the right circumstances (Hendrickson, 1978; Lyster, Lightbown, & Spada, 1999, McDonough, 2005).

Then, it is undeniable that an effective correction is fundamental to reach the expected results of the students' oral performance. Therefore, in this study, the researchers have decided to focus on the speaking skill and the impact that an effective error correction has on the students' learning process. For this, the researchers propose the following general statement to be the basis of the research:

To what extent error correction helps Advanced Intensive English II students to overcome their oral communication errors at the Foreign Languages Department of the University of El Salvador 2014.

1.2 OBJECTIVES

General Objective

- To identify the impact that the error correction techniques currently applied by the FLD professors of the University of El Salvador have on the oral performance of Advanced Intensive English I Students.

Specific Objectives

- To identify the different techniques used by the teachers of FLD of the University of El Salvador to correct students´ error on their oral performance in the classroom.

- To determine whether or not the error corrections techniques used by FLD teacher of the University of El Salvador help students to produce a proficient language.

1.3 RESEARCH QUESTIONS

1. What are the most common error correction techniques applied by the FLD professors of the University of El Salvador?

2. What is the impact that the error correction techniques used by the FLD professors of the University of El Salvador have on students' oral performance?

3. What are the most recommended techniques for correcting students ' oral errors?

1.4 JUSTIFICATION

In the process of learning English as a second language every day in every English lesson, teachers perform error correction. During the flow of a class, the teacher usually deals with different types of errors, for example when teaching the simple present tense the students most of the time get confuse when using the third person singular. Since no human learning is perfect, it comes as no surprise that students of English make a lot of errors in the process of acquiring the new language. In reaction to that, the teachers provide them with some kind of feedback, which often takes the form of correction. Although the process of correcting student´s errors might seem simple at first sight, it is in fact a very complex issue that involves decisions which may influence the students in a positive or negative way.

The study of English as a second language involves four skills: reading, writing, listening, and speaking. So, it is important to emphasize that oral language is the main way to communicate for students, however; through the learning process the students face several difficulties to develop a well-established oral communication, therefore,

many students prefer to stay anonymous in class instead of participating and having others pointing or laughing at them. Most of the students are afraid of making mistakes in front of others. Some teachers are aware about the problem; therefore, they put into practice different techniques for correcting their students such as: Pinpointing, request for clarification, reformulation, delayed correction, negative correction, literal interpretation, reactive teaching, among others.

This research will be carried out on the advanced intensive II students of the Foreign Languages Department at the University of El Salvador, with the purpose to turn this research into a useful tool that will help teachers to make an efficient performance when teaching English as a second language.

1.5 DELIMITATION OF THE PROBLEM

- Social Delimitation: The research was carried out at the University of El Salvador, at the Foreign Language Department. The samples for the research were students of the English Teaching Major.

- Space Delimitation: The research took place in two groups of students from Advanced Intensive English II of the second semester of 2014 of the Foreign Language Department.

- Time Delimitation: The investigation was developed in a period of eighteen

months from March 2014 to September 2015. During this period of time, the researchers made contact with the professors in charge of the subject, observed classes, created the instruments, collected and processed the data, and elaborated a final report based on the results of the investigation.

1.5.1. LIMITATIONS AND SCOPES

LIMITATIONS

- During the period of the investigation, the researchers observed classes and at the end they collected the data through a questionnaire. Collecting the data was a hard task because most of the students from Seminar II and other students working on their graduation project had been collecting their data from the same students that the researchers were observing. Hence, most of the students were exhausted of being observed and filling questionnaires and for that reason there was really difficult for the researchers to make the students help them filling up the questionnaires.

- The researchers had difficulties to get the professors' permission to observe their classes because they argued that the classrooms were so crowded since there were some other students observing their classes too.

SCOPES

- This investigation was intended to identify the impact that the different error correction techniques applied by the FLD professors have on the students' from Advanced Intensive English II of the First semester of 2014 oral performance.

- This investigation showed the effectiveness of some error correction techniques applied by the FLD professors on the students' learning process.

1.6. ASSUMPTIONS

- The professors of the Foreign Language Department of the University of El Salvador are applying different error correction techniques.

- The majority of the students respond positively to the error correction techniques applied by the professors to correct their oral errors in the classroom.

- Students do not remain participating actively in oral activities if they have not been appropriately corrected by their teacher while participating in oral activities

CHAPTER II

THEORETICAL FRAMEWORK

2.1 ERROR CORRECTION

It is generally agreed that correction is part of teaching and learning process (Afsaneh Rahimi January 2012 Vol. 3). By correcting students´ errors, the teacher becomes a resource of providing appropriate feedback, instead of being a judge. When teaching a second language, there are different opinions about correcting or not the students mostly when performing oral activities in the classroom. Due to its importance to produce proficient speakers of English, the teacher must make sure that students use the correct forms of the new language. For achieving this, the teacher must make use of different correction techniques. However, it is important to remark that the way in which these techniques are applied is significant in the learning process because not all the students must be corrected the same way.

When these error corrections take place in front of the rest of the classmates, the teacher must be gently and respectful in order to not to hurt the students´ feelings; otherwise, the students could feel discouraged to participate in class. So, it is really important that the teachers pay attention to the student' reaction when they are corrected because this may help the teachers to notice   which techniques are effective and which are not.

Providing error correction is probably one of the most important skills but also

one of the most important concerns for most of the teachers. In the process of teaching a second language, the teacher must decide what to correct, when to correct it, and how to correct it without damaging the student's fluency and motivation. Some researchers consider that correcting errors is not necessary. According to Wilga Rivers (1983:53) "Nothing is more dampening of enthusiasm and effort than constant correction when students are trying to express their own ideas within the limitations of their newly acquired knowledge of the language". However, (Azar, 2007) and some other researchers argue that error correction is an essential part of the second language learning process, while some others as (Hendrickson, 1978; Lyster, Lightbown, & Spada, 1999, McDonough, 2005) maintain that error correction helps in Second language learning if it is applied under the right circumstances.

Correcting errors when performing oral activities in the classroom may be one of the most difficult tasks to the teacher because they must be aware of many different factors at the moment of correcting the students. Affective factors such as attitude, embarrassment, and frustration among many others can make student's self-esteem go down in the attempt to produce proficient spoken language, blocking the effectiveness of the second language input in the instruction's process which is supported by Krashen, 2003; p. 6; Mitchell & Myles, 2004. Meanwhile, the application of activities that are pleasant may facilitate second language acquiring. In other words, professors must be very careful when correcting students because the wrong application of feedback may hinder the students' learning process. Therefore, Too much correction or wrong

correction might frustrate learners and it could even hinder their oral participation in the classroom; likewise, their oral performance in general. On the other hand, too little correction might result in fossilization of the student's errors. Hence, the effective feedback helps students to improve and overcome their oral performance difficulties if it is provided properly.

The following are definitions of some of the terms used on this project.

2.2 ERROR

According to Rod Ellis, understanding Second Language Learning (Oxford University Press, 1994), errors are the result of lack of competence, and they are internalized into the language system. In other words, errors are those erroneous forms that are repeated and that show the students' lack of competence. These errors are produced because the students do not know the correct form or they have not completely acquired the knowledge. Basically, an error is considered as the erroneous repetition of something for example, when a student is participating in an oral activity which is based on the simple present tense, the student makes a sentence and says "My mother read her favorite book every night" instead of saying "My mother reads her favorite book every night". That error could mean that the student has not studied the simple present tense but also that the student could have study the topic already but he has not acquired the knowledge completely. Therefore, the error may be repeated in many different ways which may confirm the learner's lack of knowledge.

2.3 MISTAKES

During the process of acquiring a second language, students make many types of mistakes which are the result of incorrect rule learning rather than the lack of knowledge. Mistakes reflect occasional lapses in performance, confusion, slips of tongue, etc. They occur because in a particular instance, the student is unable to perform what he or she knows. "A mistake, according to Pit Corder (1999), is a problem not of knowing but of application". Tafani, Vilma 2009: (Correcting or not Errors and Mistakes) LCPJ Publishing 50 Volume 2/2, 2009 consequently, mistakes are problems of applying incorrectly whereas errors are problems of knowledge, they are the result of incorrect rule learning. When performing oral activities in the classroom, mistakes may happen for several aspects such as the student concern about communicating rather than an accurate use of the language, students stress or fatigue, students trying to show fluency when speaking, among others. According to Julian Edge (Mistakes and Correction London: Longman, 1989) "Mistakes can be caused by the influence of the first language, by miss understanding a rule, by a decision to communicate as best as one can, by lack of concentration, or by a combination of all these factors.

Making mistakes when performing oral activities in the classroom cannot be avoided during the learning of a second language process. During the process, students try to improve their fluency by speaking faster but in their attempt to do it they may stop concentrating on other important factors such us pronunciation, grammar structures,

vocabulary, among others. According to Edge, "Mistakes are generally non-systematic and do not necessarily reflect the learner's competence. On the other hand, Rod Ellis, in his article Understanding Second Language Learning, establishes that learners will normally be able to identify and correct their mistakes. For example, in the case of students who is giving a speech and suddenly says: "Mathew give a very good speech yesterday" and the student immediately correct himself by saying, "Sorry, Mathew gave a very good speech yesterday". In this example the students make the mistake but they immediately correct themselves by providing the correct words. Therefore, when performing oral activities in the classroom, the students may make errors or mistakes. However, when a student makes an error, it may reflect the lack of knowledge on a certain area, and it needs to be corrected in order to avoid its fossilization. On the other hand, students may commit mistakes even though they have the knowledge and those mistakes are caused by some factors such as nervousness or the wish to show fluency. Hence, the students can easily notice those mistakes and correct them.

2.4 FOSSILIZATION

During the complex process of learning a second language, the learners have to deal with a hard process of leaving their mother tongue aside in order to focus on the new language. During this process the students may commit many different errors, but it is the professors' task to correct them in the correct form and in the correct time. If the students' errors are not corrected, they may internalize those erroneous patterns, fact that

is known as fossilization.

The fossilization process may happen no matter the age of the learners or the amount of explanations they receive. According to Lightbown (2000) for most adult learners, the fossilization process may occur before they have achieved the complete knowledge of the target language. When the second language learners participate in speaking activities or use the incorrect patterns without being corrected, they may fossilize those errors because they consider themselves able to communicate and transmit their own ideas even though they are not doing it correctly. Hence, fossilization means a cessation of knowledge causing lack of success in the second language achievement.

The fossilization phenomenon occurs frequently because students get focus on communication and not on form. In other words, they may believe they have already learned enough to communicate their ideas with some degree of appropriateness and those learners may not feel the necessity to use the correct form any further. Effective Principles of Learning and Teaching by American Association for the Advancement of Science 1990 chapter 13, states that students come to any English course with their own ideas about almost every topic. Some of those ideas are correct and some others are not. This phenomenon may be noticed on students who starts studying a second language and they have certain knowledge of the target language. For instance, if these students participate in speaking activities, they are attempted to make errors because they do not have the complete knowledge of the second language. Therefore, if the students' errors are not corrected and their intuition and misconception are ignored or dismissed, those

errors are going to be fossilized, even though they are able to transmit their ideas when speaking.

2.5 ERROR CORRECTION TECHNIQUES

2.5.1 PINPOINTING

The pinpointing technique it is considered by some researcher as one of the most effective techniques to correct students' errors when performing oral activities. Pinpointing was the term used by Cathcart and Olsen (1976) referring to the fact in which the teacher points out an error without telling the learners that they are wrong. Teachers know that some students are able to correct their own errors, but others need the teachers´ intervention in order to let them know when an utterance is not correct. The teacher can apply this approach by emphasizing the last word before the error. It should be slightly exaggerated the long vowel and the intonation raised so that students catch that what they have said needs to be improved. Basically, pinpointing correction implies repeating the students' erroneous sentence, as it is shown in the following example:

S: I already **speaked** with my mother about it.

