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SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT**



Universidad de El Salvador

Hacia la libertad por la cultura

**“THE IMPACT OF THE USE OF CORRECTION TECHNIQUES IN THE
SELF-ESTEEM AND ACADEMIC ORAL PERFORMANCE OF THE
STUDENTS OF BASIC INTENSIVE ENGLISH OF THE BACHELOR OF
ARTS IN MODERN LANGUAGES WITH SPECIALIZATION IN FRENCH
AND ENGLISH, SEMESTER I-2018.”**

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INTRODUCTION

This research work was done with the purpose of demonstrating the impact that error correction techniques can have in the oral performance of students. Throughout the years, students receive feedback or they are corrected by their professors during the class time; however, professors do not know if they are giving the appropriate feedback or how they are affecting the students' self-esteem when they get corrected orally, which can lead the students, if they are inappropriately corrected, to either decrease their level of proficiency in the subject or, in the worst case scenario, to drop out their studies.

In the pursuit of guaranteeing the quality in the professor-student interaction while developing oral activities in the future generations, this research is focused on finding out how the correction techniques are applied and their effects on students after they have participated. The mixed-method design is used by administering interviews for professors, questionnaires for students, observation guides as well as the Rosenberg scale to measure the student's self-esteem level before and after they have been corrected in any oral activities in class.

The effects that come along with the correction techniques are demonstrated through the data presented in this investigation. Certainly, there is an emotional response when a subject is corrected by someone else; that emotional response can be external, which is noticeable by looking at the gestures that students can make when they are corrected, or it could be an internal response that might be noticed when they are asked to participate again and they do not want to do it; however, in both cases, it is needed to talk with the subjects so they can externalize their opinions.

Finally, it is important to mention that the research team applied what was learnt in the courses Seminar I and Seminar II. Taking to practice some skills acquired by the researchers, developing all the investigation methods, doing team-work and doing the investigation based on the theory showed in the classes, the research team demonstrates the impact that correction techniques have on students' self-esteem and oral performance.

CHAPTER I

1. RESEARCH TOPIC.

“The impact of the use of Correction Techniques in the Self-esteem and Academic Oral Performance of the Students of Basic Intensive English of the Bachelor of Arts in Modern Languages Specialization: French and English.”

2. STATEMENT OF THE PROBLEM

It is well-known that making mistakes and errors is the most natural thing in the world when learning a second language; it can be observed either in a natural environment or in a classroom where the language is being learned. Besides, as Ermira Kthupi Hoxa from the Foreign Language Department of the University of Durrës, Albania, says *making mistakes to improve students' skills is essential to the learning of a second language experience.*

First of all, it is important to establish the difference between “error” and “mistake” in the language field to have a better understanding of the research proposal. A mistake is, according to Corder (1967) cited by Ellis (2008), a deviation in learner language that occurs when learners fail to perform their competence; meaning the learner knows about the correct form of the utterance nevertheless the he or she backslides into that. An error, on the other hand, is a deviation in learner language which results from lack of knowledge of the correct rule (pp. 971, 961); in other words, the learner does not know the correct structure

of the stamen and produce an error. Taking those definitions into account, this research work will focus in the techniques that professors use to correct oral errors and mistakes made by students during the class time.

Certainly, there are several techniques professors can use inside a classroom when teaching a second language. To acquire the necessary oral skills in students, professors should do it through speaking activities, where students can perform in pairs, groups or the whole class. Such activities are created with the purpose of sharing the students' knowledge and to receive peer and professors' feedback. In such a type of activities it is certain that students will make mistakes, that is why professors must know a variety of strategies to correct the constant mistakes or errors that students make when trying to communicate their ideas.

According to Joel C. Walz (1982), among the most common oral correction techniques used in classrooms, where English as a Second Language (ESL) is taught, are: Pinpointing, Statement and Question, Repeating, Gestures, Cuing, Providing Your Own Answer, Peer-Correction, Direct Correction, Getting It Right, and Recording Mistakes. These techniques are classified in three categories:

- a) Self correction with professor's help
- b) Peer-correction
- c) Professor-correction

Undoubtedly, correcting students' mistakes and errors is not something that can be easily accomplished as Krashen and Terrell (1993:177) said: "The overt error correction of speech even in the best of circumstances is likely to have a negative effect on the students' willingness to try to express themselves."

Therefore, the excessive or inappropriate use of correction techniques can lead the students to some consequences like dropping their academic life and creating a low self-esteem. These type of effects are also happening with students in the Bachelor of Arts in Modern Languages with Specialization in French and English, from the DFL with or without professors ' awareness. If the purpose of professors is to help students to develop their speaking language skills, they might have to take into account that giving the essential support and appropriate-correction feedback to any participation in the classroom will ameliorate the academic competence level and self-esteem perception of students, as well.

There are students of the department that have dropped out their studies because they have experienced this type of situations. Therefore, this research found out more about which are the possible effects that this problem generates in semester one on the students of the first year.

3. DELIMITATION OF THE PROBLEM

To carry out this study, the research team decided to work with 66 students of Basic Intensive English of the Bachelor of Arts in Modern Languages Specialization: French and English, semester I, 2018. These students were from morning and afternoon groups with different professors as well.

4. OBJECTIVES

GENERAL OBJECTIVE.

- To assess the impact of the use of correction techniques in the self-esteem and academic oral performance of the students of Basic Intensive English of the Bachelor of Arts in Modern Languages with Specialization in French and English.

SPECIFIC OBJECTIVES.

- To find out which oral correction techniques are most frequently used in the Basic Intensive English courses of the Bachelor of Arts in Modern Languages with Specialization in French and English of the Foreign Language Department during semester I, 2018
- To describe the error correction techniques applied in the Basic Intensive English courses by the professors of the Bachelor of Arts in Modern Languages with Specialization in French and English of the Foreign Language Department
- To identify how correction techniques affect the self-esteem and the oral performance of students of Basic Intensive English of the Bachelor of Arts in Modern Languages with Specialization in French and English

5. JUSTIFICATION

Every professor should apply error correction techniques inside the classroom because it is of vital importance for students, who are learning a second language, to be corrected in order to acquire better competences. However, the use of those techniques is not always well executed; as a result, students go backwards in their self-development in oral performance instead of moving forwards.

During the past 5 years of the career, the research team has witnessed some scenarios in which students have been corrected by professors in an inappropriate manner, having a bad influence in students' oral performance and self – esteem. Based on this, the main purpose of this research is to assess the effects of the correction techniques in the learning of a second language have on the students of the Bachelor of Arts in Modern Languages with Specialization in French and English of the Foreign Language Department in the first year.

This investigation is aimed at creating awareness among professors about the way they are currently correcting students so that the authorities of the Foreign Languages Department can rectify this flaws that prevent students to reach their highest level of oral linguistic proficiency. Therefore, this investigation could be of vital importance for future generations. Professors will have the opportunity to consult this study as a reference to improve their way of correcting students' oral performance. On the other hand, students could use this information to build their theoretical bases for other related studies.

6. RESEARCH QUESTION

What is the impact of the use of correction techniques in the self-esteem and academic oral performance of the students of Basic Intensive English of the Bachelor of Arts in Modern Languages with Specialization in French and English?

7. SUBSIDIARY QUESTIONS

- How do correction techniques affect the self-esteem and the oral performance of students of Basic Intensive English of the Bachelor of Arts in Modern Languages with Specialization in French and English?
- Which oral correction techniques are most frequently used in the Basic Intensive English courses of the Bachelor of Arts in Modern Languages with Specialization in French and English of the Foreign Language Department during semester I, 2018?
- Do professors of Basic Intensive English of the Foreign Language Department provide feedback to their students at the appropriate moment and in the correct way?
- In which way are errors corrected in the Basic English courses at the Foreign Language Department of the University of El Salvador during Semester I, 2018?

- How do students respond towards the way professors correct them in oral speaking activities in the Basic Intensive English courses at the Foreign Language Department of the University of El Salvador during Semester I, 2018?
- What type of errors do professors correct in the Basic Intensive English courses at the Foreign Language Department of the University of El Salvador during Semester I, 2018?

CHAPTER II

LITERATURE REVIEW

1. ERROR AND MISTAKE IN SECOND LANGUAGE LEARNING

As presented by Tomková (2013), the view of error in Second Language Learning (SLL) has been shifting over time. Traditionally, pedagogy has seen error as a measure of the extent of failure and as a criterion for evaluating students. As Hendrich et al. (1988) observe, for learners, the notion of error was indeed connected to a failure resulting in a series of undesirable consequences.

Today, the perspective has changed. Research into error is a valuable source of the process of learning. Error indeed plays an important role in SLL, as it is an inseparable part of learners' production. As Bartram and Walton (1991) claim, students "have to have the opportunity to make [errors]" (p. 14). Only then will students be able to make hypotheses about language and not be limited to copying what they have heard someone else say (often that implies the teacher only). As a result, students will make more progress, as they will be able to create their own sentences.

Additionally, errors serve as good feedback for teachers on efficiency of the chosen teaching methods, or perhaps on their methodological imperfections, too; (Tomková, 2013).

Definition of Error

As presented by many theorists throughout the years, pedagogists have encountered many definitions concerning errors in the process of learning a second language. For example Hendrickson (1978), define error as “an utterance, form or structure that a particular language teacher deems unacceptable because of its inappropriate use or its absence in real- life discourse” (p. 387).

Furthermore, Hendrich et al. (1988) speak about error as a sort of deviation from a prescribed performance norm or a solution leading to a given aim.

Additionally, James’s and Shastri’s observations, define error here as: A form or structure in the learner’s utterance which is unintentionally deviant from the system of language and is not self-correctible by the learner.

Types of Errors

Based on the research “Error correction techniques used by English as foreign language teachers for correcting students’ oral discourse in intermediate I courses at the Foreign Language Department of the University of El Salvador during the semester II, 2014” (Jonathan Osegueda, Samuel Ponce and Aracely Rosales, 2014) in a classroom where SLL takes place, it is common to find different types of errors students make. Researchers in the field of applied linguistics usually distinguish between two types of errors: performance errors and competence errors. Performance errors are those mistakes

made by learners when they are tired or hurried. Normally, this type of error is not serious and can be overcome with little effort by the learner. Competence errors, on the other hand, are more serious since they reflect inadequate learning.

Moreover, other researchers as Burt and Kiparsky (1974) make a distinction between local and global errors. Local errors do not hinder communication and understanding the meaning of an utterance. This can also be a linguistic error that makes a form or structure in a sentence appear awkward. However, the intended meaning of a sentence is not hard to be understood by the teacher or any other person because the communication is not blocked and the teacher can decide to correct the error or let it pass. Local errors involve noun and verb inflections, and the use of articles, prepositions, and auxiliaries. Global errors, on the other hand, are more serious than local errors because they interfere with communication and disrupt the meaning of utterances. Native speakers attend only to global errors and not in the form of direct and immediate interruptions, but at transition points in conversation.

Another general classification of errors comes from S. P. Corder (1981), who distinguishes between overt and covert error. This distinction deals with superficial correctness and erroneousness, as Corder explains: superficial well-formedness is not guarantee of freedom from error. It is for this reason that we have to distinguish between sentences which are overtly erroneous, i.e. are superficially erroneous, and those which are

covertly erroneous, i.e. apparently acceptable, but so by chance, or which are inappropriate in one way or another (Corder, 1981, p. 42).

Thus a covert error occurs when a learner's utterance is superficially correct, but is nevertheless erroneous; (Tomková, 2013). Bartram and Walton (1991) describe it as situations when learners say "something right by accident" (p. 21). An overt error, on the contrary, appears in cases of superficially ill-formed utterances in case of the target-language rules, that is, when an utterance is clearly erroneous.

Difference between Mistake and Error

Tomková (2013) presents that it is a common practice to regard error and mistake as synonymous terms. In her research, she exhibits how several dictionaries define mistake and error, "The Cambridge Online Dictionary of British English provides us with a simple definition of error: "error: a mistake" (Cambridge Dictionary Online). Mistake, on the other hand, is explained in more detail: "an action, decision or judgment which produces an unwanted or unintentional result" (Cambridge Dictionary Online). Exactly the same situation occurs in the Oxford Dictionary – error is simply defined as a mistake. A mistake is again given more space and is defined as "an act or judgement that is misguided or wrong"(Oxford Online Dictionary). Not surprisingly, Macmillan Dictionary follows the same pattern and only adds that error is a "mistake, for example in a calculation or a decision" (Macmillan Dictionary). Mistake is then defined as "something that you have not

done correctly, or something you say or think that is not correct” (Macmillan Dictionary). From these definitions it is clear that these dictionaries regard error and mistake as synonymous. The only aspect in which they differ is the precise wording of individual definitions of mistake.”

It wasn't until S. P. Corder (1984) introduced the error vs. mistake distinction in his research “The significance of learners’ errors”. He claims that it will be useful to refer to errors of performance as mistakes, reserving the term error to refer to the systematic errors of the learner from which we are able to reconstruct his knowledge of the language to date, i.e. his transitional competence. (p. 25)

We thus refer to errors in case that learners lack knowledge about a certain aspect of the target language or by creating wrong hypotheses about it; when they try out something they have not learned yet and get it wrong then we speak about errors. Mistake, on the contrary, are caused by confusions, temporary lapses of memory, slips of the tongue etc. Thus when learners do not put into practice something they have already learned, mistakes occur. (Tomková 2013)

Types of mistakes.

