THE IMPACT OF THE USE OF CORRECTION CHARTS, WHITEBOARD CORRECTION, ELICITATION, PEER CORRECTION, AND SELF-CORRECTION IN ENGLISH CLASSES AT A PRE-INTERMEDIATE LEVEL TO IMPROVE STUDENTS ORAL PERFORMANCE.

EL IMPACTO DEL USO DE LAS TABLAS DE CORRECCIÓN, LA CORRECCIÓN EN LA PIZARRA, LA ELICITACIÓN, LA CORRECCIÓN ENTRE PARES Y LA AUTOCORRECCIÓN EN CLASES DE INGLÉS NIVEL PRE-INTERMEDIO PARA MEJORAR EL RENDIMIENTO ORAL DE LOS ESTUDIANTES.

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RESUMEN

Este estudio tiene como objetivo investigar el impacto de las tablas de corrección, la corrección de la pizarra, la estimulación, la corrección de los compañeros y la autocorrección en el rendimiento oral de 44 estudiantes de inglés pre-intermedio de décimo grado. Esta investigación se llevó a cabo durante el primer quimestre de un año académico. Los participantes en este estudio fueron 89 estudiantes de una escuela secundaria pública donde aprenden inglés como lengua extranjera. Se dividieron en dos grupos: el grupo experimental con 44 estudiantes y el grupo de control con 45 estudiantes. Los estudiantes del grupo experimental y el grupo de control hicieron una preprueba de conversación al principio del año académico. El grupo experimental, bajo el tratamiento de ocho semanas, recibió las técnicas de corrección oral antes mencionadas. Estas técnicas se aplicaron sin interrumpir la intención de los estudiantes de comunicarse. Su objetivo era hacerlos sentir seguros y animar a los estudiantes a hablar. Estas técnicas se centraron en los errores gramaticales, de pronunciación y la elección de palabras. Después, ambos grupos hicieron las pruebas posteriores de expresión oral. La prueba T, se utilizó para analizar los datos. Los resultados demostraron un aumento significativo en el rendimiento oral de los estudiantes del grupo experimental frente al rendimiento oral de los estudiantes del grupo controlado. Los resultados sugirieron que las técnicas de corrección por pares y de autocorrección son más eficaces que la corrección por parte del profesor, ya que los estudiantes utilizan sus conocimientos lingüísticos y son participantes activos en su proceso de aprendizaje.

Palabras clave: Corrección de errores; errores; captación.

ABSTRACT

This study aims to investigate the impact of correction charts, board correction, elicitation, peer correction, and self-correction on the speaking performance of 44 tenth-grade pre-intermediate English students. This research was carried out during the first quarter of an academic year. The participants of this study were 89 students who were chosen from a public high school where they learn English as a foreign language. They were divided into two groups: the experimental group with 44 students and the control group with 45 students. Experimental and control group students took a speaking pre-test at the beginning of the academic year. The experimental group under the eight-week treatment received the above-mentioned oral correction techniques. These techniques were applied without interrupting the students' intention to communicate. The aim was to make them feel confident and encourage students to speak. These techniques focused on grammatical, pronunciation, and word choice errors. After, both groups took the speaking post-tests. The t-test was used to analyse the data. The results demonstrated a significant increase in the experimental group students' speaking performance versus the controlled group students' speaking performance. The findings suggested that peer-correction and self-correction techniques are more effective than teacher correction since students use their linguistic knowledge, and they are active participants in their learning process.

Keywords: Error-correction; errors; uptake.

1.- INTRODUCTION

In the past several decades there have been numerous studies about the process of foreign language learning and acquisition. Findings of how children learn their native language have been widely adapted to foreign language learning. It has been done considering that the process is very similar in many aspects. For example, when children are learning their mother tongue, they make a lot of mistakes, and it is part of the language acquisition process. As they are corrected by their parents or adults, they learn how to speak well in their native language (https://bit.ly/2TWZWDH).

Similarly, when foreign language learners learn the target language they follow a similar process and make errors. As they learn new grammatical structures, express their ideas, participate in debates, talk, write compositions or essays, etc.; they make errors. Making errors is unavoidable (Universidad de las Fuerzas Armadas ESPE / D86496434). Errors and mistakes are an inseparable part of the language learning process (Universidad de las Fuerzas Armadas ESPE / D86496434) (Universidad de las Fuerzas Armadas ESPE / D83805551). and making mistakes is an important part of that process. Errors are the result of, and an indication of, an attempt at learning (https://bit.ly/3jisa5Q). Foreign language learners must get feedback from their teachers to learn and acquire the target language. Consequently, teachers need to know when, whether, and how to give them corrective feedback (Universidad de las Fuerzas Armadas ESPE / D86496434) (Universidad de las Fuerzas Armadas ESPE / D83805551) in order to to increase their English proficiency level (Universidad de las Fuerzas Armadas ESPE / D83805551).

As we said before, students make mistakes when they are learning a foreign language (https://bit.ly/2I985Cu) which is a normal part of this process. Language teachers, however, always complain that learners continue making the same mistakes even when they have been corrected about them several times. Teachers also emphasize that not all errors are similar. There are errors that students can correct themselves easily, and other errors that are complicated to correct by themselves or with the teacher's help because they are deeply rooted. As a result, teachers and researchers of foreign languages consider that it is vital to carefully analyze the mistakes that learners make in the process of learning a foreign language (Universidad de las Fuerzas Armadas ESPE / D86496434) to take pedagogical action (https://n9.cl/4ku89).

Teachers can do it through Error analysis (EA). It helps teachers to identify and analyze the reasons for errors and pedagogically correct them. Error analysis has become crucial to reducing students' language learning problems and offers solutions while taking into account different aspects of language learning. When teachers analyze their students' errors, they know the cause of their mistakes and can give an effective type of remedial teaching. In

addition, when teachers give adequate treatment to errors, they benefit learners rather than frustrate them. (https://n9.cl/4ku89).

This study takes into account error analysis and its support for English language teaching at both linguistic and methodological levels (https://n9.cl/4ku89). Likewise, the present work analyzes tenth-grade students' most common mistakes and errors and applies several error correction techniques to contribute to overcoming such difficulties and improving students' speaking skills (Universidad de las Fuerzas Armadas ESPE / D86496434).

Errors vs. Mistakes

Since this study is about effective error-correction techniques, at the outset it is necessary to be clear about what an error is and what a mistake is (Universidad de las Fuerzas Armadas ESPE / D83805551To to handle them properly. In English Language Teaching the differences between errors and mistakes can be viewed as follows.

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

1. Things students have not yet learned in the second language.

2. Things that interfere with the rules of their L1 (syntax, pronunciation, grammar, and cultural constructions) (Universidad de las Fuerzas Armadas ESPE / D86496434).

