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***CORRECTIVE FEEDBACK BEST PRACTICES:  
ANALYZING MISTAKES IN ORAL COMMUNICATION  
FROM LEARNERS' AND TEACHERS' PERSPECTIVES AT CEIC-UNA, ALAJUELA***

LIGIA ESPINOZA MURILLO  
Cédula: 5-0258-0112  
Carné: 874581-4

JOSÉ DAVID RODRÍGUEZ CHAVES  
Cédula: 2-0632-0439  
Carné: 252324-5

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**Presentado por los sustentantes**

Ligia Espinoza Murillo y José David Rodríguez Chaves

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*Personal académico:*

M.A. Ana Isabel Campos Centeno  
Profesora encargada  
Curso de Investigación en Segundas Lenguas y Culturas

---

M.A. Vivian Vargas Barquero  
Profesora tutora

---

M.A. Lelia Villalobos Rodríguez  
Coordinadora  
Maestría en Segundas Lenguas y Culturas con Énfasis en  
Inglés como Lengua Extranjera para Alumnado Adulto

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Sustentantes:

Ligia Espinoza Murillo

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José David Rodríguez Chaves

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## Resumen

Este estudio de metodología mixta y de tipo descriptivo analiza las prácticas de corrección de errores empleadas por tres profesores de cursos conversacionales en la habilidad de la producción oral dentro del aula. El estudio se realizó en el Centro de Estudios en Inglés Conversacional (CEIC), programa de extensión de la Universidad Nacional en la Sede Interuniversitaria de Alajuela, en el cuarto bimestre del 2014 con un grupo de estudiantes de nivel principiante, otro de nivel intermedio y uno de nivel avanzado de inglés conversacional como idioma extranjero. Por otra parte, la percepción de los estudiantes y los profesores hacia la importancia de la corrección de sus errores y la manera en la que éstos son corregidos fueron analizados en este estudio. A través de los cursos conversacionales, los estudiantes desarrollaron una serie de actividades de producción oral; en estas actividades se anotaron los errores de los estudiantes, las técnicas de corrección, las actividades en las que los estudiantes participaron y la respuesta del estudiante ante la corrección realizada. Para obtener la información necesaria, diversos métodos de recolección de datos tales como observaciones no participativas, encuestas a los estudiantes, y cuestionarios a los profesores fueron implementados. Los resultados demostraron que los errores de los estudiantes fueron corregidos en la mayoría de los casos de acuerdo con el nivel de curso en el que ellos participaron. Es decir, se demostró que mediante el uso de distintas técnicas de corrección en actividades de precisión y fluidez, los estudiantes se han sentido complacidos y conformes por la manera en que ellos han sido corregidos. Es de suma importancia mencionar que este estudio, al tener una idea más amplia acerca de la importancia de la corrección de errores, aportó un manual acerca de estas prácticas. Se espera que bajo la luz de los resultados y del manual, tanto instructores como alumnos, mejoren y adopten mejores prácticas de corrección de errores para la enseñanza y aprendizaje de la lengua extranjera para desarrollar la producción oral de manera eficaz.

**Palabras claves:** Aprendizaje de lengua extranjera, nivel de dominio de la lengua extranjera, corrección de errores, técnicas de corrección de errores, actividades de precisión y fluidez.

Trabajo presentado para optar al grado de Maestría Profesional en Segundas Lenguas y Culturas con Énfasis en Inglés como Lengua Extranjera para Alumnado Adulto, según lo establece el Sistema de Estudios de Posgrado de la Universidad Nacional, Heredia, Costa Rica.

## Abstract

This mixed-methodology and descriptive study analyzes corrective feedback practices implemented by three teachers of conversational courses in oral production skills carried out in a classroom setting. This study was conducted in the *Centro de Estudios en Inglés Conversacional* (CEIC), outreach program at the *Universidad Nacional*, Alajuela Site, in the fourth bimester in 2014 with three different proficiency level groups: beginner, intermediate, and advanced conversational English as a Foreign Language students. Furthermore, the perceptions of students and teachers toward the importance of correcting their mistakes and the way they are corrected were analyzed in the present study. Throughout the courses, students developed a series of oral production activities; in these activities the mistakes made, the correction techniques implemented, the type of activity students participated in were recorded, and the response after providing feedback were recorded. To collect the necessary information, several data collection methods such as participant observation, surveys with students, and questionnaires with teachers were administered. The results showed that student mistakes were corrected in most cases according to the program level in which they were enrolled. Particularly, it was shown that by using different corrective feedback techniques in accuracy and fluency tasks students showed satisfied and comfortable with the way they have been corrected. It is important to mention that this study, after accounting a more complete idea about the importance of applying corrective feedback practices, provided a manual on these practices. It is expected that in the light of the results and the manual, both teachers and students improve and embrace better practices to improve corrective feedback for teaching and learning a foreign language to develop oral production effectively.

**Key words:** Learning a foreign language, proficiency level, corrective feedback, corrective feedback techniques, accuracy and fluency tasks.

Research study presented as a requirement to obtain the degree of *Maestría Profesional en Segundas Lenguas y Culturas con Énfasis en Inglés como Lengua Extranjera para Alumnado Adulto*, in fulfillment of the bylaws and regulations established by the *Sistema de Estudios de Posgrado* at *Universidad Nacional*, Heredia, Costa Rica.

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## I. Introduction

A Spanish speaker in an English as a foreign language (EFL) conversational course in Costa Rica might say, “My sister is *embarrassed*, and she’s going to have a baby girl.” This utterance is a window to this learner’s interlanguage, a term referred to “...the separateness of a second language learner’s system, a system that has a structurally intermediate status between the native and the target languages” (Brown 256). What is then the relevance of a learner’s interlanguage, the in-depth analysis of this system, and the relationship of it with this current study? The researchers in this study focused on student’s interlanguage utterances with the purposes of inquiring a phenomenon common to EFL learners: making mistakes, and what this entails to pedagogy: error correction (also known as corrective feedback). While students are learning a foreign language, a process of trial and error takes place; in other words, learners undergo a process of departing from their L1 background knowledge and the instruction being received at the moment to formulate possible utterances in their L2. They may be successful or they may produce faulty language.