Cynthia Linville (2009) on her work “Common mistake types for English language learners” made a compilation of the different types of mistakes observed in ESL

classrooms. The list is divided into two groups: rule-based mistakes and not rule-based mistakes.

Rule- base mistakes have a big impact in communication, these mistakes are:

- **Subject-Verb Agreement Mistakes:** they occur when the subject does not agree with the verb in person or number.

Example: He *walk* every morning.

Correction: He *walks* every morning.

- **Verb Tense Mistakes:** they happen when an incorrect time marker is used.

Example: I *was* working on my paper since 6:00 am.

Correction: I *have been* working on my paper since 6:00 am.

- **Verb Form Mistakes:** observed when a verb is incorrectly formed.

Example: I will *driven* to the airport next week.

Correction: I will *drive* to the airport next week.

- **Singular/Plural Noun Ending Mistakes:** often occur when there is confusion about which nouns are countable and which aren't.

Example: I have turned in all my *homeworks* this week.

Correction: I have turned in all my *homework* this week.

- **Word Form Mistakes:** they can be perceived when the wrong part of speech is chosen. Example: I'm happy to live in a *democracy* country.

Correction: I'm happy to live in a *democratic* country.

Not rule-based mistakes, they are not as serious as the previous five but they may also have an impact in communication:

- **Sentence Structure Mistakes:** they refer to a broad range of errors that occur for a variety of reasons: a word (often a verb) is left out; an extra word (often a duplicate subject) is added; word order is incorrect; or clauses that don't belong together are punctuated as one sentence.
- **Word Choice Mistakes:** Refers to a broad range of errors, from completely incorrect word use, to connotation being off, to substitution of antiquated forms for more common ones, to using words together that do not typically appear with each other.

Accuracy and Fluency

Once an error is identified as a candidate for correction, the teacher needs to determine the best time to correct the error so that the correction will stick and be helpful to the learner (Bushra Alamri & Hala Hassan Fawz, 2016).

According to Ellis (2009), a teacher has two choices, either to correct the error immediately or after a speaking activity has finished. Immediate correction is generally preferred by methodologists in activities aimed at accuracy. Bartram and Walton (1991)

state that accuracy activities are such activities that encourage students to make their utterances as native-like as possible – which is usually taken as necessitating more intense correction. On the other hand, fluency errors encourage students to communicate using the language, rather than being accurate, for the purpose of developing students' motivation to speak (Tomková, 2013). Therefore, teachers should give the students the chance to experience uninterrupted meaningful communication. In this case, immediate correction can be harmful. Instead of correcting the student immediately, the teacher can note down the errors that has occurred during fluency activities, and deals with them after the activity (Brown, 2007).

Feedback on Errors.

It is understandable that learning a second language will always implicate that students will face difficulties to develop their skills in the language that is being learnt. When mistakes or errors take place in the oral production of students, the oral correction techniques come to the stage in a way of a feedback. With the error correction techniques professors try to highlight, sometimes, the mistakes so that, students can perceive they made a mistake and correct it immediately. When this correction scenario occurs, students can feel the feedback as "good" or "bad". As Tomková (2013) points out, there are several types of error feedback (or treatment), error correction being just one of them.

On the most general level, feedback on error can be positive or negative. According to Ellis (2009), positive feedback affirms that a learner response to an activity is correct. It may signal the veracity of the content of a learner utterance or the linguistic correctness of the utterance. In pedagogical theory positive feedback is viewed as important because it provides affective support to the learner and fosters motivation to continue learning. (p. 3)

On the other hand, negative feedback is also presented in SLL. As Ellis (2009) observes, a lot of careful attention has been paid to negative feedback from the side of language teachers and L2 theorists, much more than to the positive feedback. Negative feedback signals that the learner's utterance is linguistically deviant or lacks enough veracity. Error correction is then a type of negative feedback; as Ellis (2009) points out, it "takes the form of a response to a learner utterance containing a linguistic error" (p. 3).

Corrective feedback in SLL is a very complex phenomenon. Although it is addressed in majority of handbooks for teachers, has been subject of many studies (in 2006, Russell & Spada) and it commonly occurs in language classrooms, there are still no simple conclusions regarding successful ways of providing correction (Tomková, 2013). The complexity of error correction is manifested in the many decisions teachers have to make (Ellis, 2009).

Spratt, Pulverness & Williams (2005:153) state that in the classroom, *a mix of teacher correction, peer correction and self-correction is used. Sometimes we need to*

correct learners. Sometimes we indicate to them that there is a mistake, and they are able to correct themselves, or other learners can help them. Sometimes we ignore learners' mistakes.

Continuing with the idea that mistakes and errors are present along with the language learning procedure, Anabel Gonzalez quotes that *"To err is not only human, it's an integral part of language acquisition"*. Certainly, students or learners base their knowledge and understanding on practicing and error, so *"with repetition, perfection will come"*. Constantly, people believe that practicing one specific task or action will end it up for being perfect but, learning never stops, it will never ends specially learning a language. In a daily basis, mistakes are produced not only for the learners of the language but, also for the native speakers. The intension to mention that point is not to cover up the mistakes or to justify them, on the contrary, it is to realize that committing those errors is a common pattern but, they are there to be overcome and so, improve the English language competences and skills.

Error correction stages

As MacDonald Lightbound (2005) proposes, the process of error correction in oral practice consists of several stages. He points out that the simple process of locating an error is much more difficult in oral production than it is in writing.

Hendrich et al. (1988) identify three stages:

- Identification (an error has occurred).
- Interpretation (type of the error)
- Correction (suggesting an acceptable solution).

On the other hand, Broughton et al. (2003) identify three stages, too. However, they are slightly different:

In the first stage, teachers establish what the error is; subsequently, they establish possible sources of the error in order to be able to work out an effective strategy of dealing with it; in the final stage, teachers decide on the seriousness of the error and decide whether correction should be provided. (Broughton et al., 2003, p. 136-7)

Nevertheless, as Tomková (2013) manifests, the most detailed staging of the process of dealing with an error is provided by Choděra (2006), who identifies five separate phases:

- Detection (noting an error has been made)
- Identification (identifying the type of error)
- Interpretation of sources (identifying possible reasons for error)
- Correction (dealing with the error)
- Prevention (remedial teaching, more practice etc.).

The last stage is only optional and does not necessarily need to be present; also, teachers may decide in the fourth stage to correct or not. Overall, this classification of

stages seems to be the most fitting with respect to the complicated process leading to correction and the correction itself (Tomková, 2013).

Correction techniques

Some forms of corrections are explicitly provided by the teacher, others aim to actively involve the learners in the process of identifying and correcting their own errors; however, the latter approach produces more positive results. Woods (1989) talked indeed about how hard it is for a teacher to correct errors in the classroom. He mentions that it is not an easy task for teachers since they have to identify an error when students are speaking; second, to interpret that error and then correct it. To illustrate this phenomenon there have been several studies who have expanded in this topic such as Lyster, 1998; Lyster & Ranta, 1997; Bartran & Walton, 1994; Schachter, 1981. Therefore, the most commonly mentioned techniques are the following:

- **Recasting:** this technique provides reformulations of all parts of a learner's erroneous utterance without changing its central meaning (Long, Inagaki & Ortega, 1998). Recast has proved that it helps the student to direct him in the correct meaning he wants to express. For example, when an ESL student makes a mistake using an auxiliary, the teacher repeats what the student has just said so he can recognize the mistake and corrects himself immediately.

- **Repetition:** repetition can be simply seen as the easiest technique to implement inside the classroom but it requires to be used in the correct way. Its main objective is to repeat the student's error by pointing it out with a different intonation, so the student can realize when the error was made and immediately create a self-correction action (Abdullah, 2010). There are two types of repetition, the first one is the selective one- also known as *on the spot*-; here the teacher can ask his students to repeat what they have said by using phrases like: "please repeat" or "please say that again" (ask for repetition); however, this type of repetition can be dangerous for the students' confidence; that is why the teacher needs to be careful not to 'jump' only on one student several times.

The second type is delayed repetition. Here the teacher sets up a particular time of the class to stop the lesson and makes some error correction.

The first one, on the spot can be dangerous for the students' confidence. This means that the teacher can do so with caution and not too often, and choose an appropriate technique that does not slow down the pace too much. The teacher needs to be careful not to 'jump' on one student for making a mistake. The teacher can ask his students to repeat what they have said by using phrases like: "please repeat" or "please say that again" (ask for repetition) or he can also echo up to the error or let it hang for students to finish (repeat up to the error). The second type of repetition is

delayed error correction repetition (after). At an appropriate stop in the lesson, the teacher can make some error correction. The best way to apply it is at the end of a section, practice, or activity, so in this way students won't be interrupted in their participation and their learning process will not be affected.

However, according to Chaudron, *“repetition with emphasis” was more effective than the other types of oral corrective feedback, as it led to more immediate reformulation on the part of students (Russell & Spada, 2006)*. This makes us notice that one single technique can result very effective when it is applied properly.

- **Elicitation:** It is a technique that aims to engage learners in identifying and correcting their own errors. Lyster and Ranta (1997) describe elicitation as the most effective way of addressing learners' errors because it involves the learner in the correction process, which in turn leads to the most amount of uptake. Correspondingly, Bartran and Walton (1994) add that elicitation is very effective because having learners do the correction by themselves can help them feel more motivated, independent, and cooperative. One example of elicitation would be when a student says “She love going to the zoo”, the teacher can ask him if he is talking about the singular or plural person, or he can ask the student to repeat the sentence again.

- **Integrated approach:** another error correction technique identified in the ESL classroom is the one known as integrated approach. Teachers can correct students when they are speaking because this time is crucial for them so that they can use the language form and meaning by the time they are speaking. This kind of method is rarely seen applied by teachers because sometimes they do not want to stop the flow of the conversation, as a result, the student who makes the mistake will continue doing it. (Loewen 2007)
- **Overt or Explicit Correction:** this is one of the least ambiguous forms of correction; and as it has been mentioned by Lyster and Ranta (1997) this technique did not show to be very effective. Bartram and Walton (1994) observed that although explicit correction is frequently used in communicative activities, it interrupts the learner's intent to communicate, making the learner feel uncomfortable, and inhibiting his or her willingness to communicate in the target language.
- **Body Language Technique:** it has also been suggested as an effective tool in handling language errors. It refers to nonverbal cues through which the learner's attempt to communicate is non-verbally interrupted. Bartram and Walton (1994) suggested, for instance, that hand movements can be used to indicate errors about word order and tense (mainly present, past, and future). Besides, they proposed that

facial expressions such as frowning and doubtful looks are effective ways to tell the learner that there is a problem in the utterance he has produced.

- **Teacher correction:** probably the most popular method of correction in the ESL classroom. The teacher helps the student by identifying the problems accurately and corrects them immediately. The teacher can use modeling or highlighting to catch any errors in the early stages, before they are repeated by the students, as well, he can also focus on common errors made as a class rather than picking on individual students, and leading to group correction.

As some researchers say, this is an effective means, but one that should be last and the least frequently used form of English or other foreign language correction. It is the least recommendable to be used in the class.

However, error correction can be very demanding on the teacher and threaten the confidence of the students (Adams, 2013). Broughton (2003) points out correction may also come from other people than the teacher, for example, the learner himself (self-correction) or other learners in the classroom (peer correction). The types of correction regarding who should do it according to Paul Adams (2013) are self-correction and peer correction.

- **Self-correction:** it demonstrates comprehension of and responsibility for the language. It builds awareness of the language, in turn leading to more self-sufficient

speakers. Also, it makes students more confident speakers and it encourages independence from the teacher. Moreover, students are more motivated and confident with themselves. Students who can self-correct obviously understand the mistake, and make the necessary adjustments to their language production. It, thus, allows the teacher to gauge understanding and application of the target language. If a student can make the necessary correction to newly taught information, then it demonstrates he has absorbed the information and he can apply the target language in real conversation. With self-correction, there also comes an increased awareness of the language. Students can better notice and correct problem areas, whether these problems result from personal weaknesses or ones connected to their first language (L1) (Adams, 2013).

- **Peer Correction:** it is a form of positive correction that results from the inclusion of the whole class to identify a student's mistake and as a result they try to solve it together; if it becomes evident that no one in the class really knows where the problem lies then the teacher can take appropriate steps to explain it to everyone. This technique also allows the teacher to check what the rest of the class knows.

2. SELF-ESTEEM.

“The man who does not value himself, cannot value anything or anyone.”

Ayn Rand, The Virtue of Selfishness: A New Concept of Egoism.

Self-esteem is considered an indispensable concept in the literature of the social sciences (Wells and Marwell 1976). From William James' pioneer work in 1890 up to now, there exist thousands of studies that report the influence of self-esteem on human behavior. Feelings of inadequacy, a sense of unworthiness, increased anxiety, depression, suicide, child abuse, mental disorders and other negative phenomena have been closely related to lack of self-esteem (Coopersmith 1967; Skager and Kerst 1989).

Basically, self-esteem is a psychological and social phenomena in which an individual evaluates his/her competence and own self according to some values, which may result in different emotional states, in which becomes developmentally stable but is still open to variation depending on personal circumstances. In other words; it is the positive or negative evaluation of the self, as in how we feel about it.

Levels of Self-esteem.