T: You already sp**eaaaakedd** with your mother

S: I already spoke with my mother

With the application of this technique, the students may learn to self-correct their output.

2.5.2 REQUEST FOR CLARIFICATION

Request for clarification is commonly used in daily conversation. This type of correction is considered useful because the teacher politely tells the students that what has been said is unclear or incorrect. This is supported by Seon Thombury on his study How to Teach Grammar. This is a very friendly way of showing to the students that they have committed an error. In this type of correction, expressions such as: sorry, What did you say, I didn't understand are some of the most commonly used ones. So, after asking for clarification, learners realize that the sentence they have said needs to be improved or corrected. Clarification clearly implies asking if they are sure about what they have said. For example:

S: I want to be a [incomprehensible word]

T: That you want to be what?

In this sense, when a student uses an incomprehensible word, the teacher should reformulate a question about it. However, this technique has the disadvantage that does not allow the students to know where the error has been made. That is why Jimmy Ramirez in his research How Students Should Be Corrected, said that students consider this technique humiliating, because it does not provide them with a hint on what they did wrong. Due to its nature as a correcting technique, a new proposal has raised. Likewise, Joel C. Walz in his book Error Correction Technique for the Foreign Language Classroom establishes a variation for this technique could be "the questioning

technique". This term was proposed by Hurt and Kiparsky (cited in Walz 2000). With this variation on the technique, the students feel more comfortable when they are being corrected. Example:

S: My little brother wants to be a (palot)

T: Why does your little brother want to be that?

S: Because he would like to fly

T: Oh you are right that is what a pilot do?

With this variation on the application of this technique, the students may notice where the error was made without making an obvious correction.

2.5.3 REFORMULATION

This is an error correction technique that can be used for correcting both written and spoken errors. Thornbury said that with the application of the reformulation the teacher reformulates what the learners have said incorrectly, without pointing the error specifically. Reformulation involves giving feedback to the students in a way that their ideas are not interrupted. For example, if a student says: My mother don't drive, and The teacher may reply, oh your mother doesn't drive. In this type of correction the student may easily identify where the error was made. This technique has the advantage that the correction is made without causing stress, humiliation, and without cutting the student's ideas.

With the reformulation technique, the teacher provides a good example of

relevant language at a time. So it is expected that learners will notice the difference between what they have said and how it should be said. The main objective and perhaps the main advantage of this technique is that students' ideas are not interrupted, even though the application of this technique makes students feel comfortable, it would not always has the expected results because the students may not notice that the teacher is correcting them. This is supported by Jimmy Ramirez, who states that this technique may fail on its purpose, if the students are unable to understand that the teacher is making emphasis on the error that they have committed.

2.5.4 DELAYED CORRECTION

When students are involved in communicative activities, this may result as one of the most useful technique. With the use of this technique, the teacher list the errors committed by the learners while they are speaking in order to provide a general feedback after speaking activities has finished. This technique avoids cutting off the train of the students' thoughts which avoids damaging the students' confidence during their participation in oral activities. This is supported by Burt when he says that it is easy to destroy students' self-confidence with too many interruptions. The application of this technique implies that at the end of the speaking activity, the teacher immediately goes back to the topic discussed, in order to provide a general feedback without specifying who made the error. The main purpose of the application of this technique is to let the students express their ideas without cutting their thoughts, in order to let them feel

confidence when participating in speaking activities. This way the students will feel motivated to participate in most of the oral activities developed in the classroom. This is supported by Jimmy Ramirez, who says that the idea is to postpone the feedback in order to not disrupt the flow of talking and deal with the error later. One advantage of this technique is that the learners are not embarrassed since they are not pointed out when they are trying to communicate their ideas.

2.5.5 LITERAL INTERPRETATION

Literal interpretation is a technique for correcting students' errors in which the professors make a literal interpretation of what the students have wrongly said. According to Jimmy Ramirez, this approach shows the students their erroneous form and literally interprets it. With this technique, the students discover the unintended effect that the errors cause on the audience. The following is an example of the application of the literal interpretation:

Students: She has a perfect teeth

Teacher: Only one?.. Like this?... (the teacher draws a woman with one tooth)

The application of this technique will make the students notice their error in a way that they will be less likely to commit the same type of error. Though, correcting students' literally may be a funny situation for their classmates, the student who is being corrected may feel not comfortable. Therefore; the professors must be really careful with the application of this technique in order to not damage students' confidence when they participate in oral activities in the classroom.

2.5.6 NEGATIVE FEEDBACK

The negative feedback may be applied in different ways. According to Jimmy Ramirez, saying "NO" is clearly negative feedback, but it does not teach the students what they wrongly did. Giving a negative feedback is not an appropriate way to correct them because it affects students' affective filter and as a result it may hinder students' oral participation. Depending on the students' level, the teachers may use this technique because they consider that the error is the result of the students' nervousness and not of their lack of knowledge. Therefore, this type of correction may occur more frequently on advanced level students.

Another way of applying the negative feedback is through a facial expression or a shake of head that might make the students notice that a mistake has been made. Some other teachers might try to soften the negative force of "NO" by, for example, making a mmmmm noise or. . . they might say, "Well, that is not entirely correct, but thanks anyway."

This type of correction does not help students because they may feel ashamed after noticing a bad facial expression from their teacher, so that they may feel afraid to participate in the future. As a result, no matter the form in which this technique is applied, the impact that its application will have on students' oral performance will be negative most of the times.

CHAPTER III

METHODOLOGY

3.1 METHODOLOGY OF THE RESEARCH

For developing this research the group used a mixed approach which is a combination of both quantitative and qualitative methods. The quantitative method emphasizes on measurements of numerical analysis of data collected through polls, questionnaires or surveys. The qualitative method's essential idea is that the researcher goes "into the field" to observe the phenomenon in its natural state or in situ.

The Researchers decided to make a combination of both methods because it was considered that observing the students behavior and the teacher´s way of correcting in class would be essential for the development of the research. On the other hand, collecting data from the questionnaire was useful for the researchers in order to discover at firsthand the impact that error correction has on the students learning process.

After gathering the information, the research team analyzed it all. The analysis was carried on the results gathered from the surveys but also from the classes observed. The analysis was helpful to describe the phenomenon with an extended perspective to identify the impact that error correction techniques have on students' oral performance while learning English as a second language and describing its effects on their learning process.

The main objective of this research was to identify the different error correction techniques that are used by the teachers of the Foreign Language Department of the University of El Salvador; likewise, to determine the impact that the application of these techniques have on students' oral performance. Therefore, the researchers attempted to find out which techniques were the most appropriated to be applied for correcting the student's errors and which ones were not.

3.2 TYPE OF STUDY

The investigation was developed through the descriptive strategy because the researchers attempted to find out at first hand, which were the error correction techniques that the teachers from the Foreign Language Department used for correcting students errors. Therefore, in order to achieve all the goals and to collect the most relevant data the researchers made use of the descriptive design by using observation, questionnaire, and data collection.

The descriptive design allowed the researchers to answer the questions what are the error correction techniques used by the professors of the FLD of the University of El Salvador? What are the most effective error correction techniques for correcting students' oral errors? And What is the impact that the error correction techniques applied by the FLD professors have on students' oral performance?. So, the descriptive study allowed the researchers to demonstrate the relationships among the different error correction techniques applied by the FLD professors for correcting students and the

impact that the application of those techniques has on students' oral performance. This was accomplished by using different techniques such as: class observation and the use of checklist, and questionnaire.

3.3 RESEARCH DESIGN

This project was a non-experimental design because the researchers did not experimented with students neither with the teachers. The answer to the research question was gathered through class observation and questionnaire. Therefore, the researchers did not interfered with the flow of the class in any way.

3.4 UNIVERSE OF THE STUDY

To determine the universe of this study, the researchers took as a base the students of Advanced Intensive English II of the University of El Salvador majoring the first semester of the year 2014.

3.5 SAMPLE OF THE STUDY

The representative samples for this study were 40 students of advanced English II of the English teaching major of the FLD of the University of El Salvador. To represent the sample, students from 2 different courses and 2 English teachers were observed, and 20 students from each group participated in answering the questionnaire.

CHAPTER IV
DATA GATHERING PROCESS

4.1   SAMPLING PROCEDURE

Students were asked by means of a questionnaire containing closed questions about their feeling when they were corrected by the teachers at the moment of performing oral activities inside the classroom. Also, the students and the teachers were observed with the purpose of identifying what type of techniques the teachers used to correct students 'errors but also, to observe the students reactions to those types of corrections.

4.2   INSTRUMENTS

These two instruments were developed based on the related literature and they were both qualitative and quantitative type.

- The Observation technique (the checklist)

Students and teachers pertaining to different groups were observed in order to gather directly students and teachers behavior toward oral corrective feedback types trough out a checklist.

- Survey technique (the questionnaire)

The Students of the two groups were asked to fill up a questionnaire containing closed questions about their feelings when being corrected during speaking activities inside the classroom. Also, they were asked about the most common techniques that were used by the teachers of the Foreign Language department of the University of El Salvador for correcting their oral errors.

The following are the instruments that were used for gathering the data

4.2.1 RESEARCH INSTRUMENTS

CLASS OBSERVATION RUBRIC
(Rubric for observing teachers)

Objective: To identify the error correction techniques that the teachers apply for correcting students' oral errors.

No.	Observed	Yes	No
1	The teacher provides delayed correction at the end of the class		
2	The teacher provides an appropriate, supportive, and clear feedback		
3	The teacher interrupts the students while participating on oral activities in order to make a grammatical correction		
4	The teacher corrects the students at the moment of committing the error		
5	The teacher waits for the student to finish their participation in order to correct them		
6	The teacher asks for clarification to students who participate in class		
7	The teacher reformulates a sentence when students say it in a wrong way		
8	The teacher makes use of the pinpointing technique for correcting the students		
9	The teacher provides negative feedback while students are participating in the classroom		
10	The teacher is reactive to every single error committed by the students in the classroom		

CLASS OBSERVATION RUBRIC
(Rubric for observing students)

Objective: To find out how students respond to professors corrections when performing oral activities in the classroom.

No.		Yes	No
1	All the students participate in class		
2	Students show good attitude towards class participation when they are pushed by the teacher to participate		
3	Students participate voluntarily in speaking activities in the classroom		
4	Students look ashamed when the teacher corrects them in the middle of their participation		
5	The students continue participating after they have been corrected by the teacher		
6	The students seem to be worried about the teacher´s reaction towards their participation		
7	Students respond positive when the teacher provides feedback at the moment of speaking.		
8	Students seem to be worried when the teacher asks them to participate on by one		
9	Students pay close attention to delayed feedback		
10	Students seem to enjoy oral activities more than other type of activities in the classroom		

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SCHOOL OF SCIENCES AND HUMANITIES
FOREING LANGUAGES DEPARTMENT

QUESTIONNAIRE ADDRESSED TO SOME STUDENTS TAKING ADVANCED
ENGLISH II, FIRST SEMESTER-2014.

OBJECTIVE: To find out the impact that error correction techniques applied by FLD
teacher at University of El Salvador have on student's oral performance in the
classroom.

1. Do you like to participate in oral activities in the classroom?

     Yes___   No____

2. How often do you participate in class?

     Always_____   Sometimes___   Rarely_____   Never_____

3. Do you volunteer for participating in class?

     Yes___   No____

4. Do you like to participate in class discussions?

     Yes___   No____

5. How often does your teacher ask you to participate in class?

     Always_____   Sometimes___   Rarely_____   Never_____

6. Do you feel prejudice by the teacher when you participate in oral activities in the
classroom?

     Yes___   No____

7. Does your teacher provide you delayed correction of the errors you commit during the
oral activities in the class?

     Yes___   No____

8. When you are participating in class and you make an error, when do you prefer to be
corrected?

     While you are speaking____

     After you finish your participation____

     At the end of the class____

9. When you are participating and your teacher seems not to understand what you are saying, does your teacher ask you for clarification on what you said?

