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School of Arts and

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Final Report for undergarduate research

THE ORAL ERROR-CORRECTION PREFERENCES AMONG
INTERMEDIATE ENGLISH STUDENTS FROM EXTENSION
COURSES AT CENIUES AT THE UNIVERSITY OF EL SALVADOR

To obtain the degree of licenciatura en idioma inglés : opción
enseñanza

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INTRODUCTION

Language teachers are often faced with the responsibility of correcting student´s errors, even when correcting error is not an easy task. The teacher must decide when to correct the students, which errors should be corrected, how errors should be corrected and also who should correct students' mistakes. In addition teachers have to decide which corrective technique is the most appropriate. Therefore, foreign language teachers should keep in mind that the purpose of correcting is to help learners to develop their communicative competence rather than put them on the spot.

There are many theories of corrective feedback that propose that not all errors should be corrected or at least not immediately. A number of techniques can be used depending on the task and the skill practiced. In the article "using feedback in EFL classes", Muncy (200; 155) cites Lynch, who suggests that teachers should "offer learners a variety of feedback types"

According to Swain (1997), teachers must benefit their students´ interlanguage development; they need to incorporate ways of "pushing" students' language that is not only comprehensible but also accurate.

Taking into account the importance of the use of different error correction techniques, this research has the purpose to describe the error correction approach applied by teachers at CENIUES, and how error correction techniques influence in developing students-proficiency. A theoretical framework is presented which contributes to the analysis and interpretation of the data that was collected.

In order to find out if there was a correlation between the data collected and the preferences of the students, some instruments were designed such as a survey and a check list. Students being the primary source of this research, the sample was taken from the groups of English intermediate from CENIUES. They were able to provide an overall picture of the error correction techniques that were the most common among students.

Also, this research presents the methodology that was used in order to get the data. In addition to this, it shows the analysis of the data and the findings of the survey by means of graphics and descriptions. Finally, it contains some recommendations that will be useful for teachers, new generations, pre -service, in-service teachers and administrator.

ABSTRACT

It has been just over a decade since the publication of Lyster and Ranta's critical articles on error correction. Since then, there have been numerous publications in this area of classroom based Second Language Acquisition research. Lyster and Ranta (1997) and Lyster (1998b) found that recasts are the most common, but least effective, form of oral error correction employed by foreign language teachers. Further, Lyster and Ranta concluded that students often fail to notice recasts by confusing them with a repetition or affirmation of their own utterances. This study will explore the preferences of oral error correction techniques among Intermediate English Students from the Extension Courses at CENIUES, at the University of El Salvador.

The following will serve as guiding questions: 1. what are students´ preferences in oral error correction in EFL classroom? 2. Which error correction techniques are preferred among students? Those questions are supported with numerous sources.

Key words: error, error-correction techniques, communicative competence, uptake, second language acquisition.

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I. STATEMENT OF THE PROBLEM

One of the most debated topics in Second language Acquisition (SLA) has been how language input should be presented to the second language learners in the classroom. In contrast, some authors contend that there is no place for a focus on grammar in the SLA classroom and it is meaningful communication that should be emphasized. This situation aims to define the focus on form vs. focus on meaning.

According to Doughty and Williams[1], (1999), focus on form allows for second learning to concentrate on grammatical rules and build of the language. A focus on meaning; on the other hand, concerns with getting the second language to concentrate solely on understanding the message being conveyed. This theory has recently been discussed by different researchers mentioned before. Therefore, Larsen Freeman[2], (1995), states teachers in the second language classroom have to do a combination of both theories. Focus on Form and Focus on meaning she also claims, that teachers have the responsibility to help their linguistic competence and communicative competence approaches (accuracy and fluency).

On the other hand, researchers made some observations amogn English teachers from CENIUES, and the observations declared teachers usually give the correction to their students when they are envolved in the oral activities in order to improve the target language. However, they tent to use them but they do not know the meaning of the usufulness of the six types of error-correction tecniques for that reason, they use among the six techniques only two, and they are; explicit correction and recast.

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[1] Doughty and Williams, J. (1999). Learner-generated attention to form. *Language Learning, 49* (4), 583-625.
[2] Larsen-Freeman, D. 1995. On the teaching and learning of grammar: Challenging the myths. P.217

Related to this question, there is a study made by Amrhein & Nassaji[1], (pag.101) and they state teachers and students need more explanation about the error correction techniques in order to be clear how teachers correct students' mistakes.

Furthermore, in order to improve students' learning process Lyster and Ranta[2], (1998), observe the need to study different ways to correct student's errors and they gives six major error correction techniques: 1.explicit correction, 2. recast, 3. clarification request, 4. metalinguistic clues, 5. elicitation, 6. repetition. In their study they claim students prefer to be corrected by recasts. In contrast, elicitation result the least preferred by them.

If the purpose is to develop the communicative competence of the students then, there is the need to carry out the following specific research questions:

❖ What are the preferences in oral error correction techniques among intermediate English students from extension courses at CENIUES at the University of El Salvador?

❖ Which error correction techniques are preferred among intermediate English students?

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[1] Amrhein & Nassaji, corrective feedback: What do students and teachers prefer and

Why? 95 University of Victoria.

[2] Lyster and Ranta (1998b). Negotiation of form recasts, and explicit correction in relation to error types and learner repair in immmersion classrooms.(P183-218).

1. **DELIMITATION OF THE PROBLEM:**

- Social Delimitation: The research was carried out at the University of El Salvador; CENIUES (Centro de Enseñanza de Idiomas Extranjeros de la Universidad de El Salvador) Intermediate English Extension Courses; in the sample teenagers and young adults were included. Among them, 40 males and 40 females aged between 13 and 21. All of them were active students from secondary, high school, and university level.

- Space Delimitation: The research took place in 8 groups from Intermediate English Extension Courses, at CENIUES, at the University of El Salvador, in San Salvador, El Salvador.

- Time Delimitation: The investigation was carried out in a period of one year from May 2010 to May 2011. During this period the sample was established, the contacts with the people in charge at CENIUES, extension courses, were made, the instruments to collect the data and they were processed, a final report was elaborated, the conclusion and recommendations were stated.

2. OBJECTIVES

General Objective:

- To determine the preferences in oral error-correction techniques among Intermediate English students at CENIUES, (Centro de Enseñanza de Idiomas de la Universidad de El Salvador), Extension Courses.

Specific Objectives:

- To report the Error-orrection Preferences among students at extension courses.

- To demonstrate the importance of error correction in the EFL classroom.

- To describe how the students prefer to be corrected in the classroom.

3. JUSTIFICATION

The main purpose of this research remains the students´ preferences in oral error -correction techniques in EFL (English as a Foreign Language) classroom. Also, It is aimed at reinforcing some given theory about error correction issues regarding foreign language teaching-learning.

The present research provides an insight of the most common error- corrections techniques used by teachers in EFL classroom. Moreover, the researchers present alternate error-correction techniques and approaches that can be applied in different courses, depending on the student's needs. The use of the appropriate techniques will give EFL teachers different options to develop the potential of their students' skills, knowledge and experience, and apply them in the learning of a second language.

With this work, the researchers intend to present to pre-service and in-service teachers a proposal in the methodology that includes oral-correcting techniques behind the concept of error correction and the different techniques that can be applied in different situations. It also seeks to persuade well-experienced teachers to consider the students' preferences when correction is needed in the class.

Finally, this research intents to present to the teachers at the Foreign Language Department of the University of El Salvador the personal experiences of the researchers' regarding the topic under the study, and the way it influenced them either positively and negatively, as well as suggestions for improvement in the oral error-correction techniques used at CENUIES (Centro de Enseñanza de Idiomas Extranjeros de la Universidad de El Salvador), at this University. The results findings expected to

benefit the students of the same department that work as pre-service and in-service teachers of English as a foreign language in different schools and institutes across the country by proposing a set of error-correction techniques which can be implemented according to the particular differences of their class.

THEORETICAL FRAMEWORK

4. BACKGROUND

Over the last two decades, second language teaching had changed from traditional methods to communicative approaches; as well as the attitudes towards learner's errors, and how the roles of error treatment have evolved many years.

According to some authors second language acquisition is more or less similar to first language learning which is trial-and-error in nature is. Learners make mistakes while learning second language and benefit from various forms of feedback. Brown[1] (2002), adds that if they do not commit errors the process of language learning is obstructed.

Second Language Acquisition, is the process by which people learn a second language. Second Language refers to any language learned in addition to a person's first language; although the concept is named second language acquisition, it can also incorporate the learning of third, fourth or subsequent languages. Second Language Acquisition is relatively new. However, it does appear to have developed a great deal since the mid-1960.

During the days of audiolingualism from the 1950s to the 1960s, learners were expected to memorize correct forms and produced error-free utterances. Grammatical accuracy was stressed; thus, errors were corrected immediately after they occurred by the teacher in order to avoid different errors (Freeman[2], 1986; Richards & Rodgers,

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[1]Brown James Dean and Rodgers, Theodore S. (2002). Doing second language research.

[2] Larsen – Freeman D. 1986. Techniques in second language. Oxford.

1986). According to Mings[1], (1993), learners only learned the language forms; and when they deal with different and difficult situations, they do not know how to react and negotiate meaning by themselves. Moreover, in many cases, learners easily forgot most of the dialogues after they had memorized them (Hendrickson[2], 1980). In addition in the late 1960, the communicative approach to language teaching, which aims for learners to be able to communicate affectively, made is way in the United Kingdom, (Mings[3], 1993).

Using the language communicatively is more important for some researchers such as Major[4], et. al (1988), they believe that teachers are guiders to help learners to use their communicative competence and their knowledge of grammar in different ways on their lives. However, Major (ibid). States that the term "communicative competence" has been interpreted in various ways, and some teachers exclude grammatical competence from communicative competence The following model proposed by Canale and Swain, 1980:

1. Grammatical Competence: it refers to the degree that people know about the code of grammar, and knowledge of vocabulary, rules of pronunciation and spelling. It means, to know about all micro skills (speaking, listening, writing and reading).

2. Sociolinguistic Competence: it is to use appropriately various context to convey specific communicative functions, such as persuading, giving

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[1] Mings R. C. 1993. Changing perspectives on utility of error correction in second language acquisition. Foreing language, 26(2), 171-179
[2] Hendrickson J. M. 1980, Error correction in foreign language teaching: Recent theory, research and practice.p(153-173)
[3] Mings R. C. 1993. Changing perspectives on utility of error correction in second language acquisition. Foreing language, 26(2), 171-179
[4] Major, R. C. (1988). Balancing form and function. P 81-100.

commands, it means, be able to communicate with formal and informal setting.

3. Discourse Competence: is the ability to combine ideas to achieve cohesion and coherence in through such as pronouns, grammatical connectors and to achieve unity of through and continuity.

4. Strategic Competence: it involves the use of verbal and non-verbal communication strategies. When the speakers do not about some words they try to say it by different ways.

Those who avoid the component of grammatical competence tent to ignore errors completely if learners' utterances are comprehensible. As a result of this, learners often produce appropriate but grammatically incorrect sentences. To illustrate this Lightbown and Spada[1], (1990), researched and examined the effect of corrective feedback in communication-focused classroom. It revealed that the students who were rarely corrected on their forms produced less accurate utterances than these who were frequently corrected.

Nowadays foreign language teachers should develop effective teaching strategies to balance form and meaning. These are two theoretical approaches (focus on form-focus on meaning) and they are explained in the following paragraph.

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[1] Ligtbown and Spada (1990), Focus on form corrective feedback in communicative language learning. P,429-448.