“Self-esteem is probably the most pervasive aspect of human behaviour. It could easily be claimed that no successful cognitive or affective activity can be carried out without some degree of self-esteem, self-confidence, knowledge of yourself and self-efficacy belief in your own capacities to successfully perform that activity”

-Principles of Language Learning and Teaching, H. Douglas Brown

According to Brown (2007), three levels of self-esteem have been described in the literature to capture its multi dimensions: global, situational and task self-esteem.

- **Global self-esteem:** It is a quite fixed and steady characteristic in grown up people, it does not change over time except through wide treatment. It is considered as the examiner of ones' own value across both time and discriminate situations. (Bouchareb Naouel, 2015)
- **Situational self-esteem:** It refers to one's judgment of the value in his life as social interaction, work, education, home, or any certain relatively discretely defined traits such as intelligence, communicative ability, athletic ability, or personality traits like gregariousness, empathy, and flexibility to the circumstances and the particular qualities of personalities.
(Bouchareb Naouel, 2015)
- **Task self-esteem:** Task self-esteem is named after this name because it is connected to specific or particular tasks in particular circumstances. Such as, in scholar education, task self- esteem is related to one side of subject-matter, or in athletic situations, a certain skill of sport is assessed in relation to task self-esteem. (Bouchareb Naouel, 2015)

Self-esteem and L2.

In L2 contexts, the position of English as a global language and its increasing use as a language for international communication have placed new demands on L2 teachers who need to possess a high level of linguistic competence to be able to perform their tasks effectively (Graves, 2008;Amengual, 2013). Since self-confidence involves judgements

with regard to one's own value and worth, a deficient and limited command of the L2 may have a negative influence on this affective variable (Heyde, 1979;Park & Lee, 2005).

Generally speaking, self-esteem is one of the central drives in human beings. When the level of self-esteem is low, the psychological homeostasis is unbalanced, creating insecurity, fear, social distance and other negative situations. Self-esteem can exercise a determining influence on a person's life, for good or bad; when there is very low self-esteem, this may even bring about a need for clinical treatment. However, though in the context of language learning, low self-esteem is a non-clinical phenomenon, it can have serious consequences.

Students may avoid taking the necessary risks to acquire communicative competence in the target language; they may feel deeply insecure and even drop out of the class. Taking these effects into consideration, in the language classroom it is important to be concerned about learners' self-esteem. (Fernando Rubio, "*Self-Esteem and Foreign Language Learning, 2007*"). On the other hand, a research done by Brown and Smart (1991) states that students who have a high level of self-esteem, even after failing, were more capable of maintaining a positive view of themselves.

"A higher level of Self-esteem was associated with second language proficiency. Presumably, students with high self-esteem are less likely to feel threatened when communicating in a second language or in an unfamiliar situation. They may also be ready to risk making mistakes of projecting a reduce image of themselves just to apply their knowledge acquired."

The Relationship between Self-esteem and Oral Production in a Second Language,

Adelaide Heyde, 1979

Also, professors need to identify the proper ways to correct students which might be predisposed to show a low self-esteem after receiving the correction due to the misuse of one word, the wrong conjugation of verbs or any other grammar aspect. It is remarkable the fact that, *in a conversational setting, students do not have enough time to consult a dictionary for accurate pronunciation and grammar use before performance turns, whereas reading and writing tasks normally allow a student enough time to organize sentences and to find the most appropriate word. People with "healthy" self-esteem suffer no psychological damage when they are misunderstood and given negative feedback. On the other hand, a relatively insecure learner's fear of making a mistake and receiving unwanted feedback can impede experimentations with newly learned knowledge. As verbal rehearsal is necessary for information to be stored in the long-term memory (Weiten, 1989), this can impede language learning.*

All researches mentioned above focused mainly in correction techniques and offered a general view about the importance of correction techniques and how much they can influence on students' oral performance and self-esteem, reason why they will be of highly use for this investigation and will be taken into consideration as an information source to elaborate this investigation of "The impact of the use of correction techniques in the self-esteem and academic oral performance in students of Basic English I of the Bachelor of Arts in Modern Languages, Semester I, 2018"

3. ORAL PERFORMANCE.

There are several definitions of Oral performance. Hymes (1972) defines oral skill as the *Capacity to communicate effectively within a particular speech community that*

wants to accomplish its purposes. Similarly, Chastain (1998, PP. 330-358) states that *speaking is a productive skill and involves many components. Speaking is more than making the right sounds, choosing the right words or getting the constructions grammatically correct.* According to Bygate(1987) *speaking is skill which deserves attention as much as the literacy in both native and foreign language.* Leon &Vega,(2010).

Oral Performance and Self- esteem

When students of a second language commit a mistake in their speech but they are able to realize about it by rectifying it, their confidence raised what makes viable to say that *“Another important factor in determining one's success in oral performance of second language is level of inhibition. Inhibition refers to the degree to which individuals allow their ego boundary to be open to a new set of knowledge and value systems. Brown (1994)“.* Having a good confidence sense or level will lead the students to develop their speech better in every opportunity and it will go along with the self-esteem which decrease or increase depending on the correction moment.

Cardner (1994) argued that students cannot defeat the fear that they face when speaking a foreign language in the classroom. Self-esteem is an effective factor in learning the oral skill of a foreign language (Brodkey and Shore, 1976). The problem we are confronted with in this research is the kind of relationship between learners' self-esteem and their speaking skills.

CHAPTER III

METHODOLOGY

1. METHOD

This section contains features about the population, sample, and instrument procedures that the research team applied to collect the data needed for this investigation. Besides, it includes details of the analysis of the information collected and its interpretation in order to get the conclusion of this investigation.

1.1 TYPE OF STUDY

This investigation was a mixed- method type, meaning that the quantitative and qualitative methods were applied. This expects to give more validity to the outcome obtained throughout the investigation period. With the quantitative method, numerical data was gathered, which represented the ideas, answers and phenomena developed during the investigation in the classrooms; along with this, the qualitative method was also used because of the type of field that was studied which corresponds to the hard sciences, meaning "humans"; so behaviors and other human-related matters can be comprehended and analyzed as well as presented in this report. Finally, a double confirmation data came up by using the two types of methods to collect the information that created a certain comparison between the answers and the two gathering-data approaches.

1.2 RESEARCH APPROACH

This investigation was carried out using a mixed- method. The intention of this research was to observe certain behaviors inside the classrooms in order to get a better insight of the phenomenon; that is, correction techniques. All the data for this study was collected by interacting and observing people in the classroom with the use of qualitative instruments such as the interview and the observation guide. Also, a questionnaire and the Rosenberg scale were used with the specific purpose of measuring students' self-esteem, as quantitative instruments. The subjects in this type of study were observed in a completely natural and unchanged environment. This means that the observers went to the classrooms and were silent participants without affecting the environment in which students were developing themselves during class.

1.3 POPULATION AND SAMPLE

The population consisted of 7 groups composed by 205 students that belonged to the Basic English I courses of semester I, 2018. According to the study plan of the Bachelor of Arts in Modern Languages: Specialization in French and English. A probabilistic sampling method is any method of sampling that utilizes some form of random selection. The groups were selected in a random process. To do so, a raffle was carried out by writing the names of the groups in a piece of paper to be picked randomly.

Group 9: 29

Group 12: 32

Group 10: 42

Group 13: 32

Groups 11: 36

Group 14: 34

After this selection process, group 11 and group 13, from 10:00 am to 12:00 m, and from 1:00 pm to 3:00 pm accordingly were observed in order to obtain the desired data.

To choose the students' sample, the non-probabilistic method was executed. The research team applied the characteristics of a convenience sampling, in which students are chosen to be part of the investigation depending on their participation during classes.

1.4 RESEARCH INSTRUMENTS

This research work was focused on observing the professor/student interaction scenario in Basic English I courses of the Bachelor of Arts in Modern Languages: Specialization in French and English. This investigation included four types of instruments.

The first one was the Rosenberg self-esteem scale that was implemented at the beginning and at the end of the study; after collecting the data, the research team made a comparison to see if the level of students' self-esteem changed.

The second instrument was an observation guide. It was divided into different sections in order to identify the different types of techniques used by professors during classes to gather the attitude of the professors at the moment of providing feedback, and to get the reactions of the students after being corrected. Besides, this instrument helped to notice if students' confidence changed after being corrected.

The third instrument to obtain data was a questionnaire for students. It was used to analyze the emotional response of students after being corrected by professors, and how this affected their oral academic performance.

Finally, an interview for professors was designed in order to know their perspective about the influence that oral correction techniques had in students' self-esteem and oral academic performance and the way they applied them.

1.5 DATA GATHERING PROCESS

The information of the study was collected through an observation guideline, questionnaires, and professor's interview. With these instruments, the research team expected to find deeper information about the phenomenon that was studied. The way in which each of the instruments was processed depended on their nature; for instance, the results of the questionnaires, as well as the answers of the Rosenberg scale were processed in Excel Microsoft Office to organize them and to count them with formulae provided in the mentioned software because of the fact that these data were quantitative. The information gathered from the interviews and the observation guide was transcribed and presented in the form of a small composition, because the information was qualitative. With the results gathered from all the instruments, the team found out which were the techniques that professors of the FLD used the most in their classes, it was also discovered if professors were aware of the ways they corrected students' mistakes, and finally the research team demonstrated the effect that correction techniques had in students.

1.5.1 DATA GATHERING PROCESS STAGES

- First stage, the research team addressed the students of the Basic English courses, and they were asked to answer the Rosenberg self-esteem scale to

have a first impression of what was the self-esteem level in students before starting classes.

- Second stage, the researchers observed classes with the intention of identifying errors committed by students, how and when students were corrected, in which ways professors corrected and what type of techniques they were using.
- Third stage, getting closer to the end of the semester, the studied groups were kindly asked to answer a questionnaire regarding the development of the class and how they felt when professors applied the error/correction techniques on them.
- Fourth stage, the professors involved in this investigation were subjects of an interview. The researchers asked them 9 questions relating the way they evaluate their performance when providing feedback to students.
- Fifth stage, at the end of the semester, in the last class of each group, the researchers handed out the Rosenberg self-esteem scale one more time to see if students presented a variation in their self-esteem level after the process of being corrected during the semester.

CHAPTER IV

RESULTS

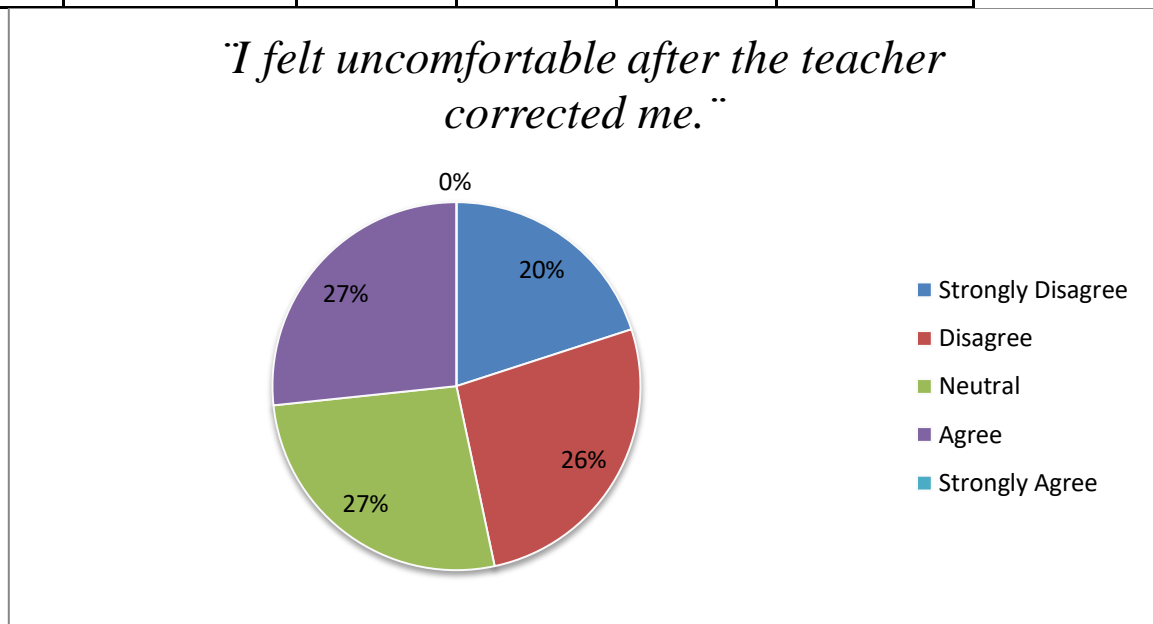
1. DATA ANALYSIS AND INTERPRETATION

1.1 QUESTIONNAIRE

In order to lend credibility to this research, certain researching methods were applied. Below, the results of a survey given to the population of this research are presented:

In the first statement *"I felt uncomfortable after the teacher corrected me."*, the results are the following:

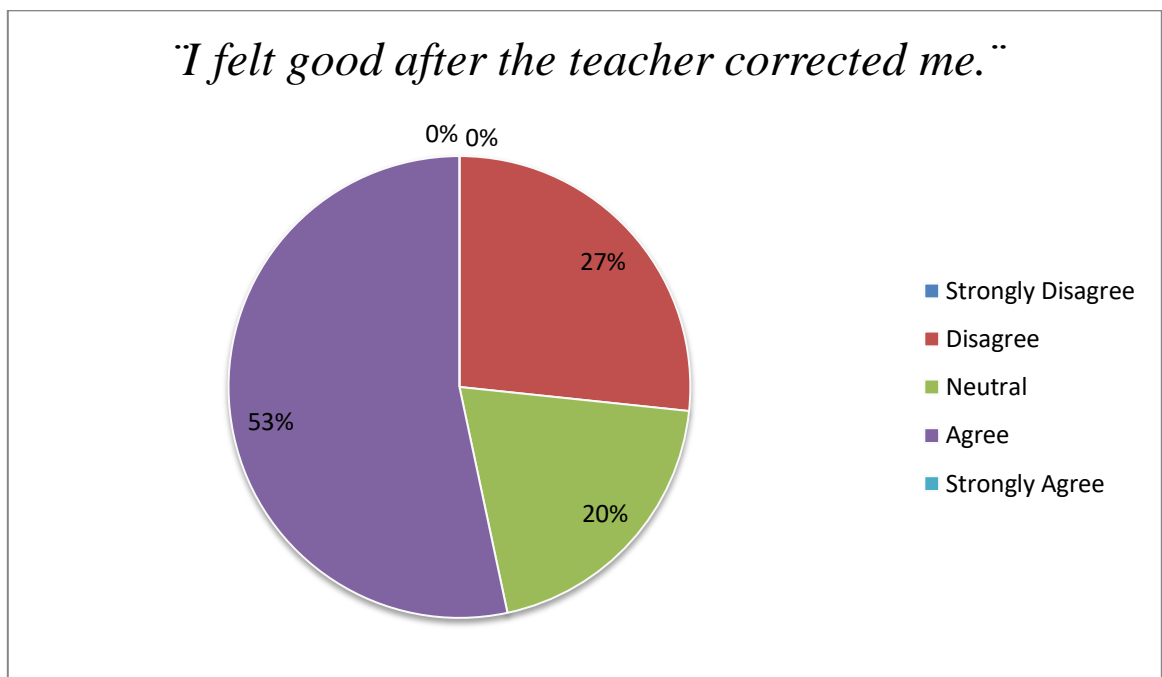
Statement	Results				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	20%	26%	27%	27%	0%



In this first statement, "Strongly Disagree" was chosen by 20% of the students while "Disagree" has 26%; "Neutral" received 27% of selection rate, and "Agree" was selected by 27% of the students. Finally, "Strongly Agree" was not chosen by any student.

For the second statement in the survey, which was *“I felt good after the teacher corrected me.”*; the answers are shown below:

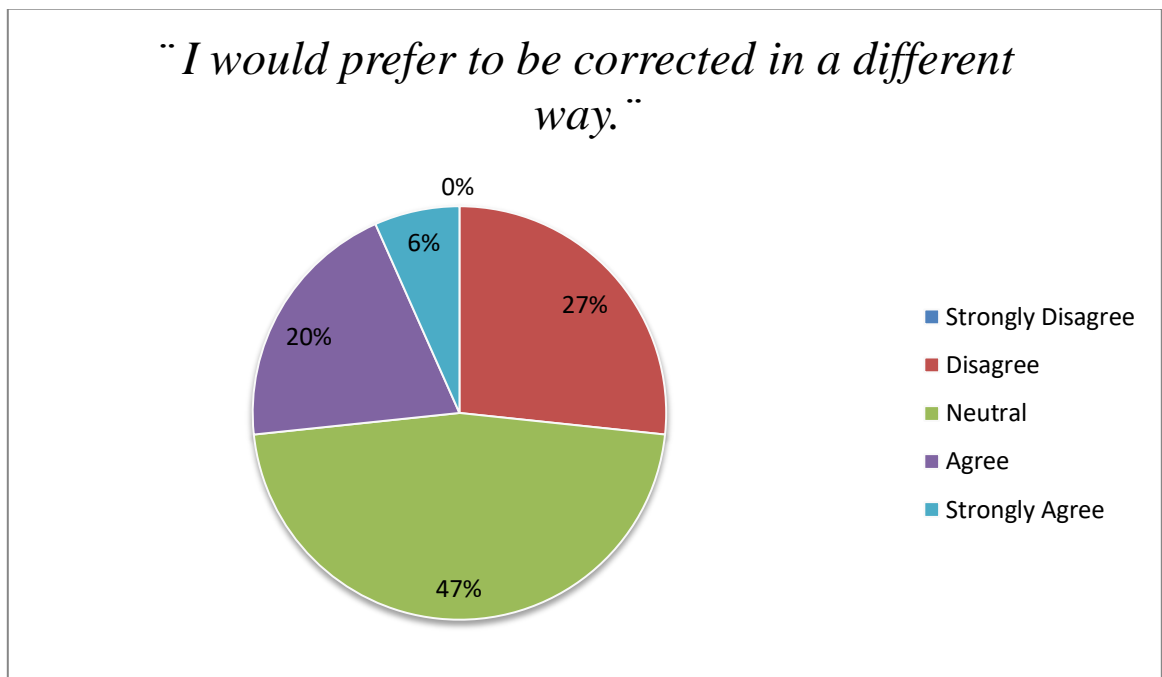
Statement	Results				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2	0%	27%	20%	53%	0%



Based on the results of this statement, “Strongly Disagree” was not selected by any of students “ meanwhile “Disagree” was picked up by 27% of the students. In the same statement, “Neutral” was preferred by 20% of the students as their answer, “Agree” was accepted by 53% of the students, and “Strongly Agree” did not received any vote from the students.

Moving on with the results found in the survey, for the third statement “*I would prefer to be corrected in a different way.*”, the results are the following:

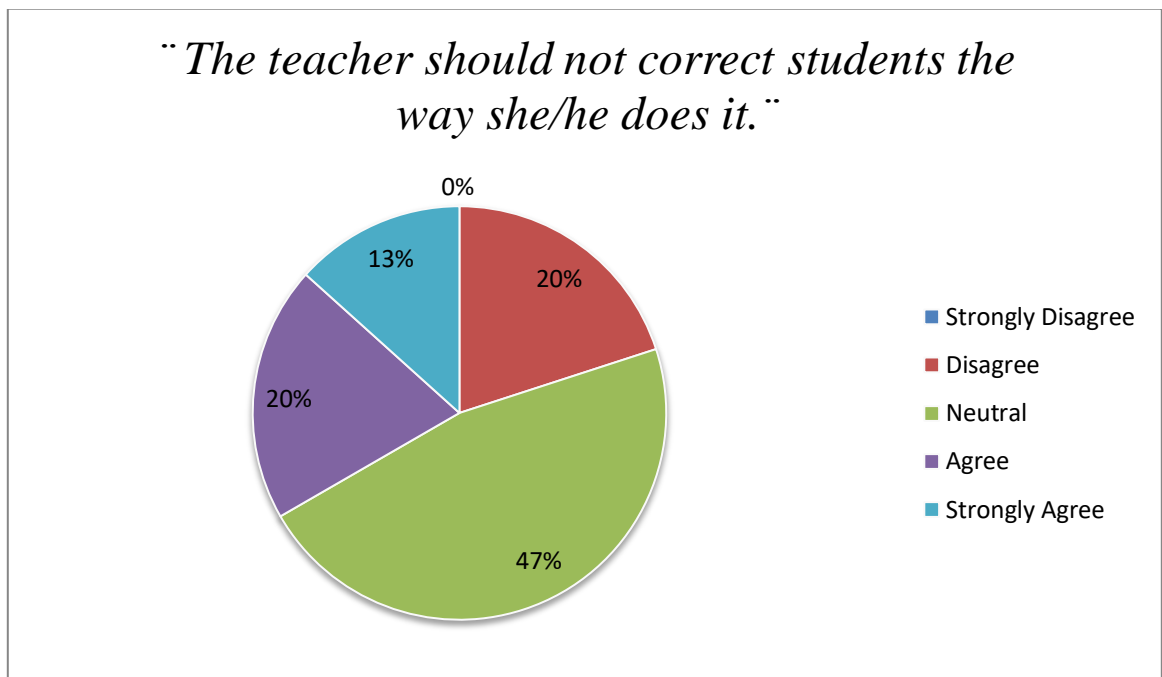
Statement	Results				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3	0%	27%	47%	20%	6%



It is noticeable that “Strongly Disagree” was not chosen by any student, “Disagree” engaged with 27% of students while “Neutral” received 27% selection rate. Then “Agree” was selected by 20% of the students and finally the answer “Strongly Agree” was selected by 6% of the students.

Regarding statement number four *‘The teacher should not correct students the way she/he does it’*; the results are the following:

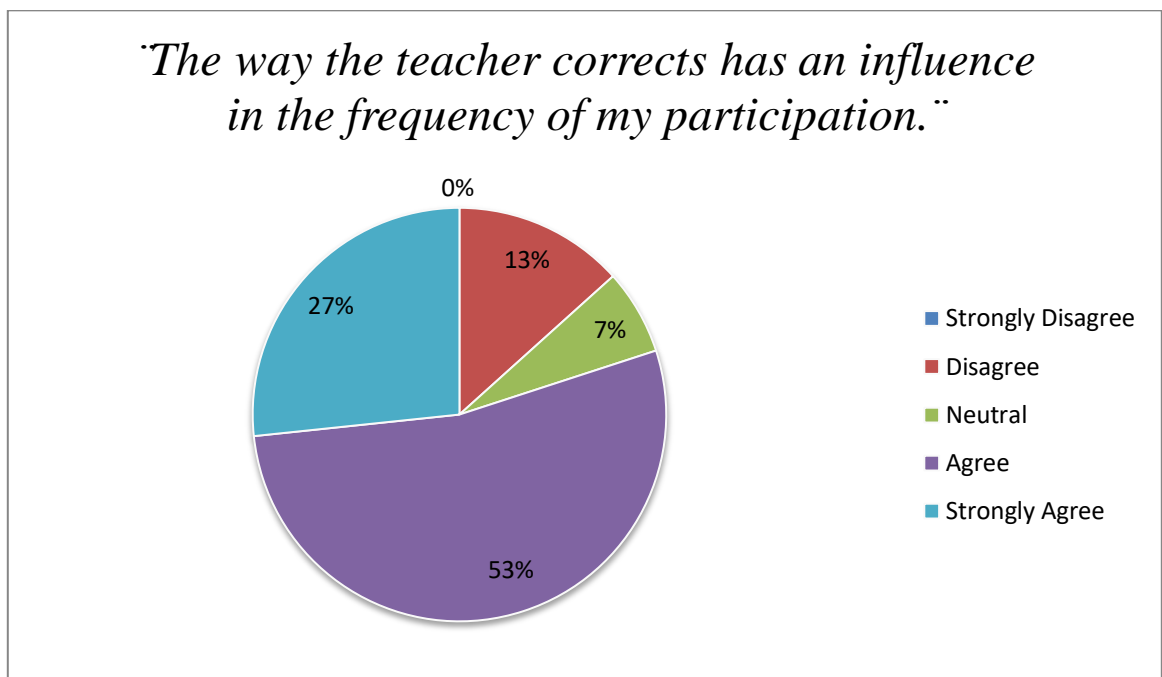
Statement	Results				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4	0%	20%	47%	20%	13%



For the results of this statement, “Strongly Disagree” was not chosen by any of the students; then “Disagree” received 20% selection rate; “Neutral” was selected by 47% of the students, “Agree” has 20% selection rate, and “Strongly Agree” was picked up by 13% of the students.

In the fifth statement *‘The way the teacher corrects has an influence in the frequency of my participation.’*; these are the results:

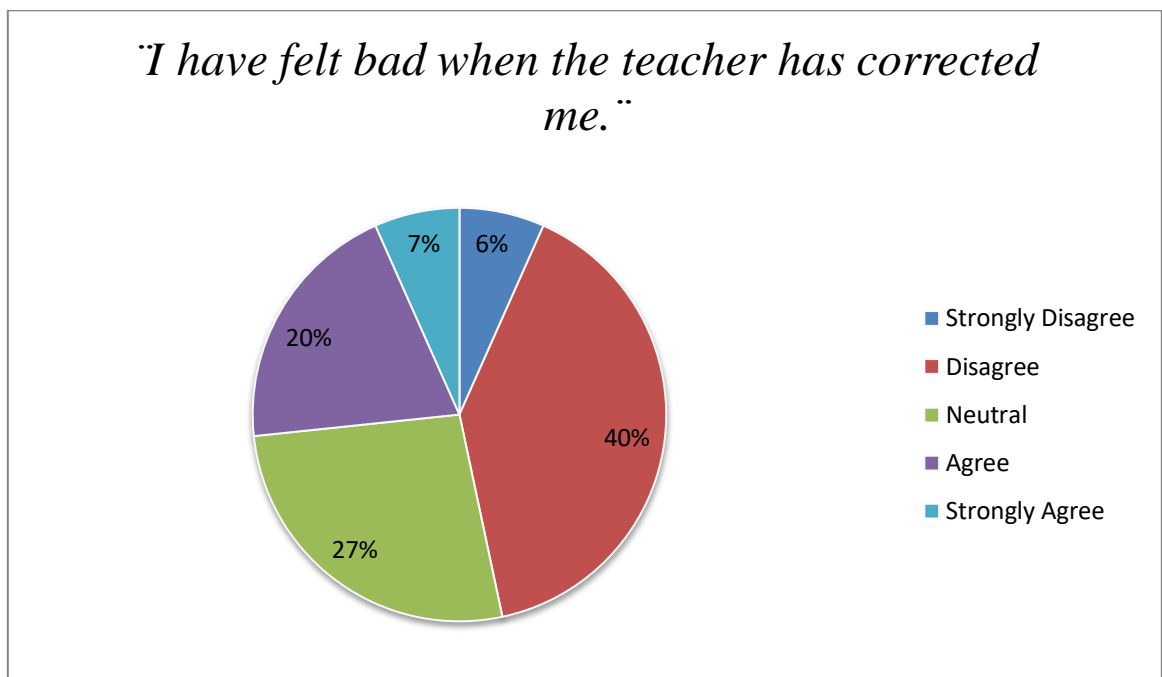
Statement	Results				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
5	0%	13%	7%	53%	27%



In this opportunity, "Strongly Disagree" had 0% as a score. "Disagree" had 13% selection rate, "Neutral" was chosen by 7% of the students, "Agree" was selected by 53% of the students and finally "Strongly Agree" received 27% selection rate.