For example:

Student: I want to be a doctor because [incomprehensible word]

Teacher: Why do you want to be a doctor?

Student: I like to help people.

Yes___   No___

10. If your answer to the previous question was yes, Do you like to be asked for clarification?

Yes___   No___

11. When you participate in oral activities and you make an error when making a sentence, does your teacher make use of the pinpointing technique (repeat the sentence for you to identify the error) for correcting you?

For example:

Student: I <u>speaked</u> with my mother about the problem.

Teacher: Ah, so you <u>spoke</u> with your mother.

Yes___   No___

12. Do you think that being corrected with the pinpointing technique is helpful for you to improve your oral performance?

Yes___   No___

13. When you are participating in class and you make an error, does your teacher make use of the utterance repair technique (interrupt every time that you say something wrong in order to correct you) for correcting you?

Yes___   No___

14. If the answer to the previous question was affirmative, Do you feel that being interrupted while you are participating is helpful to improve your oral performance?

Yes___   No___

15. When you are participating in oral activities in the class and say something incorrect, does your teacher reformulate what you have said?

For example:

Student: I am sorry teacher my letter is not so good.

Teacher: Oh no, don't worry, your writing is perfect.

Student: Thank you.

Yes___   No____

16. Do you think that it is useful for your oral performance the teacher's reformulating what you have said?

Yes___   No____

17. Does your teacher make use of literal correction (literal meaning in Spanish) of your errors when you participate in oral activities in the classroom?

For example:

Students: She has perfect teeth

Teacher: Only one?.. Like this?... (the teacher draws a woman with one tooth)

Yes___   No____

18. Do you feel comfortable when the teacher make use of literal correction for correcting you?

Yes___   No____

19. When you participate in class and you make an error, do you feel that your teacher's corrections are aggressive?

Yes___   No____

20. Do you think that your teacher corrects all the members of your class the same way?

Yes___   No____

21. Have you ever felt humiliated by your teacher or classmates when you are participating in oral activities in the classroom?

Yes___   No____

22. Does your teacher encourage you to keep on participating when you make an error while participating in oral activities?

Yes___   No____

23. Does your teacher make negative gestures when you are participating in oral activities?

Yes___   No____

24. Does your teacher pay attention to everything you say when you participate on oral activities in the classroom?

Yes___   No____

CHAPTER V

DATA ANALYSIS

5.1 QUESTIONNAIRE RESULTS

The collected information through the use of questionnaire is shown on the following graphs analysis with the purpose of facilitating the interpretation of each question.

1. Do you like to participate in oral activities in the classroom?

GROUP A		GROUP B	
Yes	No	Yes	No
19	1	17	3

1. Do you like to participate in oral activities in the classroom?
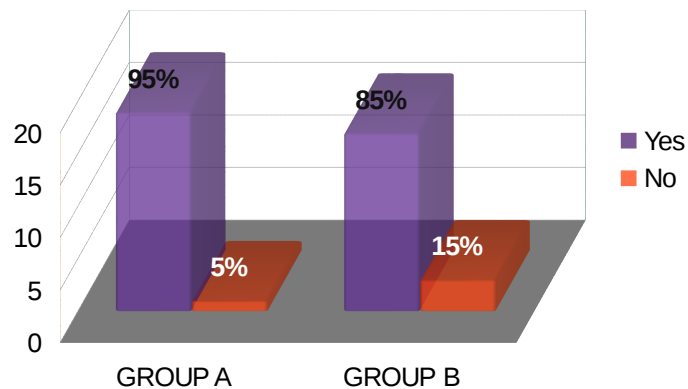
In question 1, the students expressed their desire to participate in oral activities in the classroom by mean of the answer YES – NO. They were divided in group A and B. The percentage of students of group A that said that they liked to participate was the 95% and only the 5% said that they did not. While in group B the 85% said YES and the 15%, NO. So, as can be seen there is a little increase in group A of students that are likely to participate in class more than group B which just differs by the 10%. It is clear that students of group B are more skeptical to speak in class.

2. How often do you participate in class?

GROUP A				GROUP B			
Always	Sometimes	Rarely	Never	Always	Sometimes	Rarely	Never
5	14	0	1	14	3	2	1

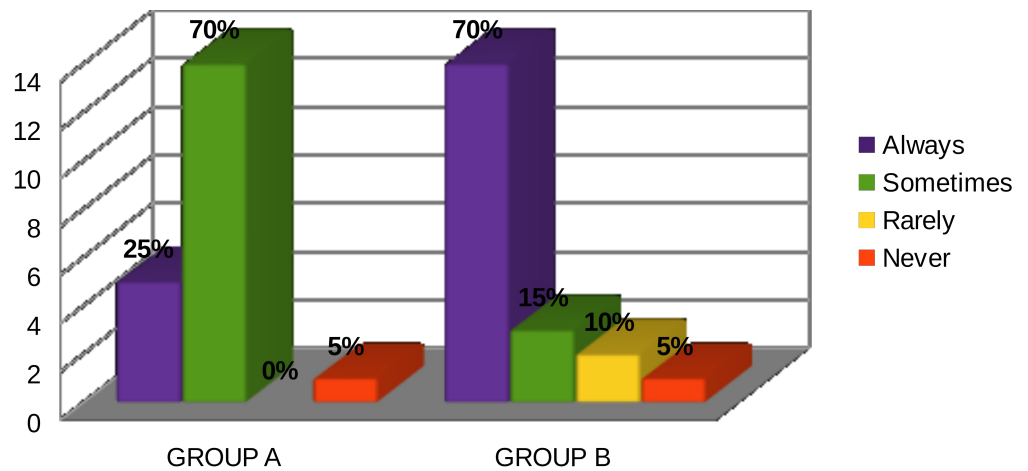2. How often do you participate in class?

Chart number two deals with the frequency of participation inside the classroom, where it can be seen that the 25% of students of group A always participate, 70% percent sometimes, and 5% never. While in the group B, the 70% of the students always participate, the 15% sometimes, and the 10% rarely speak in class, and the 5% never participates in class.

To sum up, it can be said that the level of participation of group B is more active in contrast with group A in which students not always participates orally.

3. Do you volunteer for participating in class?

GROUP A			GROUP B		
Yes	No	No answer	Yes	No	No answer
15	5	0	14	5	1

3. Do you volunteer for participating in class?
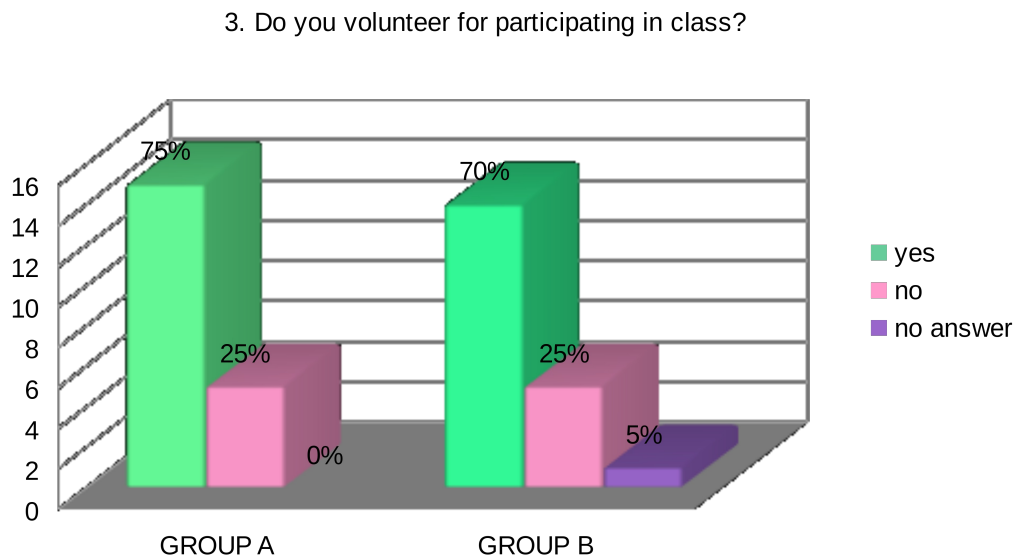
In question 3 the students were asked if they voluntarily participated in class. In group A, the 75% answered "YES" and 25% answered "NO". While in group B, the 70% said "YES", the 25% said "NO", and 5% percent preferred not to answer the question.

The answers in this question states that the majority of the students of groups A and B voluntarily participate in class while the third part of the class needs to be pushed to participate in class.

4. Do you like to participate in class discussions?

GROUP A		GROUP B	
Yes	No	Yes	No
19	1	13	7

4. Do you like to participate in class discussions?
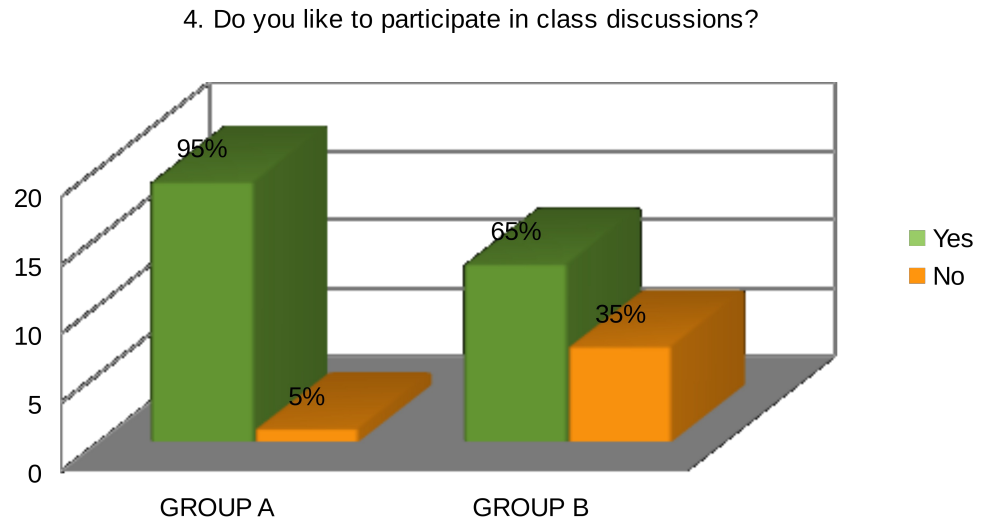
In question 4, the students were asked if they liked to participate in class discussions. To this question, the 95% of students of group A answered YES, and only the 5% answered NO. On the other hand, the 65% of students of group B said YES against the 35% of students that answered NO. It is clear that the majority of the students of group A are more likely to participate in class discussions.

5. How often does your teacher ask you to participate in class?

GROUP A				GROUP B			
Always	Sometimes	Rarely	Never	Always	Sometimes	Rarely	Never
7	12	1	0	2	17	1	0

5. How often does your teacher ask you to participate in class?
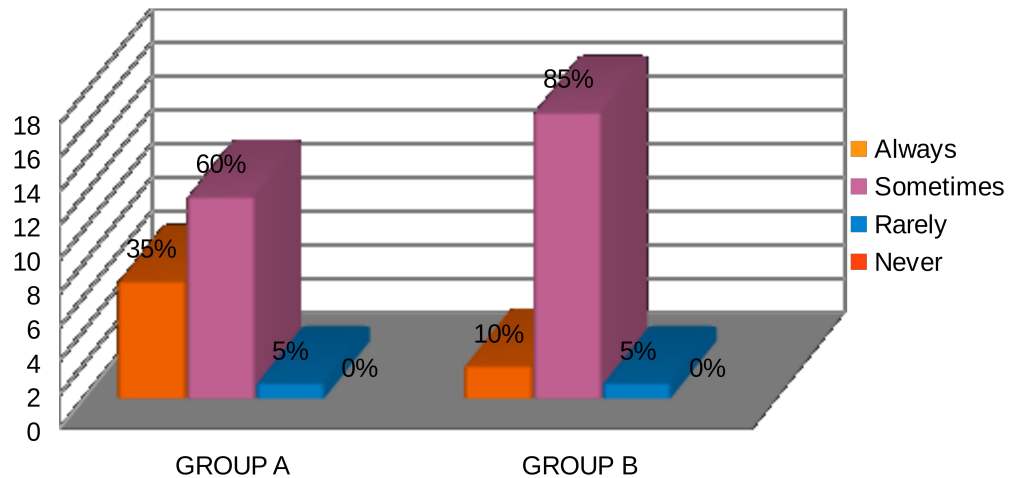
In question 5 it was discussed the frequency in which the teacher asks the student to participate in class. In this chart, group A shows that the 60% of students answered that they are always asked to participate, the 35% answered that sometimes, and just 5% of the students answered that they are rarely asked to participate. Whereas, in group B just the 10% of students answered that they are always asked to participate, the 85% are sometimes asked, and only the 5% said that they are rarely asked for their participation in classes.