◈ **Focus on form:**

According to Basturkmen, Loewen and Ellis[1], (2002), focus of form is the opportunity to take time out from focus on message construction to pay attention to specific forms. Moreover, Trosborg[2], (1994), states focus on form engaged in activities that had been specially designed to teach specific grammatical features. Nishumura[3], 2000 supports that focus on form is when the teachers solely place emphasis on grammar, and he defines this "Accuracy". However, Krashen,[4] et al (1998) ,state that teaching grammatical rules usually fails to develop the ability of learners to communicate effectively.

According to Rivers and Temperley[5], the deductive approach represents a more traditional style of teaching in that the grammatical structures or rules are dictated to the students first. Thus, they claim students learn the rule and apply it only after they have been introduced to the rule. For example, if the structure to be presented is present perfect, the teacher would begin the lesson by saying, "Today we are going to learn how to use the present perfect structure". Then, the rules of the present perfect structure would be outlined and the students would complete exercises, in a number of ways, to practice using the structure. Moreover, Goner[6], et al (1995), state in this approach, the teacher is the center of the class and is responsible for all of the presentation and explanation of the new material.

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[1] Ellis, R., Basturkmen, H. & Loewen, S. (2002). Doing focus-on-form. System, 30, 419-432.

[2] Trosborg, A. (1994). Interlanguage pragmatics: Requests, complaints and apologies. New York

[3] Nishimura, K. 2000, Effective ways of communicate instruction in the japanese EFL classroom.: Balancing fluency and accuracy.

[4] Krashen,S.D. and Terrell, T.D. (1998) The natural approach: Language acquisition in the classroom

[5] Rivers, Wilga M. & Temperley, Mary S. 1978. A practical guide to the teaching of English as a second or foreign language. Oxford University Press, 110.

[6] Goner, Phillips & Walters. 1995. Teaching practice handbook: Structures, grammar and function. Heinemann, 129-138

◈ **Focus on meaning:**

Focus on meaning is characterized by communicative language teaching involves an inductive approach to teaching grammar, explicit attention to language form. The Second language is seen as a vehicle for learners to express their ideas. According to Doughty and Willians[1], (1999), focus on meaning is when the teacher excludes attention to the formal elements of the language. It means that learners will concentrate their attention on understanding the message that is being expressed. However, Goner[2], et al (1995), suggest an explanation about the inductive approach and they say that it represents a more modern trend of teaching where the new grammatical structures or rules are presented to the students in a real language context. The students learn the use of the structure through practice of the language in context, and later realize the rules from the practical examples. For example, if the structure to be presented is the comparative form, the teacher would begin the lesson by drawing a figure on the board and saying, "This is Jim. He is tall." Then, the teacher would draw another taller figure next to the first saying, "This is Bill. He is taller than Jim." The teacher would then provide many examples using students and items from the classroom, famous people, or anything within the normal daily life of the students, to create an understanding of the use of the structure. The students repeat after the teacher, after each of the different examples, and eventually practice the structures meaningfully in groups or pairs. Goner, et al (1995), also declare the teacher's role is to provide meaningful contexts to encourage demonstration of the rule, while the students evolve the rules from the examples of its use and continued practice.

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[1]Doughty and Williams, J. (1999). Learner-generated attention to form. Language Learning, 49 (4), 583-625.

[2] Goner, Phillips & Walters. 1995. Teaching practice handbook: Structures, grammar and function. Heinemann, 129-138

Finally, Rivers and Temperley (1978), cite that in both approaches, the students practice and apply the use of the grammatical structure, yet, there are advantages and disadvantages to each in the EFL classroom. The deductive approach can be effective with students of a higher level, who already know the basic structures of the language, or with students who are accustomed to a very traditional style of learning and expect grammatical presentations (pag.134). The deductive approach however, is less suitable for lower level language students, for presenting grammatical structures that are complex in both form and meaning, and for classrooms that contain younger learners (pag. 134). According to Goner, et al (1995), there are advantages of the inductive approach that students can focus on the use of the language without being held back by grammatical terminology and rules that can inhibit fluency. The inductive approach also promotes increased student participation and practice of the target language in the classroom, in meaningful contexts. The use of the inductive approach has been noted for its success in EFL classrooms world-wide, but its disadvantage is that it is sometimes difficult for students who expect a more traditional style of teaching to induce the language rules from context. Understanding the disadvantages and advantages of both approaches, may help the teacher to vary and organize the EFL lesson, in order to keep classes interesting and motivating for the students.

Therefore, both focus on form and focus on meaning instruction are very important according to Long[1], (1991) and Long and Robinson, (1998) ,they should complement rather than exclude each other. Focus on form instruction, in their view,

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[1] Long 1991, Fcus on form a design feature in language teaching methodology.pp (39-52). Long and Robinson 1998, Focus on form: theory, research and practice. In C. Doughty and J. Williams (eds), focus on form in classroom second language acquisiton. (PP 15-63)

maintains a balance between them by calling on teachers and learners to attend to form when necessary, even in a communicative classroom environment. An example of the integration of form and meaning is shown in the example given by Doughty[1], (2001), in which a student is describing some of his past experiences to his teacher.

1. S: two years ago, I *was hiking*

2. (3.5 second pause)

3. T : no, I went, I went hiking

4. S: I *went hiking* for three months.

   The statement in turn one is possible correct, if the student is using the past continuous, to add another activity. However the long pause after his statement indicates that no additional information is coming. Then teacher provides an accurate linguistic form for the learner to express his intended meaning. Finally, the learner incorporates this correction into his own speech.

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[1] Doughty, C.(2001). Cognitive underpinning of focus on form. Cognition and second language acquisition (pp. 206-257).

◈ **Definition of error treatment**

> *You learn to swim by first jumping into the water and*
>
> *Flailing arms and legs until you discover that there is a*
>
> *Combination of movements   - a   structured*
>
> *Pattern… learning to swim, to play tennis, to type, or*
>
> *To read all involve a process in which success comes*
>
> *By using mistakes to obtain feedback from*
>
> *The environment and with that feedback to make*
>
> *New attempts that successively approximate*
>
> *Desired goal. (Brown[1]: 2002)*

It is important to make a difference between mistake and error because there are appropriate ways to use the words and this will often depend on the context. There are some researchers that are stating different definition about errors, one of them is Brown[2], (2002) from his point of view, language learning is similar learning any other skill in life such as swimming, singing, reading, etc. We learn by making mistakes. Even children acquiring the first language, they produce numerous errors, which are accepted as a natural and necessary part of a child's development.

Instead of talking only about errors (grammatical error, semantic error, and lexical error) they will be called mistakes, which seems to be the appropriate term. Mistakes can also occur when learners are tired of the topic or when they are thinking something else.

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[1] Brown James Dean and Rodgers, Theodore S. (2002). Doing second language research.

[2] Brown James Dean and Rodgers, Theodore S. (2002). Doing second language research.

Errors have been categorized by Mackey et al, (2000) and Nishita (2004 cited by Yoshida[1], 2008) as:

(1) Morphosyntactic error: Learners incorrectly use word order, tense, conjugation and particles.

(2) Phonological error: Learners mispronounce words (or we suggest it could also include suprasegmental errors).

(3) Lexical error: Learners use vocabulary inappropriately or they codes witch to their first language because of their lack of lexical knowledge.

(4) Semantic and grammatical error: Misunderstanding of a learner's utterance, although there is not any grammatical, lexical or phonological errors.

Nevertheless on this investigation the researchers decided to base on Corder's, (2006) ,definition and is stated below:

Corder, (2006), is the other research who introduced the difference between systematic S and non-systematic errors NSE. A mistake refers to a performance error which is made by language learners while producing a known structure incorrectly which comes out through a slip of tongue or an unsystematic guess. Therefore, both native and non -native speakers make mistakes, but native speakers are normally capable of recognizing and correcting mistakes. According to him, the non-native speaker is not only unable to recognize the mistake but also to fix the mistake.

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[1] Yoshida, R. (2008). Teachers" choice and learners" preference of corrective feedback types. Language awareness, 17, 1, 78-93.

◈ **Mistakes of meaning:**

They are the most common mistakes due to their influence in misunderstanding. There is not a clear message and probably the speakers want to say something different.

Examples of mistake of meaning:

Correct linguistic form but the message is not clear.

- ✓ Ex.   S: … and then you ***put*** the yellow on the white (incorrect)

- ✓ T: … and then you ***mix*** the yellow on the white (correct)

◈ **Mistakes of form:**

Learners have not acquired the syntactic rules. There are three main groups of form mistakes. The first one is slips, learners could self-correct the mistake it means they are able to monitor what they are saying and correct the sentence or the idea by themselves. The second is error; it is when learners do not know the rules. The third is attempt; it is when learners do not know the necessary vocabulary.

Examples of mistake of form:

a) Slips: "we ***have*** dinner" instead of saying "we ***had*** dinner"

b) Errors: This is true – It's true

- ✓ ***My brother*** and I - ***me and my brother***

c) Attempts: "full eggs" - filled eggs

✓ "the *Japan* Army" - the *Japanese* Army

WHEN CORRECT STUDENTS MISTAKES

A crucial issue for any teacher is when and how to correct students' English mistakes. Of course, there are a number of types of corrections that teachers are expected to make during the course of any given class. Here are the main types of mistakes that need to be corrected:

- Grammatical mistakes (mistakes of verb tenses, preposition use, etc.)
- Vocabulary mistakes (incorrect collocations, idiomatic phrase usage, etc.)
- Pronunciation mistakes (errors in basic pronunciation, errors in word stressing in sentences, errors in rhythm and pitch)

Mistakes Made During Discussions and Activities

With oral mistakes made during class discussions, there are basically two schools of thought:

- Correct often and thoroughly
- Let students make mistakes.

Sometimes, teachers refine the choice by choosing to let beginners make many mistakes while correcting advanced students often.

However, many teachers are taking a third route these days. This third route might be called

- selective correction.

In this case, the teacher decides to correct only certain errors. Which errors will be corrected is usually decided by the objectives of the lesson, or the specific exercise that is being done at that moment. In other words, if students are focusing on simple past irregular forms, then only mistakes in those forms are corrected (i.e., goed, thinked, etc.). Other mistakes, such as mistakes in a future form, or mistakes of collocations (for example: I made my homework) are ignored.

Finally, many teachers also choose to correct students *after* the fact. Teachers take notes on common mistakes that students make. During the follow-up correction session the teacher then presents common mistakes made so that all can benefit from an analysis of which mistakes were made and why.

There are two main points to this issue:

If I allow students to make mistakes, I will reinforce the errors they are making.

Many teachers feel that if they do not correct mistakes immediately, they will be helping reinforce incorrect language production skills. This point of view is also reinforced by students who often expect teachers to continually correct them during class. The failure to do so will often create suspicion on the part of the students.

If I don't allow students to make mistakes, I will take away from the natural learning process required to achieve competency and, eventually, fluency.

Learning a language is a long process during which a learner will inevitably make many, many mistakes. In other words we take a myriad of tiny steps going from not speaking a language to being fluent in the language. In the opinion of many teachers, students who are continually corrected become inhibited and cease to participate. This results in the exact opposite of what the teacher is trying to produce - the use of English to communicate.

Why Correction is Necessary

Correction is necessary. The argument that students just need to use the language and the rest will come by itself seems rather weak. Students come to us to teach them. If they want only conversation, they will probably inform us - or, they might just go to a chat room on the Internet. Obviously students need to be corrected as part of the learning experience. However, students also need to be encouraged to use the language. It is true that correcting students while they are trying their best to use the language can often discourage them. The most satisfactory solution of all is make correction an activity. Correction can be used as a follow-up to any given class activity. However, correction sessions can be used as a valid activity in and of themselves. In other words, teachers can set up an activity during which each mistake (or a specific type of mistake) will be corrected. Students know that the activity is going to focus on correction, and accept that fact. However, these activities should be kept in balance with other, more free-form, activities which give students the opportunity to express themselves without having to worry about being corrected every other word.