Moving forward with statement six *“I have felt bad when the teacher has corrected me.”*; the results are:

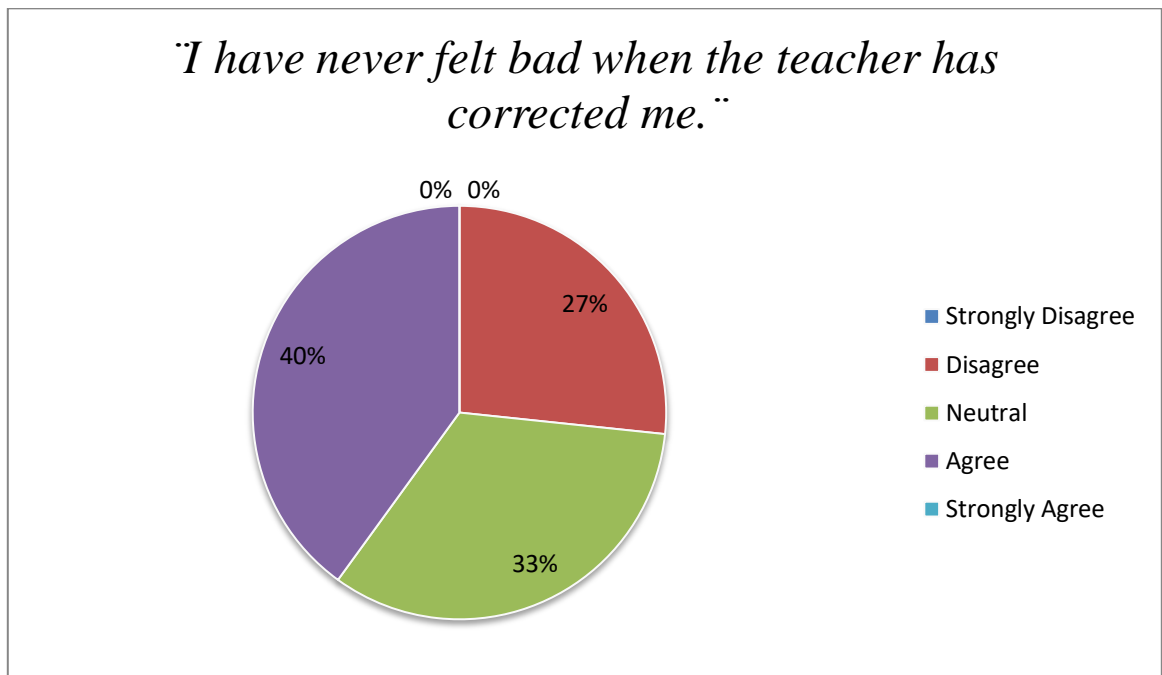
Statement	Results				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
6	6%	40%	27%	20%	7%



Based on the data collected in this statement, “Strongly Disagree” was chosen by 6% of the students; “Disagree” received 40% selection rate while “Neutral” had 27%, “Agree”, was the answer for 20% of the students and “Strongly Agree” was chosen by 7% of the students.

Continuing with this data's recap, the seventh statement *"I have never felt bad when the teacher has corrected me."*, the answers are presented below:

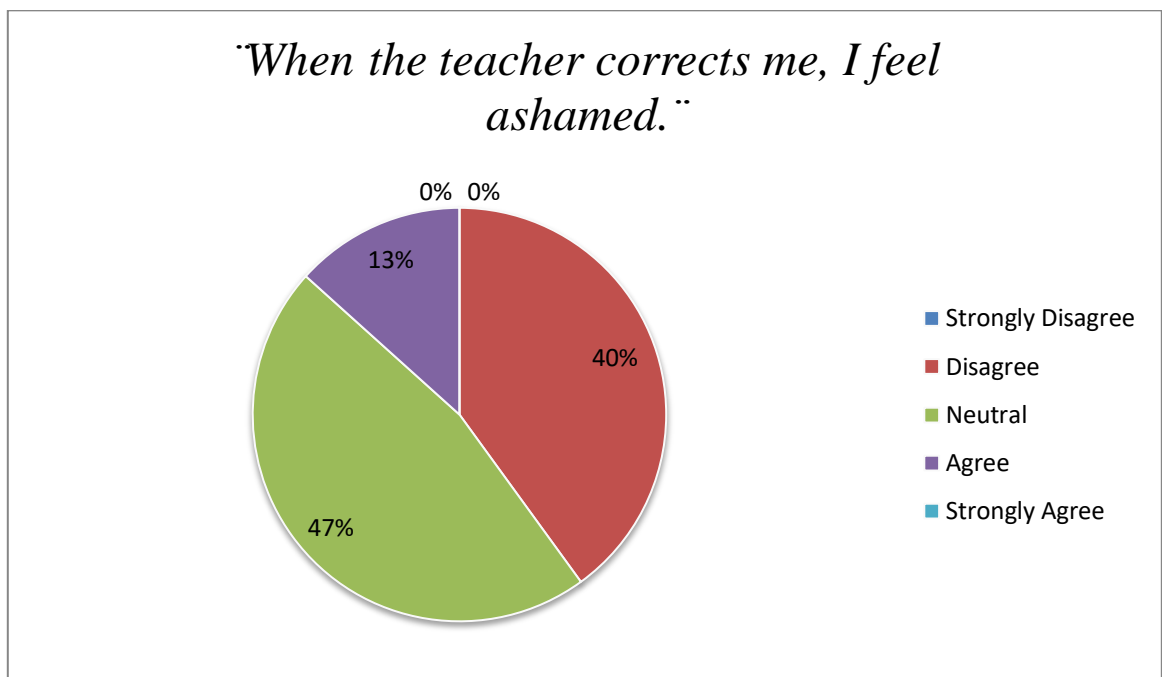
Statement	Results				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
7	0%	27%	33%	40%	0%



According with the results, "Strongly Disagree" was not chosen among students, "Disagree" had 27% selection rate meanwhile the answer "Neutral" was picked up by 33% of the students; then, "Agree" received 40% selection rate and, "Strongly Agree" has 0%.

In statement eight *“When the teacher corrects me, I feel ashamed.”*; The outcome obtained is the following:

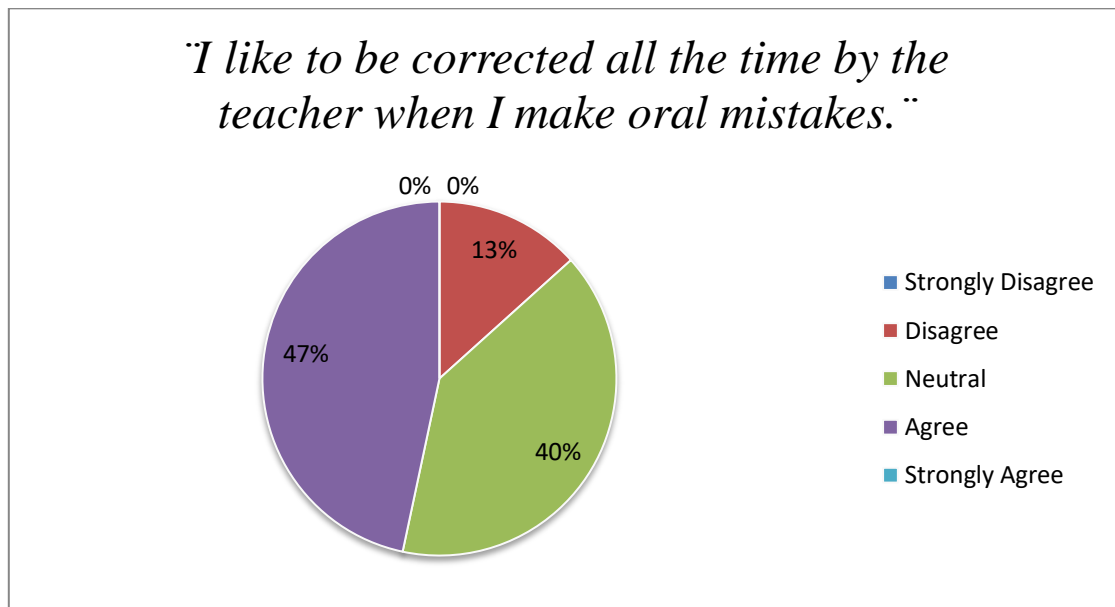
Statement	Results				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
8	0%	40%	47%	13%	0%



In this statement, the option "Strongly Disagree" was not chosen by any students then, "Disagree" represents 40% of the students' answers. "Neutral" had 47% selection rate and "Agree" received 13% selection rate. Finally, "Strongly Agree" was not chosen by any of the students.

Going over statement nine *“I like to be corrected all the time by the teacher when I make oral mistakes.”*; the data collected are the following:

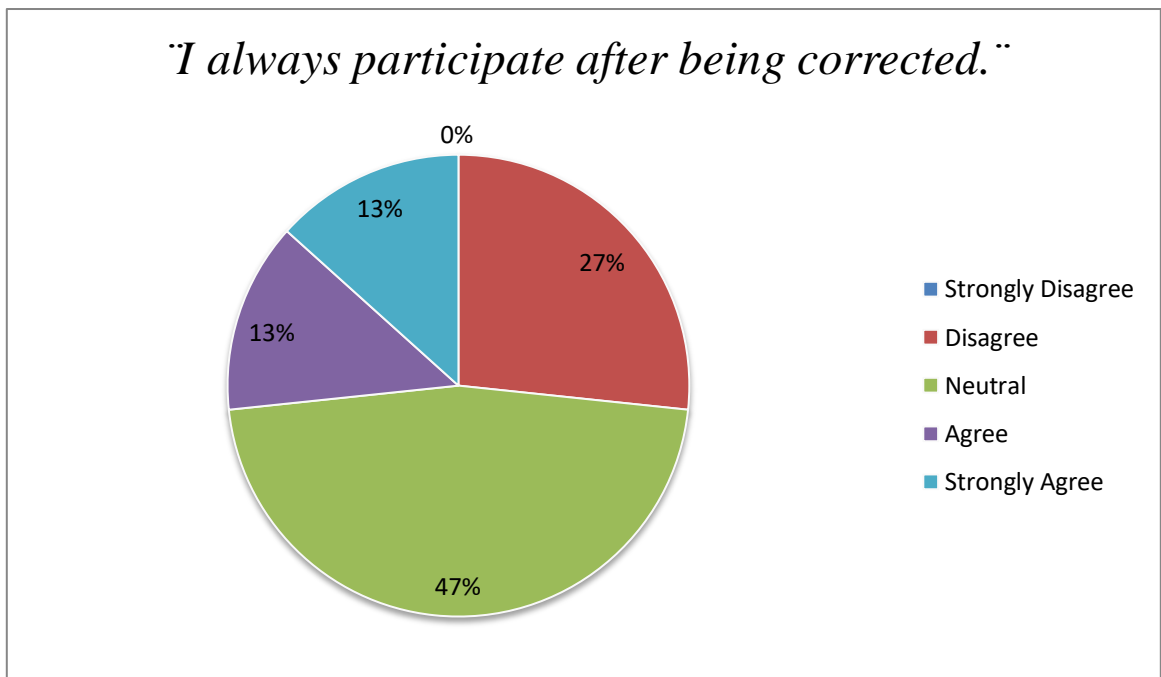
Statement	Results				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
9	0%	13%	40%	47%	0%



In this statement, “Strongly Disagree” was not selected by any of the students, “Disagree” received 13% selection rate while “Neutral” received 40%. Finally, the option “Agree” received 47% selection rate, and “Strongly Agree” was not chosen by any student.