Mistake: Sometimes students do indeed 'know' the correct form in a second language (L2) (Universidad de las Fuerzas Armadas ESPE / D83805551), but they make the mistake anyway when they speak or write. They understand the rule, but they have not internalized it, so they make mistakes (https://bit.ly/3dHxXkv).

The problem of internalizing and applying the correct use of the learned grammatical rule is notorious when a student gives a speech or writes a composition. For example, a common mistake is when an English learner says "I write my essay yesterday" to which the teacher asks, "What's the past tense of write?" and the student replies "I wrote my essay yesterday". The student knows the past tense of the verb write, but when the learner is focused on speaking or fluency he does not use the correct form and, continuously makes mistakes.

A student who knows the correct grammar form but makes a mistake anyway can otherwise be stated as having underlined declarative knowledge (knowing about something, but not necessarily being able to perform it). In contrast, when someone performs something without consciously thinking about it, this is known as procedural knowledge, which means acting without

consciously thinking because the person has committed a skill (like an aspect of language) to memory (https://bit.ly/3oWKR3o).

In general, errors have been viewed in language learners' speech as a deviation from the model they are trying to master (Allwright & Bailey, 1991). Corder (1967) has made a distinction between mistakes and errors. He uses the term "errors" to refer to systematic errors in the learner's underlying knowledge of the language. These errors display the learner's current developmental level in the target language. On the other hand, he uses the term "mistakes" to refer to incorrect forms caused by memory lapses, slips of the tongue, and other instances of performance-based errors. Corder (1967) states that L2 learners can correct their own "mistakes" with assurance, but their "errors" are not amendable since their current linguistic developmental stage, interlanguage (Universidad de las Fuerzas Armadas ESPE / D86496434), is not developed enough to recognize the difference between their unique utterance and that of the native speaker. Corder (1967) argues that errors are indispensable in language learning because, through the errors, learners test their assumptions about the nature of the language that they are learning (Universidad de las Fuerzas Armadas ESPE / D86496434).

There are a lot of definitions for errors, however, the team for this research established that errors happen due to students' lack of knowledge in the target language they are learning, or because their L2 interferes with their L1. In speaking, errors are deviations or wrong versions of the language that students are trying to acquire. When errors are not corrected, they become fossilized errors. This means that the target language has been acquired inaccurately (https://n9.cl/ztgzf). Taking into consideration these issues, the research team detected and analyzed the most common error frequently made by our participants. Among the most common mistakes detected in this study we have: choosing the wrong tense e.g. I go to the park yesterday, using the wrong preposition e.g. she is married with a dentist, Misusing the third person rule e.g. She go to beach every summer, subject and verb agreement e.g. People is happy, wrong word order e.g. is a good student your brother? (students had problems asking questions), incorrect plural nouns e.g. *childrens, incorrect comparatives e.g. Jake is more taller, misusing the verb have e.g. Jake has 40 years, pronunciation problems, etc.

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

may assume that the form is accurate. This assumption could consequently lead some learners to internalize incorrect forms (Universidad de las Fuerzas Armadas ESPE / D83805551).

Should teachers deal with errors immediately or wait until learners finish with the messages they are trying to convey? On-the-spot error correction could be harmful and may discourage learners from speaking in class because it interrupts the learner in the middle or at the end of the sentence. On the other hand, although delayed feedback or error-correction techniques give the learner time to finish what the learner is trying to say, the feedback may become less effective as the time between the error and correction increases (https://bit.ly/2TPfklt) (Universidad de las Fuerzas Armadas ESPE / D83805551).

Teachers use various strategies to help their learners notice or echo their errors, but they are not always efficient because sometimes such feedback is ambiguous. Chaudron (1977) conducted a study to provide teachers with a better understanding of when and how to correct learners' errors. In this study, Chaudron (1977) created a model that was designed to elicit correct performance in a French immersion classroom in Canada. The model describes error treatment strategies regarding how teachers correct different errors simultaneously and how they select particular errors (Universidad de las Fuerzas Armadas ESPE / D83805551). In this study, Chaudron also found that students' errors included phonological, lexical, and content errors. The study's findings indicated that the use of emphasis (Universidad de las Fuerzas Armadas ESPE / D83805551), repetition, and reduction in correcting the learners' errors increased the chances of students' successful self-correction (Universidad de las Fuerzas Armadas ESPE / D86496434).

It is necessary to mention that Hendrickson (1978) researched whether learners' errors must be corrected (Universidad de las Fuerzas Armadas ESPE / D86496434), and when to do it, how students should be corrected, and who should correct them. The findings were that correction promotes language learning. Therefore, frequently occurring errors and errors that impair communication must be taken into consideration when teachers give their feedback about the oral or written production of their students (Universidad de las Fuerzas Armadas ESPE / D83805551).

After analyzing these studies on error correction, the research team concluded that it is essential to apply error correction techniques in English classes because if teachers do not correct mistakes learners may assume that ill-formed utterances are the right way to write or speak. Likewise, if errors are not corrected these incorrect forms are internalized by English learners becoming fossilized forms that impede learners from reaching target language competence (Universidad de las Fuerzas Armadas ESPE / D83805551) (Acosta, 2007); in other words, these learners do not reach the end of the interlanguage continuum, instead, they remain with difficulty in achieving it. It is fundamental to correct learners' mistakes, but it is

necessary to know when, how, and whether to do it and decide which is the most accurate; immediate or delayed correction (Universidad de las Fuerzas Armadas ESPE / D83805551).

Error Correction Techniques for oral production

When teaching English as a foreign language, teachers can use different methods to do it. However, all educators have their way of correcting errors. For example, in the grammar-translation method, the teacher corrects the errors strictly because grammatical correctness is emphasized rigorously (Universidad de las Fuerzas Armadas ESPE / D86496434) and errors are not tolerated. In the direct/natural method, the teacher corrects the errors as soon as possible. Similarly in the audio-lingual method, the teacher corrects errors immediately since they may cause malformed habits. Contradictorily, in the communicative approach, errors of form can be tolerated since they are natural outcomes of the development of communication skills.

The silent way method of teaching deals with self-correction (Universidad de las Fuerzas Armadas ESPE / D83805551). Students must compare their production with their developing inner criteria. Peer correction is also very common, but it should be in a cooperative manner.

It could be said that all methods have some positive and negative points that can be put into practice (Universidad de las Fuerzas Armadas ESPE / D83805551), and that depending on the nature of the learner's mistakes, the teacher should correct them while considering the most appropriate way of doing so according to the method or approach being used (Universidad de las Fuerzas Armadas ESPE / D83805551).