◈ **Historical background of teaching Methods**

Freeman[1], (2000), suggested error correction techniques in different teaching methods, and those are the followings:

- Grammar-Translation Method

The Grammar Translation Method is not new. It has had different names, but it has been used by language teachers for many years. At one time it was called Classical Method since it was first used in the teaching classical languages, Latin and Greek. Earlier in this century, this method was used for the propose of helping students read and appreciate foreign language literatures, Freeman[2], (1986, pag. 4).

In grammar –translation method of language teaching, it is considered to be important to teach the linguistic form correctly and to get the right answers from students. If the students do not know the correct answer, teacher helps them with the correct answer. There is hardly any scope for self-correction in this method.

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[1] Freeman Diane Larsen (2000). Techniques and principles in language teaching.
[2] Larsen – Freeman D. 1986. Techniques in second language. Oxford

- Direct Method

  As with the Grammar-Translation Method, the Direct Method is not new. Its principles have been applied for many years. Most recently it was revived as a method when the goal of instruction became learning how to use a foreign language, Freeman, (1986, pag. 18).

  This method uses various techniques of error correction. The purpose for using range of techniques is to make students aware of their mistakes so they can self-correct whenever possible.

  The main principles of the Direct Method are as follows:

  ✓ Native language is not used in the classroom.

  ✓ The learner is actively involved in using the language in realistic everyday situations.

  ✓ Students are encouraged to think in the target language.

  ✓ Speaking is taught first before reading or writing.

  ✓ Only everyday vocabulary and sentences are taught.

  ✓ Concrete vocabulary is taught through demonstration, objects, and pictures.

  ✓ Abstract vocabulary is taught by association of ideas.

  ✓ This method states that the printed word should be kept away from the second language learner for as long as possible.

- Communicative Language Teaching

  You may have noticed that originators of most of the methods discussed take as their primary goal enabling students to communicate using the target language. Many of these same methodologists emphasize the acquisition of linguistic structures or vocabulary. Adherents of the Communicative Approach. However, Freeman, (1986) , felt that preparation for communication will be inadequate if only these are taught. Students may know the rules of language usage, but will be unable to use language.

Penny[1], (2002), gave the description of communicative Language Teaching method as ``Not all mistakes need to be corrected: the main aim of language learning is to receive and convey meaningful messages, and correction should be focused on mistakes that interfere with this aim, not on inaccuracies of usage``. In this method of teaching, errors of form are tolerated during fluency-based activities because this are considered as a natural outcome of the development of communication skill. The proponents of this method believe that students can be successful communicators with limited linguistic knowledge. So the teachers' duty is to take note of the errors during fluency based activities and give feedback during the accuracy –based activities (Freeman,2000)

Moreover, based on the idea that learning language successfully comes through having to communicate real meaning when learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.

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[1] Penny, (2002). A course in language teaching practice and theory.

- The Audiolingual Method:

This method is said to result in rapid acquisition of speaking and listening skills. The audiolingual method drills students in the use of grammatical sentence patterns. When this method was developed, it was thought that the way to acquire the sentence patterns of the second language was through conditioning or helping learners to respond correctly to stimuli through shaping and reinforcement.

Furthermore, Larsen Freeman, (2000), listed the following principles:

✓ Speaking and listening competence preceded reading and writing competence.

✓ Use of native language is highly discouraged in the classroom.

✓ The development of language skills is a matter of habit formulation.

✓ Students practice particular patterns of language through structured dialogue and drill until response is automatic.

✓ Structured patterns in language are taught using repetitive drills.

✓ The emphasis is on having students produce error free utterances.

✓ This method of language learning supports kinesthetic learning styles.

✓ Only everyday vocabulary and sentences are taught. Concrete vocabulary is taught through demonstration, objects, and pictures. Abstract vocabulary is taught through association of ideas.

✓ The printed word must be kept away from the second language learner as long as possible.

Lyster and Ranta developed an observational scheme which describes different types of feedback teachers give on error and examines student uptake.

Lyster and Ranta's[1] data also revealed different types of student responses to teachers' corrective feedback. Uptake is defined in their work as "a student's utterance that immediately follows the teachers' feedback and that constitutes a reaction in some way to the teachers' intention to draw attention to some aspect of the student's initial utterance" (1997, p. 49). Put in another way, uptake shows what the student tries to do with the teacher's feedback. How students immediately respond to the feedback. This research was developed in French immersion classrooms where second languages students learn the target language via subject matter instruction. They developed their research by observing the different types of corrective feedback provided during interaction in four French immersion classrooms with 9-11 year-old students.

Lyster and Ranta found that all teachers in the content-based French immersion classes used recasts (without directly indicating that the student's utterance was incorrect, the teacher implicitly reformulates the student's error, or provides the correction) more than any other type of feedback (Explicit correction: by clearly indicating that the student's utterance was incorrect, the teacher provides the correct form; clarification request: by using phrases like "Excuse me?" or "I don't understand", the teacher indicates that the message has not been understood or that the students utterance contained some kind of mistake and that a repetition or a reformulation is

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[1] Lyster, R. and Ranta, L.(1997). Corrective feedback and learner uptake . Negotiation of form in communicative classrooms. Studies in SLA.

required; metalinguistic clues: without providing the correct form, the teacher poses questions or provides comments or information related to the formation of the students utterance; elicitation: the teacher directly elicits the correct form from the student by asking questions; repetition. The teacher repeats the student's error and adjusts intonation to draw the student's attention to it). Indeed, recasts accounted for more than half of the total feedback provided in the four classes. Repetition of error was the least frequent feedback provided in the four classes. In the following table they show what they found about student uptake:

Least Likely	**More Likely**
✓ Recasts	✓ Clarification Requests ✓ Meta-linguistic Feedback

Furthermore, elicitations and meta-linguistic feedback not only resulted in more uptake, they were also more likely to lead to a corrected form of the original utterance. Since Lyster and Ranta reported their findings, several other observation studies of the type of corrective feedback provided in second or foreign language classrooms have been carried out. Some of them report similar results—that recasts are the most frequently occurring type of feedback provided by teachers and that they appear to go unnoticed by learners. However, others report that learners do notice recasts in the classroom.

The earliest studies in the 1970s present purely descriptive findings of teachers' error treatment in a variety of classroom settings. One common finding among these

earlier studies is that teachers' error correction occurs frequently, irrespective of pedagogical focus and classroom setting (Fanselow[1], 1977; Hendrickson 1978 cited in Sheen 2004).

Loewen[2], (2004) , investigated the occurrence of uptake in 32 hour of meaning-focused lessons in 12 English as a second language classes in Auckland. Loewen examined the characteristics of incidental focus on form predicted uptake and successful uptake. His research results indicated that incidental focus on form can result in the noticing of linguistic items and in the production of successful uptake during meaning-focused interaction; nonetheless, it remains to be seen whether uptake facilitates L2 learning.

Trofimovich and Gatbonton[3], (2006), discuss the role of a repeated experience with L2 speech and an explicit focus on its form-related properties from information-processing and pedagogical perspectives. The results of their study indicated that both repetition and focus on form have a lot of benefits for L2 speech processing, lending validity to those approaches to teaching pronunciation that include repetition and involve focus on form. They concluded that, the discussion of repetition and focus on form showed that one need not cast EFL pronunciation learning as rote, meaningless, and largely teacher-driven process. Instead, as Ellis[4], (2002), aptly put it, EFL pronunciation learning, and perhaps other aspects of EFL learning as well, can be

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[1] Hendrickson, J. (1978). Error correction in foreing language teaching: Recent theory,research and practice.(P 337- 398). Fanselow, J. (1977). The treatmentof error in oral work. 10:(p 583-593)
[2] Loewen (2004). Uptake in incidental focus on form in meaning- focused english as a second language lessons. P(153-188).
[3] Loewen (2004). Uptake in incidental focus on form in meaning- focused english as a second language lessons. P(153-188).
[4] Ellis, N.C. (2002). Frecuency effects in language processing: Areview with implications for theories of implicit and inplicit language acquisition. P(143-188).

conceptualized in the context of mindful repetition in an engaging communicative context by motivated learners.

This research found what methods are used by teachers from CENIUES with their students in extension courses, they use Communicative Language Teaching (CLT) and a communicative approach to learning method but they do not exclude grammar points, they keep a balance between the two approaches. And this is supported by Long and Robinson[1], (1998).

While a period of observation was taking place, it was noticed that teachers of English at CENIUES (Centro de Enseñanza de Idiomas de la Universidad de El Salvador) apply different techniques to correct students' errors. The techniques used by the teachers are the ones that Lyster and Ranta suggest:

    a) Explicit correction

    b) Recast

    c) Clarification request

    d) Metalinguistic clues

    e) Elicitation

    f) Repetition

However, the results of the observation conclude teachers consider appropriate the use of explicit correction technique and recast.

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[1] Long, M.H. and Robinson, P.(1998). Focus on form: Theory, research, and practice. P(15-42).

On the other hand, metalinguistic clues and clarification request are the less used by them.

◈ Error- correction Techniques.

Lyster and Ranta[1], (1997), point out that the research that has focuses on the issue of error treatment in second language classroom in the past 20 years has continued to pose the questions framed by Hendrickson in his 1978[2] review of feedback on errors in foreign language classrooms. These questions are:

- Should learners' errors be corrected?

- When should learners' errors be corrected?

- Which errors should be corrected?

- Who should do the correcting?

- How errors should be corrected?

Recent work by Lyster and Ranta (1997), in Canada, However, may help to provide some practical advice for immersion teachers. Their work is of particular interest because it combines different types of error treatment, or corrective feedback with student's responses to that feedback or "Learner uptake" (1997), they were especially interested in finding what types of error treatments encourage learner´s self-repair. In other words, what types of corrective feedback lead toward grammatical accuracy and lexical precision within a meaningful communicative context?

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[1] Lyster, R. and Ranta, L.(1997). Corrective feedback and learner uptake . Negotiation of form in communicative classrooms. Studies in SLA. P (37-66).
[2] Hendrickson, J. (1978). Error correction in foreing language teaching: Recent theory,research and practice.(P 337- 398). Fanselow, J. (1977). The treatmentof error in oral work. 10:(p 583-593)

Some procedures for given feedback during Oral Practice Activities

Walz[1], (1982), classifies error-correction procedures into three basic categories: 1. Self-correction with the teacher help, 2. Peer correction, and 3. Teacher correction. There are many specific techniques within these categories that teachers can use to provide corrective feedback to students. The following suggestions are appropriate for activities where a focus on accuracy and formal correctness is desired. This would be the case, for example, if particular linguistic features are being practiced orally in structured exercises.

◈ **Self-correction with Teacher Helping**

   a) Pointing: the teacher localizes the error without providing the correct form by repeating the students response up to the point at which the error is made, hesitating, and exaggerating the last word slightly with a rising intonation.

   b) Cuing: instead of supplying the correct answer, the teacher provides some options for the incorrect or missing element, as in an oral multiple choice.

   c) Providing your own answer: the teacher cues the student by providing his or her own answer to the question, thereby supplying a model.

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[1] Walz, J. C. (1982) Error correction techniques for the foreing language classrooms.

d) Repetition of an answer, with correction. Without making an overt correction, the teacher repeats the student's response, subtly correcting the mistake. This technique is somewhat indirect: some students will pick up the cue, while others may not notice.

e) Rephrasing a question: after a formally correct, but inappropriate response to the original formulation has been given.