In short, with this question results it can be noticed that the teacher of both groups, A and B, are not pushing their students for having an active participation in the class.

6. Do you feel prejudice by the teacher when you participate in oral activities?

GROUP A		GROUP B	
Yes	No	Yes	No
3	17	9	11

6. Do you feel prejudice by the teacher when you participate in oral activities?
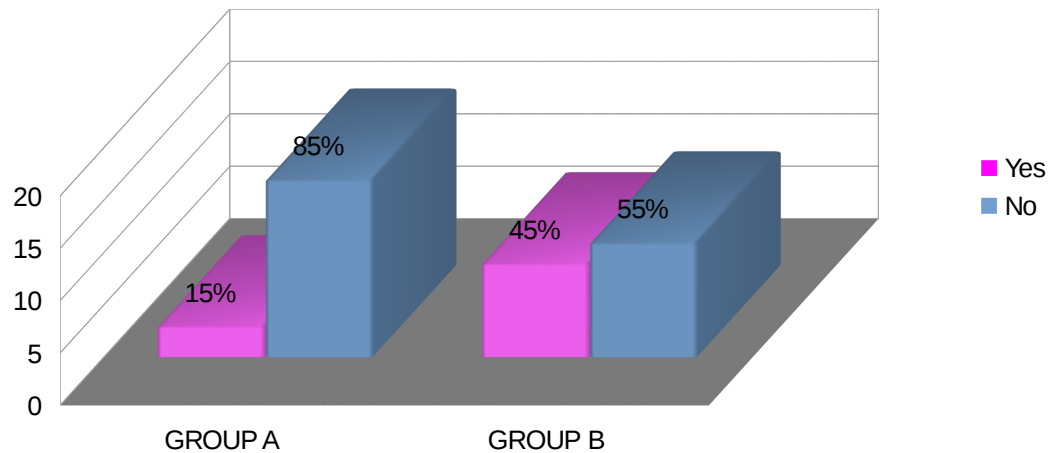
In figure 6 the students were asked if they felt they were prejudiced by the teacher when they participated orally in class. For this question a low number of students of group A answered YES, the 15% answered that they feel prejudiced and the 85% do not. In group B the 45% answered YES and the 55% answered NO.

Overall, it can be seen a clearly upwards of the percentage of group A of the students that do not feel prejudiced, while the number of the group B seems to have a level off which reflects that most of the students of group A feel comfortable while participating in class.

7. Does your teacher provide you delayed correction of the errors you commit during oral activities in the class?

GROUP A		GROUP B	
Yes	No	Yes	No
18	2	17	3

7. Does your teacher provide you delayed correction of the errors you commit during oral activities in the class?
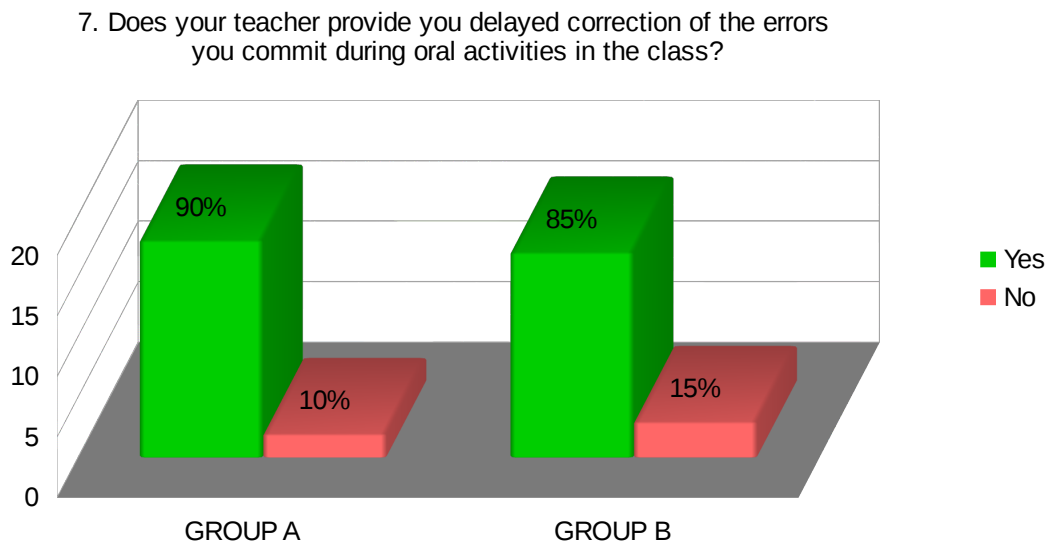
In question 7 the students were asked if their teachers provided them delayed correction of the errors they committed during oral activities in class. For this question the 90 % of the students of group A answered that they were provided by some correction, the 10 % answered NO. Whereas in group B the 85% answered YES, and 15% answered NO.

As it can be seen in both groups A and B, most of the students receive delayed correction by their teachers.

8. When you are participating in the class and you make an error, when do you prefer to be corrected?

GROUP A			GROUP B		
While you are speaking	After you finish your participation	At the end of the class	While you are speaking	After you finish your participation	At the end of the class
10	9	1	9	9	2

8. When you are participating in the class and you make an error, when do you prefer to be corrected?
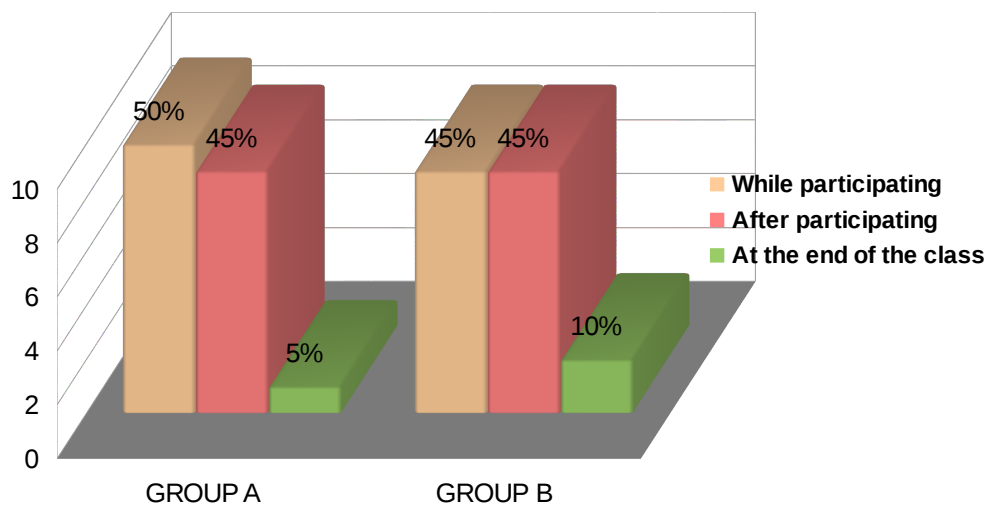

Chart 8 deals with the different stages in which the students preferred being corrected when they made an error. For this question were stated three different options: while participating, after participating and at the end of the class. In group A, the 50% preferred being corrected while participating while the 45% preferred after participating and only the 5% preferred at the end of the class. There was no a significant difference in group B where the 45% answered they preferred being corrected while participating, the 45% when the participation have finished and 10% answered at the end of the class. The result of group A does not upwards the percentage of the students of group B, since both groups remais almost stable for the two first options.

9. When you are participating and your teacher seems not to understand what your are saying, does your teacher ask you for clarification on what you said?

GROUP A		GROUP B	
Yes	No	Yes	No
18	2	17	3

9. When you are participating and your teacher seems not to understand what your are saying, does your teacher ask you for clarification on what you said?
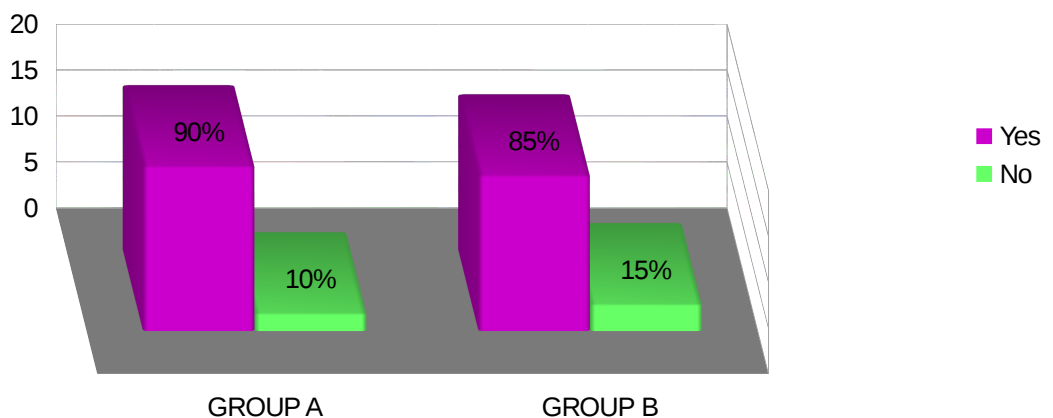
Chart 9 asked if the teacher asked for clarification when he seemed not to understand what the students had said when they participated in class. The 90% of the students of group A answered YES, while the 10% answered NO. Whereas in group B there was no a significant variation since the 85% of the students, answered YES, and the 15% answered NO. Overall, the percentage of students that were asked for clarification when they did not express their ideas correctly, showed a quite difference between the two groups, A and B.

10. If your answer to the previous question was yes, do you like to be asked for clarification?

GROUP A			GROUP B		
Yes	No	No answer	Yes	No	No answer
17	2	1	18	2	0

10. If your answer to the previous question was yes, do you like to be asked for clarification?
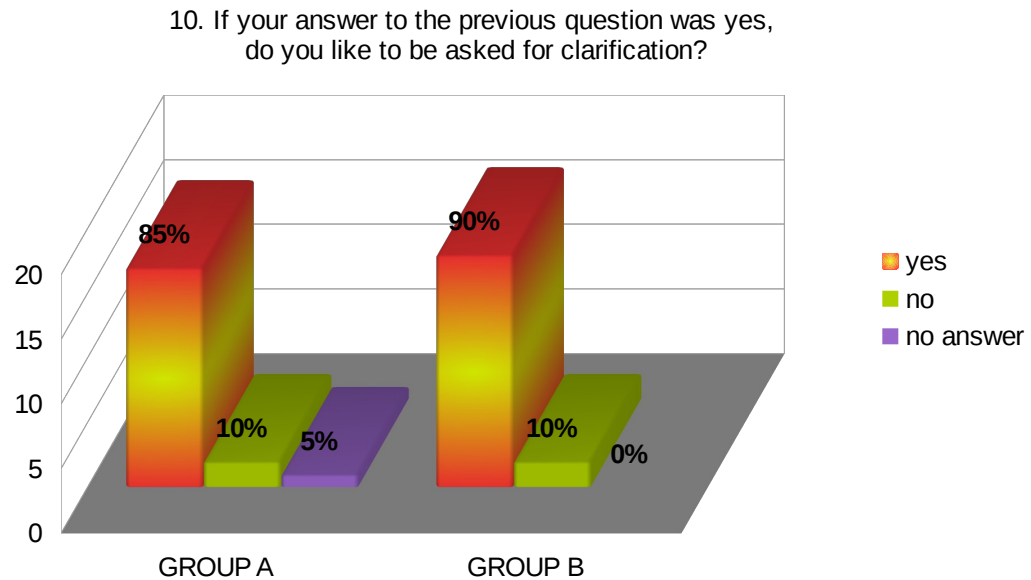
In question 10, the students were questioned if they liked being asked for clarification by the teacher, after committing an error. Here the 85% 0f group A answered affirmatively, the 10% answered negatively, and 5% preferred did not answer . While in group B the 90% of the students said Yes, and 10% said NO.