It is a fact that students improve their oral skills by making attempts to produce targeted language utterances. Correcting mistakes when these attempts do not correspond to target-like language forms is crucial in every EFL classroom. Therefore, both students and teachers must be aware of the importance of corrective feedback in the improvement of oral skills. In a conversational course, like the one under study, instances in which learners always produce accurate utterances are idealistic. Therefore, when communication takes place in an EFL conversational course, learners do not usually achieve a precise message; in fact, foreign language learners need more correction than second language learners since an EFL context is less contextualized and meaningful than the context of their counterparts (James 248). It is then

when corrective feedback techniques play an important role in helping learners to overcome their difficulties while speaking the target language. This present study provides insights on corrective feedback best practices in conversational EFL classrooms. Particularly, this study is aimed at inquiring corrective feedback in a conversational EFL context, the *Centro de Estudios en Inglés Conversacional (CEIC)*, an outreach program from *Universidad Nacional (UNA)*.

The CEIC was selected as the setting of this investigation. This program has two sites: Heredia and Alajuela; the latter is where this study took place. Being an outreach program of a public university, this institute offers the general public courses for developing their communicative competence in EFL contexts. The nature of CEIC courses entails the presence of feedback techniques in oral performance. However, no previous research has been conducted exclusively on oral corrective feedback techniques in the enhancement of oral communication at CEIC.

The interest in investigating how mistakes cause communication breakdowns in students' oral performance at the CEIC comes from exploratory studies done by both researchers in 2013. The aspects studied at that time comprised the types of techniques implemented by the teachers under study. However, only two groups (beginner and intermediate students) were the informants. The researchers found that not all types of techniques, included in the review of literature in that study, were actually implemented. Nor did the proficiency level of the learners was taken into account or reflected in the selection of techniques observed at that time. The researchers believe that with this present study, CEIC program will benefit from the strengths and weaknesses of corrective feedback practices by involving a larger sample of students, and considering both learners and teachers' perspectives toward the phenomenon.

## The Problem and its Importance

In any kind of human learning, making mistakes is an inevitable factor. Learning or being trained in a skill implies obtaining feedback to improve what has already been done and to reach the desired goals. During the language learning process, mistakes have a key role since they are the source to construct a new system. This premise is confirmed by Brown:

Human learning is fundamentally a process that involves the making of mistakes.... [Learning involves] a process in which success comes by profiting from mistakes, by using mistakes to obtain feedback from the environment and with that feedback to make new attempts which successively more closely approximate desire goals. (257)

Given the importance of mistake making as an expected process in any skill learning, studies on this phenomenon and corrective feedback in the EFL setting have been carried out in the language laboratory and classroom settings, being the latter more suitable to understand complex phenomena such as corrective feedback. Indeed, Lightbown and Spada ascertain, “classroom-based studies are most likely to lead to a better understanding about the kind of interaction that occurs in classrooms where the teacher is the only proficient speaker and interacts with a large number of learners” (*Interaction in Second/Foreign Language Classrooms* 159). Analyzing a classroom setting, as opposed to a language laboratory, sheds light into teacher-student and student-student interaction more naturally. During these interactions, students might underperform because they are afraid of making mistakes during oral communicative tasks, which prepare them for facing real life situations when communicating in a foreign language. A classroom represents a natural setting for students to overcome such fears. In order to determine corrective feedback patterns with relevant implications, the researchers chose to focus exclusively on classroom studies.

The effectiveness of the techniques implemented for treating mistakes in language learning can vary depending on the ways these techniques are implemented within classroom-based interactions. The methodology at the CEIC is intended to develop Communicative Language Teaching (CLT) principles. According to James, CLT tasks such as role-plays, information gap activities, simulations, and other tasks which involve pair and group of learners, can all be used as means for observational studies dealing with error correction (20). Therefore, the naturalness of these communicative tasks suits the focus of the present study.

In Jiménez's work, errors are called 'happy accidents' or instances that are essential to the learner's development of the language. This author concludes, "It has been suggested that it is the teachers' responsibility to be familiar with existing error correction research. Being informed about different possibilities [for corrective feedback] not only facilitates the error treatment negotiations, but also makes them more successful" (187). It is then suggested that teachers need to reflect on their practices for providing feedback, and the implications that these practices can cause. In fact, Magilow points out correcting students' negative evidence may have disadvantageous outcomes for the learner; this author states,

Error correction conveys, in many ways, precisely the opposite message [to a supportive classroom]: confrontation, potential discouragement, a focus on forms instead of content, and subtexts of 'I know the L2 better than you' and 'you have failed in spite of your good intentions to succeed.' (125)

Therefore, if teachers reflect and improve corrective feedback practices, negative perceptions that stigmatize these practices can be avoided. Bailey, for instance, stresses that language teachers face several issues when making decisions about corrective feedback: teachers have to deal with "a number of 'basic options' when confronted with a student error, including to treat or

ignore it, to treat now or later, to stimulate other learners to initiate treatment, and to test for the effectiveness of the treatment” (qtd. in Brown 275). It is essential not only to understand corrective feedback as a phenomenon per se, but it is relevant to consider the implications and perceptions derived from this practice. Only then can teachers and learners alike benefit from corrective feedback.

### **Antecedents**

Scholars have addressed interlanguage through studies on error analysis or error correction. With the advent of CLT in the 70’s, focus on how to treat students’ mistakes in oral production has been one of the main concerns of EFL teachers in oral or conversational classes. Indeed, corrective feedback has been explored within the Costa Rican context.

In one study carried out on sixty university students, Ramírez emphasizes the fact that the considerations taken into account for correcting learners’ faulty language might actually have either positive or negative consequences. Among the side, disadvantageous effects, hindering students’ oral participation is the main concern of this author; he conducted a survey in order to know how feedback, from the students’ point of view, either facilitates or hinders participation in oral courses. This is one of the main findings of the study:

When feedback is provided, we have to analyze whether it is appropriate, supportive, and clear. This survey shows that students feel that reformulation, reactive teaching and pinpointing are the most appropriate and supportive correction techniques that can be implemented. When students are corrected appropriately and supportively, they are likely to modify their interlanguage and are more likely to participate again. (128)

According to this scholar, learners will not improve their language skills if feedback is not implemented supportively.

Conversational language programs (i.e. the CEIC), which are offered to a wide age range of students, have also been explored in relation to corrective feedback practices. Bonilla reports a case study of a class observed within a four-week period in a conversational program from a public university; this author focused on the perceptions behind teacher's use of corrective feedback techniques: "Teacher's own definitions of error correction may not necessarily reflect the form of corrective feedback used in the classroom" (329). Although teachers might be theoretically familiar with the array of corrective feedback techniques, teachers' decisions when providing feedback is exclusively specific to each language learning setting.