◈ **Peer correction**

a) Student monitors: when monitoring devices are used in small group work (such as "corrector´s card" in structured conversation and interview activities that provide cues to the correct form of questions and or answers), students are able to provide feedback for their peers.

b) Grouping monitoring with checklists: students might also enjoy recording their own speech or conversations in small groups on occasion, following this with a group correction activity where closer attention can be paid to form and / or content. A checklist can be provided by the teacher for this group work that cues students about the types of features to look for in the speech sample.

◈ **Teacher correction**

    a) Direct correction of errors: teachers can choose to correct student's responses directly by modeling the appropriate form of the utterance that the student attempted to make, preserving as much of what was said as possible, and drawing the student's attention to the change. It may be followed by a request for the student or the whole class to repeat the corrected response. This technique may be most defensible when students are engaged in doing structured exercises and the teacher wants to maintain a fairly rapid pace. However, direct and immediate correction may not be as beneficial to learners as more indirect techniques that invite the learner to self-correct with teacher help.

    b) Indirect correction: These techniques involve the repetition of a student response with correction made, but without drawing the student's attention to the change or requiring a repetition of the corrected material.

◈ **Types of corrective feedback**

According to Lyster Ranta[1], (1997), there are six major error correction techniques or feedback to be used in a classroom environment. These can be applied according to the student's individual differences such as age, based on the professional judgment of the teacher. These techniques are the following:

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[1] Lyster, R. and Ranta, L.(1997). Corrective feedback and learner uptake . Negotiation of form in communicative classrooms. Studies in SLA.

1. Explicit correction: by clearly indicating that the student's utterance was incorrect, the teacher provides the correct form.

- S: …The Coyote, the bison and the ***cr…crane***

  T: and the ***crane***. We say ***crane***

2. Recast: without directly indicating that the student's utterance was incorrect, the teacher implicitly reformulates the student's error, or provides the correction.

- S: I like his ***punny pace.***

  T: I like his ***funny face*** too. It's a really funny face. A funny face. Do you know what that guy with the funny face is called?

3. Clarification request: by using phrases like "Excuse me?" or "I don't understand", the teacher indicates that the message has not been understood or that the students utterance contained some kind of mistake and that a repetition or a reformulation is required.

- S: can, can I ***made*** a card on the… for my little brother on the computer?

  T: pardon?

4. Metalinguistic clues: without providing the correct form, the teacher poses questions or provides comments or information related to the

formation of the students' utterance.

- S:Uh didn't work well, it must be **_ripped_**

  T: so you need a noun now

  S: it must be ripped

  T: it must be **_a rip off_**

  S: it must be **_a rip off_**

5. Elicitation: the teacher directly elicits the correct form the student by asking questions (e.g. how do we say that in French?), by pausing to allow the student to complete the teacher's utterance (e.g.. "It's a……") or by asking students to reformulate the utterance (e.g., "Say that again."). Elicitation of questions differs from questions that are defined as metalinguistic clues in that they require more than a yes/no response.

- S: well, there is a **_stream_** of perfume that doesn´t smell very nice…

  T: so a stream of perfume, we will call that a…?

6. Repetition. The teacher repeats the student's error and adjusts intonation to draw the student's attention to it.

- S: **_The…_** the giraffe?

  T: **_the_** giraffe?

These types of error correction techniques are suitable in almost any kind of classroom environment. The use of them will depend on the judgment of the teacher in

order to approach specific situations in his/her personal case. This is why it is repeatedly advised to use corrective feedback depending on the students' personal interests and personality as well as the course aims. Knowing these facts may be the key for a successful correcting process in a class.

5. **Hypothesis**

The use oral correcting techniques will improve the accuracy and fluency among the intermediate English students at Extension Courses from CENIUES at the University of El Salvador.

6. **Variables:**

- ✓ Error- correction techniques improve students' accuracy and fluency.

- ✓ The use of error- correction techniques in the classroom, the greater the yield in the improvement of the students accuracy and fluency.

I.   METHODOLOGY

7. DESIGN OF THE STUDY AND DATA COLLECTION TECHNIQUE

The purpose of this research was to identify the preferences of oral error correction techniques among intermediate English students at extension courses from CENIUES at the University of El Salvador, it was the reason why the researchers decided to use the quantitative method, and the descriptive research: this research describes date and characteristics about the population or phenomenon being studied. Furthermore, it is based on the usefulness of the six types of error correction as described by Lyster and Ranta[1], (1997).

In order to obtain those results the procedure is explained as follows:

The first step was to revise the bibliography sources in form of books, web sites, handouts, and then the researchers analyzed and gathered all the information and discriminate the ones that were not related to the topic that was being carried out. Among all the information, the researchers selected five different authors that have studied the error correction techniques in EFL classrooms. After that, eight different authors were chosen in order to support the theory given by the previous authors. In addition, instruments were designed and applied to the sample such as observation, and a questionaire to collect the necessary data for the research.

The second step was to ask for permission to observe three groups of intermediate English courses from CENIUES at the University of El Salvador (one

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[1] Lyster, R. and Ranta, L.(1997). Corrective feedback and learner uptake . Negotiation of form in communicative classrooms. Studies in SLA. P (37-66).

group from level 10 and two groups from level 11). Moreover, the researchers also, collected data with a check-list to find out how teachers corrected their students' errors applying the different error correction techniques proposed by Lyster and Ranta in 1997. The observation was conducted in a period of one month.

The third one was to administer a questionnaire of 11 questions in which the researchers ask for some preferences related to the error correction in class also, the researchers used the stratified sampling in order to chose the sample (men and women were separated in two groups the researchers assigned to each group a x number; the man who had number 5 was selected, as well as women who had number 10 were selected) and the chosen sample was the 25% of the population. Before, administrating the survey the researchers explained to the students the six error correction techniques by Lyster and Ranta (recasts, clarification request, elicitation, repetition, explicit correction, and metalinguistic clue) with the aim that students could know the error correction techniques at the time they answer the questionaire. Furthermore, students had to answer the questionnaire according to their point of view about the preferences on error Correction Techniques. The students group consisted of 40 males and 40 females aged between 13 and 21. Students were asked about their preferences in error correction in the classroom, and about their demographic data including age, sex, and educational background, and English proficiency.

Moreover, the questionnaire items included students' preferences in frequency of error correction, should learner´s errors be corrected, how immediately they preferred to be corrected, and whether they preferred to be corrected in a group or individually. These questions are related to Hendrickson's[1], (1978), questions concerning error

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[1] Hendrickson, J. (1978). Error correction in foreing language teaching: Recent theory,research and practice.(P 337- 398).

correction: if errors should be corrected, which errors should be corrected, when errors should be corrected, and how errors should be corrected. The survey also asked participants how they felt when they are corrected.

After the survey, the researchers processed the questionnaire responses and they were recorded in an excel spreadsheet and the quantitative data, the frequencies of responses on the questionnaires were calculated. Participants' responses were presented as well as their explanations for their responses. The explanations are categorized to support interpretation.

The last step was the elaboration of the report that was made with the aim to find the preferences of oral error correction techniques among intermediate students from CENIUES at the University of El Salvador.

IV. **RESULTS AND DATA ANALYSIS**

1. **Are you in agreement the teacher corrects your errors in class?**

Strongly agreed	70	88%
agreed	5	6%
desagreed	5	6%
Strongly desagrred	0	0%
Total	80	100%
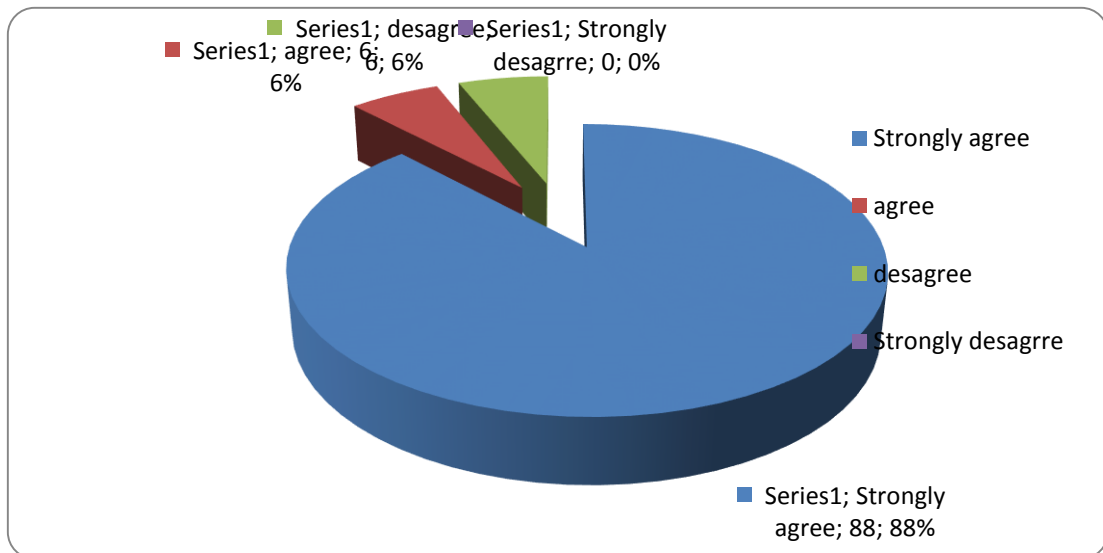
Regarding the first question, are you in agreement the teacher corrects your errors in class? 88% of the students at the intermediate English extension courses expressed their strongly favorable attitude toward teacher correction in class. The most frequently cited reason for this positive attitude toward error correction was that students want to improve their accuracy in English. Moreover, this response is consistent with the study conducted by Cathcart and Olsen[1], (1976). He investigated students' perceptions toward oral error correction in Japanese classrooms in the US, and found that 92.8% of

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[1] Cathcart, R., & Olsen, J. (1976). Teachers' and students' preferences for correction of classroom and conversation errors. (pp. 41-53).

the respondents expressed their strongly favorable attitudes toward teacher correction, while the 6% of the students' answer they are in agreement, contrary to this, 6% of the students strongly disagreed because they stated they prefer to be corrected by themselves; they think they lose the flow of the communication. To sustain this, Taka Yoshy Makino[1], (1993), claims the teacher can provide the learner with the opportunity to try to self-correct without further help. He also assumes that learners are able to apply the rules they have learned in order to correct their own errors. And the last choice of this question was not taken by the students, 0%. Related to the last choice there is a study made by Amrhein & Nassaji[2], (1995) , they stated students need more explanation about the error correction techniques in order to be clear how they want to be corrected.

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[1] *Taka-Yoshi Makino*, (1993)**:**Learner self-correction in EFLwritten compositions. P (338).
[2] Amrhein & Nassaji, corrective feedback: What do students and teachers prefer and Why? 95 University of Victoria.