Teachers must know how to make error corrections accurately, maintain active lessons, and develop students' confidence without discouraging them from speaking. Keeping this balance is not easy, but if teachers avoid it, the results could be emotionally destructive for the learners. Take this into consideration; if teachers correct every single error, the students will lose confidence. They will always speak shyly and carefully due to over-correction. In addition, they will always look at their teachers for approval if they are doing well or not. On the contrary, if teachers do not correct students' errors (under-correction) the students will develop bad habits. Consequently, they will not learn appropriate grammar or its forms and usages which will hinder them to be communicatively competent in the target language (https://bit.ly/38bRGYH).

Teachers should be aware of what when, how, and whether to correct (or not) during the foreign language learning process (Universidad de las Fuerzas Armadas ESPE / D86496434). A key to developing this skill is to understand the difference between 'errors' and 'mistakes'. A mistake is when a student knows the correct thing to say, but by accident, he says the wrong word or phrase (https://bit.ly/361p29T). In other words, a mistake is a slip in language that the student has studied before or is learning in class. Mistakes can turn into fun

statements and students can like them and get used to using them. Mistakes are not critical to correct. If the teacher identifies that it was a simple mistake, let it go. If it is repeated too often, it has become an error. Errors are when the student does not know the correct form, term, or usage. Errors need to be corrected so students develop their skills and avoid developing inaccurate language learning habits. Once an error has been identified, teachers need to classify the type of error and find the best way to address it (https://bit.ly/361p29T).

Jim Scrivener (1994) writes: Decide what type of error it is (if it has to do with grammar, pronunciation, or other.). Decide whether or not to deal with it (if it is beneficial to correct or not). Choose when to deal with it (if it is indispensable to correct it at the moment it is made, at the end of the activity, or any other moment). Choose who will correct (teacher? student self-correction? other students?). Choose an appropriate technique to show that the learner made an error and facilitate self-correction (https://bit.ly/361p29T).

To deal efficiently with errors a teacher needs to have enough knowledge about error correction techniques. The research team presents some error correction techniques to give insights into immediate and delayed error correction.

Immediate correction can be destructive to students' confidence. If a teacher has decided to correct students' errors right away the teacher must do this carefully and not frequently. The teacher must choose an appropriate technique that does not slow down the learner's conversation pace.

In Immediate correction, the teacher quickly must echo his students' errors. A teacher must ask for repetition saying, "say it again, please". A good option is to highlight a student's error by asking a question that will uncover the error. The teacher can ask a question that will bring up the error. This question can be asked to any student or all students. Another technique is to provide options to the students. The teacher can write options on the board without stopping the flow of the lesson. Gestures and hand indicators are useful with phrasal verbs, prepositional, and tense-based mistakes (Universidad de las Fuerzas Armadas ESPE / D86496434). Likewise, whiteboard correction helps in this process. Writing students' errors on the board, underlining them, and giving the correct form can be a good way to handle students' errors (https://bit.ly/361p29T).

Delayed Error Correction generally takes place at the end of the part of the lesson the students are involved in. At this point, the teacher must do some error correction as a reinforcement to improve learning. The role of the teacher is not to make students feel bad about their errors or embarrass them. Students do not often know the correct way to say something (Universidad de las Fuerzas Armadas ESPE / D83805551), so instead of the teacher saying, "You said…" should say "I heard…", it is better to write all the errors on the board and correct them. It doesn't matter which students made those errors. The teacher explains why

they are considered errors and after he/she writes error-free and well-structured sentences (https://bit.ly/361p29T).

In delayed error correction the first action that the teacher can take is echoing up the students' errors saying: "I heard" and then pointing out the errors. The teacher could ask the students for reformulation questions: asking "Could you change this question to get the same answer?" (https://bit.ly/361p29T), "Could you ask the question differently?". The teacher can also ask a question that brings up the error. For example: "How old is the writer?" "He has 67 years old." The questions can be directed at any student or all the students. Once the errors have been corrected (https://bit.ly/361p29T) the students repeat the correct versions. This technique works well both for low-level students and when errors have become bad habits in general (Universidad de las Fuerzas Armadas ESPE / D86496434). Another good strategy is to draw a timeline, pie chart, picture, or other visual aid on the board to help students to identify, analyze, examine and understand the errors (Universidad de las Fuerzas Armadas ESPE / D86496434) and the correct form. Self-correction is also effective when handled well: (https://bit.ly/361p29T). Finally, when the teacher notices repeated errors of the same type, he can highlight this issue and discuss it. Concerning vocabulary errors, teachers could echo up the error, write the sentence on the board up to the error, and let students finish the sentence. This can be done with all students to reinforce the correct form to be used with several variations (https://bit.ly/361p29T).

Teachers must be sure they are using correction strategies (Universidad de las Fuerzas Armadas ESPE / D86496434) in a positive manner that supports learning (Edge, 1989). Taking this into consideration, other additional techniques were added by the research team to give more notions about error correction techniques.

Self-Correction: This type of correction is very effective since it is student-centered. Learners become active participants with an autonomous role in their learning process (https://bit.ly/35T0srH). When students correct themselves, it shows that they know the appropriate grammar, the correct functional language, the correct pronunciation, the correct word choice, etc. It means that they feel more confident in their knowledge and therefore they become more independent and confident when they speak (Universidad de las Fuerzas Armadas ESPE / D83805551). They speak more easily without restrictions, which is the main goal of learning a language (https://bit.ly/3206BBr).

Peer Correction: It is an error correction technique where students correct each other (https://bit.ly/35QKLkV). Peer correction has gained popularity since it provides the ground for the enhancement of learners' autonomy and participation. Unlike teacher correction, peer correction is less threatening, less authoritarian, and more supportive. This technique uses a learner-centered teaching situation, in which students correct mistakes and need to have the

necessary linguistic knowledge to correct their classmates (Universidad de las Fuerzas Armadas ESPE / D83805551).

The technique called "Two speaking, one secretary" is a good example of peer correction. This technique is carried out in groups of three. Two students participate in pair activities like describing pictures, comparing pictures, asking questions related to these pictures, etc. While the two students are talking, the other student jots down their errors. He (she) plays the role of the secretary (Universidad de las Fuerzas Armadas ESPE / D83805551). He or she, who is the source of the corrections, the secretary, must be a strong student. When the activity ends the secretary reports the mistakes and the three of them discuss them (https://bit.ly/2IynbRU).

Elicitation: in this correction technique the teacher directs, prompts, brings about (Universidad de las Fuerzas Armadas ESPE / D83805551), and stimulates the correct way to say something from the student by asking questions (https://bit.ly/3233SXP). (e.g., what is the past tense of do?), by pausing to allow the learner to complete the teacher's statement (e.g. They're….) or by asking students to reformulate the statement (e.g., "Say it again.")(https://bit.ly/3233SXP)). Likewise, the teacher can pause at the position of the error for the student to self-correct. Ask questions such as, "When do we use at?" to encourage the student to think about the usage (Universidad de las Fuerzas Armadas ESPE / D86496434).