Going on with statement ten *"I always participate after being corrected."*; the results obtained are the ones below:

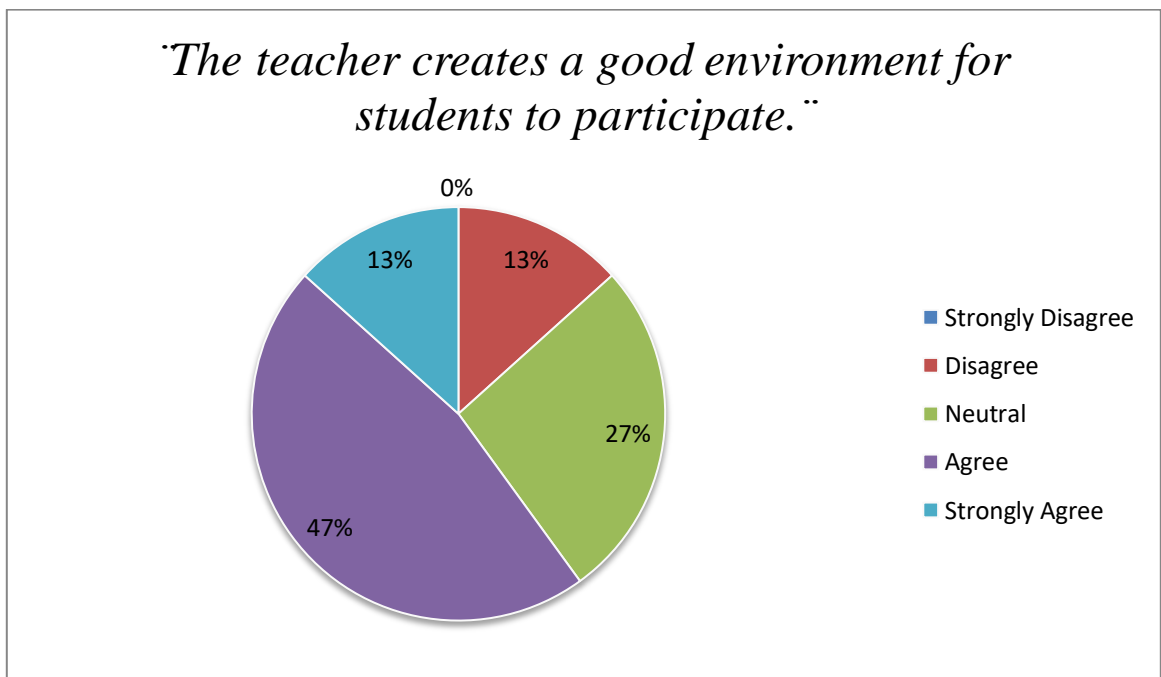
Statement	Results				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
10	0%	27%	47%	13%	13%



Based on the answers provided by the students, "Strongly Disagree" was not picked up by any of the students as their answer, "Disagree" was selected by 27% of the students. "Neutral" was chosen by 47% of the students, "Agree" received 13% selection rate and "Strongly Agree" was chosen by 13% of the students.

Regarding statement eleventh *‘The teacher creates a good environment for students to participate.’*; the results gotten are:

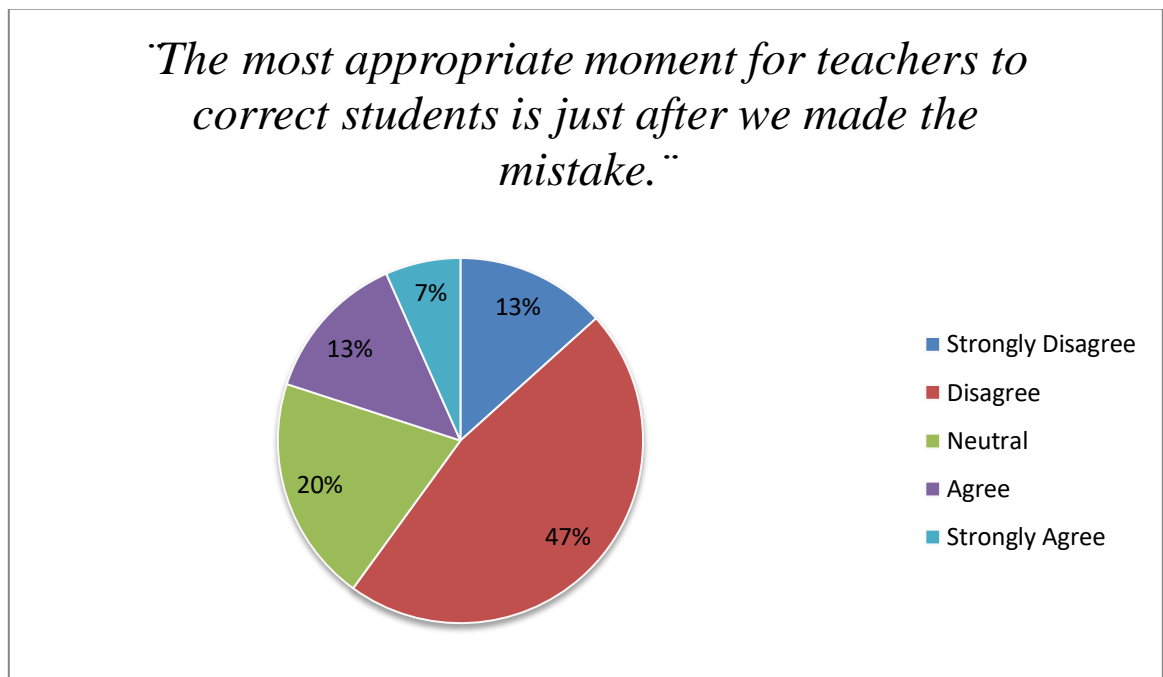
Statement	Results				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
11	0%	13%	27%	47%	13%



Based on the data obtained, “Strongly Disagree” had 0% selection rate while “Disagree” had 13%, “Neutral” was selected by 27% of the students. “Agree” was chosen by 47% of the students meanwhile “Strongly Agree” had 13% selection rate.

The results for statement twelve *“The most appropriate moment for teachers to correct students is just after we made the mistake”* are presented as follows:

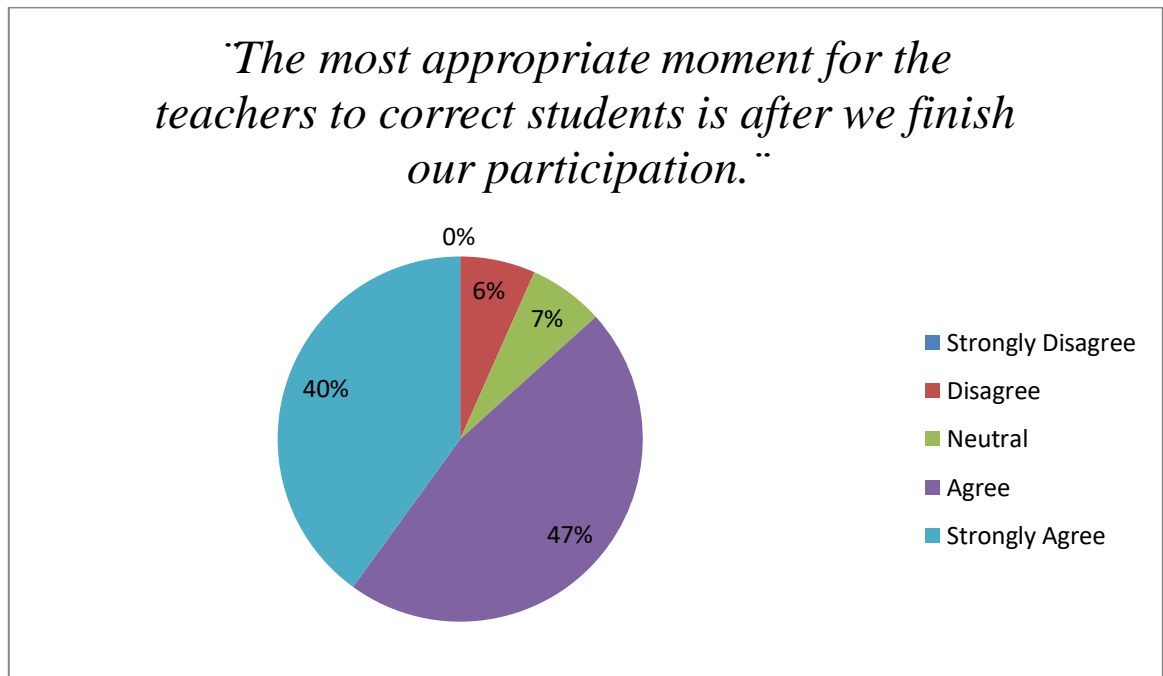
Statement	Results				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
12	13%	47%	20%	13%	7%



Based on the data collected, “Strongly Disagree” was selected by 13% of the students, while “Disagree” was chosen by 47% of the students; then, “Neutral” received 20% selection rate, “Agree” had 13% and “Strongly Agree” obtained 7% selection rate.

Continuing with statement thirteen *“The most appropriate moment for the teachers to correct students is after we finish our participation.”*, the answers are:

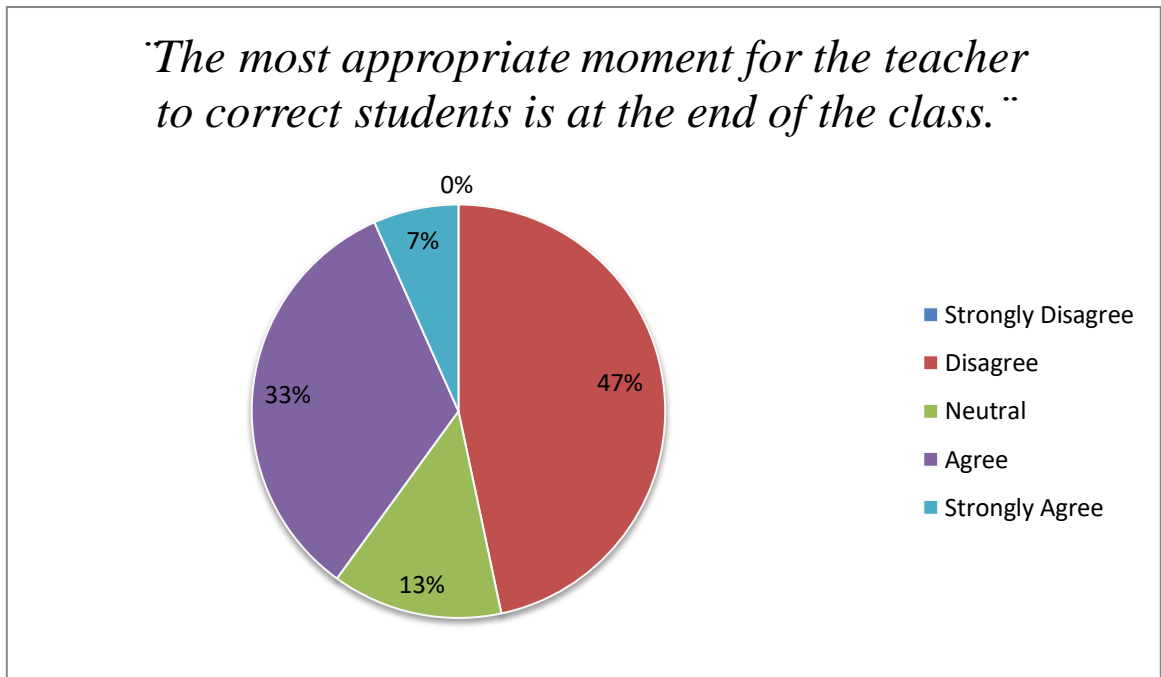
Statement	Results				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
13	0%	6%	7%	47%	40%



Based on the information gotten, “Strongly Disagree” had 0% selection rate while “Disagree” had 6%. “Neutral” was selected by 7% of the students; then, “Agree” was chosen by 47% of the students meanwhile “Strongly Agree” had 40% selection rate.

Moving forward with the statements' analysis, statement fourteen *"The most appropriate moment for the teacher to correct students is at the end of the class"* the results below were gotten:

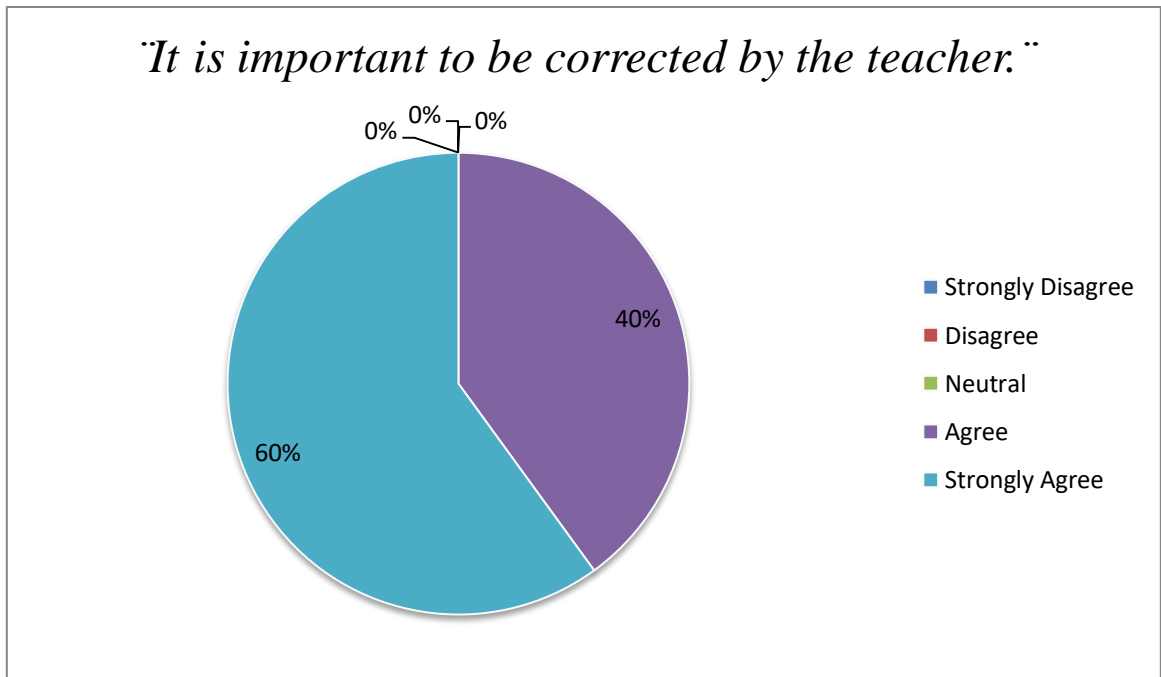
Statement	Results				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
14	0%	47%	13%	33%	7%



In this pie chart, the data behaved like this: "Strongly Disagree" had 0% selection rate, "Disagree" received 47% selection rate, "Neutral" was chosen by 13% of the students, "Agree" was selected by 33% of the students and finally "Strongly Agree" received 7% selection rate.