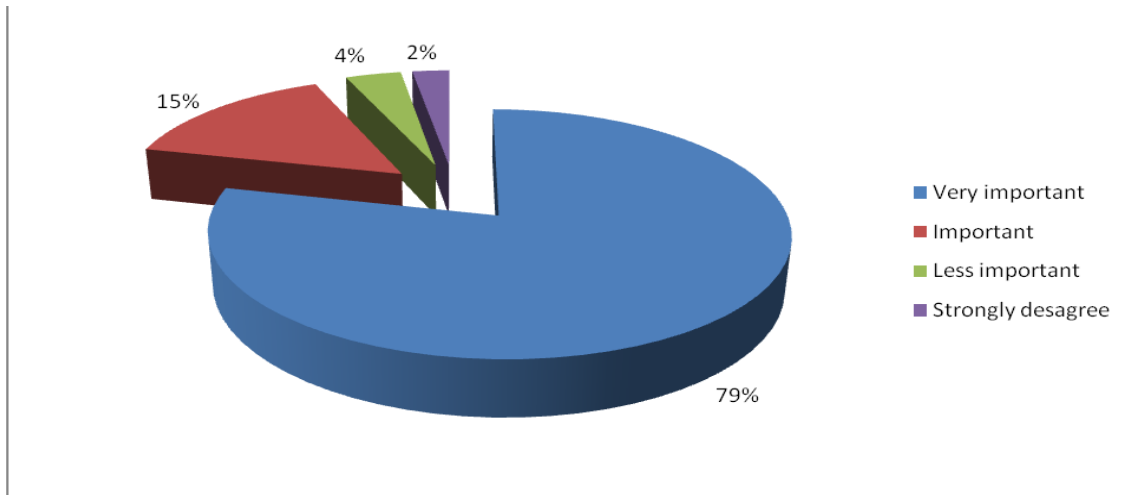**2. Are you in agreement with the teacher correcting your errors in class?**

Table 2 shows the students' explanation of how important is for them error

Very important	**70**	**88%**
Important	**5**	**15%**
Less important	**0**	**4%**
Strongly desagree	**5**	**2%**
Total	**80**	**100%**

correction in class? , 79% of the sample stated the error correction is very important in the second language classroom because they think teachers have to correct their mistakes in order to improve their language. To support this question there was a research made by Truscott[1], (1999), and he claims error correction in the second language classroom creates a negative emotional experience for students that impede

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[1] Truscott, J. (1999). What's wrong with oral grammar correction. The Canadian Modern Language Review, 55, 437-456.

the learning process. Findings from his study, however, indicated that most students reported a neutral or positive emotional reaction to being corrected, and actually preferred being corrected over not being corrected. While the 15% of the students think is important to be corrected in the class but they say the correction can be by the teacher or by themselves. Contrasts to this, the 4% of them chose the third option: less important for them to be corrected and the 2% of the rest of the students they strongly disagreed because they feel bad when the teacher corrects them. According to the last percentage Hendrickson[1], (1978), believes that the learners do not like to be corrected for each minor error they made because this practice destroys their confidence to use the target language.

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[1] Hendrickson, J. (1978). Error correction in foreing language teaching: Recent theory,research and practice.(P 337- 398).

3. **Do you prefer be corrected by:**

Yourself	10	12%
Your teacher	67	84%
Your classmates	3	4%
Total	80	100%
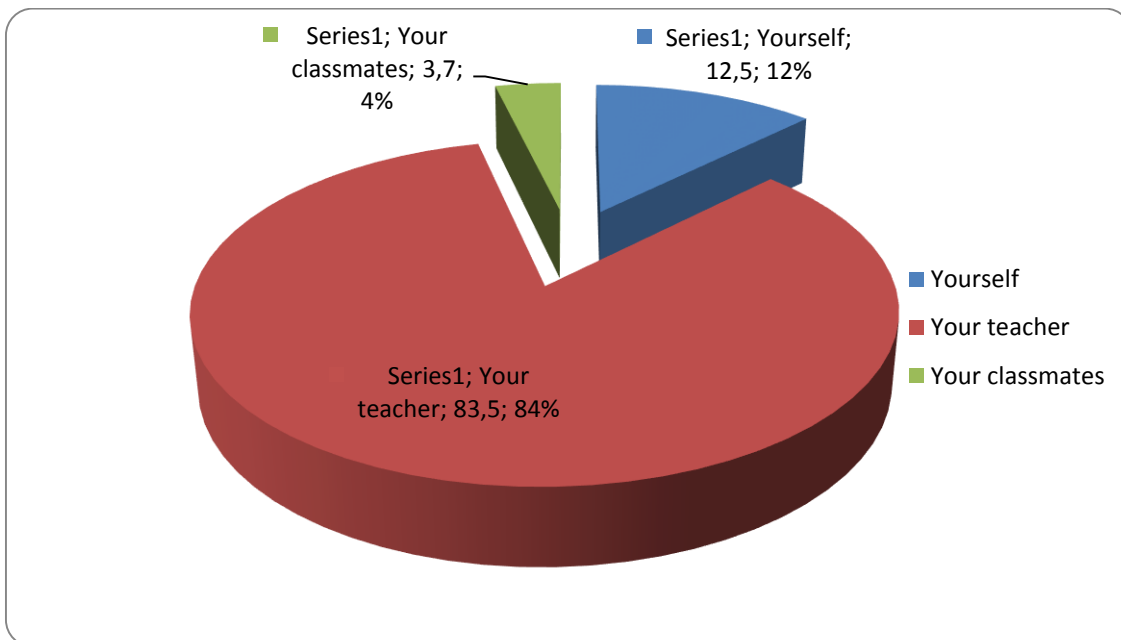
This table shows the responses of question 3, by whom they prefer to be corrected in the class? 84% of students prefer to be corrected in the class by their teacher, while 12% of the students preferred to be corrected by themselves, and 4% prefer to be corrected by their classmates, they said it helps when other students of their class correct their errors or mistakes.

Related to this question, some researchers promote self-correction as one of the best way to correct errors, Cohen and Hendrickson[1], 1975. Moreover, Ellis[2], (1994), suggested that students are less likely to respond negatively to self-correction than to teacher correction. Furthermore, Edge[3], (1989), noted that students usually prefer correcting themselves rather than being corrected by someone else.

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[1] Cohen, A. D. (1975). Error correction and the training of language teachers. Modern Language Journal, 59(8), 414-422.

[2] Ellis, R, (1994). The study of second language acquisition. Oxford.

[3] Edge, J. (1989*). Mistakes and correction*. *London*, New York: Longman.

4. How do you react when you have been corrected?

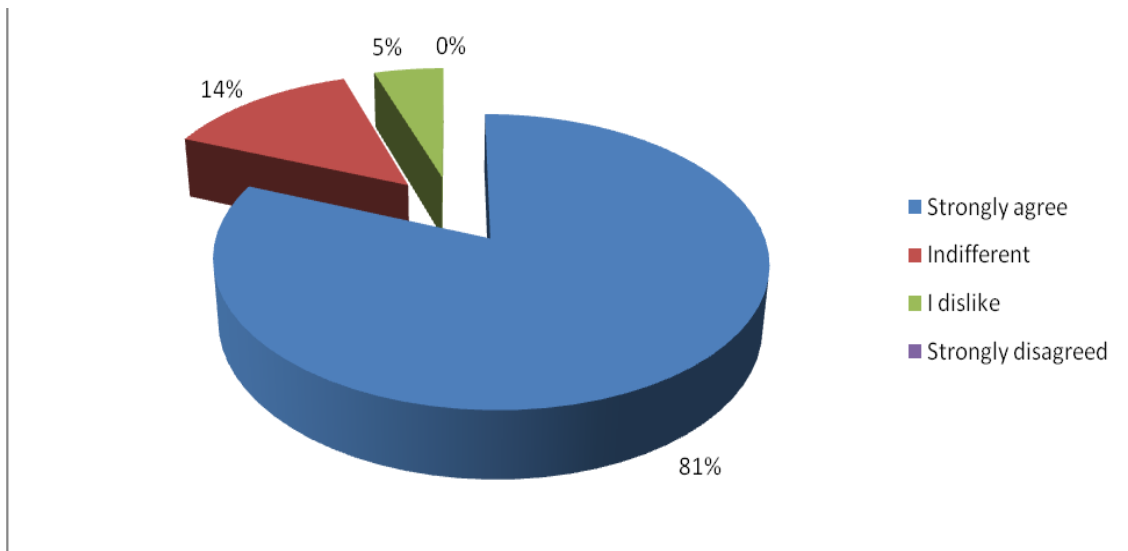|		
Strongly agree	**65**	**81%**
Indifferent	**11**	**14%**
I dislike	**4**	**5%**
Strongly disagreed	**0**	**0%**
Total	**80**	**100%**

Table 4 displays how students react when they have been corrected. 85% of the students declared they replied strongly they agreed when they have been corrected. While 14% of them stated they are indifferent on this because they just want to learn. Contrasts with this, 5% of them said they dislike to be corrected and finally, 0% claimed they strongly disagreed when they are corrected by someone else because they think it makes them feel embarrassed around their classmates.

5. Which error correction technique is the most used by the teacher?

Recast	10	12%
Elicitation	4	5%
Clarification Request	18	22%
Repetition	34	43%
Metalinguistic	7	9%
Explicit correction	7	9%
Total	80	100%
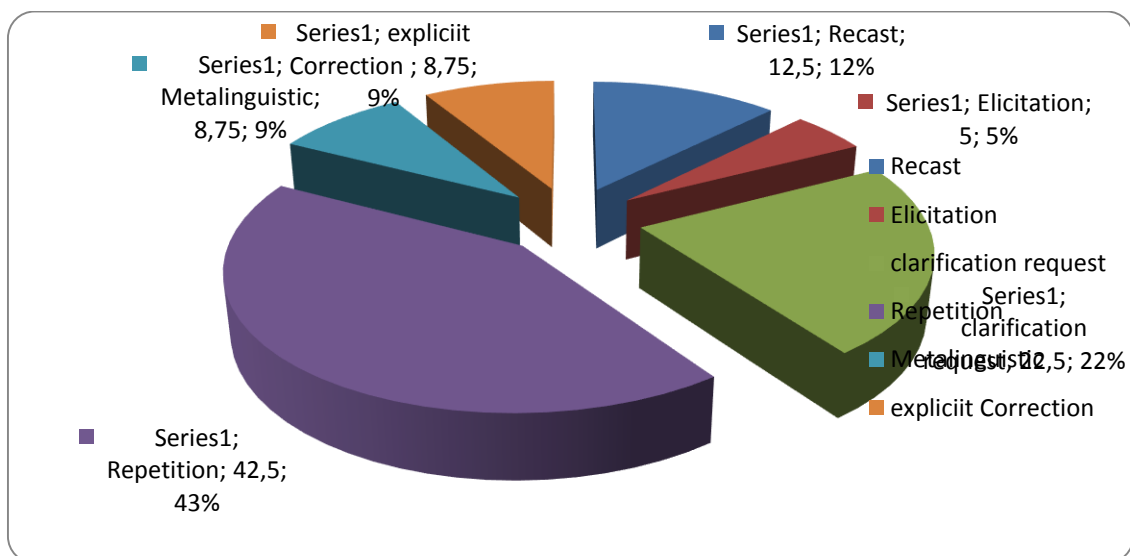
This table displays the responses of question 5, which error correction technique is the most used by the teacher? They answered , 43% said that error correction technique most used by the teacher was repetition technique, while 22% said that the error correction technique most used by the teacher was clarification request technique, also 12% said that the error correction technique most used by the teacher was recast technique. Moreover 9% said that the error correction technique most used by the

teacher was metalinguistic clue technique, whereas 9% said that the error correction technique most used by the teacher was explicit correction technique and only 5% said that the error correction technique most used by the teacher was elicitation technique.

Most of students agreed that the most used technique by the teacher to correct them in class was repetition it means, the teacher use more repetition technique in order to engage students to fix their errors through repeating or give emphasis on the error. Also, other most used by the teacher were clarification request and recast, and the least used techniques by the teacher were metalinguistis clue, explicit correction and elicitation technique. According to Trofimovich and Gatboton[1], (2006), suggest that repetition has measurable benefits for L2 speech processing and helps to the teaching of pronunciation that include repetition in order to memorize the suitable pronunciation of a word. Furthermore, Lyster and Ranta[2], (1998), affirms that the feedback techniques that clarification requests offers an opportunity for the negotiation of the form and make the learner and his peers contribute actively in the process of their learning in a communicative context, because the teacher gives clues that help the learner to detect his own errors or his peers' and encourage him to modify his output by himself. Moreover, recasts technique was frequently employed by teachers in some observational studies done by (eg, Cathcart and Olsen[3], 1976, Doughty[4], 1994; Fanselow, 1977 and Lyster and Ranta[5], 1997) these studies suggested that recasts technique is effective for acquisition of English language. On the other hand, Lyster,

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[1] Trofimovich P. and Gaatbonton E. (2006). Repetition and focus on form in processing l2 spanish words: Implications for pronunciation instruction. P(519-535).