 In short, the majority of the students of both groups A and B like being asked for a clarification, while a few students of the two groups said NO.

11. When you participate in oral activities and you make an error when making a sentence, does your teacher make use of the pinpointing technique (repeat the sentence for you to identify the error) for correcting you?

GROUP A		GROUP B	
Yes	No	Yes	No
18	2	14	6

11. When you participate in oral activities and you make an error when making a sentence, does your teacher make use of the pinpointing technique (repeat the sentence for you to identify the error) for correcting you?
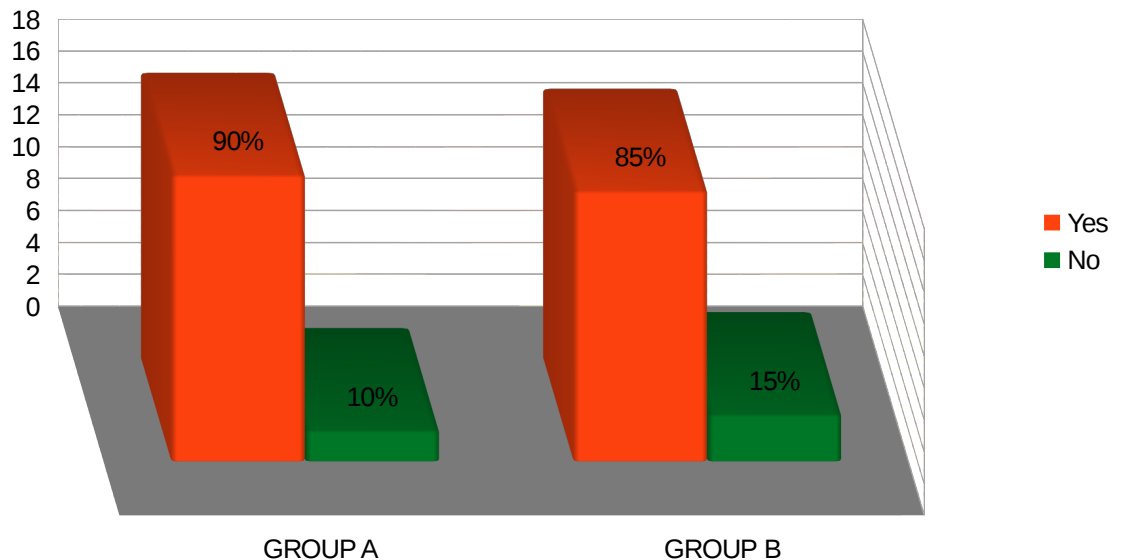
Chart 11 deals with the uses of pinpointing as a technique to correct students´ errors when they perform oral activities. For answering this question, the 90% of the students of group A answered that their teacher used the pinpointing technique, and only the 10% said that their teacher did not. While, the 85% of the group B answered that their teacher used it, and the 15% answered their teacher did not.

Therefore, there is a small variation between the two groups, A and B where the majority of both groups said that their teachers made use of the pinpointing technique for correcting them.

12. Do you think that being corrected with the pinpointing technique is helpful for you to improve your oral performance?

GROUP A			GROUP B		
Yes	No	No answer	Yes	No	No answer
19	0	1	19	1	0

12. Do you think that being corrected with the pinpoingting technique is helpful for you to improve your oral performance?
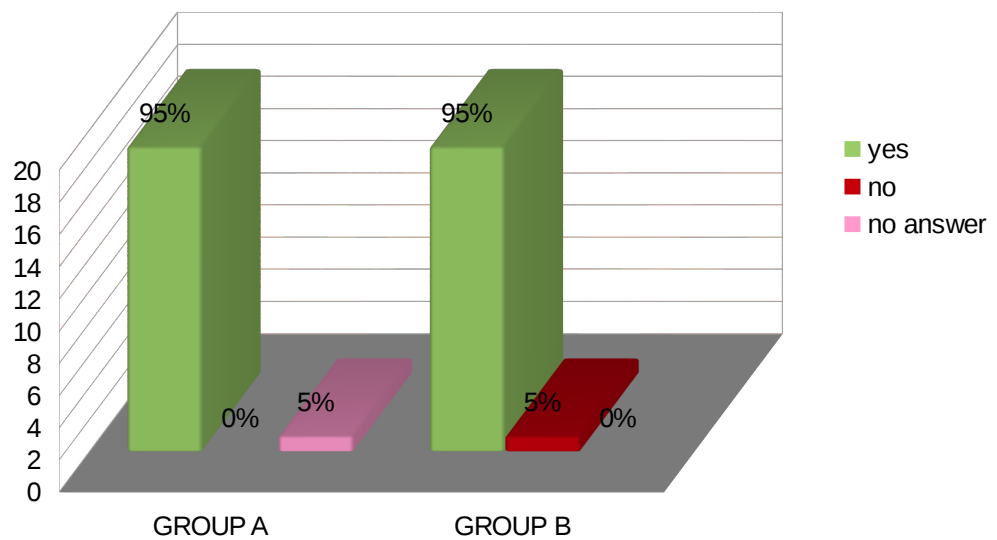
Chart 12 refers to the importance that pinpointing technique has for the students in order to improve their oral performance. To answer this question the 95% students of group A said the use of the technique was helpful to improve their oral performance, against a 5% that did not answered. Likewise, in group B the 95% answered that it was helpful and the 5% answered that it was not.

To conclude, the percentage of both groups, A and B, remain stable which means that the majority of the students consider the pinpointing technique as a useful approach to correct them.

13. When you are participating in class and you make an error, does your teacher corrects you every time that you say something wrong?

GROUP A		GROUP B	
Yes	No	Yes	No
10	10	12	8

When you are participating in class and you make an error, does your teacher corrects you every time that you say something wrong?
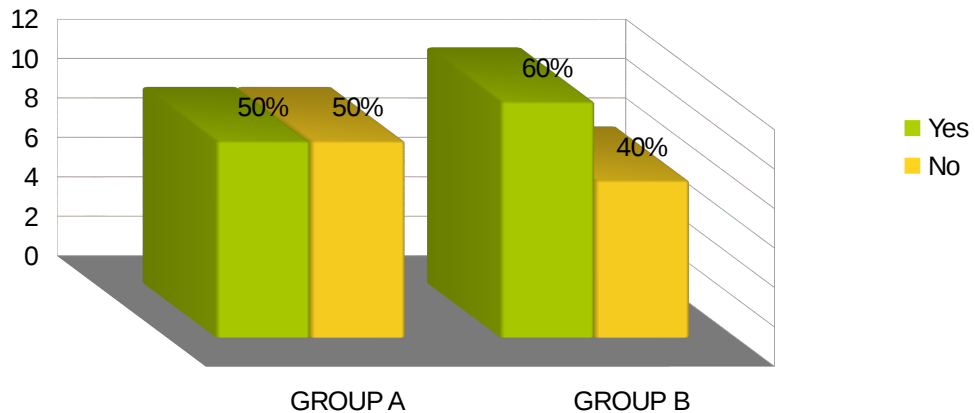
Chart 13 questioned about the frequency in which the teacher interrupted students every time that they committed errors. To this question, the 50% of students of group A said that they were interrupted every time, and the other 50% said that they were not. While in group B, the 60% of students said that they were interrupted every time against the 40% that said they were not. The students' answers to this question were equal in percentage; since a high number of both groups answered that they were constantly interrupted by their teacher during their oral participation.

14. If the answer to the previous question was affirmative, Do you feel that being interrupted while you are participating is helpful to improve your oral performance?

GROUP A			GROUP B		
Yes	No	No answer	Yes	No	No answer
9	6	5	5	12	3

14. If the answer to the previous question was affirmative, Do you feel that being interrupted while you are participating is helpful to improve your oral perfomance?
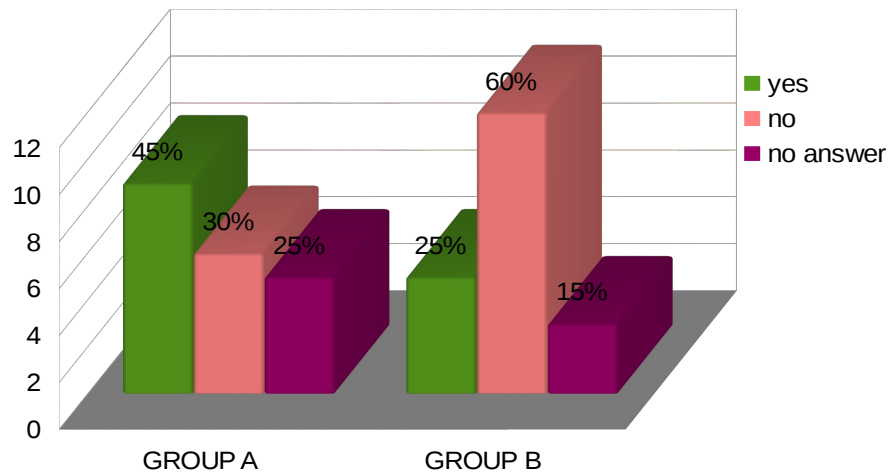
In question 14 the students were asked if they considered that the application of the utterance repair technique was helpful to overcome their oral errors. To this question, the 45% of the students of group A answered YES, the 30% answered NO, and the 25% did not answered. While in group B, the 25% answered YES, the 60% answered NO, and the 15% did not answer.

So comparing the answer of the group B, it is noticeable that a great percentage of the students do not consider this technique useful against the group A that less than a half do not consider the approach useful. To conclude, students from both groups do not consider this approach a useful tool to improve their oral performance.

15. When you are participating in oral activities in the class and say something incorrect, does your teacher reformulates what you have said?

GROUP A		GROUP B	
Yes	No	Yes	No
19	1	12	8

15. When you are participating in oral activities in the class and say something incorrect, does your teacher reformulates what you have said?
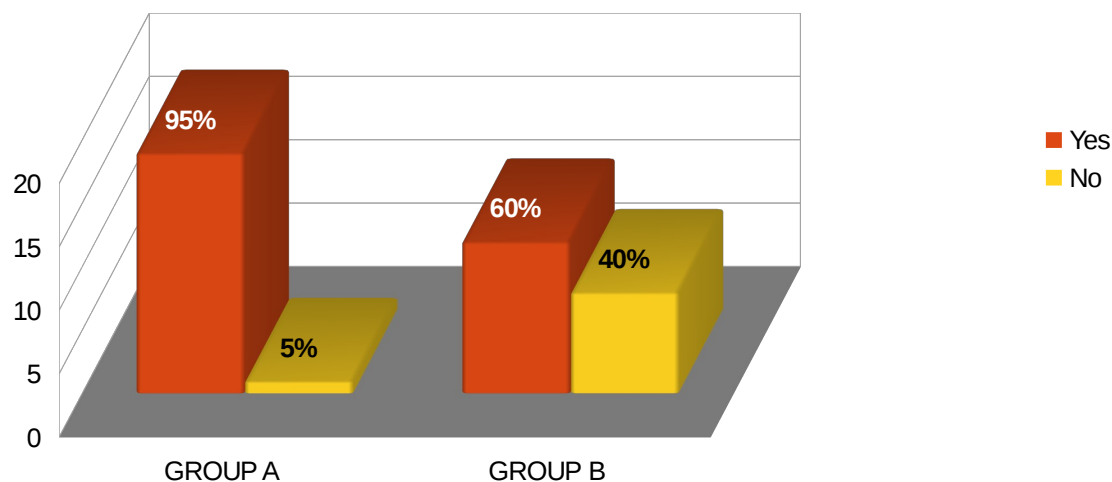
In question 15, the students were asked if their teacher asked them to reformulate what they had said wrong. To this question, the 65% of the students from group A, answered YES, and only the 5% answered NO. Whereas, the 60% of the students from group B answered Yes, and 40% answered NO. To answer the question the majority of the students from groups A and B said that their teacher asked them to reformulate what they have said incorrect.