In another study carried out at the same place under study, Porras, after a number of observations done in several groups, informed on the role of paralanguage in error correction in this type of programs. One of the main recommendations from this study is stated as follows: "...it is advisable to consider the non-verbal components of the target language for the purpose of correcting errors, in order to find out which manifestations of kinesics and paraverbal features can actually help learners and which ones might hinder their attempt to achieve their learning goals" (66). Corrective feedback encompasses linguistic and nonlinguistic domains, as stated in the aforementioned studies.

### **Purpose of the Study**

Knowing how to correct, varying the ways of doing it, and inquiring what corrective feedback techniques work best can yield positive results. However, disadvantages of providing feedback cannot be overlooked. Lyster and Ranta point out that "If teachers do not correct errors, opportunities for students to make links between form and function are reduced; if teachers do correct errors, they risk interrupting the flow of communication" (41). Not only does corrective

feedback represent an issue for teachers but also for students. In the same line, Honglin suggests that,

...some students find continuous correction very annoying, distracting and discouraging. They do not mind being corrected if the error is really conspicuous but they hate it whenever they make it. They do not like being corrected whenever they are speaking and some of them would even stop participating in the classroom interaction just because they do not want to be corrected. (128)

As noted, learners' ill-formed language symbolizes a threshold through which teachers work on improving learners' linguistic skills. Nonetheless, corrective feedback can be seen as threatening or disturbing by students themselves.

The present study aimed to examine the best practices for corrective feedback in conversational classes at the CEIC. As mentioned before, it is relevant to consider the implications and perceptions derived from this practice; the inappropriate implementation of corrective feedback techniques in EFL classes may block the progress in the learning process. For that reason, it is highly important that teachers consider the relevance of the utilization and variation of these techniques during the learning and teaching process. Being aware of these practices provides the most suitable conditions in the language classroom for learners to become communicatively competent. Additionally, this study addressed teachers' and learners' perceptions on corrective feedback as core elements to enhance the efficacy when correcting learners' ill-formed language. Finally, CEIC current and future teachers could benefit from the outcomes on applied linguistics that this study can provide. The research team has worked on a manual on corrective feedback practices in this program.



## **Research Objectives**

### *General Objective*

To examine how mistakes that affect students' oral performance in communicative tasks are treated in order to contribute to the analysis of corrective feedback practices in beginner, intermediate and advanced conversational groups at CEIC-UNA, Alajuela Site.

### *Specific Objectives*

- To analyze the implementation of oral corrective feedback techniques and the implications of these techniques within students' oral performance.
- To identify students' responses and perceptions toward feedback techniques provided orally.
- To evaluate which corrective feedback techniques are more suitable according to the English proficiency level of each conversational group.
- To determine the implications of corrective feedback practices for beginner, intermediate and advanced students as to design a manual on the phenomenon for CEIC's teachers.

## **Research Questions**

- How students' mistakes are corrected in three English conversational program levels?
- How do beginner, intermediate and advanced students respond when their mistakes are corrected?
- How should students' mistakes which affect oral communication be corrected according to their proficiency level?
- What pedagogical implications does oral corrective feedback have for beginner, intermediate and advanced students?

## Definition of Terms

Before stating the features of corrective feedback in the classroom and defining the different types of feedback, Leeman lists some concepts related to the field, which need to be clarified:

- *Evidence*. This general term refers to permissibility in the language being acquired. Evidence is said to be *positive* when the information or language produced by learners are possible in the target language. On the contrary, the evidence is considered *negative* if learners' utterances are unlikely to be said in the target language.
- *Feedback*. This responsive process informs learners whether they have succeeded or failed in a given task. If success is pointed out feedback is called *positive*, but if failure is reported feedback is named *negative*.
- *Error correction*. Although this concept is often used interchangeably when referring to feedback, it actually denotes the corrective pedagogical implications of providing feedback.

Moreover, a distinction between errors and mistakes needs to be addressed. "Mistakes," as stated by Brown, "are what researchers have referred to as performance errors (the learner knows the systems but fails to use it), while errors are the result of one's systematic competence (the learner's system is incorrect)" (258). For the purpose of this study, mistakes will be the focus of research since mistakes represent the system known by the learners' interlanguage. In order to add variety to the writing style of this study, mistakes will be referred as either negative evidence, faulty language, or erroneous or even ill-formed utterances.

The researcher team also has considered relevant to include their own definitions of the following terms:

- *Acquiring a language.* The unconscious process of grasping the language without noticing the rules within this system.
- *Learning a language.* The conscious process that results from direct or formal instruction in which rules of this system are noticed.
- *Corrective feedback.* For the purpose of this study and to avoid ambiguity for the reader the concepts feedback and error correction have been merged; therefore, corrective feedback comprises any practice of providing negative feedback as an attempt to correct learners' mistakes. However, the concept error correction is interchangeably used for corrective feedback in the theory consulted for this research study; scholars refer to error correction as the main field which comprises the treatment of negative evidence in general, without making the distinction between errors and mistakes.
- *Communication.* The processes of creating and expressing meaning through language.
- *Communication strategies.* The techniques implemented by the learners in order to produce communicate or solve communication breakdowns.
- *Fossilized forms.* The process of internalizing incorrect forms by the learners, and including these forms into their regular communication.
- *Markedness.* The irregular state of a language form compared to a regular one.
- *Noticing.* The attention needed from a language learner to achieve a desired linguistic goal.
- *Monitoring.* As a teaching technique, it is the attention paid to students' communication in order to detect and correct students' ill-formed utterances. As a learning strategy, it refers to the way learners can detect these utterances by themselves (i.e. peer or self-correction).

The present introduction precedes five more sections. The following one includes the theoretical framework in which the theoretical assumptions that inform the study are presented. Another section consists of the methodology followed in the development of the study. The next section incorporates the analysis of the results obtained in the study. Then, the last two sections include conclusions and recommendations derived from the results in this study.

## **II. Theoretical Framework**

It is a fact that speakers of any language do not produce error-free speech. When not being a native speaker of a language, this feature is salient. Even the most advanced language learners will always show aspects that need improvement. While developing language skills, learners go through a trial and error process, in which instruction plays an essential role. The ways students are corrected by an instructor might affect the learning developmental stages. Teachers also face another challenge when allowing students correct themselves through self-correction or monitoring techniques. Corrective feedback may not always come from the teacher directly; that is, it can come from the students and peers—elicited by the teacher at times. To what extent or how much the teachers should correct their students must be carefully analyzed by taking into account different aspects such as learning theories, classroom context, and learners' characteristics. The present theoretical framework intends to shed light on the way these aspects are interrelated for corrective feedback purposes.