[2] Lyster and Ranta (1998). Negotiation of form recasts, and explicit correction in relation to error types and learner repair in immmersion classrooms.(P183-218).

[3] Cathcart, R., & Olsen, J. (1976). Teachers' and students' preferences for correction of classroom and conversation errors. (pp. 41-53).

[4] Fanselow, J. (1977). The treatmentof error in oral work. 10:(p 583-593) Doughty, C. (1994). Fine-tuning of feedback by competent speakers to language learners. (pp. 96-108)

[5] Lyster, R. and Ranta, L.(1997). Corrective feedback and learner uptake . Negotiation of form in communicative classrooms. Studies in SLA

1998. Affirmed that Metalinguistic clue technique, seem to be more effective for lexical and grammatical errors and lead the learner to an immediate repair either through a self- or a peer-correction. According to Bartram and Walton (1994) explicit correction is frequently used in communicative activities, it interrupts the learner's intent to communicate, makes the learner feel uncomfortable, and inhibits his or her willingness to communicate in the target language.

And the least used technique by teachers in class was Elicitation technique even, this technique many researchers as (e.g., Alwright and Bailey[1], 1991; Hendrickson[2], 1978; and Ellis[3], 1994) promote self – correction in students than teacher correction and encouraged students to help each other identify errors and correct them.

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[1] Allwright, D., & Bailey, K.M. (1991). Focus on the language classroom: An introduction to classroom research for language teachers. Cambridge.

[2] Hendrickson, J. (1978). Error correction in foreing language teaching: Recent theory,research and practice.(P 337- 398).

[3] Ellis, R, (1994). The study of second language acquisition. Oxford.

6. Which error correction technique do you prefer to be corrected in class?

Recast	**8**	**10%**
Elicitation	**6**	**7%**
Clarification Request	**25**	**31%**
Repetition	**26**	**33%**
Metalinguistic	**5**	**10%**
Explicit correction	**10**	**13%**
Total	**80**	**100%**
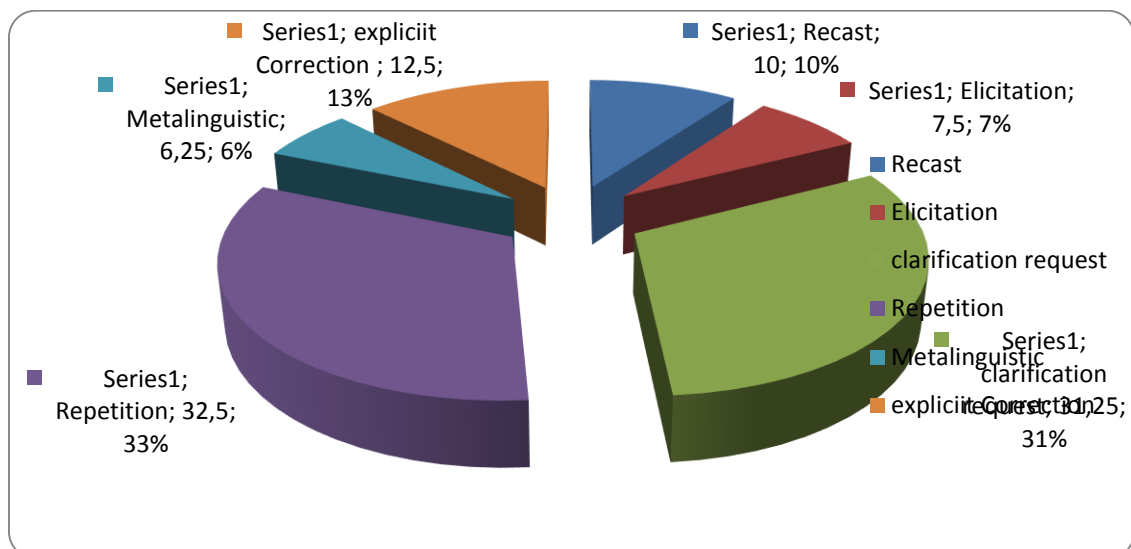
This table shows the responses of question 6, which error correction technique do you prefer to be corrected in class? And they answered, 33% of students preferred to be corrected with repetition technique, while 31% of students preferred to be corrected

with clarification request technique. According to Lyster and Ranta study[1], (1998) repetition and clarification request techniques were more fruitful because they get the learners more involved in the negotiation of meaning. Also, the 13% of students preferred to be corrected with explicit correction technique. Gass and Varonis[2], (1994) suggested that awareness of the correct- incorrect mismatch may lead to changes in the learners EFL knowledge this mean, they considered that give the correct form of a incorrect utterance to the students is better. Moreover, 10% of students preferred to be corrected with recast technique. According to Gass and Varonis, 1994; Philp, (2003), recast facilitate the acquisition , learners need to notice the gap between their erroneous forms and the correct forms. Whereas 7% of students preferred to be corrected with elicitation technique. This is supported by Edge[3], (1989), he noted that people prefer correcting themselves rather than being corrected by someone else. He further noted that self correction is easier to remember, because someone has put something right his or her own head. And only, 6% of students preferred to be corrected with metalinguistic clue technique. Lyster, (1998), concluded that metalinguistic clue technique offers an opportunity for the negotiation of the form and make the learner and his peers contribute actively in the process of their learning in a communicative context.

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[1] Lyster and Ranta (1998). Negotiation of form recasts, and explicit correction in relation to error types and learner repair in immmersion classrooms.(P183-218).

[2] Gass, S. M., & Varonis, E. M. (1994). Input, interaction, and second language production. *Studies in Second Language* Acquisition *16*, 283-302.

[3] Edge, J. (1989*).* Mistakes and correction. London, New York: Longman.

7. Did you notice a progress in your English after teacher's corrections?

Yes	75	94%
No	5	6%
Total	80	100%
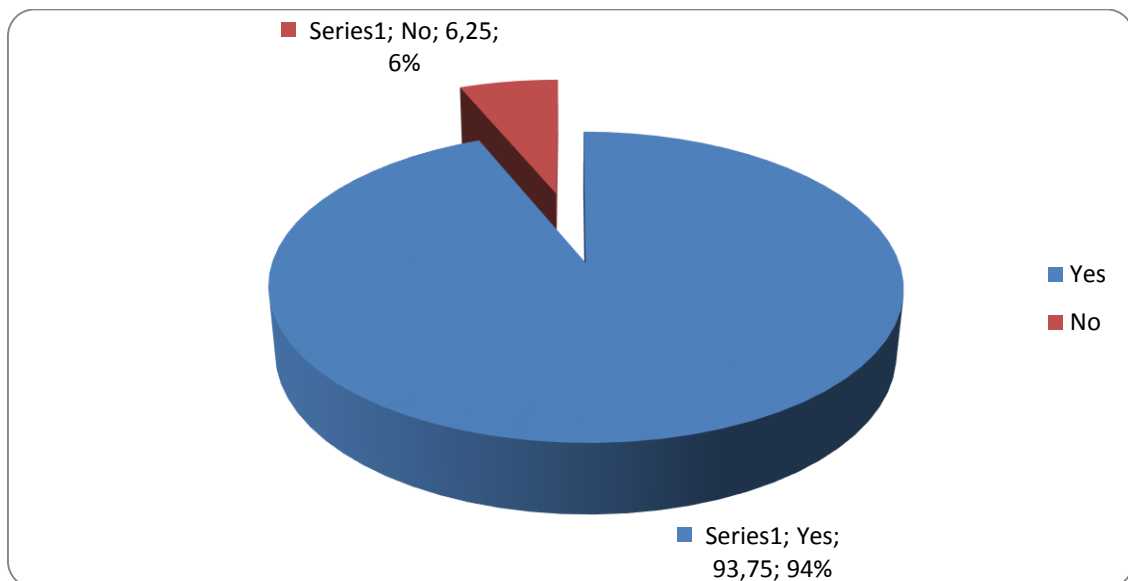
This table shows the responses of question 7, Did you notice a progress in your English after teacher's corrections?, and they answered, 94% of students noticed a progress in their English after being corrected with the error correction techniques by the teacher in class. To support this, Brown[1], (2000), adds that if students do not commit errors the process of language learning is obstructed. Also, Hendrickson[2], (1978), states that the correction of L2 learners` errors improves their proficiency more than if their errors are not corrected. Furthermore Long[3], (1991) believes corrective feedback can facilitate learning of a second language. While only, 6% of students did not notice a

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[1] Brown James Dean and Rodgers, Theodore S. (2002). Doing second language research.
[2] Hendrickson, J. (1978). Error correction in foreing language teaching: Recent theory,research and practice.(P 337- 398).
[3] Long 1991, Focus on form a design feature in language teaching methodology.pp (39-52).

progress in their English after being corrected with the error correction techniques by the teacher in class. According to Truscott[1], (1999) warns that inconsistent correction of grammatical errors could be as bad as or worse than no corrective feedback and that the inevitability of inconsistencies in corrective feedback are evidence that oral grammar correction should be avoided altogether. Krashen[2], (1994), states that activities that are experienced by the learner as unpleasant (error correction and grammar instruction) are not beneficial for EFL learning.

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[1] Truscott, J. (1999). What's wrong with oral grammar correction. The Canadian Modern Language Review, 55, 437-456.

[2] Krashen, S. (1994). The pleasure hypothesis. Georgetown University Roundtable on Languages and Linguistics, 299-322.

8. Do you like to be corrected by the teacher once you make an error?

Strongly agree	65	81%
agree	13	16%
disagree	2	3%
Strongly disagree	0	0%
Total	**80**	**100%**
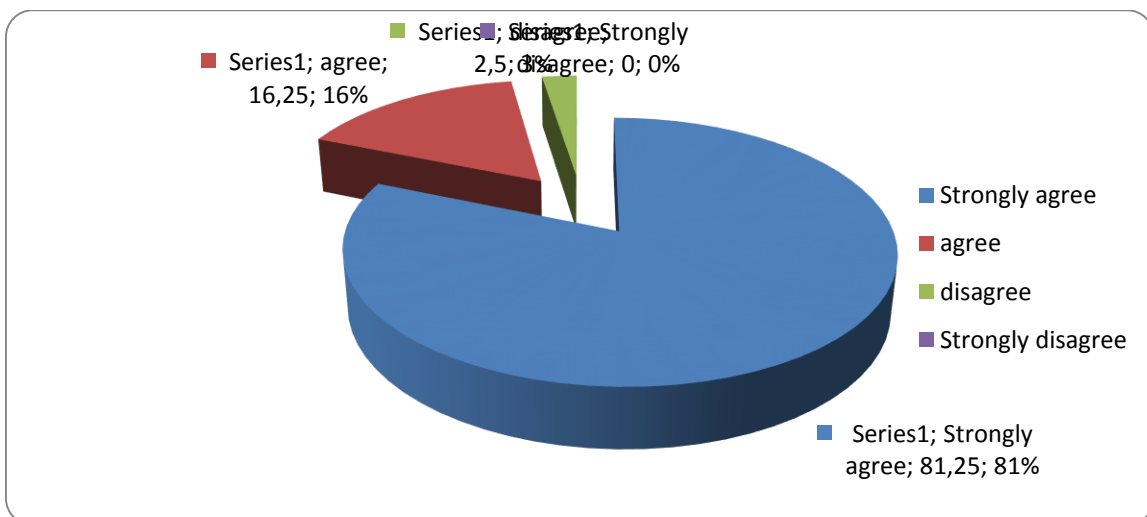
This table shows the responses of question 8. Do you like to be corrected by the teacher once you make an error? , And they answered, 81% of students like to be corrected when they make an error. Ancker[1], (2000), he found that students conveyed that the teacher should always correct their mistakes; otherwise, they would not learn to speak English correctly. While 16% of students like to be corrected when they make an error.