2.- DEVELOPMENT

2.1. Research Methodology

The current study is experimental research that examined cause-effect relationships between error-correction techniques and students' speaking performance. The statistical population was school students at a municipal high school who were learning English as a foreign language. This research was carried out during the first quarter of an academic year. The data collection tools were class observations (Universidad de las Fuerzas Armadas ESPE / D86496434), questionnaires for teachers and students, and a pre-test and a post-test designed by our research team to determine the exploratory validity of this research (Universidad de las Fuerzas Armadas ESPE / D83805551).

2.2 Data Analysis

2.1. Classroom observations

Class observation charts were used in 10 different classes that were observed (Universidad de las Fuerzas Armadas ESPE / D86496434). The class observation charts contained different techniques used for error correction, such as the use of questions, use of corrections cards for monitoring free speaking activities, drawing a timeline on the board, use of phonology, use of gestures, facial expressions, voice, use of realia, and visual aids to clarify meaning, etc. The research team registered what the teachers did or did not do to handle their students' errors. The results showed that high school teachers did not always correct students properly and they frequently ignored students' mistakes. Perhaps there was a lack of knowledge in the sense of how and when to best correct learner's errors. Teachers did to some extent use error-correction techniques; they had a general notion about them (Universidad de las Fuerzas Armadas ESPE / D86496434) but were lacking knowledge of effective error-correction techniques for their students and/or what techniques foster uptake (Universidad de las Fuerzas Armadas ESPE / D86496434) to increases learner's independence. Similarly, they did not know about the advantages of immediate or delayed corrective feedback. Finally, most of the teachers were reluctant to use phonetic symbols or other tools to explain how to pronounce a sound, word, or sentence (Universidad de las Fuerzas Armadas ESPE / D83805551).

2.3. Interviews with the teachers

Regarding questionnaires, the results were similar. A total of 10 teachers filled out questionnaires about different aspects of error correction. For instance, teachers' reaction to mistakes, how often teachers correct their students' errors, and what the most corrected errors were: word order, grammar, pronunciation, intonation, rhythm (Universidad de las Fuerzas Armadas ESPE / D86496434), and completeness of sentences. Other aspects such as timing, if teachers corrected the errors immediately if it was done after the sentence containing the error, after the student has stopped talking, at the end of the lesson, or at the end of the activity, etc (Universidad de las Fuerzas Armadas ESPE / D86496434).

Teachers who were chosen to answer the questionnaires had at least 5 years of teaching experience (Universidad de las Fuerzas Armadas ESPE / D86496434). The questionnaires' findings confirmed that mistakes were not corrected or that they were corrected depending on the type of activity students were involved in (Universidad de las Fuerzas Armadas ESPE / D86496434). Teachers said that when students were corrected, they accepted or considered the error technique applied to them (Universidad de las Fuerzas Armadas ESPE / D83805551), thought about it, corrected the error, and then continued talking. This information, however, conflicted with the information collected in-class observations. Neither students nor teachers did what was stated in the questionnaires. Finally, a great number of teachers said that they sometimes hesitated whether to correct their students' mistakes or not (Universidad de las Fuerzas Armadas ESPE / D86496434).

2.4. Interviews with the students

It is worth emphasizing that 45 students also filled out questionnaires about different aspects of error correction (Universidad de las Fuerzas Armadas ESPE / D83805551). Students answered 12 questions, among the most relevant we have: teachers' typical reaction to students' errors, if their teachers corrected their errors, what errors were most corrected by teachers: pronunciation, vocabulary, grammar, word order, and whole sentence/utterance. They were also asked if teachers corrected errors depending on the activities the students were involved in, what was the students' reactions when they realized they made an error if

they appreciated that their teacher corrected their mistakes if they appreciated how the teacher corrected their mistakes if they like being corrected by the teacher or other students if their teacher corrected their errors and explained what was wrong and why. Most of the students said that they sometimes felt they were corrected. Furthermore, regarding student satisfaction, students felt their answers were rarely corrected (Universidad de las Fuerzas Armadas ESPE / D86496434). This observation confirms Bartram and Walton (1991) who claimed that many students require more correction from their teachers than what is usually provided to them. Additionally, students claimed that the most corrected areas were grammar and vocabulary, which is the teachers' preference to correct. Clearly, this baseline study proves and indicates the need to apply this research (Universidad de las Fuerzas Armadas ESPE / D86496434).

2.5. Speaking pre-test, treatment, and post-test

The research team carried out this Quasi-experimental method (Intact groups single-control) to determine how the error-correction techniques affected the treated group (the experimental group). To determine the effectiveness of the treatment (correction charts, board correction, elicitation, peer correction, and self-correction), the experimental group had to be compared with a control group (Universidad de las Fuerzas Armadas ESPE / D86496434). There were 89 tenth-grade pre-intermediate English students in this study. They studied in two different classrooms **(If the control and experimental group were in different classrooms, say "There were two different classrooms consisting of an experimental group and a control group)**. The experimental group had forty-four students. They were classified as twenty-five young female high school students, and nineteen young male high school students. All were native Spanish speakers, between fifteen and seventeen years old. It should be noted that the experimental group had 44 students and the control group 45 (Universidad de las Fuerzas Armadas ESPE / D86496434).

As it was mentioned before, a pre-test and a post-test were used to collect data. These were speaking tests in which the students were evaluated on grammar (grammatical resource), vocabulary (lexical resource), discourse management, pronunciation, and interactive communication taking as reference Cambridge speaking exams (Universidad de las Fuerzas Armadas ESPE / D86496434). Both pre-test and post-test had three parts and were taken in pairs by the students. In the first part students answered personal questions, for example, what did you do yesterday afternoon? Do you think that English will be useful for you in the future? How do you get to school? (https://n9.cl/z6yf), etc. As for part 2, students worked in pairs. Each one was given 2 photographs. The first student described and compared his photographs for about 1 minute and the other student answered a question about his partner's photographs. The same proceeding was applied to the second student, but the question was answered by the first student. The third part consisted of both students joining in a discussion about the topics that appeared in part 2. The topics in part 2 were music, extreme sports, free time activities, different ways of celebrating, studying, etc.

Means, standard deviations, and variances were calculated to compare the experimental and control groups before and after the treatment which was administered to the experimental group. Likewise, the *t-test,* which is a deductive statistic, was used to determine if there was a significant difference between the means (https://n9.cl/j3o5c). To confirm the results the F-test was used since it evaluates the equality of the means and makes variance analysis to determine how disperse the data was concerning the mean (https://n9.cl/8pr7). Additionally, charts about the experimental group pre-post test dispersion were examined to establish the homogeneity of the treated group (Universidad de las Fuerzas Armadas ESPE / D83805551).