In the last statement *“It is important to be corrected by the teacher.”*; the results are presented as follows.

Statement	Results				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
15	0%	0%	0%	40%	60%



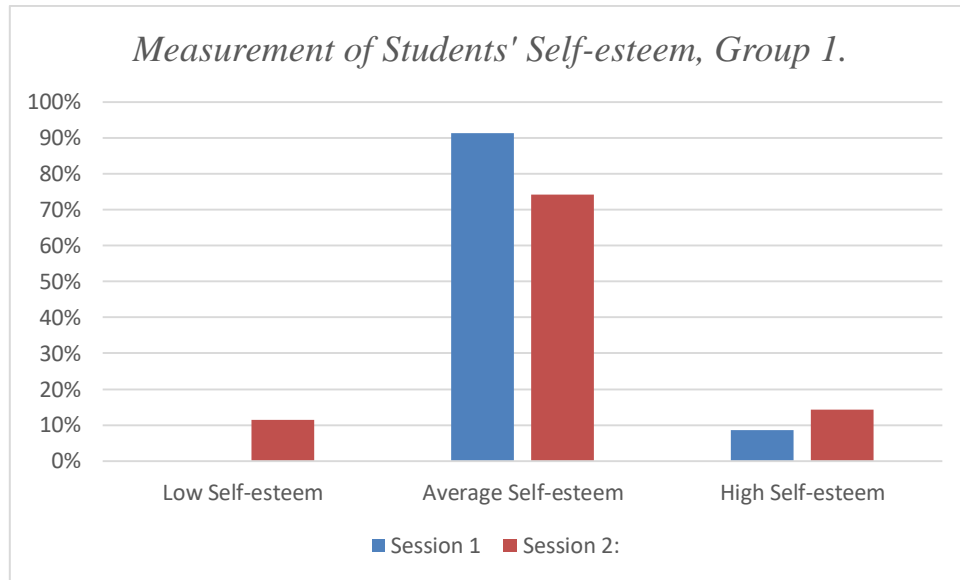
In this case, "Strongly Disagree", "Disagree" and, "Neutral" had 0% selection rate while "Agree" received 40% selection rate and "Strongly Agree" had 60%.

1.2 ROSENBERG SELF-ESTEEM SCALE

Continuing with the instruments that were used to gather the data needed from the students involved in this research, the Rosenberg Self-esteem Scale was applied to the two groups that were part of this investigation. Then, the information is presented as follows:

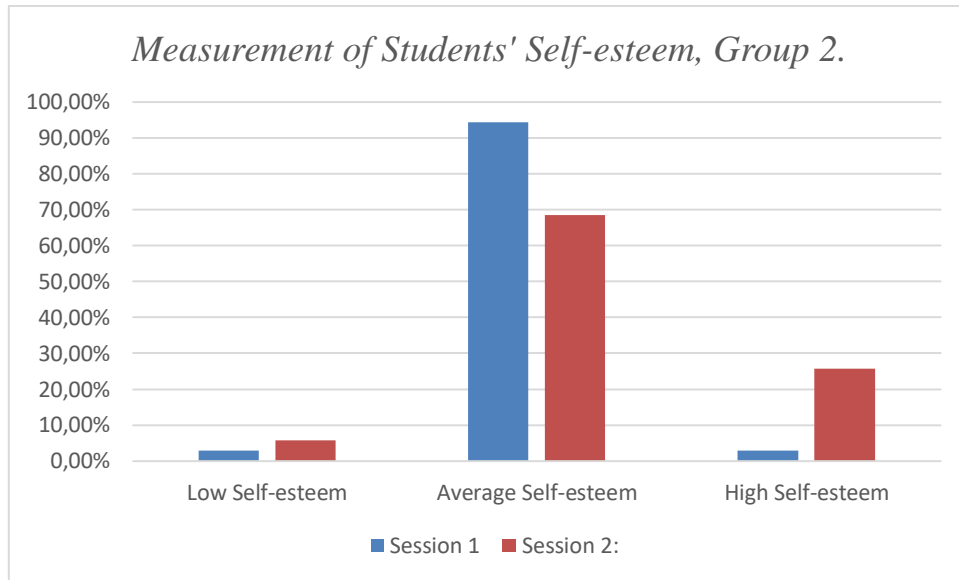
First, the data from the morning shift is presented in a way of a data square; a comparison is done with the purpose of looking at how the teachers' feedback or correction techniques can impact the students' confidence and self-esteem. The instrument was administered at the beginning of the semester and at the end of it in order to see how much the students' self-esteem could have been affected and how much it could vary.

Teacher in the Morning shift	Low Self- esteem	Average Self- esteem	High Self- esteem
Session 1	0%	91.42%	8.58%
Session 2:	11.43%	74.29%	14.29%



Looking at the data, the “low self-esteem” in this group increased from 0% in the first test to 11% in the second and final test. The “Average Self-esteem” went down 15% from the first test in comparison to the second self-esteem test. The “High Self-esteem” rate also increased considerably from 9% in the first test session to 15% in the second one.

Teacher in the Mid-shift	Low Self-esteem	Average Self-esteem	High Self-esteem
Session 1	2.86%	94.28%	2.86%
Session 2:	5.72%	68.58%	25.72%



In this group, the data showed that at the beginning, there was a certain percentage of “Low Self-esteem”, around 2%. At the end of the semester, in the second test, it increased to 5%. The “Average Self-esteem” decreased at the end of the semester in comparison with the first time that the self-esteem test was administered; it went down from 95% to 69%, which reflected that the students stopped having that sensation of impartiality. The “High Self-esteem” percentage went up substantially almost 20% or higher at the end of the semester in comparison with the first results found in the first test.

1.3 PROFESSORS' INTERVIEWS

In order to know the professors' point of view about correction techniques applied in classes, the research team designed an interview composed by nine questions that helped to gather essential and valuable information for this investigation.

Question 1: *What correction technique do you use the most and why?*

One of the professors answered that she preferred to use the Repetition Technique because it was very useful to provide feedback when the students had pronunciation problems; she even mentioned that while applying this technique, she encouraged them to self-correct, and she even asked for peer correction when needed so that they wouldn't have doubts. On the other hand, a second professor realized that the Repetition Technique and the Elicitation Technique were very useful to correct her students during oral participation because both techniques could be used to isolate a particular part in which they might encounter difficulties, and both were very easy to use and to provide the feedback needed.

Question 2: *What do you think about oral correction techniques and their impact in students' oral performance?*

Both professors agreed that when it comes to learning a second language, it is very important to correct oral errors/mistakes. If professors take the time to correct their students accurately, these students will achieve an advanced level, not only in their oral proficiency but also in their written skills.

Question 3: *What do you think about oral correction techniques and their impact in students' self-esteem?*

Both professors coincide that being a professor is a gift and, as professors, they need to be aware of what, when and how to correct any error/mistake, because they know that if they correct an error/mistake in a harsh way, students will lose motivation; they may feel ashamed or that they are not learning at all, even when making mistakes is an important part in the process of learning a new language, inducing the lack of participation in classes. Both professors conclude that they must look for the best way to correct error/mistakes without making their students feel judged or that they are not good at the target language. Even though professors are the authority in class, students must be treated with respect and the way their professors treat them will be reflected in how they respond to the new language learning.

Question 4: *Do you tend to correct every mistake/error made by students or do you focus on the ones you consider that interfere with communication?*

Regarding this question, both professors answered that it really depends on how large each group is. For them, it is very difficult to be attentive to every mistake students make. When the group is too big, they do their best to pay attention to everybody, and they mainly correct the mistakes that most of them are having issues with or the ones that interfere with the message that students want to deliver.

Question 5: *What do you do to encourage students to participate orally in class?*

One professor said that for her, the first classes of the semester are very important to let students know that everybody makes mistakes and that it is normal and it is part of the process of learning to make them; she said that she always motivates them to speak and not

to be afraid. She tries to create a good environment so everybody can feel comfortable and confident enough to speak. Besides, the use of phrases like “good job”, “excellent” and some other praising words is very useful to cheer students up, which helps them to continue participating. The second teacher had similar thoughts about it; she said that creating a good atmosphere is of great importance because if they feel that nobody will judge them for their mistakes, they will speak and participate in the oral activities more often. Also, she mentioned that sometimes she tries to make jokes to “break the ice”, and she creates fun activities to encourage them to participate and to be involved in the teaching-learning process.

Question 6: In your opinion, which are the characteristics that create a good environment for students to participate orally in class?

One of the professors answered that she preferred to give students topics they are interested in so they can create their own debates and improve their vocabulary; as well, she likes to have them read a book or articles of trending topics. On the other hand, the second professor explained that she prefers making her students share their likes and dislikes, which gives them confidence to actively participate in the class; also, she likes to give them short tasks such as talking about their favorite artist or to share what country they would like to visit.

Questions 7: When you prepare your lesson plan, do you set a space to provide feedback to students concerning their oral production?

Both professors agreed. They only set a space for feedback when they teach new vocabulary or when they teach new topics, but they provide that special and important

moment in their classes so they can make the students improve their oral production little by little.

Question 8: *When do you think it is the appropriate moment for a teacher to correct students' oral mistakes made in class?*

To which professors said that they preferred to correct them after they have finished their participation. Sometimes, they write down the mistakes and mispronounce words to give feedback to the whole class, so everybody will know the correct form. In some cases, they prefer to provide a more personalized feedback by approaching the students individually when they have finished with their contribution to the activity. However, in the class observation stage, the research team noticed that one professor was not aware that, in fact, she interrupted her students when they were participating even though she states that she let them finish their intervention to later correct them.

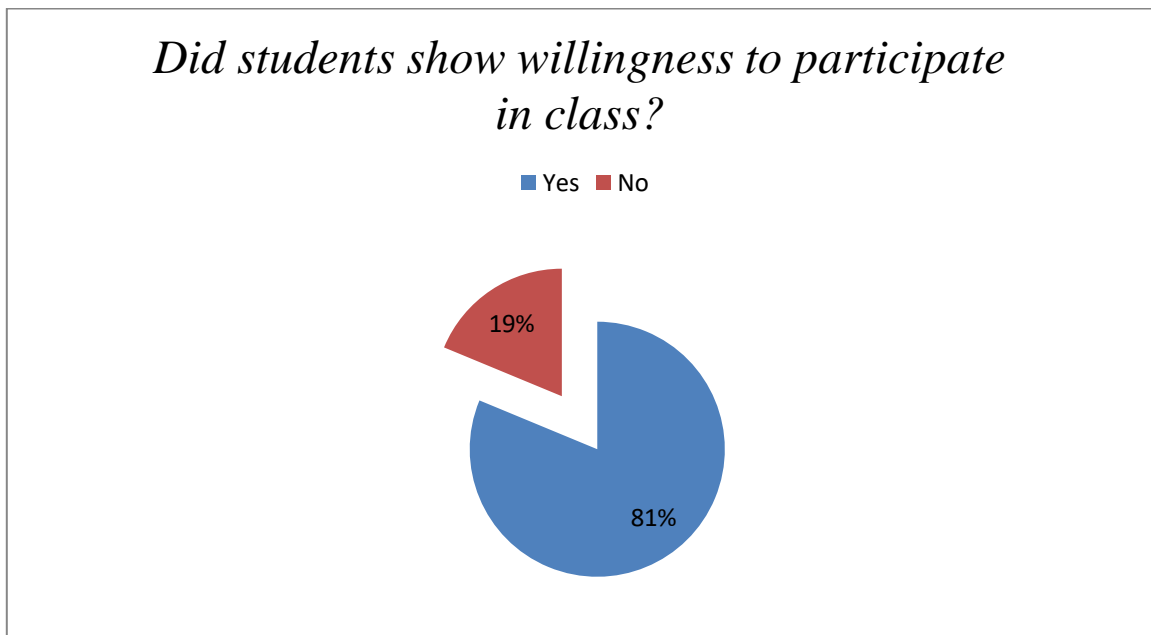
Question 9: *Have you ever felt that you have corrected a student inappropriately?*

Both answered that they haven't. As a matter of fact, they try to be very careful when it comes to correcting a student, especially if that student has issues learning a new language.