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[1] Ancker, W. (2000). Errors and corrective feedback: Updated theory and classroom practice. English Teaching Forum, 38(4), 20-24.

Hendrickson[1], (1978) claimed that errors are viewed as an integral part of the language learning process and they are very significant. Whereas 3% of students do not like to be corrected when they make an error. Murphy[2], (2003), stated that teachers′ interruption of the students′ discourse to provide correction might not only lead a breakdown in communication but also might put the student on the spot and thus inhibit his or her desire to transmit the oral message. And 0% of the students answered with the last choice of the question 8. Regarding these results, students have a good attitude toward error correction. Most of them are in agreement that the teachers correct them in class when they make an error in order to learn the language properly. According to, (Reiss[3], 1981), the correction must not be frightening in that non-threatening classroom is needed to encourage the learners to speak in English. Also, Block et al, cited in Mings[4], (1993), the most important thing to be considered is how the teachers and the learners work together to integrate correction in a meaningful way. It should be noted that corrective feedback is provided for the sake of the learners, so that teachers must know what will work best for their students.

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[1] Hendrickson, J. (1978). Error correction in foreing language teaching: Recent theory,research and practice.(P 337- 398).
[2] Murphy, John. (2003). Practical English Language Teaching. 59(4).
[3] Reiss, Mary-Ann (1981). 'Helping the unsuccessful learner'. *Modern language journal* ,volume 65, pp. 121-128.
[4] Mings R. C. 1993. Changing perspectives on utility of error correction in second language acquisition. Foreing language, 26(2), 171-179

9. What do you do when your classmates make mistakes?

You help them	65	26%
You give clues in order to help them	13	35%
Let the teacher correct them	2	36%
You dislike helping them	0	3%
Total	80	100%
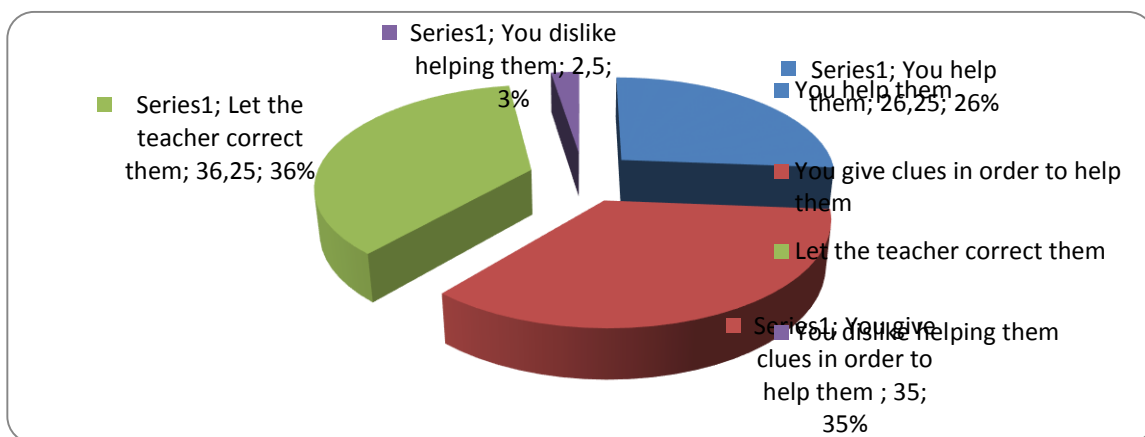
This table shows the responses of question 9. What do you do when your classmate makes mistakes? And they answered, 36% let the teacher correct their classmates' mistakes because they believe that teachers know many things related to grammar pronunciation as well, while 35% use clues in order to help their classmates, whereas 26% help their classmates with the correct answer. According to Walter[1], (2004), learning often takes place best when students have the opportunities to express ideas and get feedback from their peers. Finally 3% dislike helping their classmates when they are not confident about the correct answers.

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[1] Walter, T. (2004). Teaching English learners. London. Longman.

There is one disadvantage of peer correction is that it deprives the student of the opportunity to correct the error himself just 26% of students provide ideas to their classmates. Moreover, some students hate to be corrected by their peers although they do not mind being corrected by the teacher. In spite of this, there is evidence that error correction by peers may be more likely to lead students to learning. Block[1], (1996,170) suggests that "…it would appear that teacher-generated discourse is less memorable than learner-generated discourse". However, if teachers intend to use this technique, they should keep in mind that it should be carefully planned in advance in order for it to be successful.

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[1] Block, D., A. (1996). Window on the classroom: classroom events viewed from different angles, in Bailey & Nunan : pp168 – 194.

10. How many times should the teacher correct students' mistakes in a normal class?

From 1 to 2 times	**22**	**27%**
From 3 to 4 times	**20**	**25%**
From 5 to 6 times	**15**	**19%**
From 7 to 8 times	**2**	**3%**
From 9 to 10 times	**21**	**26%**
Total	80	100%
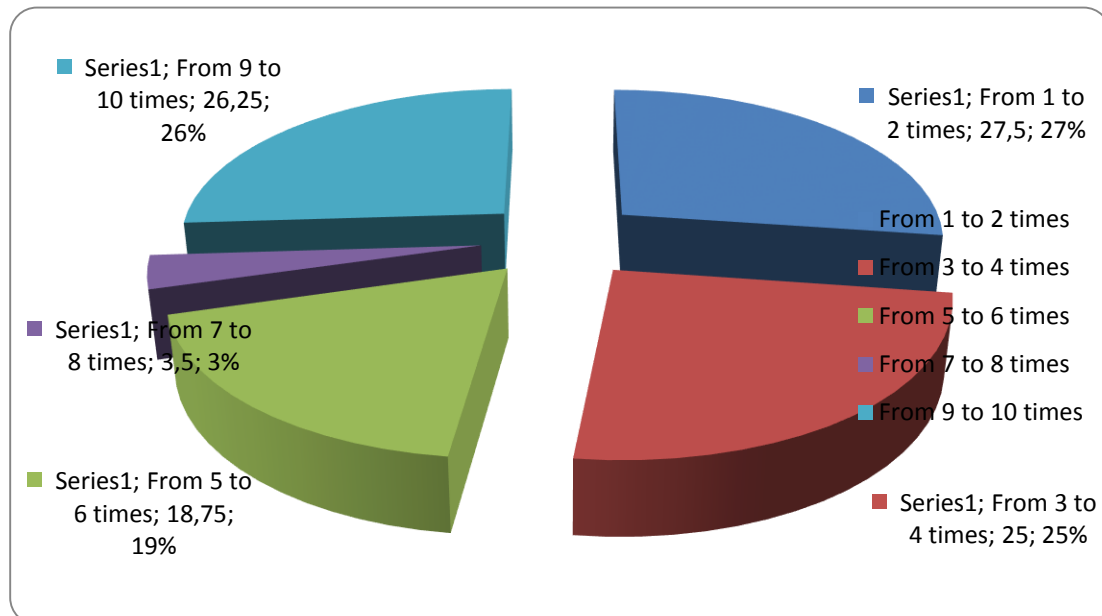
This table displays the responses of question 10, ¿How many times should the teacher correct students' mistakes in a normal class? and they answered, 27% say that teacher should correct students' mistakes from 1 to 2 times, while 26% consider that teacher ought to correct students' mistakes from 3 to 4 times, whereas 25% believe

that teacher must correct students' mistakes from 5 to 6 times and only 3% think that teacher be supposed to correct students' mistakes from 7 to 8 times.

Most of students consider that teacher corrections are very important in order to improve their proficiency, but 42% think that too many times is not necessary, the most of students agree that from 1 to 4 is average of time of being corrected in a normal class. According to Loewen[1], (2007), suggest that "too much error correction can shift the primary focus from communication to linguistic forms" in sum, errors in the foreign language classroom, as in life, must be seen as being conducive to a process not a penalty.

Teachers can create the desire in students to accept and appreciate feedback to show that their performance is flawed. However, the repetitive use of the same type of feedback could be boring and may cause students lose interest in finding out the reasons for their errors. In fact, there are several alternatives of feedback that can be adopted by teachers in correcting errors. Diane and Barbara (1998), put forward the following types of feedback:

1) Explicit correction.

2) Recast.

3) Clarification.

4) Elicitation.

5) Repetition.

6) Metalinguistic.

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[1] Loewen, S.(2007). Error correction in second language acquisition. P, 1-7.

11. Do you think that correcting students' mistakes help them to learn English?

A lot	22	87%
Medium	20	5%
Regular	15	4%
A little	2	4%
Do not help	21	0%
Total	80	100%
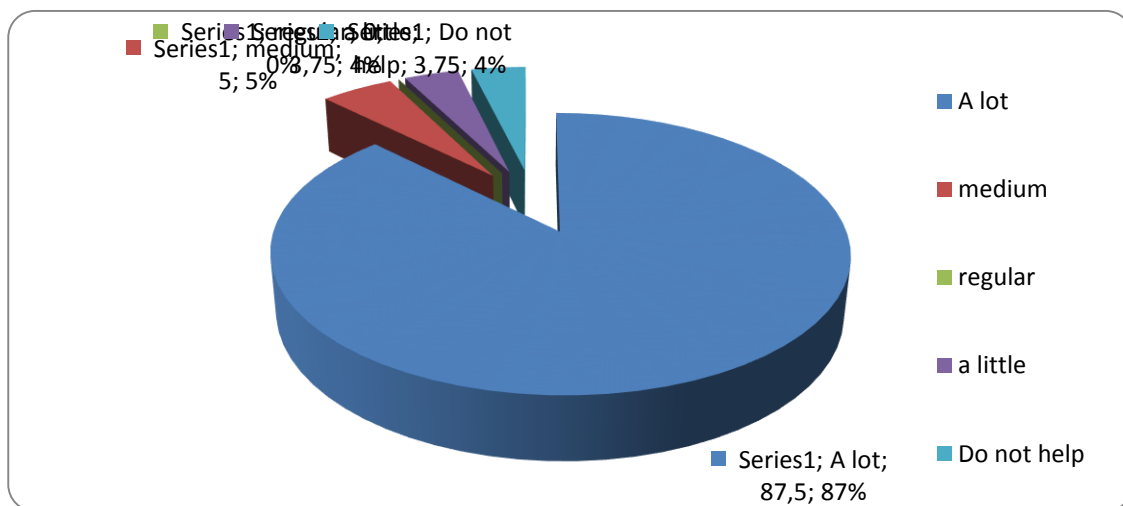
This table shows the responses of question 1. Do you think that correcting students' mistakes help them to learn English? , and they answered, 87% of students said that error correction help them a lot to learn English, also 5% of students considered that error correction help them to learn English. Furthermore 4% of students claimed that error correction help them to learn English. While 4% of students believed that error correction help them to learn English. However 0% of students answered that error correction do not help to learn English.

To support this Walter[1], (2004), argues that learning involves processes   such as:

- Making connections about what has been learnt in different contexts

- Reflecting on one's own learning strategies

- Exploring how the learning contexts have played a part in making the learning effective.

- Setting further learning goals

- Engaging with others in learning.

Therefore, effective learning requires feedback, and repetition of task is likely to lead to improve skills, and that is why the most of students believe that correcting mistakes help them to improve their English.

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[1] Walter, T. (2004). Teaching English learners. London. Longman.

V.   CONCLUSION

The purposes of this study were to investigate the students' preferences in error - correction techniques presented by Lyster and Ranta[1], (1997), and at the same time to know the importance of using those error correction techniques in the teaching-learning process. The findings show that students are aware of the importance of being corrected in class by the teacher, because making errors they learn to repair it by themselves or with the teachers' help.