2.6. The Treatment / Intervention (Speaking error-correction techniques used in this research) (Universidad de las Fuerzas Armadas ESPE / D83805551)

2.6.1. Correction charts

As students learn new grammatical structures and vocabulary. They make errors because they are getting used to using grammatical patterns and words. Making students aware of their

errors can contribute to a significant reduction of them being made (Universidad de las Fuerzas Armadas ESPE / D83805551).

A good option for implementing this is for students to have correction charts in their notebooks. These charts contain three columns; one for errors, one for corrections, and a column in which they reflect on the errors (self-correction) (Universidad de las Fuerzas Armadas ESPE / D86496434). There, they can explain why they think the error was made and/or the correct use of the grammatical structure (https://bit.ly/3dBdttr)

There are various types of charts, however, the following were used in this research(Universidad de las Fuerzas Armadas ESPE / D86496434).

Table 1. Chart Correction 1

Error	Correction	Reason
She has 21 years	She is 21 years	L1 transfer
I am wanting to buy a new car.	I want to buy a new car	L1 transfer
People is protesting	People are protesting	L1 transfer
Jake commute every weekday.	Jake commutes every weekday	The third-person rule in the present tense
I have visited Colonie last week.	I visited Colonie last week.	Last week is a time expression of the past tense.
first (Pronunciation)	First /fɜːrst/	L1 transfer
Since (Pronunciation)	Since /sɪns/	

Table 2. Chart correction

Errors related to tenses	Pronunciation Errors	Wrong article, pronoun, object pronoun	Wrong Infinitive, wrong gerund
Simple present, 3rd person -s, e.g. *Jake dance. They dances.* (*https://bit.ly/2IynbRU*)	Wrong pronunciation	Wrong Article a / the Missing article	Wrong infinitive form, e.g. *Let him to go.*
Wrong tense, e.g. simple / continuous/ present simple/Present perfect/Past tense	Phonology sounds e.g. silent letters	Wrong object pronoun, him, her, them, us	ing gerund form, e.g. He avoids talk with me
Irregular past tense, e.g. swimmed	Word stress	Wrong Preposition Missing Prepositions	
Word order, e.g. *Jake played yesterday soccer.* https://bit.ly/2IynbRU)		Wrong form, e.g. adverb/adjective	
		Wrong word	

The chart is taken from (https://bit.ly/3j9Chdp) with some changes made by the authors according to students' needs.

This chart was used when students gave extended oral presentations. Copies of the chart were distributed to all the students (Universidad de las Fuerzas Armadas ESPE / D86496434). The goal was to pay attention to the presentation and identify several types of errors. Understanding what the presentation was about, the teachers and students did not interrupt the presenters while they were speaking. At the end of the presentation, the students took turns and reported the errors that they heard (peer-correction) (Universidad de las Fuerzas Armadas ESPE / D86496434). Some students did the presentation, and other students then explained the topic that was spoken about. Thus, everyone had the chance to speak and make

errors. I mean, speak freely without worrying about making mistakes. All the students who participated got extra points. There were some blank spaces for other types of mistakes or students' comments.

In some cases, the presenter corrected himself or herself while speaking (self-correction) (Universidad de las Fuerzas Armadas ESPE / D83805551) which also resulted in points being awarded. (https://bit.ly/3j9Chdp).

2.6.2. Board Correction

This speaking error-correction technique was used with oral extended presentations and role-plays. The researchers and the whole class just listened to 5 extended oral presentations or 5 oral role plays (Universidad de las Fuerzas Armadas ESPE / D83805551). While listening to their students the research team and the rest of the class jotted down the students' errors in pronunciation, grammar, word choice, etc. The role plays revealed the phrases that the students lacked to start a conversation with their partners and with how to keep conversations going (Universidad de las Fuerzas Armadas ESPE / D83805551). Afterward, the teacher stopped the class and copied all the students' errors onto the board using both his or her own notes as well as the notes of the students (Universidad de las Fuerzas Armadas ESPE / D83805551). Sometimes the teacher wrote the sentences and explained to students what the mistakes were, and why. Sometimes, students helped the teacher with this (peer correction). The teacher also wrote phrases on the board to begin a description or to keep conversations going.

These phrases were: In the picture above it looks as if… , In the one below it looks like, Another different thing is…, Something else that's different is…, What do you think? Don't you agree? Do you have anything to say about that?, Do you have anything to add to that? Did I forget anything? (https://bit.ly/2H1NvUn).

It is suggested to present just four or five phrases at a time to get the students to both internalize and use them. By doing this, the next round of presenters and participants absorb the corrective feedback and overcome several errors (Universidad de las Fuerzas Armadas ESPE / D86496434). This technique is similar to correction slots (https://bit.ly/3584NH9)

2.6.3. Elicitation

In several studies, Elicitation is described as the most effective way of addressing learners' errors since they are involved in the correction process (Lyster and Ranta, 1977). The research team considered this technique to enhance this research.

This technique was applied in different situations for example:

Student: I have seen Jake last month

Teacher: I _____ Jake last month.

Student: I saw Jake last month.

In the example, the teacher asks for the correct sentence from the student by pausing after I …..…….after he says last month and he moves his hand back emphasizing that it is past tense.

The pause allows the student to complete the sentence properly (self-correction). Another way to carry out this technique is for the teacher to say suggestively "say it again" so that the student knows that something is wrong and constructs the sentence differently. The teacher can also ask the student a question to elicit the correct sentence, an example in this situation the question would be "Who did you see last month?" Here the question is considered a metalinguistic clue since it requires more than a yes/no answer (https://bit.ly/346FsxX). It is worth saying that Bartran and Walton (1994) emphasize that elicitation is effective because learners correct themselves and they feel motivated, independent, and cooperative (Universidad de las Fuerzas Armadas ESPE / D86496434).

2.6.4. Peer-correction

The research team enjoyed working with this error correction technique because they were not the only source of correction as several students were ready to help their partners (Universidad de las Fuerzas Armadas ESPE / D86496434). The research team was able to engage the whole class in error-correcting. The teacher gave the students pieces of paper and asked them to jot down their classmates' mistakes while they gave extended oral presentations. Afterward, the research team picked up the pieces of paper and read the phrases or sentences aloud (Universidad de las Fuerzas Armadas ESPE / D83805551), they later asked the students to correct the mistakes and they came up with well-written sentences.