### **Theories of Interlanguage and Fossilization**

In the process of learning a foreign language, students face different situations that may disturb communication; sometimes learners include words and structures in their speech that are related to the influence of their native language. For instance, they adapt words and structures in the same way they use them in their native language, and this is what sometimes causes them to make errors and mistakes when trying to perform in their target language, which has not been mastered by the learners. For instance, Brown mentions that “The learners, in acting upon their environment, construct what to them is a legitimate system of language in its own right” (256). In their attempt to gain proficiency in the target language, they may produce faulty language in

terms of grammar, vocabulary, and pronunciation. These flaws are normal during this process and it is part of the procedure of learning another language.

Cherrington remarks, “As new elements of L2 are acquired, language is tested and assessed. L2 items are also constructed through analogy with items and rules already known;” this scholar also adds, “the changes [as a result of feedback] may bring the IL [interlanguage] closer to the desired L2 form, but not necessarily” (307). Learners’ interlanguage can be described as particularly complex for two main reasons. First, learners are the ones who create their own hypothesis about the target language, and test them to verify whether these are right or wrong; second, interlanguage does not always transform into target-like utterances even though errors and mistakes are corrected.

Recent research has posted concerns and reservation about the so called order of sequence of acquisition. Considering the view of developmental stages and what learners are ready to learn or not, expected erroneous utterances can be predicted if a learner has not fully mastered a given stage before progressing into on beyond. In other words, learners are likely to make errors—rather than mistakes—if they are dealing with a language form that is not part of their immediate system; also, learners would not be able to identify if what they utter is correct or not; nor would they be able to correct themselves or understand someone else’s correction. Traditionally, learners are expected to ascend by first learning the easiest forms and then by approaching the most complex ones (e.g. words, phrases, simple sentences, complex sentences). Nonetheless, Cook affirms that this perspective of developmental sequences focuses on what the students have said, and it fails to explain the reasons why they have done it (28). Furthermore, Ortega stresses that seeing interlanguage from the view developmental stages might be suitable for certain areas such as word order, and tense and aspect morphology, in which learners do

benefit from not skipping stages; besides, learning might not be constrained if stages are skipped or if the readiness principle is not followed in other areas like morphemes. It cannot be denied that "...language teachers should carefully consider what their students are developmentally ready to learn...;" however, the learner readiness principle "...should not be followed slavishly, because not all interlanguage sistematicity presents equal challenges for instruction" (138-39).

During the process of learning a language, linguistic forms can be learned incompletely or incorrectly. As stated by Brown, "The relatively permanent incorporation of incorrect linguistic forms into a person's second language competence has been referred to as fossilization" (270). This author also stresses that erroneous features that persist are most silently manifested phonologically in 'foreign accents' in the speech of many of those who have learned a second language after puberty..." (270). For this reason, it has been stated that people who start learning a second or foreign language at an early age can be more successful. On the other hand, fossilization is an inevitable, normal, and natural stage; therefore, Long suggests that learners can reach an alternate phenomenon to fossilization called stabilization, which provides learners for further development in time (qtd. in Brown 270). In order to analyze errors and mistakes, the researchers consider that to know how these originate is the first steps when addressing the phenomenon under study.

### **Mistakes and Errors**

Several criteria can be established when distinguishing a mistake from an error. Technically, Brown stresses that "A mistake refers to a performance error that is either a random guess or a 'slip,' in that it is a failure to utilize a known system correctly" (257); on the other hand, an error comprises "...idiosyncrasies in the language of the learner that are direct manifestations of a system within which a learner is operating at the time" (258). In other words,

it can be said that learners make mistakes if there is a communication breakdown, which is temporal and can be corrected if it is made noticed through the implementation of feedback; and learners make errors when communication is distorted as a result of a deviation from the target language; also, errors cannot be self-corrected in spite of providing feedback. For instance, learners might inflect an irregular verb within a past tense frame, thinking it is regular (e.g. *breaked*); learners deal with a mistake if they happen to forget *–to break* is an irregular verb, informing that this specific linguistic has previously been taught; and learners make an error if they constantly follow the same pattern with other verbs (i.e. *goed*), revealing that this given linguistic is beyond the learners' proficiency level. Brown also claims that mistakes are made by both proficient native speakers and L2 learners, while errors are made by native speakers, whose competence is not proficient yet, and L2 learners. The present research study focused on the distinction between errors and mistakes established by Brown, for analyzing the latter; other criteria to complement this difference can be found in the methodological section of this study.

### **Sources of Errors**

According to Brown, there are four main sources of negative evidence that are common among learners. The first one is interlingual transfer, which is characterized as the transfer from the native language or interference. Another source can be intralingual transfer, which is a process within the second or foreign language per se; an example of this intralingual interference is overgeneralization. Then, the context of learning might cause learners to make mistakes; for instance, classroom practices (i.e. explanation of contents) or the selection of materials (i.e. textbooks or handouts) can expose learners to faulty conceptions about the language. Finally, communication strategies—specifically production strategies—used by learners to convey their message in the target language can lead to producing negative evidence; for example, word



coinage, circumlocution, false cognates, and prefabricated patterns can all be sources of error. Corrective feedback is one issue of concern in language teachers' everyday work; best practices for corrective feedback reduce the possibility of passing specific failures to their final destination. Scholars have found ways to provide feedback, and they suggest different techniques.

### **Types of Corrective Feedback Techniques**

Not every student likes to be corrected, and most of the time teachers and students disagree with the way they correct or they are corrected. Different types of techniques can be implemented in an EFL conversational type of class. The medium through which feedback is provided can vary. For example, it is a common practice for teachers to write down the mistakes committed during students' oral presentations so that the learners are not interrupted, and feedback is provided afterwards by going over the annotated ill-formed utterances. In other contexts, feedback is provided right after a mistake is produced.

Walz details a number of techniques to treat faulty language. For instance, *pinpointing* refers to the teacher's practice of localizing the error without specifying what the error is. If a learner shows difficulty in forming a specific word, the teacher can make use of *cueing* and *discrimination exercises* as to provide variations or options for the learner to choose from. If a learner's utterance is somehow incomprehensible, then *questioning* about it can make the learner repeat what was not understood. Similarly, teachers often ask students for *repetition* of those utterances containing errors. *Grammatical terms* can be mentioned for corrective purposes; this is, the teacher says "preposition" to indicate that the word with this function in the sentence just uttered needs to be corrected. *Gestures* are used to correct ill-formed utterances forms nonverbally like word order, stress, omission of a word, verb tense, among others. Finally,

teachers can choose between *providing correct answer* to avoid wasting time or reducing confusion about what the proper form in question is, and they can do *paraphrasing* to substitute the wrong answer with the right one.