The findings show that most of the students expressed their strongly favorable attitude toward teacher correction in class; this positive attitude toward error correction was that students want to improve their accuracy in English. George Yule's[2], (1997) pointed out, " an error is not something which hinders a student's progress, but is probably a clue to the acting learning progress behind made by a student as she or he tries out ways of communicating in the new language". Furthermore, students agreed to be corrected by their teachers or themselves. They agreed that the teacher is the one who should correct errors in class, because they considered that teacher's correction helps them to reinforce different areas such as grammar, vocabulary, pronunciation and meaning. At the same time, they prefer being corrected by the teachers for the reason that they feel comfortable with their observations and they do not are affected with teacher's comments. However, others prefer being corrected by them because, is a way in which they become more independent in their learning.

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[1] Lyster, R. and Ranta, L.(1997). Corrective feedback and learner uptake . Negotiation of form in communicative classrooms. Studies in SLA. P (37-66).
[2] Yule, George, 1997. The study of Language.United Kindom.

Moreover, the most preferred error correction techniques among students from intermediate English extension courses, at CENIUES, were: Repetition 33%, Clarification request 31%, and Explicit feedback 13% were the three most favored types of feedback among the students of the six types of error correction techniques these are the most effective among the students. And the least preferred by students were recasts 10%, elicitation 7%, and metalinguistic clue technique 6%.

According to Lyster and Ranta study[1], (1998), repetition and clarification request techniques were more fruitful because they get the learners more involved in the negotiation of meaning. While explicit correction technique is supported by Gass and Varonis, (1994), they considered that give the correct form of an incorrect utterance to the students is better.

In brief, these findings are consistent with the results of Lyster and Ranta's, (1997), study in which repetition was one of error correction techniques that led to more uptakes and contributes to the acquisition of an English language. This is considered to be more beneficial and effective for students' critical thinking ability. It is important to know that error correction is helpful for students in the EFL classroom. Long[2], (1991) stated that corrective feedback can facilitate learning a second language. Also, it is important notice that students want to learn to speak English in a good way, in which they can express their message and it can be understood by others. So, to facilitate the students' acquisition of a language they need to know about the form (accuracy) and meaning (fluency). Nunan[3], (1998), suggests that teachers should keep an appropriate balance between formal instruction that helps students acquire grammatical forms and communicative instruction that helps facilitate acquisition.

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[1] Lyster and Ranta (1998). Negotiation of form recasts, and explicit correction in relation to error types and learner repair in immmersion classrooms.(P183-218).
[2] Long 1991, Focus on form a design feature in language teaching methodology.pp (39-52).
[3] Nunan, D. (1998). Teaching Grammar in context.p 101-109.

VI.   RECOMMENDATIONS

- Creating a very good atmosphere is very important to language learning. According to Mendelshon[1], (1990), this is related to classroom management and the attitudes that develops in the class. It is believed that the classroom atmosphere should be built on a premise of mutual respect. This means learners and teachers should respect each other.

- The speaking class should be a place in which it is always safe for students to take risk for the students to try new things out without fear or being ridiculized and the students might be more confident to use the language they are learning.

- Teachers should be careful when correcting errors. Different students react to error correction given by their teachers in different ways.

- Teachers should explain to their students about error correction and the different techniques in order to raise awareness in students and how these error- correction techniques can help them in their learning process.

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[1] Mendelson, David (1990) How to correct errors in the communicative language talking class.

- Teachers should use error -correction techniques to encourage students to participate in the peer- correction of faulty spoken language by their friends/ classmates.

- As a strategy, students should write down in a notebook the correct form of an error after being corrected by their teachers.

- Teachers should use various types of error-correction techniques to facilitate the effects of error correction and promote uptake so there can be more learning.

- Teachers should be sensitive when correcting their students' errors and should remind them that it is a natural process for language learners to make errors in the process of acquiring the target language.

- Teachers cannot and should not correct all the errors made by their students, they should invite students to learn to repair by self-correct their errors.

- To become good speakers, students need an environment that makes them feel encouraged to speak. They can learn by trial and error, by taking risks, and thus improve their speaking.

- Students need time and opportunity for repair students' errors in the classroom. Teachers have to help their students become capable of self-correction in order to speak the target language accurately as well as fluently.

- Teachers; therefore, need to understand their students' various needs, concerns, and expectations toward error correction by using a variety of tools, such as questionnaires, interviews, and observations to determine the students' needs.

- It is important for teachers to know about the error-correction techniques, as they need to be conscious about giving effective feedback.

- Apply peer-correction or self-correction with teacher's guidance may be more effective for some teachers and learners, so teachers should keep this point in mind.

- Teachers should educate themselves in the literature on error correction. And they might assist teaching training programs where they need to be effectively trained in the recent teaching trends about methodology and other things.

- Teachers should take into consideration what are the preferences of error correction techniques among students to correct them.

- Although, error correction plays an important role in teaching-learning of a English language, teachers should be awared that over correction may be counterproductive in the development of communicative competence.

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VIII.   APPENDIXES

◈ **DEFINITION OF TYPES OF ERROR-CORRECTION TECHNIQUES**

¿Qué es retroalimentación correctiva? Es la realimentación correctiva como cualquier indicación a los estudiantes de que el uso de la lengua objeto es incorrecto. Esto incluye las variadas respuestas que los estudiantes reciben.

Corrección Explicita:

- Cuando el alumno comete un error el profesor lo interrumpe, con el fin de corregirlo.

  Ejemplo: Teacher: What's your Schedule?

  Student: schec… sche….

  Teacher: schedule

  Student: schedule

- El profesor repite el error del estudiante y luego lo corrige en un contexto similar.

  Ejemplo: Teacher: Where was his family?

  Student: on the house

  Teacher: Not on the house. His family was in the house.

- El profesor simplemente corrige el error del estudiante sin esperar que el alumno lo repita.

  Ejemplo: Teacher: Which ones do you prefer?

  Student: the pants blue

  Teacher: the blue pants

Reformulación / Modificación:

- Cuando el alumno comete un error el profesor modela la respuesta correcta sin darle directamente la respuesta.

  Ejemplo: Teacher: What did she buy?

  Student: she buy a t-shirt

  Teacher: she bou….

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- Cuando el alumno comete un error el profesor se lo indica repitiéndole la oración hasta antes de llegar al error

  Ejemplo: Student: She wrote an interesting <u>history</u>

  Teacher: She wrote an interesting… (Teacher does not complete the sentence)

  Student: She wrote an interesting story

- Cuando el alumno comete un error el profesor le repite la pregunta de manera que el alumno puede corregir su error.

  Ejemplo: Teacher: How old are you?

  Student: I <u>have</u> 20 years old

  Teacher: How old are you?

  Student: I <u>am </u>20 years old

<u>Reformulación de la respuesta / solicitud de aclaración:</u>

- El profesor usa ciertas palabras o frases para advertir un posible error.

  Teacher: be careful!, what?, attention!!, repeat please.

- El profesor pide al estudiante repetir la respuesta correcta que el profesor ya le proporciono.

<u>Proporcionar pistas o claves meta-lingüísticas:</u>

- El profesor proporciona pistas para la respuesta correcta.

  Student: … drinking to much is <u>good</u> for your health

  Teacher: is it good?

  Student: I mean. It's ba

- El profesor proporciona una variedad de palabras de manera que el alumno puede escoger entre las opciones la respuesta adecuada.

  Teacher: How did she feel?

  Student: she felt very….

Teacher: scared, scary, scare

Student: scared

- El profesor provee dos posibles respuestas, una correcta y una incorrecta de manera que el alumno escoge la respuesta apropiada.

    Student: I like to study in_ the night

    Teacher: How does one say in English ? in_ the night or at_ night?

- el profesor usa gestos para indicar que el alumno cometió un error.

    Student: I go_ to the beach last Friday.

    Teacher: (moving her hand back wards to indicate past tense)

    Student: I went_ to the beach last Friday.

Inducción:

- El profesor hace una pausa y permite que los estudiantes completen la oración.

    Teacher: where are you going tonight?

    Student: I going to the movies.

    Teacher: (no response)

    Student: I am going to the movies.

- El profesor hace preguntas abiertas.

    Student: … the bank can give him a …

    Teacher: what for?

    Student: to pay his debts.

    Teacher: Ok, the bank can give him a loan for that.

    Student: … the bank can give him a loan for that.

- El profesor pide a los alumnos que reformulen la producción.

    Student: … she study at University of El Salvador…

    Teacher: Say it, again…

    Student: she studies at University of El Salvador…

◈ Questionnaire

Universidad de El Salvador

CENIUES

"THE ORAL ERROR-CORRECTION PREFERENCES AMONG INTERMEDIATE ENGLISH STUDENTS FROM EXTENSION COURSES AT CENIUES, AT THE UNIVERSITY OF EL SALVADOR"

Objetivo: Obtener información de efectos del uso de retroalimentación correctiva en la habilidad oral de los estudiantes de CENIUES.

Dirigido: a estudiantes de cursos libres de inglés.

Agradecemos anticipadamente por la información objetiva proporcionada a este cuestionario.

Indicaciones: lea cuidadosamente las preguntas que se presentan a continuación y luego responda las preguntas o elija la respuesta de acuerdo a su propia opinión.

1. ¿Estás de acuerdo que el maestro corrija tus errores en las clases?

Muy de acuerdo ___ de acuerdo___ regular___ en desacuerdo___ totalmente en desacuerdo___

2. ¿Qué tan importante es para ti la corrección de errores en la clase?

Muy de acuerdo ___ de acuerdo___ regular___ en desacuerdo___ totalmente en desacuerdo___

3. ¿Por quién prefieres ser corregido en la clase?

Por ti mismo_____ por tu profesor_____ por tus compañeros_____

4. ¿Cuál es tu reacción cuando eres corregido?

Me parece muy bien ___ me parece bien ___ me es indiferente____ me desagrada____ me desagrada mucho____

5. ¿Cuál o cuáles de las técnicas de retroalimentación correctiva es mas usada por tu profesor /a?

Recast____ elicitation _____ clarification request ____ repetition ____ metalinguistic_____ explicit correction____

6. ¿Con cuál de las técnicas de retroalimentación correctiva te sientes mejor al ser corregido?

Recast____ elicitation _____ clarification request ____ repetition ____ metalinguistic_____ explicit correction____

7. ¿Has visto en tu rendimiento académico un avance después de haber sido corregido con las técnicas de retroalimentación correctiva en la clase?

 Si____ no_____
porque_____

8. Te gusta ser corregido cuando cometes un error en la clase?

Me parece muy bien ___ me parece bien ___ me es indiferente____ me desagrada____ me desagrada mucho____

9. ¿Qué haces cuando tus compañeros comente un error en la clase?

Lo corriges _____ le das pistas para ayudarle con el error_____ dejas que el maestro corrija _____ lo obvias _____

10. En una clase cuantas veces debe corregir un profesor a cada alumno?

De 1 a 2 veces _____ de 3 a 4 veces ____ de 5 a 6 veces _____ de 7 a 8 veces ____ de 9 a 10 veces_____

11. ¿Crees tú que el corregir errores ayuda a aprender inglés?

Bastante____ poco _____ nada _____

◈ **<u>Ficha Técnica</u>**

Nombre: _____ Edad: _____

Estado Civil: _____Departamento y municipio: _____

Ocupación: _____Lugar de estudios: _____

¿Estudio ingles previamente? Si _____ No _____

Si su respuesta anterior fue si, ¿Dónde recibió los cursos de

inglés?_____

¿Ha viajado a los Estados Unidos o a un país de habla Inglés,

cual?_____

¿Cuáles son sus expectativas para aprender inglés?

_____