In some cases (Universidad de las Fuerzas Armadas ESPE / D83805551), the research team had to correct the mistakes and gave mini lessons of the grammatical points (Universidad de las Fuerzas Armadas ESPE / D83805551). This technique was and can be developed with the whole class in groups or pairs (Universidad de las Fuerzas Armadas ESPE / D83805551). The strong students act as a teacher and correct their classmates (https://bit.ly/345lUu4) (Universidad de las Fuerzas Armadas ESPE / D83805551).

2.6.5. Self-correction

As the name says self-correction is when students correct themselves instead of the teacher. There are several ways in which teachers can help students with this, such as using facial expressions indicating that something is wrong with what he or she said, thus creating correctional indicators. However, the most effective thing is giving the learner time to self-correct himself or herself (Universidad de las Fuerzas Armadas ESPE / D83805551) (https://bit.ly/347ygSo). An example of self-correction in this research would be this:

Student: "The movie was boredare".

Teacher: the teacher raises his eyebrows.

Student: After the student immediately changes the sentence to "The movie was boring" (Universidad de las Fuerzas Armadas ESPE / D83805551)

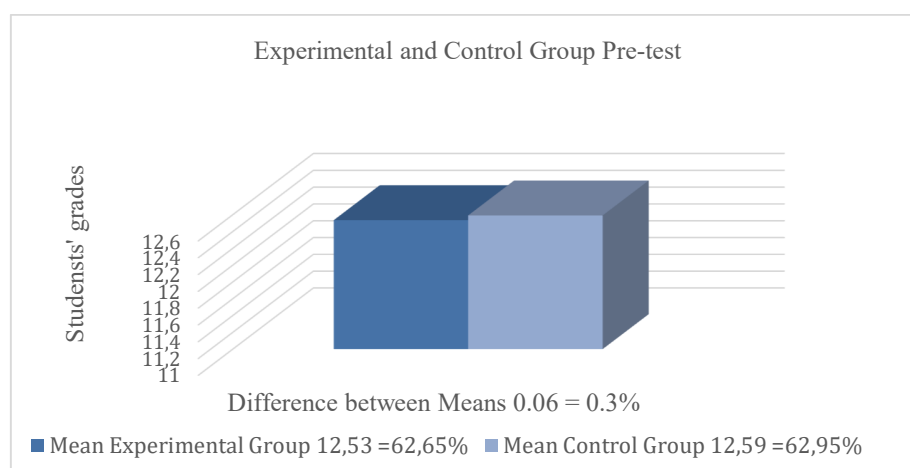### 2.7. Experimental group and control group pre-test results

Figure 1. Pre-test means of experimental and control groups

The speaking pre-test was taken by all the participants at the beginning of the first quarter of the school year. The experimental group students had a mean of 12,53 equal to 62,65% while the control group students had a mean of 12,59 equal to 62, 95%. Both results were low, considering that the minimum passing grade was 14,00 equals 70%. As it can be observed, there was a difference of 0,06 equal to 0,3% between both means which is insignificant. So, it was concluded that both groups were quite similar (Universidad de las Fuerzas Armadas ESPE / D86496434).

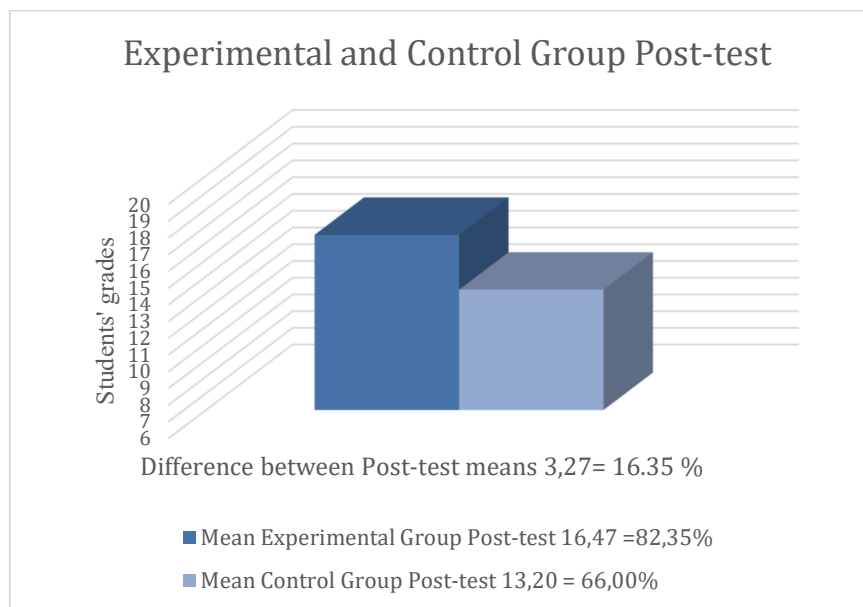**2.8**. Experimental and control group post-test results

Figure 2. Means post-test experimental and control groups

The post-test was taken by both groups at the end of the study. The grades of the post-test of the experimental group after treatment showed a mean of 16, 47 equal to 82,(Universidad de las Fuerzas Armadas ESPE / D86496434), or 35% for speaking performance while the grades of the post-test of the control group showed a mean of 13,20 equal to 66.00% in speaking performance. As it can be seen both groups showed an increase in their students' speaking performance. So, it was essential to establish how significant the experimental group students' speaking improvement was (Universidad de las Fuerzas Armadas ESPE / D86496434).

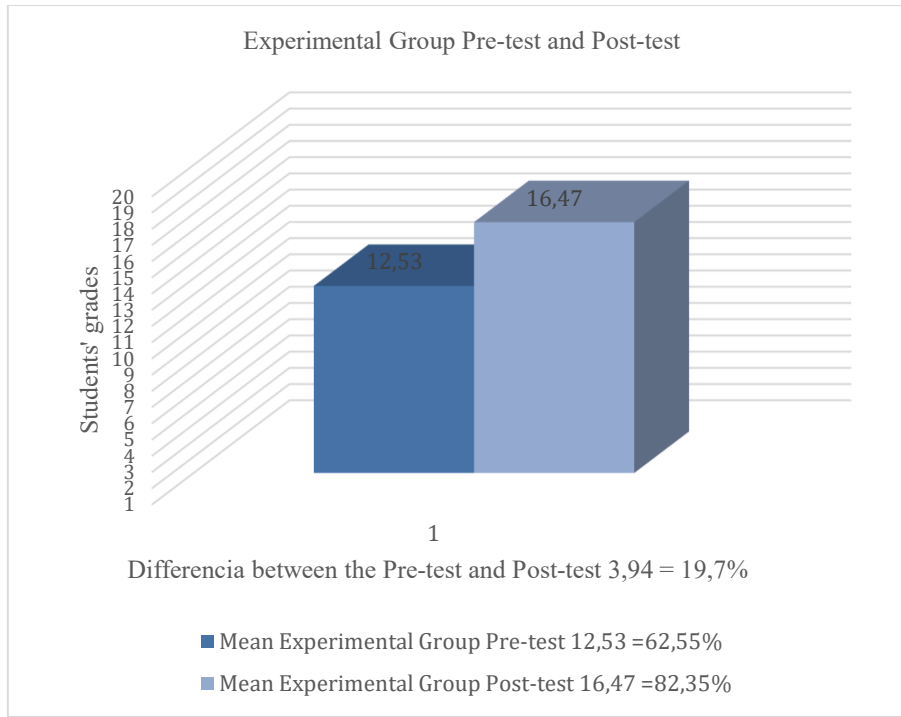**2.9.** Experimental group pre-test and post-test results