Lyster and Ranta address a taxonomy in which six different feedback types are identified. Additionally, Lightbown and Spada add that the techniques addressed by Lyster and Ranta, might occur in combination with each other (*How Languages are Learned* 105). These techniques are detailed below:

- *Explicit correction* refers to the explicit provision of the correct form. As the teacher provides the correct form, he or she clearly indicates that what the student has said is incorrect.
- *Recasts* involve the teacher's reformulation of all or part of a student's utterance, minus the error. Recasts are generally implicit in that they are not introduced by 'You mean'. 'Use this word', 'You should say...' as in explicit correction.
- *Clarification requests* indicate to students either that their utterance has been misunderstood by the teacher or that the utterance is ill-formed in some way and that a repetition or a reformulation is required. A clarification request includes phrases such as 'Pardon me...' It may also include a repetition of the error as 'What do you mean by...'
- *Metalinguistic feedback* contains comments, information, or questions related to the well-formedness of the student's utterance, without explicitly providing the correct form.
- *Elicitation* refers to techniques that teachers use to directly elicit the correct form from the students. The teacher can elicit completion of an utterance, ask questions to elicit correct forms, or ask students to reformulate their utterance.

- *Repetition* refers to the teacher's repetition, in isolation, of the student's erroneous utterance. In most cases, teachers adjust their intonation so as to highlight the error.

The previous taxonomy in Lyster and Ranta's study has been chosen by the researchers as the techniques to be observed in the present study. The main reason for this selection lies in the fact that these six techniques can be done orally, and the emphasis of the classes developed in the research setting is oral communication. Once corrective feedback techniques are provided, it is expected that what learners have uttered wrongly becomes fixed. Within a cause-effect pattern, if a technique is executed, this can produce a sort of response that denotes correction of the non-target like utterance.

### **Responses to Feedback**

Brown states that learners might have three possible responses to feedback: *uptake*, *repair*, or *repetition* (278). According to definitions given by Mitchell, Miles and Marsden, the first term refers to the instance "When a reformulation provided by an interlocutor [the teacher or a classmate] is subsequently used by a learner" (306); then, repair is stated as the action of "Solving communication difficulties and achieving shared meaning [through self-repair or peer repair]" (304); finally, repetition is associated with the "production of modified output [when the correct form is repeated after feedback is provided]" (178). It is important to clarify that uptake constitutes a reaction to the feedback provider's intention to some aspect of the ill-formed utterance while repair represents the correction of the ill-formed utterance after feedback is provided. About this fine line, Kennedy claims that uptake is any attempt to repair an utterance as a response to feedback, and that repairs is actually the successful correction of an utterance following learner uptake (42). Responses to feedback compliment the operationalization of

corrective feedback techniques; after feedback is provided; different outcomes can be expected, especially on the part of the teacher who is usually the one giving feedback.

The researchers believe that uptake, repair or repetition as responses to feedback do not always occur. In fact, learners do not always attend to feedback as expected; they may pay attention to the feedback, but they do not produce the corrected version of the ill-formed utterance; another case would be that of learners noticing feedback, but they do not reach complete understanding of what they did wrongly or misinterpret what the correct utterance should be. Another step to follow before providing feedback is analyzing the classroom context in terms of the learners' proficiency level, and the approach and methodology.

### **Feedback based on Learners' Proficiency Level**

Teachers' choices upon classroom dynamics vary from setting to setting. In fact, corrective feedback is also included in this decision making process. The way teachers correct their students depends on features of a given EFL context. Not only does the language proficiency level learners have display different types of mistakes, but it also determines the type of corrective feedback technique for treating those mistakes. Kennedy emphasizes that the role of individual teachers into deciding what corrective feedback practices work best is remarkable:

...ultimately, corrective feedback is provided in specific interactions and contexts. Each teacher makes judgments about the language proficiency of his or her learners, and each then chooses consciously or unconsciously how he or she will act in providing corrective feedback to particular learners at particular times. It is important, therefore, to explore how teachers' own perceptions of their learners' proficiency are related to the type of corrective feedback they provide and also how their learners react to this feedback. (34-35)

More specifically, Kennedy shows that teachers make judgments about who can be the low and the high achievers in a language class. In this author's study, participants are divided in two groups: *Low* (those students with a low proficiency level) and *Mid/High* (those students with a higher proficiency level). It is reported that "The Low group produced more content errors, whereas the Mid/High group produced more errors of form" (43); likewise, the type of feedback technique provided for treating non target like utterances varied in both groups: "...the low group received more feedback in which the correct form was provided (recasts fall under this category), whereas the Mid/High group received more feedback in which the correct form was not provided [by using other techniques like clarification request or elicitation]" (46). From the results in Kennedy's study, as learners move onto a higher language proficiency level, they have more opportunities to use the language; hence, they are more likely to make mistakes when producing L2 utterances. Unlike beginners, more advanced students can be aware of noticing their mistakes and are able to correct them.

Overall, the way to treat faulty language produced by a student who is just starting differs in the way of treating errors by a student who has been learning the language for a while. About this approach and based on a proficiency level hierarchy previously proposed by Hendrickson, Ramírez remarks that in order to promote a healthy environment for oral participation, "...beginners should only be corrected on errors hindering communication; intermediate students should be corrected when errors are frequent, and advanced students must be corrected on errors that stigmatize them" (130). Aside from learners' language proficiency level, other characteristics specific to each classroom context are taken into consideration in the realm of corrective feedback. For instance, methodological aspects are factors when deciding how to treat learners' faulty language.

## **Treating Mistakes in Communicative Language Teaching**

In general terms, errors and mistakes play a crucial role in developing speaking skills; they are significant in different ways. By treating errors and mistakes in the correct way, students can show a great advance in their learning process. Overcoming flaws in language performance shows students' progress, this means that if students learn from their errors and mistakes, they move on their learning language forms. For teachers, seeing students making an effort and trying to communicate is satisfying. Rivers states, "Nothing is more dampening of enthusiasm and effort than constant correction when students are trying to express their own ideas within the limitations of their newly acquired knowledge of the language" (53). Teachers implementing CLT principles can easily identify decision making constraints about error treatment from the previous words. In the same vein, one of the principles in CLT methodology summarized by Richards, stresses, "Be tolerant of learners' errors as they indicate that the learner is building up his or her communicative competence" (13). If the principles for treating errors in CLT methodology in an EFL setting, more specifically in a conversational class, can be misleading in terms of how to provide feedback, defining the instances in which feedback techniques should be implemented can be complex for teachers as well as for learners. Richards adds, "Language learning is a gradual process that involves creative use of language, and trial and error. Although errors are a normal product of learning, the ultimate goal of learning is to be able to use the new language both accurately and fluently" (23). It can be inferred that teachers have their own contradictions about letting their faulty language pass to avoid interrupting the students communicating.