In short, it can be seen that the teachers of the two groups made emphasis in making their students use the correct form of the English figures.

16. Do you think that it is useful for your oral performance the teacher's reformulating what you have wrongly said?

GROUP A		GROUP B	
Yes	No	Yes	No
17	3	17	3

16. Do you think that it is useful for your oral performance the teacher`s reformaliting what you have wrongly said?
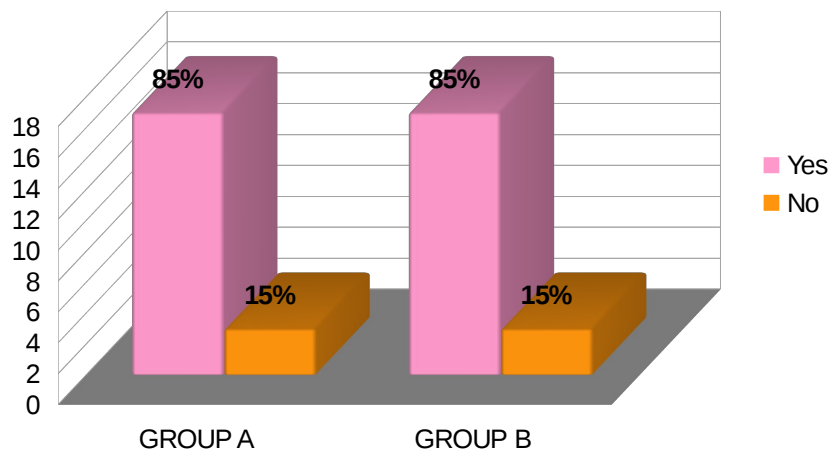
In question 16 the students were asked if they considered important the teacher' reformulation of what they had said wrong. To answer this question, an 85% percent of students of both groups A and B considered that the teacher's reformulation was helpful to improve their oral performance against the 15% who answered that it was not. In general, the majority of students of both groups answered that it was helpful the use of the reformulation technique for correcting them.

In general, the majority of students of both groups answered that it was helpful the use of reformulation for correcting them.

17. Does your teacher make use of literal correction (literal meaning in Spanish) or your errors when you participate in oral activities in the classroom?

GROUP A		GROUP B	
Yes	No	Yes	No
14	6	16	4

17. Does your teacher make use of literal correction (literal meaning in spanish) or your errors when you participate in oral activities in the classroom?
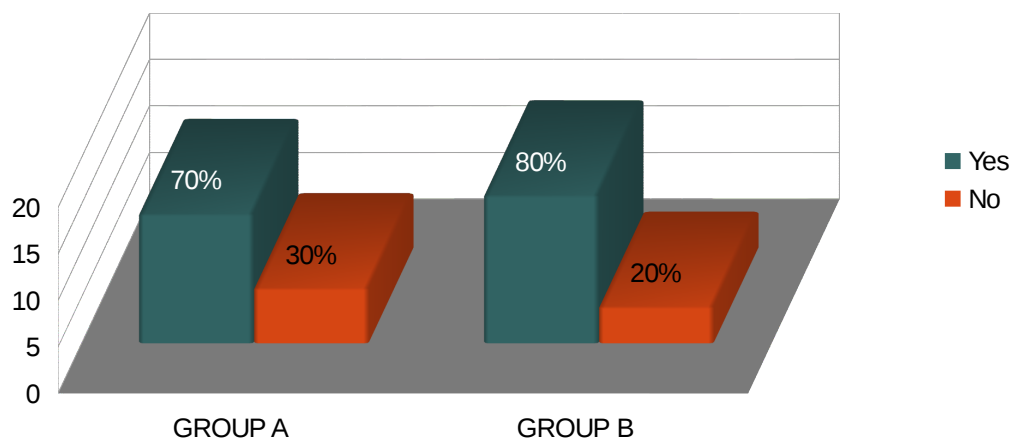
In question 17 the students were questioned if their teacher made use of literal interpretation for correcting them while participating in class. To this, the majority of students in both groups said that literal interpretation is commonly used by their teachers since a 70% of students of group A answered YES and a 30% answered NO. While in group B, an 80% answered that the teacher used it and a 20% answered that the teacher did not. According to the results on the percentages, the majority of students in both groups said that literal interpretation was commonly used by their teachers.

18. Do you feel comfortable when the teacher make use of the literal correction for correcting you?

GROUP A		GROUP B	
Yes	No	Yes	No
17	3	17	3

18. Do you feel comfortable when the teacher make use of the literal correction for correcting you?
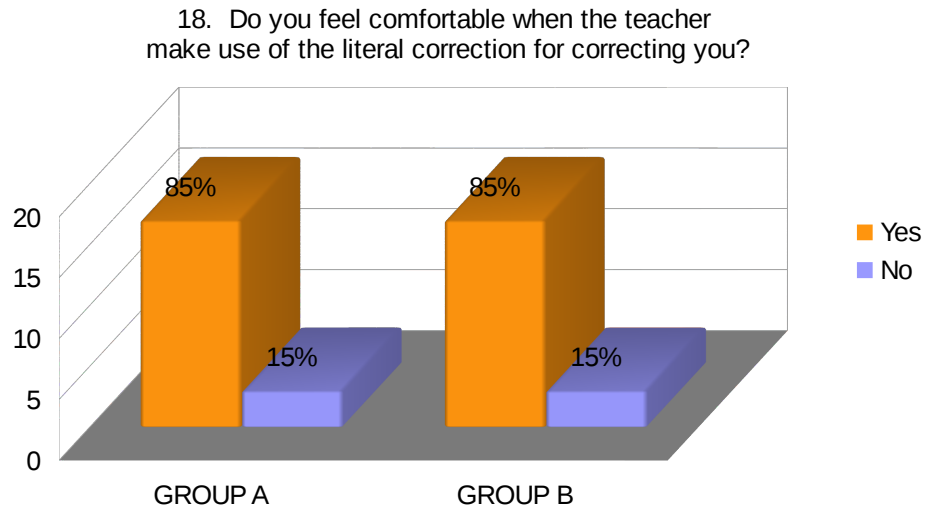
In question 18 the students were asked if they felt comfortable when their errors were literally corrected. In this graph it is clearly seen that both teachers made use of this technique and the majority of students felt comfortable with this type of correction since an 85% of both groups A and B answered they felt comfortable and a 15 % percent answered that they did not.   It is clearly seen that both teachers made use of this technique and the majority of students felt comfortable when they were corrected with this technique.

19. When you participate in class and you make an error, do you feel that your teacher`s correction is inappropriate?

GROUP A		GROUP B	
Yes	No	Yes	No
3	17	4	16

19. When you participate in class and you make an error, do you feel that your teacher`s correction is inappropriate?
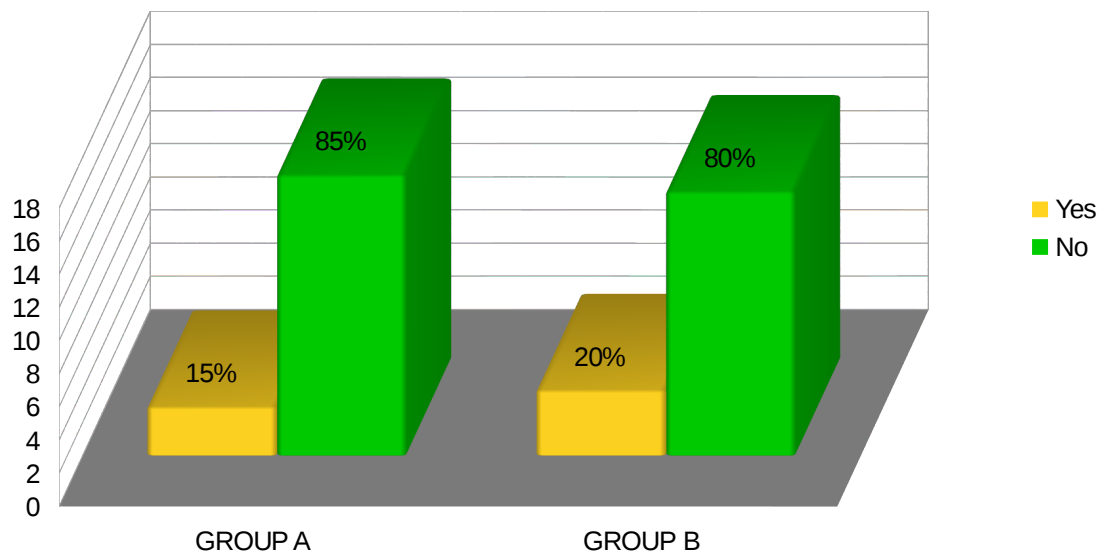
Chart 19 questioned the students about the teachers' attitude when correcting them. They were asked if their teacher's corrections were appropriate. To this question, the 15% of students of group A answered that their teacher's correction were not appropriate and a 85% said that it was not. The answer of students of group B was not so different because an 80% of students did not consider their teacher's correction was not appropriate against a 20% who said it was. In this graph it is noticeable that most of the students agreed that their teachers' correction was not made in correctly.

20. Do you think that your teacher corrects to all the members of your class the same way?

GROUP A			GROUP B		
Yes	No	No answer	Yes	No	No answer
14	5	1	17	3	0

20. Do you think that your teacher corrects
to all the members of your class the same way?
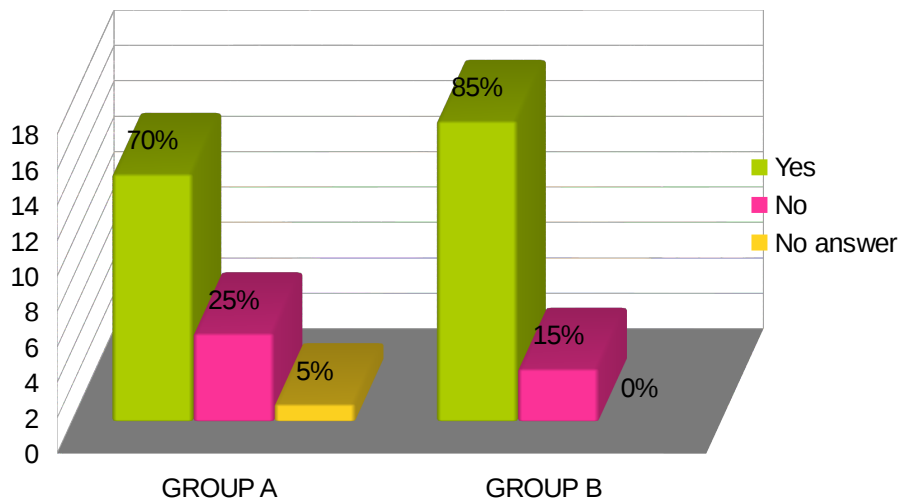
In question 20 the students were asked if their teacher corrected to all the members of the class in the same way. On this question, the majority of students of both groups A and B considered that their teachers corrected all the members of the class in the same way. To this question a 70% of students of group A answered YES, a 25% answered NO, and a 5% did not answer. In the meantime, in group B, the majority of students which is an 85% answered YES while a 15% answered NO. The answers to this question show that in both groups A and B the majority of students considered that the teacher corrects all the members of the class in the same way.

21. When participate in oral activities and the teacher corrects the errors you make while participating, have you ever felt humiliated by your teacher or your classmates?