Figure 3. Means Pre-test and Post-test Experimental Group

To establish how significant the increase in the experimental group students' performance was, the research team calculated the *t-value* with a significance level of 0,05 (95% confidence interval) and with 87 degrees of freedom (Universidad de las Fuerzas Armadas ESPE / D86496434), the research team found a critical value of $\pm$10,9876 which is a lot lower than the *t-value* $\pm$11,25. So, it was concluded that the difference between the two means was absolutely significant (Universidad de las Fuerzas Armadas ESPE / D86496434). In this way, the alternative hypothesis was accepted because it was clear that there was a cause-and-effect relationship between the independent variable (error-correction techniques) and the dependent variable (increase in the students' grades in speaking performance) (Universidad de las Fuerzas Armadas ESPE / D86496434).

Table 3. *T-test* table

t-test for two-sample means		
	Pre-test	*Post-test*
Means	12,53	16,47
Variances	3,9232	1,6971
Standard Deviation	1,9807	1,3027
Observations/Number of Students	44	44
Difference between Means	3,94	
Degrees of Freedom	87	
t-value	11,25	
The critical value of t (two tails)	1,9876	

Table 4. F test table

F test for two-sample variances		
	Pre-test	*Post-test*
Means	12,53	16,477
Variances	3,92	1,57
Observations	44	44
Degrees of freedom	43	43
F	2,50	
P(F<=f) one tail	0,001655255	
The critical value for F (one tail)	1,6607	

The research team not only used the *t-test* to show that the difference between the grades of the experimental group pre-test and post-test was significant (Universidad de las Fuerzas Armadas ESPE / D83805551). The *F-test* was also used. In table 4 we can see that the *f value* is 2,50 which is superior to the critical value 1, 6607, which confirms that the difference is significant.
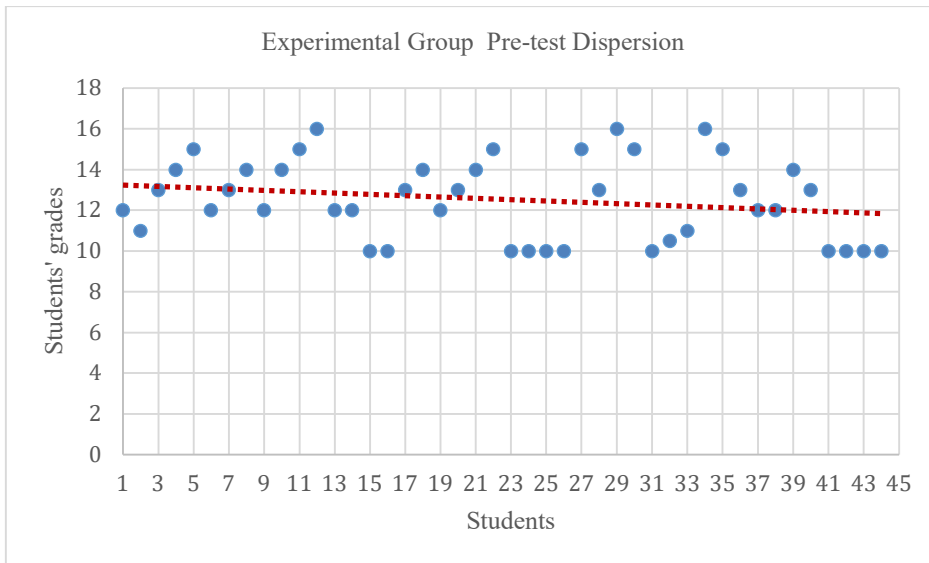
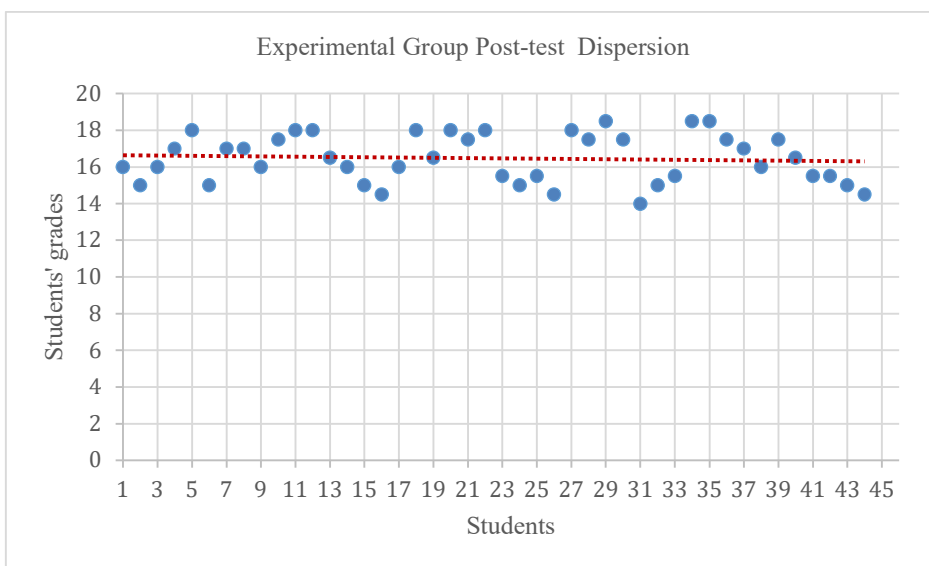**Figure 4.** Experimental group Pre-test dispersion

Figure 5. Experimental group Post-test dispersion

Similarly, it was necessary to compare the dispersion of the experimental group students in the pre-test (1,98) and post-test (1,30) (Universidad de las Fuerzas Armadas ESPE / D83805551) The results showed that in the pre-test the grades of the students were low and that it was a heterogeneous group, with the implementation of the treatment (speaking error-correction techniques) students improved their speaking performance and the group became more homogeneous. These results demonstrate that weak students improved their speaking performance and acquired the target language when they learned from their peers, and they were involved in their learning process.