Vásquez addresses the issue teachers have to deal with when facing the accuracy and fluency dichotomy. According to this author, in accuracy practices, where students focus on

language forms and patterns per se, teachers tend to make more corrections rather than in communicative practices, where learners' goal is to produce language freely and fluently. Having these two types of practices in a CLT methodology based class, implies, as this author emphasizes, that learners should not be constantly interrupted when engaged in free communicative tasks, but it does not mean that learners should not be corrected at all. Improving learners' proficiency level in the target language is partly achieved if corrective feedback is implemented effectively. In practice, teachers are concerned with what, how and when to correct learners' mistakes; therefore, if implications are foreseen, the effectiveness of corrective feedback can be enhanced.

### **Implications for Providing Corrective Feedback**

As mentioned above, students might become afraid of making mistakes when communicating orally. It is essential that since the first class the teacher mentions the importance of making mistakes. Students must know that they have to show their mistakes and that they have to be treated in order to progress in their language learning process. When students understand the importance of making mistakes, they take more risks and feel more confident during speaking tasks.

Having explored the different corrective feedback techniques, language teachers usually find contradicted between correcting students right away a mistake is made (i.e. interrupting students) or letting students finish and correcting their mistakes afterwards. If being interrupted for every single mistake in a conversational type of class, students can lose the flow of communication or eventually underperform due to the merge of anxiety from producing a mistake. Naeini stresses that "...language teachers are suggested to try to increase the learners' attention to any kinds of the forms which will definitely improve their fluency and accuracy"

(131). This indicates that mistakes are to be detected and corrected, but issues regarding corrective feedback arise when choosing the moment and the way to correct students.

Honglin refers to main implications teachers should consider when treating mistakes. This author emphasizes that “Before starting the process of correction and ensure that students are receptive to error correction, it is necessary to find out their preferences and attitudes towards correction and feedback” (129). Surveying how students prefer to be corrected ought to be done from the beginning of a course period. Then, teachers should know that corrective feedback is not randomly done; on the contrary, this is a systematic process. According to the theory presented by this author, “If an error is likely to hinder comprehension or lead students into further errors, then it should be corrected” (129). Besides, teachers should be aware of the context (i.e. the class task) where the mistake occurs. Honglin states,

With regard to speaking activities (a context where the focus is on fluency), the usual advice is to delay feedback until the end of the activity so as to avoid interrupting the student’s flow of speech. While in a pronunciation activity (a context where focus is on accuracy), students should be stopped immediately when they make a mistake, otherwise they will continue repeating it. (129)

Finally, Walz refers to whom is responsible for correcting errors, advocating a hierarchy, in which the student who makes the mistake should be the first to be allowed to correct it; then, if the student is not able to do so, other peers can correct the mistake made the first student; and only if the mistake is not corrected by the mistake maker or the peers, should the teacher intervene for correction purposes (17). Learning a language promotes teacher-student and student-student myriad of interactions; also, when it comes to treating mistakes, these classroom agents may express an array of points of view or stands about the phenomenon under study.



### **Teachers' and Learners' Perspectives toward Corrective Feedback**

Regarding the types of corrective feedback techniques, in Lyster and Ranta's study, it was found that elicitations and metalinguistic feedback led to more corrected target language forms from the students, recasts and clarification requests can be understood by learners as simple answer-interaction forms from the teacher, and explicit corrections and repetitions did not necessarily make students correct or produce the target-like form but pay attention to the teachers' explanation on the matter being corrected (50-55). Corder affirms that learners' faulty utterances are significant to the teacher since these utterances inform whether the learners have reached a desired goal or have failed in their attempt to learn; also, it is possible to know what remains to be learned. In a study done by Boyoung, it was found out that "Many students said that corrective feedback was useful to make them think again of the errors that they had been making commonly without realizing, and to make sure that they were on the right track in learning to improve their conversational English proficiency"(120). Therefore, students demand being corrected, especially in a conversational type of class.

In a recent study, carried out in 2013, on perceptions of oral errors and their corrective feedback, Tomczyk claims that, from a teacher's perspective,

A learner needs to receive the information of their errors, so that he or she does not commit the same error repeatedly in the future. What is more, corrective feedback helps teachers in controlling students' utterances and it also improves the effectiveness of them. It must be highlighted that students should be aware of their erroneous forms, since in many cases error correction motivates to work on their deviant forms and, as a consequence, make a progress. (927)

On the other hand, students' perspective reveals that learners "...expect and even want to have their errors corrected;" also, they become "... nervous and angry because of committing an error or because the teacher provides the feedback generally" (929).

Several criteria on how and why to correct errors and mistakes must be met by teachers. These aspects are, at the same time, assessed and even judged by learners. Like planning, what works with a given group does not guarantee that it will work the same way with a different group. Corrective feedback techniques are supposed to be done by following a protocol in terms of deciding what works best for each language learning setting. The next section will deal with a methodology, which intends to inform about the best practices in corrective feedback for conversational classes.

### **III. Methodology**

#### **Research Type**

The methodology selected throughout this study corresponds to the mixed-method approach. In this type of approach “...the researchers use methods and practices that typically describe the mixed-method approach as it collected both quantitative and qualitative data and integrated the data at different stages of inquiry” (Creswell 17). Moreover, a dominant-less dominant design, as stated by this author, has been selected based on the mixed-method approach (177). This means that the present study is based mostly on a qualitative paradigm since it intends to find out the type of mistakes produced by the participants, how these are treated and the perspectives toward corrective feedback techniques. Nonetheless, the quantitative type of research techniques have been be incorporated in order to quantify naturalistic data. In this case, this research attempts to find out how mistakes are corrected in three conversational classrooms in different oral tasks.

According to the scope of the present study, which is an analytic-constituent perspective, the results shedlight “on the role of the constituent parts that make up the total phenomenon” (Sliger and Shohamy 27). Also, the aim of the study, as described by these authors, is synthetic-heuristic (a hypothesis generating research) due to the fact that the researchers will collect data inductively; and the type of research design conducted in this present study can be characterized as descriptive, “without the intervention of an experiment or an artificially contrived treatment” (116). This process allowed the research team to identify patterns and features in the way teachers correct mistakes and how students react to these corrections occurring naturally and without previous preconceptions about the phenomenon.