1.4 OBSERVATION GUIDE RESULTS

A crucial part of this investigation was the observation that the research team carried out in some of the classes of Basic English at the FLD. The data gathered from these sessions is presented below

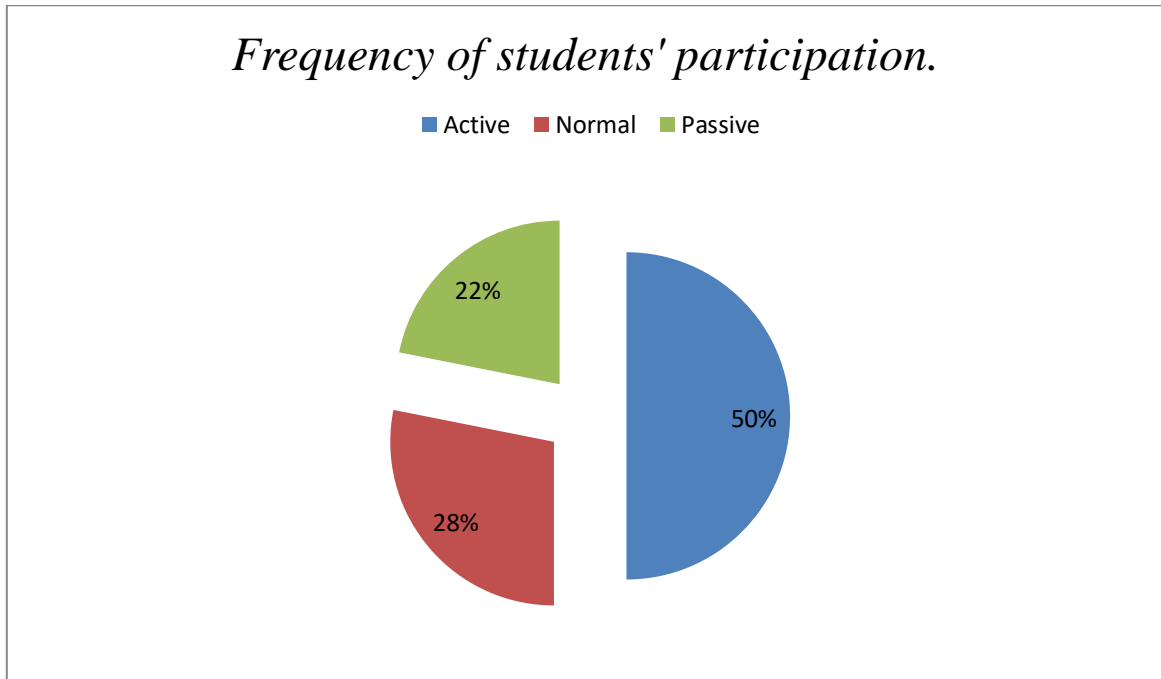
Question 1



Yes	26
No	6

In question 1, the research team was asked to observe if students showed willingness to participate when the professor asked them to do so; the results revealed that the majority of the students were eager to participate in most of the activities, but a very small part of them were a little shy and didn't want to speak.

Question 2



Active	16
Normal	9
Passive	7

In question 2, the researchers had to observe the frequency of students' participation. As shown in the pie chart above, 50 % of the students in both groups participated in a very active way. 28% showed a normal frequency of participation; they were very attentive and tried to participate in some moments of the class. Finally, 22%, of them would rarely volunteer to perform an activity and only spoke when the professor asked them to do so.

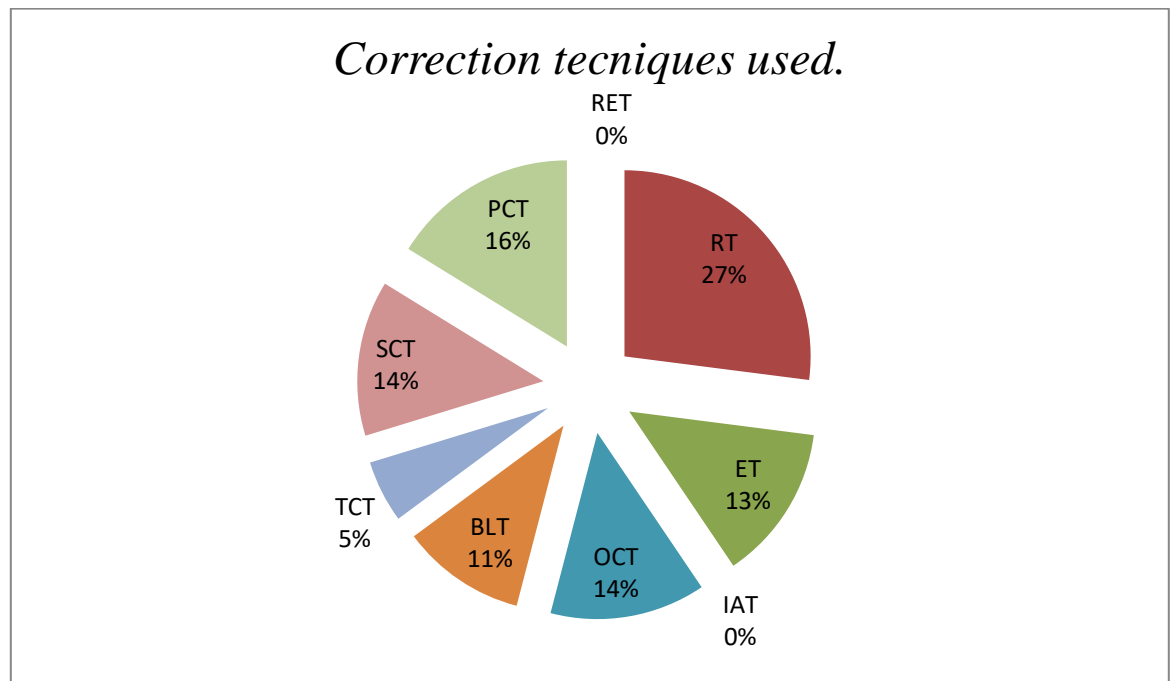
Questions 3 and 4. Did the teacher show any facial gestures?/ Did the students show any facial gestures while he/she was being corrected?

Yes, both professors showed gestures during classes, but only in one group, the research team noticed gestures of disapproval from the professor when students were participating and the reaction of the students showed nervousness; sometimes they appeared to be afraid and felt ashamed after the feedback.

Question 5. Did the professor have a bad attitude at the moment of providing feedback?

No, none of the professors showed bad attitude when applying the correction techniques.

Question 6



Body Language Technique (BLT)	0
Elicitation Technique (ET)	10
Integrated Approach Technique (IAT)	5
Over Correction Technique (OCT)	0
Peer Correction Technique (PCT)	5
Recasting Technique (RET)	4
Repetition Technique (RT)	2
Self-Correction Technique (SCT)	5
Teacher Correction Technique (TCT)	6

The main goal of the observation guide was to gather the techniques that professors used the most during classes; the results are the following:

The Repetition Technique (RT) with 27% was the one professors applied in most of the oral activities to correct students, followed by the Peer Correction Technique (PCT) with 16%; the attitude that many students displayed was remarkable, trying to help other students when they showed difficulties in a particular topic. The third and fourth techniques that professors applied the most were the Self-Correction Technique (SCT) and the Over Correction Technique (OCT) both with 14%. Then, the Elicitation Technique (ET) was preferred by some students, with only 13%. The Body Language Technique (BLT) was observed in very rare cases, with 11%. This technique was used to clarify when the oral correction wasn't clear enough for the understanding of students. The teacher Correction Technique (TCT) with 5%, was applied in very isolated cases. Finally the Integrated Approach Technique (IAT), along with the Recasting Technique (RET), wasn't observed in any session in which the research team took part.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

1. CONCLUSIONS

After analyzing the findings of the investigation, the research team concluded that:

- There is always an emotional response to any type of feedback that professors give to students, causing an impact in their self-esteem and oral performance.
- The type of emotional response depends on the way professors correct, which can be positive or negative. Identifying what technique is better to use with one specific student is the professors' responsibility; in this way, the students' performance is taken to the next level.
- The self-esteem level of students can certainly define their participation frequency during classes, their proficiency in oral activities, and their willingness and confidence to improve their English oral skills.
- Not all the time is there a correction done when students commit a mistake or error while they are participating in class, which may generate some gaps in students. In the long term, this will cause a deficiency in the oral performance of students.

2. RECOMMENDATIONS

Based on the outcomes collected through the instruments, the research team proposes the following general recommendations:

- To use an instrument to measure students' self-esteem at the beginning of each semester in order to identify their corresponding levels, and to decide which methodology is more suitable for the group in general and for those students who need more confidence to speak the language.
- To create a students' focused groups so they can learn and share the best practices in order to increase their proficiency with the best correction techniques.
- To promote a good participation atmosphere each semester, especially in Basic English courses by raising students' confidence and carrying out dynamic classes, which will lead students to develop their oral skills better and more easily.

CHAPTER VI

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CHAPTER VII

ANNEXES



CLASS OBSERVATION GUIDE

Objective: To identify the professors' attitudes while providing feedback as well as students' reaction after being corrected and their willingness to participate afterwards.

Group N°:

Shift:

Student	Student	Student	Questions	Yes	No				
			Did the student show willingness to participate in class?						
				Active	Normal	Passive			
			Frequency of students participation:						
				Yes	No		Proper	Neutral	Improper
			Did the teacher show any facial gestures?			Was it...?			
				Yes	No		Approval	Neutral	Rejection
			Did the student show any facial gestures while he/she was being corrected?			Was it of...?			
				Yes	No		Good	Bad	Other

			Did the teacher have an attitude at the moment of providing feedback?			What kind?						
					RT	ET	IAT	OCT	BLT	TCT	SCT	PCT
			Type of correction technique the teacher used:									
			Comments:									

CODE FOR CORRECTION TECHNIQUES				
RET= Recasting Technique	RT= Repetition Technique	ET= Elicitation Technique	IAT= Integrate Approach Technique	OCT= Over Correction Technique
BLT= Body Language Technique	TCT= Teacher Correction Technique	SCT= Self-Correction Technique	PCT= Peer Correction Technique	



QUESTIONNAIRE FOR STUDENTS

Objective: To analyze the emotional response of students after being corrected by the professors and how this can affect their oral performance

Group N°: _____

Shift: _____

Name: _____

Instructions: Read the following statements and mark with an “X” the one that you agree the most with.

N°	Question	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	I felt uncomfortable after the teacher corrected me					
2	I felt good after the teacher corrected me					
3	I would prefer to be corrected in a different way					
4	The teacher shouldn't correct students the way he/she does					
5	The way the teacher corrects has an influence in the frequency of my participation					
6	I have felt bad when the teacher has corrected me					
7	I have never felt bad when the teacher has corrected me.					
8	When the teacher corrects me I feel ashamed.					
9	I like to be corrected all the time by the teacher when I make oral mistakes.					
10	I always participate after being corrected.					
11	The teacher creates a good environment for students to participate.					
12	The most appropriate moment for teachers to correct students is just after					

	we made the mistake.					
13	The most appropriate moment for teachers to correct students is after we finish our participation.					
14	The most appropriate moment for teachers to correct students is at the end of the class.					
15	It is important to be corrected by the teacher.					



PROFESSOR'S INTERVIEW GUIDE

Objective: To know the professors' perspective about the influence that oral correction techniques used in class can have in students' self-esteem and oral academic performance.

Group N°: _____

Shift: _____

Professor: _____

- 1- What do you think about oral correction techniques and their impact in students' oral performance?
- 2- What do you think about oral correction techniques and their impact in students' self-esteem?
- 3- What correction technique do you use the most and why?
- 4- Do you tend to correct every mistake/error made by students or do you focus only on the ones you consider that interfere with communication?
- 5- What do you do to encourage students to participate orally in class?
- 6- In your opinion, which are the characteristics that create a good environment for students to participate orally in class?
- 7- When do you think it is the appropriate moment for a teacher to correct students' oral mistakes made in class?
- 8- When you prepare your lesson plan, do you set a specific moment to provide feedback to students concerning their oral production?
- 9- Have you ever felt that you have corrected a student inappropriately? If yes, why do you think it was inappropriate?

Rosenberg

SELF-ESTEEM SCALE

Name: _____

Age: _____ Sex: _____ Date: _____

Instructions

Below is a list of statements dealing with your general feelings about yourself. Please indicate how strongly you agree or disagree with each statement.

Scoring:

Items 2, 5, 6, 8, 9 are reverse scored. Give "Strongly Disagree" 1 point, "Disagree" 2 points, "Agree" 3 points, and "Strongly Agree" 4 points.

1. On the whole, I am satisfied with myself. (*)

Strongly Agree Agree Disagree Strongly Disagree

2. At times I think I am no good at all.

Strongly Agree Agree Disagree Strongly Disagree

3. I feel that I have a number of good qualities. (*)

Strongly Agree Agree Disagree Strongly Disagree

4. I am able to do things as well as most other people. (*)

Strongly Agree Agree Disagree Strongly Disagree

5. I feel I do not have much to be proud of.

Strongly Agree Agree Disagree Strongly Disagree

6. I certainly feel useless at times. (*)

Strongly Agree Agree Disagree Strongly Disagree

7. I feel that I'm a person of worth, at least on an equal plane with others. (*)

Strongly Agree Agree Disagree Strongly Disagree

8. I wish I could have more respect for myself.

Strongly Agree

Agree

Disagree

Strongly Disagree

9. All in all, I am inclined to feel that I am a failure.

Strongly Agree

Agree

Disagree

Strongly Disagree

10. I take a positive attitude toward myself.

Strongly Agree

Agree

Disagree

Strongly Disagree

Results:

Score of Positive Items (*)	
Items	Scores
1	
3	
4	
6	
7	
Total	

Score of Negative Items	
Items	Scores
2	
5	
8	
9	
10	
Total	

Totals: _____

Comments: _____