In the final analysis, we propose that two factors contributed significantly to students' improvement in speaking performance: Self-correction and peer-correction. Self-correction was vital in this study. It increased confidence in the students to speak, as opposed to remaining timid or shy. Students were in charge of correcting themselves, they were responsible for their learning. Students could self-correct because they became conscious of the language they were acquiring. This suggests that they gained explicit knowledge of English and conscious perception and sensitivity while they were learning and using it (https://n9.cl/wicd5). Self-corrections, as opposed to teacher corrections which can be intimidating, did not affect either students' confidence or were frustrating for them which created a non-threatening atmosphere appropriate to acquiring a language (Affective filter hypothesis, Krashen, 1988). Self-correction helped students identify their problems in the target language. For, example, students realized they had problems with tenses, the third person singular, prepositions, how to ask questions, vocabulary, pronunciation, etc. They worked on ways to overcome these issues.

In addition, peer correction played an important role in the improvement of the students speaking performance. Students corrected and learned from each other. Students oversaw effective corrective feedback to their classmates which contributed greatly to the acquisition of the target language. Peer correction was very effective because students were immersed in the learning and teaching process; sometimes students received corrective feedback, and sometimes they gave corrective feedback. Students had a teacher-student role. To play the teacher role, they had to use their linguistic knowledge, so they were able to correct others.

When they gave feedback, they felt that their opinion was important. It created a positive and supportive atmosphere which reduced anxiety levels and favored language acquisition.

3.-CONCLUSIONS

This **research** paper provided an overview of error-correction and the different types of error-correction techniques, it reviewed the theoretical foundations in this area of language teaching to highlight the significant role it has in activating learners to notice the gap that exists between their non-target and the target forms. In response to the dilemma involved with error correction, it can be stated that leaving students' errors untouched might lead to the fossilization or ill-formed structures. This research aimed to present and analyze error correction in oral practice in English lessons in a public high school. Theoretical findings were then compared with responses of teachers and class observations regarding the different instruments applied (Universidad de las Fuerzas Armadas ESPE / D83805551).

Note that it is, by nature, problematic to define error since the notion of accuracy, correctness, or native-speaker norm is rather vague. It has been pointed out that it is necessary to distinguish between error and mistake due to their different nature, which consequently influences decisions on correction: while teachers should consider correction of errors, it is not the case with mistakes, which are only momentary lapses of memory or tongue. It has been observed that the possible sources of errors are numerous and that only some of them can be limited by teachers; attentive correction is, thus, even more, important since it is hardly possible to prevent errors from happening. Furthermore, it has been argued that teachers must be aware of different types of errors since it influences the way they should correct them. Global errors, influencing the whole utterance and blocking communication, are indeed more probable candidates for correction than, for example, minor grammatical errors (Universidad de las Fuerzas Armadas ESPE / D83805551). In the era of a communicative approach to teaching (Universidad de las Fuerzas Armadas ESPE / D86496434), it is mainly the aspect of successful communication that influences decisions on whether to correct individual errors or not (https://bit.ly/32cmK6K) (Universidad de las Fuerzas Armadas ESPE / D83805551).

It has been shown that error correction is one type of error feedback that learners can receive on their global errors and that it is not necessary to correct every error that occurs. It has also been observed that correction is a very complex issue which includes various decisions that teachers must make before actually carrying out any correction (Universidad de las Fuerzas Armadas ESPE / D86496434) (Universidad de las Fuerzas Armadas ESPE / D83805551). Teachers should try to find the right balance between over-correcting and under-correcting; correction in general, however, is always more effective than no correction at all. Overall, it has been pointed out that teachers should mainly correct errors preventing successful

communication; the way they should correct should not be threatening and should try to fit the learners' needs (https://bit.ly/32cmK6K) (Universidad de las Fuerzas Armadas ESPE / D83805551).

Teachers should also give enough space for self-correction since it better supports the learning process. It has been stressed that the most effective ways of correcting are peer-correction, self-correction, and output prompting strategies (elicitation, paralinguistic feedback, and others). Most importantly, correction should be perceived as a means of helping learners rather than criticizing their performance (Universidad de las Fuerzas Armadas ESPE / D83805551).

The results of the surveys applied have shown that most teachers see correction as a complex phenomenon and adapt their corrective strategies to numerous variables, such as learners' individual needs, level of English, anxiety, situation, type of activity, and many others. Teachers see errors as an inevitable part of learning rather than as something harmful. It was interesting to see that most of their opinions were like those of students', who stated a preference for the same types of correction (Universidad de las Fuerzas Armadas ESPE / D83805551).

Overall, both students and teachers showed great tolerance towards error and were largely inclined toward the communicative approach to error and correction, and showed that they know what is beneficial for the process of learning (Universidad de las Fuerzas Armadas ESPE / D83805551).

The error-correction techniques applied showed that students are very capable, enough to teach some aspects of error correction to other students while benefiting from the fact that teaching others is one of the best ways of learning (Universidad de las Fuerzas Armadas ESPE / D86496434) (Universidad de las Fuerzas Armadas ESPE / D83805551). The results were very positive though some details require specific attention. Students took a post-test, and the results were better than the pre-test applied at the beginning of the investigation; however, this methodology requires continuous attention from teachers and students (Universidad de las Fuerzas Armadas ESPE / D86496434).

4.- RECOMMENDATIONS

After the implementation of the above-mentioned error-correction techniques, the following recommendations are to be considered.

- Teachers should continue researching the different problems that arose from this research paper, due to the complexity of the topic.
- All English as a second language teachers should receive training in error correction and specifically on the topic being discussed in the present research paper: Error Correction, Error Analysis, and Feedback (Universidad de las Fuerzas Armadas ESPE / D86496434).

- Subject advisors should conduct workshops for teachers who have not been exposed to error correction training in English (Universidad de las Fuerzas Armadas ESPE / D86496434).

- Teachers should always try different techniques when correcting oral errors until they find a technique that suits their students' needs better (Universidad de las Fuerzas Armadas ESPE / D86496434).

- Teachers should negotiate the way to correct errors with their students, or if they do not want to be corrected by asking them questions like: "Do you want me to correct you?" "When do you want me to correct you?" "Which errors do you want me to correct you?" "How do you want me to correct you?" By negotiating, students can choose the way they feel more comfortable (Universidad de las Fuerzas Armadas ESPE / D86496434).

- Teachers should take notes of their students' errors, and teach mini-lessons or remedial lessons to correct these errors in a way that promotes class participation (Universidad de las Fuerzas Armadas ESPE / D86496434).

- Teachers should encourage peer class observations among colleagues and work together on error correction strategies and work as a team to benefit students' learning process (Universidad de las Fuerzas Armadas ESPE / D86496434).

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