## Context

According to Chaves and Villalobos, the CEIC started in the early 1990's to fulfill the main needs of potential students: to improve linguistic skills as means to become better trained for the current demands of the job market (1). Moreover, since one of the research members works at this institute as a teacher and a co-coordinator for CEIC, Alajuela Site, and the other member has worked as a teacher in the same program, additional information provided by both members indicate the following:

- *Methodology*:The teaching methodology, as described in the course syllabus of the three groups under study (see *Appendix A*), follows the principles of Communicative Language Teaching; however, other principles derived from other approaches such as the Holistic Education, i.e., Collaborative Learning, Cooperative Language Learning (CLL), Constructivism and Formative Assessment are used in order to enhance communicative competence (Chaves and Villalobos 2).
- *Skills*:The language skills that the program mostly focuses on are listening and speaking, as indicated in the course syllabus (see *Appendix A*); notwithstanding, reading and writing along with cultural components are addressed to complement the above-mentioned skills which effectively integrate other language areas like grammar,
- *Levels*:The program consists of twelve levels; each of them is taught in a two-month period. There are two introductory levels (Intro A and Intro B) and ten regular levels (I-X). Each level lasts forty hours, with students meeting twice a week during weekdays or once a week on Saturdays for a period of eight weeks (i.e. a bimester).

- *Population:* General population above 13 years old —the minimum age required to enroll in the program—can initiate their studies taking all the levels or can take a placement test when having taken other similar English courses.
- *Evaluation:* The learners are constantly assessed, evaluated and monitored in terms of the aforementioned skills. Due to the university facilities, CEIC teachers can carry out an array of tasks with the help of multimedia resources which allows cassette and video recording of the learners' oral production as well as the exposure to educational and authentic material for listening comprehension.

### Subjects

A convenience sampling was followed in order to select the groups under study; as Kane and O'Reilly de Brún suggest, this type of nonprobability technique responds to the need of resorting to who happens to be around and available (93). Among the twelve levels that constitute CEIC's study plan, the groups selected belonged to three different proficiency levels: Level I, (beginner group), Level IV (intermediate group), and Level X (advanced group).

At CEIC, the Common European Framework of Reference for Languages (CEFR) delimits the entrance profile and the exit profile in each level. The CEFR level for each one of the groups in this study have been summarized in the following table:

<i>CEIC Level</i>	<i>CEFR Level</i>	<i>CEFR Global Scale</i>
<i>I</i>	<i>A1</i>	<ul style="list-style-type: none"> <li>- Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.</li> <li>- Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.</li> <li>- Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.</li> </ul>
<i>IV</i>	<i>B1</i>	<ul style="list-style-type: none"> <li>- Can understand the main points of clear standard input on</li> </ul>

		<p>familiar matters regularly encountered in work, school, leisure, etc.</p> <ul style="list-style-type: none"> <li>- Can deal with most situations likely to arise whilst travelling in an area where the language is spoken.</li> <li>- Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.</li> </ul>
X	B2	<ul style="list-style-type: none"> <li>- Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization.</li> <li>- Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.</li> </ul>

CEFR Global Scale (Council of Europe 24)

This group selection allowed comparing results from three different proficiency levels, being a representative sample of CEIC's study plan, with an approximate of 50 student participants. The students who enrolled the program from the beginning would have already taken 80 hours, 200 hours, and 440 hours of instruction in the beginner, intermediate and advanced groups, accordingly. They attended classes on weeknights, having two sessions of two and half hours each. The first group attended classes on Tuesdays and Thursdays; the other two groups attended classes on Mondays and Wednesdays. At least one hour per week were taught in the language laboratory; however, the researchers did not consider these laboratory sessions as to proceed on developing data collection techniques when groups are in a classroom setting only, so interactions involving the implementation of corrective feedback techniques would not be limited by mediating through panel consoles.

Regarding the nonstudent participants, three teachers were part of the study. All of them have majors in EFL teaching and have continued studying for professional growth (i.e. attaining another degree in the field and attending language teaching events). Since the CEIC does a yearly course projection, one of the researchers, who co-coordinates the program, reports that all of the

teachers, appointed to teach the groups under study, have been working at the CEIC for at least a year, which maximizes the confidence teachers may have when implementing a communicative methodology.

### **Data Collection Instruments**

Using an a priori approach, the data will be selected and analyzed; as a matter of fact, the researchers first identified areas of significance that lead to discover different aspects of the phenomenon under study. As Freeman mentions, “A common form of analysis within in an a priori approach involves measuring or counting instances in the data” (105). This analytical procedure provided a way to draw inductive inferences from data and distinguish the phenomenon of interest.

### ***Class Observations***

There were observation sessions to explore the mistakes students make when communicating orally in the target language, the techniques used to correct their mistakes, and the students’ response in these particular situations. It was necessary to observe what kind of mistakes were corrected and how these corrections correlate to the class context and groups’ proficiency level. The researchers used a tally sheet observation guide (see *Appendix B*), in order to record the presence and the frequency of each corrective feedback technique implemented in a given oral task to be observed. Collecting samples of learners’ mistakes followed what has been called by James as broad trawling, a process in which any kind of errors that happen to at large, are caught indiscriminately, in order to obtain data about the learners’ capacities and limitations (19). As previously mentioned in the introductory chapter, the interest of the research team is in mistakes solely. In order to differentiate between errors and mistakes, and use the latter for further analysis, both researchers observed the class; this means that the

research team observed the same class session, compared and contrasted data gathered to determine which ill-formed utterance instances represented a mistake by following certain criteria. If an utterance embodied an error, this instance was not counted for analysis. For instance, if it is noticed that a teacher needs to explain a given target linguistic item about which students have uttered faulty language, the teacher was dealing with an instance that student was not able to correct (i.e. an error). Also, if a given linguistic item was detected to be not pertinent to the students' learning proficiency level (i.e. a more complex pattern), and students provided negative evidence in this item, the CEFR Global Scale and the textbook used in the course were consulted to determine whether that item was not part of their immediate language system, and thus the instance turned to be an error rather than a mistake. Furthermore, it was necessary to implement observations at three different moments during a bimester (at the beginning, in the middle, and at the end of the term) to provide validity and reliability. During these observations, mistakes were recorded in at least one or two oral tasks per weekly observation sessions, giving the total of 18 observation sessions of two hours each (six observation sessions per group), corresponding to approximate 36 hours of observations (12 hours per group). Observations were non-participant and structured.