GROUP A		GROUP B	
Yes	No	Yes	No
5	15	10	10

21. When participate in oral activities and the teacher corrects the errors you make while participating, have you ever felt humiliated by your teacher or your classmates?
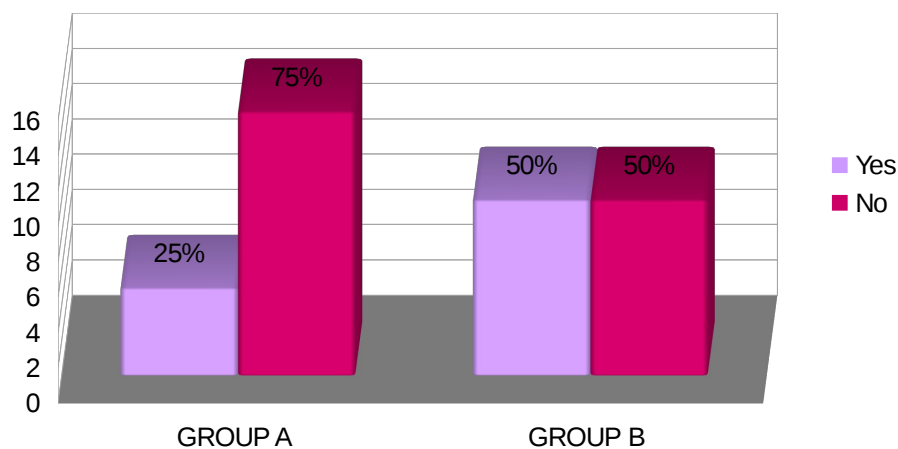
In question 21 the students were asked if they had felt humiliated by the teacher or classmates when they participated in class. Surprisingly, the answers for both groups were very different because in group A, a 75% of students answered that they had felt humiliated and a 25% answered that they had not. However, in group B, the number of students that had felt humiliated is equal to the ones that had not. This is a question that in group B there is a big group of students that sometime have feel uncomfortable when they participate in class.

22. Does your teacher encourage you to keep on participating when you make an error while participating in oral activities?

GROUP A		GROUP B	
Yes	No	Yes	No
9	11	10	10

22. Does your teacher encourage you to keep on participating when you make and error while participating in oral activities?
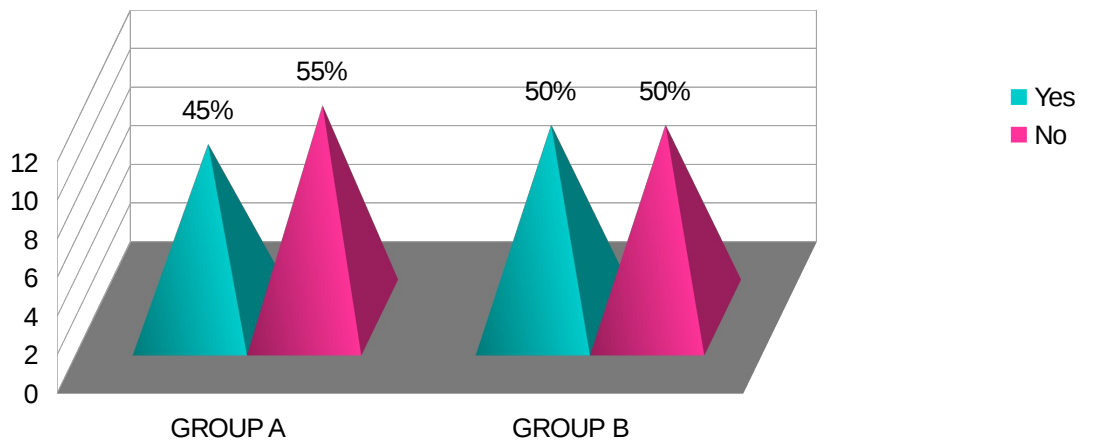
in question 22 the students were asked if their teachers encouraged them to keep participating after they had made an error. In group A, a 55% of students answered that they were not encouraged and a 45% answered that they were. In group B, the number of students that answered that they were encouraged to keep participating is equal to number of students that answered that they were not because a 50% answered YES and a 50% answered NO. In general, both groups show that a big number of students consider that their teacher do not encourage them to keep participating after they make an error.

23. Does your teacher make use of negative feedback when you are participating in oral activities?

GROUP A		GROUP B	
Yes	No	Yes	No
5	15	9	11

23. Does your teacher make use of negative feedback when you are participating in oral activities?
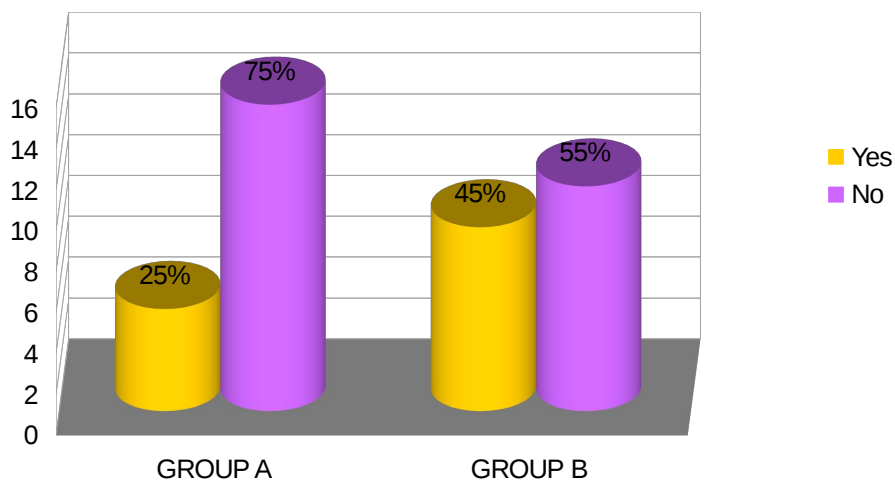
In question 23 the students were asked if they had seen their teachers making negative gestures whey they participated in oral activities. To this question a 25% of students of group A answered YES and a 75% answered NO. However in group B, a 45% of students answered YES and a 55% answered NO. It is noticeable that in group B Almost the half of the students answered that they had noticed their teacher making negative gestures whey they participated in oral activities while in group A only a small number of students said they had seen negative gestures made by the teacher when they participate in class.

24. Does your teacher pay attention to every error committed when you participate in oral activities in the classroom?

GROUP A		GROUP B	
Yes	No	Yes	No
15	5	14	6

24. Does your teacher pay attention to every error committed when you participate in oral activities in the classroom?
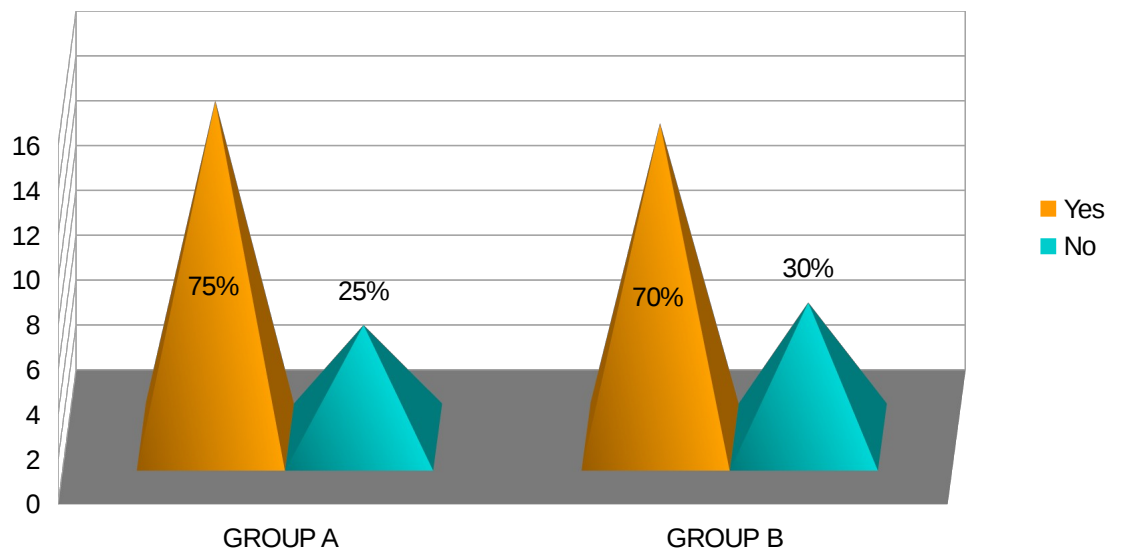
In question 24 the students were interrogated if their teacher paid close attention to everything they said when they participated in class. In this question the 75% of students of group A answered YES and a 25% answered NO. Likewise in group B, the 70% of students answered YES and the 30% answered NO. The answers to this question show that in both groups A and B, the majority of students considered that they had their teacher's attention when they participated in class.

5.2 CLASS OBSERVATION ANALYSIS

Through the class observation, the researchers had the opportunity to observe classes with the purpose of discovering what were the approaches applied by the teachers for correcting students´ oral errors. Likewise, to know what is the students` reaction towards those approaches. The following check lists were used during the classes observed by the researchers.

5.2.1 ANALYSIS OF CLASS OBSERVATION BASED ON GROUP A AND B

During the process of the investigation, the researchers had the opportunity to observe two different groups of Advanced English I which were denominated by the researchers as group A and group B.

During the process of observing the classes on group A, it was noticeable the protagonist role of the professor in the development of the class. The professor of this group was very enthusiastic at the moment of developing oral activities in the classroom and his feedback toward student´s errors was appropriated, supportive, and clear. In this group, the majority of the students participated voluntarily even when the teacher made use of different types of correction. For example, when the teacher corrected some students while speaking, the students did not seem to feel embarrassed due to the fact of being corrected at the moment of committing the error.

Also, something important to mention about this group, is that the students seemed to be very confident when they participated in class and the teacher did not show negative reaction towards any students´ errors in any moment. Contrary to that, the teacher made an opportune reformulation of the sentence that had been said wrong by the students but in a very polite way.

This group seemed to be a very confident group. Due to the level of the English class, most of the classes were based on speaking activities. The professor of this class used to make class discussions and most of the times the topics he brought for being discussed were interesting and appropriated to the age of the students. Since the topics seemed to be interesting for most of the students, the majority of them participated which made that the flow of this class was natural. Most of the students made errors while participating, and sometimes, the professor asked them for clarification of what they said wrong during their participation. However, the professor did not correct every single error committed by them.

In general, it can be said that both teacher and students of this group showed a good attitude during the oral activities because the teacher always had a good attitude towards students' errors by making use of different techniques for correcting them but at the same time making them feel comfortable and confident to keep participating.

Likewise in group B, it is clear that the teacher was interested in performing a well stated correction for his students when they committed oral errors in class because he was always paying close attention to what the students said during their participation in order to provide them the corresponding feedback. In addition, he promoted the oral

participation in class by bringing some interesting topics for being discussed. Of course, while performing these discussions, the students made errors and most of the time the teacher corrected them by making use of the different approaches. Usually, the teacher interrupted the students´ participation to correct them by asking them for clarification or pointing out what they had said wrongly. However, there were some cases were the teacher just moved his head (he provided negative feedback) for letting the students know that they had said something wrong and it was noticeable that this type of correction made the students feel embarrassed but, it is important to remark that even when the teacher provided negative feedback to some students, they continued participating.

According to what was observed, the students not always participated voluntarily, but the professor used different ways for making them participating. As a result, the majority of them seemed to enjoy the oral activities more than other type of activities in the classroom.

Finally, it can be said that the teacher of group B provided effective feedback to his learners since he applied most of the techniques mentioned above for correcting them, and the majority of students had a good attitude towards those types of corrections.

CHAPTER VI

FINDINGS

6.1 RESEARCH QUESTIONS

1. What are the most common error correction techniques applied by the FLD professors of the University of El Salvador for correcting students of Advanced Intensive English II of the first semester of 2014 of the teaching major?

According to the results obtained from the data collected through the class observation and the questionnaire, the research team found out that the professors made use of the majority of the correction techniques such as: Delayed correction, Pinpointing, Clarification, Reformulation, Literal Interpretation, and negative feedback.

2. What is the impact that the error correction techniques used by the FLD professors of the University of El Salvador have on students' of Advanced Intensive English II students of the first semester of 2014 oral performance?

Based on the results obtained through the observation and questionnaire, the types of correction used by the professors does not hinder the students oral participation since the majority of students consider that these types of correction are helpful for improving their oral performance. Therefore, the researchers consider that the application of different approaches for correcting students' errors do not have a negative impact on student' oral performance.

3. What are the most recommended techniques for correcting students ' oral errors?.

Taking into consideration the information gathered in the research, the researcher's states that most of the correction techniques are useful to correct students' oral errors. However, the researchers recommend the use of delayed feedback because it is a very helpful way for correcting students since the professor takes notes of all the students' errors for giving a general correction at the end of the class. This type of correction allows each student to recognize his own error but at the same time they are able to see others' errors without being pointed out.

Also, the use of pinpointing technique is considered useful for correcting students' errors because the professor reformulates what the students have said wrongly by emphasizing the word were the error was made. In that way, the students can easily identify that they made an error. Contrary to that, in the   reformulation technique the professor also reformulates the wrong sentence but with no emphasis on the erroneous word. Therefore, some students can recognize the errors but some others cannot.

6.2   MAIN FINDINGS

- According to the data collected, the researchers found out that the majority participate in oral activities and they enjoy them more than other type of activities since the 95% of group A and the 85% of group B stated that they liked to

participate in oral activities.

- Based on the information gathered, it was determined that more than the half of the students involved in the research participated voluntarily while the other few, needed to be pushed by their teacher.

- Regarding to the application of the different techniques, the data collected shows that the professor of both groups studied are applying the majority of the error correction techniques.

- An important point to remark is that the majority of students prefer to be corrected while they are participating or immediately after they finish their participation instead of being corrected at the end of the class.

- A significant finding was discovering that the students continue participating after being corrected even if the teacher uses the negative feedback.

- Most of the students consider that the application of the different correction techniques help them to improve their oral performance.

CHAPTER VII

CONCLUSIONS AND RECOMENDATIONS

7.1 CONCLUSIONS

The research revealed the following results. For example, one of the researchers' assumptions was that the application of certain error correction techniques could be a barrier for students' oral participation. However, throughout the research, it was discovered that the application of the different error correction techniques does not have a negative impact on the students' oral performance in the classroom.

In addition, throughout the investigation, it has been discovered that the professors are using the majority of the error correction techniques and the students respond positively towards their professors' feedback because they consider that they are helpful to overcome their oral errors.

Also, it is remarkable to realize that the perception that the wrong application of an error correction technique could hinder the students' input to participate in class was not correct. The results showed that the students keep on participating in oral activities even when they have not been corrected in a good manner.

To sum up, this project contributes to let the readers know that the application of the different error correction techniques used by the professors of the FLD of the University of El Salvador, does not have a negative influence on the students' level of participation. Contrary to that, the students have an active participation independently the way they are corrected.

7.2 RECOMENDATIONS

- To promote class discussions on topics of common interest to promote an active participation of the students in class.

- To make the professors to be aware about the importance of correcting the students' errors by using the different approaches to help them to overcome their oral performance.

- To create a good rapport in the classroom in order to promote students' participation.

- To tell the professors be open minded toward students´ participation and avoid making negative gestures that may make feel students uncomfortable while they participate. Some student may no longer participate after this type of correction.

- To provide delayed correction if possible in every single class because it is a general feedback that helps not only the students that have participated but also the ones that have not.

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APPENDIX

4.4.2 Class Observation Analysis

        Through the class observation, the researchers had the opportunity to observe classes with the purpose of discovering what were the approaches applied by the teachers for correcting students´ oral errors. Likewise, to know what is the students` reaction towards those approaches.

First class observed (Group A and B)				
Students behavior toward professor correction when they were performing oral activities in the classroom	Group A		Group B	
	YES	NO	YES	NO
All the students participate in class		X		X
The students Show good attitude towards class participation when they are pushed by the teacher to participate	X		X	
Students participate voluntarily in speaking activities in the classroom	X			X
The students look ashamed when the teacher corrects them in the middle of their participation		X		X
The students continue participating after they have been corrected by the teacher.	X		X	
The students seem to be worried about their teacher´s reaction towards their participation		X		X
The students respond positive when the teacher provides feedback at the moment of speaking	X		X	
The students seem to be worried when the teacher asks them to participate one by one	X			X
The students pay close attention to delayed feedback	X		X	
Students seem to enjoy oral activities more than other type of activities in the classroom.		X	X	

First Class Observed (Group A and B)				
Techniques applied by the teachers for correcting students oral errors	Group A		Group B	
	YES	NO	YES	NO
The teacher provides delayed correction at the end of the class	X		X	
The teacher provides an appropriate, supportive, and clear feedback	X			X
The teacher interrupts the students while participating on oral activities in order to make a grammatical correction		X	X	
The teacher corrects the students at the moment of committing the error	X		X	
The teacher waits for the student to finish their participation in order to correct them		X	X	
The teacher asks for clarification to students who participate in class	X		X	
The teacher reformulates a sentence when students say it in a wrong way	X		X	
The teacher makes use of the pinpointing technique for correcting the students		X	X	
The teacher provides negative feedback while students are participating in the classroom		X		X
The teacher is reactive to every single error committed by the students in the classroom	X		X	

Second class observed (Group A and B)				
Students´ behavior toward professor correction when they were performing oral activities in the classroom	Group A		Group B	
	YES	NO	YES	NO
All the students participate in class		X		X
The students Show good attitude towards class participation when they are pushed by the teacher to participate	X		-	X
Students participate voluntarily in speaking activities in the classroom		X	X	
The students look ashamed when the teacher corrects them in the middle of their participation		X	X	
The students continue participating after they have been corrected by the teacher.	X		X	
The students seem to be worried about their teacher´s reaction towards their participation		X		X
The students respond positive when the teacher provides feedback at the moment of speaking	X		X	
The students seem to be worried when the teacher asks them to participate one by one		X	X	
The students pay close attention to delayed feedback		X	X	
Students seem to enjoy oral activities more than other type of activities in the classroom.	X		X	

Second Class Observed (Group A and B)				
Techniques applied by the teachers for correcting students´ oral errors	Group A		Group B	
	YES	NO	YES	NO
The teacher provides delayed correction at the end of the class		X		X
The teacher provides an appropriate, supportive, and clear feedback	X		X	
The teacher interrupts the students while participating on oral activities in order to make a grammatical correction	X		X	
The teacher corrects the students at the moment of committing the error	X		X	
The teacher waits for the student to finish their participation in order to correct them		X		X
The teacher asks for clarification to students who participate in class	X		X	
The teacher reformulates a sentence when students say it in a wrong way	X		X	
The teacher makes use of the pinpointing technique for correcting the students		X	X	
The teacher provides negative feedback while students are participating in the classroom		X		X
The teacher is reactive to every single error committed by the students in the classroom	X		X	

Third class observed (Group A and B)				
Students´ behavior toward professor correction when they were performing oral activities in the classroom	Group A		Group B	
	YES	NO	YES	NO
All the students participate in class		X		X
The students Show good attitude towards class participation when they are pushed by the teacher to participate	X		X	
Students participate voluntarily in speaking activities in the classroom		X	X	
The students look ashamed when the teacher corrects them in the middle of their participation		X		X
The students continue participating after they have been corrected by the teacher.	X			X
The students seem to be worried about their teacher´s reaction towards their participation		X		X
The students respond positive when the teacher provides feedback at the moment of speaking	X		X	
The students seem to be worried when the teacher asks them to participate one by one		X		X
The students pay close attention to delayed feedback		X	X	
Students seem to enjoy oral activities more than other type of activities in the classroom.	X		X	

Third Class Observed (Group A and B)				
Techniques applied by the teachers for correcting students oral errors	Group A		Group B	
	YES	NO	YES	NO
The teacher provides delayed correction at the end of the class		X	X	
The teacher provides an appropriate, supportive, and clear feedback	X		X	
The teacher interrupts the students while participating on oral activities in order to make a grammatical correction		X	X	
The teacher corrects the students at the moment of committing the error	X			X
The teacher waits for the student to finish their participation in order to correct them		X	X	
The teacher asks for clarification to students who participate in class	X		X	
The teacher reformulates a sentence when students say it in a wrong way	X		X	
The teacher makes use of the pinpointing technique for correcting the students		X	X	
The teacher provides negative feedback while students are participating in the classroom		X		X
The teacher is reactive to every single error committed by the students in the classroom		X	X	

Fourth class observed (Group A and B)				
Students´ behavior toward professor correction when they were performing oral activities in the classroom	Group A		Group B	
	YES	NO	YES	NO
All the students participate in class		X		X
The students Show good attitude towards class participation when they are pushed by the teacher to participate	X		X	
Students participate voluntarily in speaking activities in the classroom	X			X
The students look ashamed when the teacher corrects them in the middle of their participation		X		X
The students continue participating after they have been corrected by the teacher.	X		X	
The students seem to be worried about their teacher´s reaction towards their participation	X			X
The students respond positive when the teacher provides feedback at the moment of speaking	X		X	
The students seem to be worried when the teacher asks them to participate one by one		X		X
The students pay close attention to delayed feedback		X	X	
Students seem to enjoy oral activities more than other type of activities in the classroom.	X		X	

Fourth Class Observed (Group A and B)				
Techniques applied by the teachers for correcting students oral errors	Group A		Group B	
	YES	NO	YES	NO
The teacher provides delayed correction at the end of the class		X		X
The teacher provides an appropriate, supportive, and clear feedback	X			X
The teacher interrupts the students while participating on oral activities in order to make a grammatical correction		X	X	
The teacher corrects the students at the moment of committing the error	X		X	
The teacher waits for the student to finish their participation in order to correct them		X		X
The teacher asks for clarification to students who participate in class	X		X	
The teacher reformulates a sentence when students say it in a wrong way	X		X	
The teacher makes use of the pinpointing technique for correcting the students		X	X	
The teacher provides negative feedback while students are participating in the classroom		X		X
The teacher is reactive to every single error committed by the students in the classroom		X		X

Fifth class observed (Group A and B)				
Students´ behavior toward professor correction when they were performing oral activities in the classroom	Group A		Group B	
	YES	NO	YES	NO
All the students participate in class		X	X	
The students Show good attitude towards class participation when they are pushed by the teacher to participate	X		X	
Students participate voluntarily in speaking activities in the classroom		X	X	
The students look ashamed when the teacher corrects them in the middle of their participation		X		X
The students continue participating after they have been corrected by the teacher.	X		X	
The students seem to be worried about their teacher´s reaction towards their participation		X		X
The students respond positive when the teacher provides feedback at the moment of speaking	X		X	
The students seem to be worried when the teacher asks them to participate one by one		X		X
The students pay close attention to delayed feedback		X	X	
Students seem to enjoy oral activities more than other type of activities in the classroom.	X		X	

Fifth Class Observed (Group A and B)				
Techniques applied by the teachers for correcting students oral errors	Group A		Group B	
	YES	NO	YES	NO
The teacher provides delayed correction at the end of the class		X	X	
The teacher provides an appropriate, supportive, and clear feedback	X		X	
The teacher interrupts the students while participating on oral activities in order to make a grammatical correction		X	X	
The teacher corrects the students at the moment of committing the error	X		X	
The teacher waits for the student to finish their participation in order to correct them		X		X
The teacher asks for clarification to students who participate in class	X		X	
The teacher reformulates a sentence when students say it in a wrong way	X		X	
The teacher makes use of the pinpointing technique for correcting the students		X	X	
The teacher provides negative feedback while students are participating in the classroom		X	X	
The teacher is reactive to every single error committed by the students in the classroom	X			X