### ***Surveys with Students***

On a second stage of the study and by the end of the term, all the perspectives of the student participants were gathered through a survey (see *Appendix C*). The first one consisted of general information in relation to the program. The second one included an item to identify who provided feedback in different oral tasks. Another section contained a Likert-scale, in which the corrective feedback techniques were ranked according to the frequency of occurrence. A second Likert-scale enclosed a series of statements which were checked based on the level of agreement



with corrective feedback practices. The last items of the survey revealed data on the students' opinions about how their mistakes were corrected and the way they like their mistakes to be corrected in the course. A confirmation survey was designed for the purpose of this study since its purpose was to "...assess the extent to which participants [i.e. students] hold similar beliefs, share specific constructs, or exhibit comparable behaviors" (LeCompte and Preissle 164). The researchers considered necessary to have a Spanish version of the survey to avoid misunderstanding upon completing the English one from the students.

### ***Questionnaire with Teachers***

After conducting the observation sessions and surveys, the teachers in charge of the group were interviewed through close-ended items and a number of scales by the end of the term (see *Appendix D*). The data collected informed about the most suitable techniques implemented in each of the groups under study, and the relationship between the methodology developed at CEIC and the teaching practices for treating mistakes in oral courses.

Hendrickson's framework was considered to lead the main items in the structured interviews to be done with teachers, since most scholars addressing the issue of corrective feedback have borrowed the questions developed in Hendrickson's work (qtd. in Lyster and Ranta 38). The questions within the framework are as listed here:

- Should learners' errors be corrected?
- When should learners' errors be corrected?
- Which errors should be corrected?
- How should errors be corrected?
- Who should do the correcting?

Therefore, the researcher rephrased these questions as to include all aspects in Hendrickson's framework in the interview guide.

### **Validity and Reliability**

During the Bimester III (from June 2nd to August 9th) at the CEIC (see *Appendix E*), the researchers chose a random sample of students and at least two teachers from the program to pilot the instruments and avoid biases and constraints. First, three classes over the bimester were observed; using the observation guide developed for the purpose of this study, researchers acted as non-participant observers. In this piloting stage, the researcher considered useful to complete the observation guide separately in order to compare notes by the end of the observation sessions. When administering the surveys to the students, collected data revealed inconsistencies or ambiguity in the items. From this technique, the researcher team rephrased some of the items since they contained complex or loaded data in regards to metalanguage or terminology from the field of study. Another validation technique consisted of piloting the questions in the interview, two teachers from the same program were interviewed in order to reveal inconsistencies or ambiguity in the questions. From both techniques, the researchers included additional or follow-up items and modified existing ones after noticing certain deviation in the answers from the piloting stage. About internal reliability was achieved by administering the instruments in several occasions, in the case of the observation guides. Also, interrelated instruments items were designed from carrying out surveys and interviews with students and teachers from the three different groups. The data gathered from the previous instruments were analyzed along with the information obtained through the observation guides, following a methodological triangulation process, which combines multiple ways to collect data on a single phenomenon (Freeman 97). In terms of external reliability, it is specified that if future research is conducted on the

phenomenon, similar results could be obtained if the same instruments were administered to collect the same data. However, LeCompte and Preissle state that no exact replication can be expected due to the fact that future researchers may face different conditions and variables such as changes in the population; in the case of this present study, groups will have moved to higher levels and different teachers will have been assigned to these groups.

### **Scope**

As a product of the present study, a manual for teachers at CEIC-UNA, Alajuela Site was elaborated as an action-research reflecting process from the patterns to be found in relation to oral corrective feedback, which will help improve the practices for treating mistakes in oral communicative tasks. This study mainly focused on exploring and analyzing the corrective feedback techniques in oral production in three different proficiency level groups at CEIC, Alajuela Site. The results of this study illustrate the way teachers from these levels treat mistakes found in oral communication, and report which techniques are more suitable based on each proficiency level.

### **Contributions**

One of the outcomes of this study is to provide current and future CEIC teachers with a manual on corrective feedback, which includes theoretical aspects and practical recommendations to implement suitable corrective feedback techniques, which are based on the perceptions teachers and students have toward the phenomenon under study. This manual will be shared with the CEIC coordinators, in both sites (Alajuela and Heredia), as a contribution aimed at improving corrective feedback practices in this program. Due to the fact that one of the researchers works as a coordinator in CEIC, Alajuela Site, and the other one has worked in this place, it is known that no similar manual had been designed with the purpose of providing

procedures or guidelines for teachers to treat mistakes in the conversational courses at the CEIC. Therefore, when delivering the manual to this program's authorities, it is expected that it be shared with current teachers and used as a training reference booklet for future teachers. The focus of this manual is to improve teaching practices when providing corrective feedback in CEIC's conversational EFL classes.

### **Limitations**

Due to the nature of this research study and its implementation, some limitations were found. First, this study was carried out in three target groups. This study was done in these three groups within a period of two months (i.e. a bimester), so it did not mean a regular based observation of the participants' process of mistake making upon the conclusion of their study in the program. The researchers decided to follow the calendar at the CEIC due to the fact that extending the study for over two months will have some implications: teachers in this program rotate, so a different teacher is appointed for each group within a bimester; the dropout rate when students advance to higher levels is increased; and new students often enroll in the program upon taking a placement test. For the purpose of this study, the researchers focused on the mistakes made by the students while being observed in a classroom setting and techniques provided orally by teachers to repair such mistakes.

## IV. Analysis of Results

### Mistakes in the Classroom

During the observation sessions, a tally sheet observation guide was completed in order to record the instances in which mistakes, made by learners of three different proficiency levels (beginner, intermediate, and advanced groups), were corrected. Generally, negative evidence produced by three groups of learners correspond to four types of mistakes: grammatical (i.e. instances 1, 2, 3, 5, 8, 10, 12, 13, 15, 20), interference from L1 (i.e. instances 9, 11), lexical (i.e. instances 6, 7, 14, 17, 18, 19, 21, 22, 24), and phonological (i.e. instances 4, 23) types of mistakes. Below, the examples of mistakes uttered by learners and recorded by the researchers are provided per level group:

#### *Beginner group:*

- (1) I live isDesamparados.
- (2) child [referring to a group of kids]
- (3) I live with your family [referring to one's family].
- (4) He is a bet [referring to a veterinarian].
- (5) She have one sister.
- (6) I watch play soccer.
- (7) My stepfather do vegetables.
- (8) He don't play video games.

#### *Intermediate group:*

- (9) It's a large history [telling a personal anecdote].
- (10) I haven't did it.
- (11) Nilo River
- (12) My brothers has learned English.
- (13) Have you break your leg?
- (14) How is the smallest city in the world?
- (15) He went with your son [referring to a male's son].
- (16) She go to the gym.

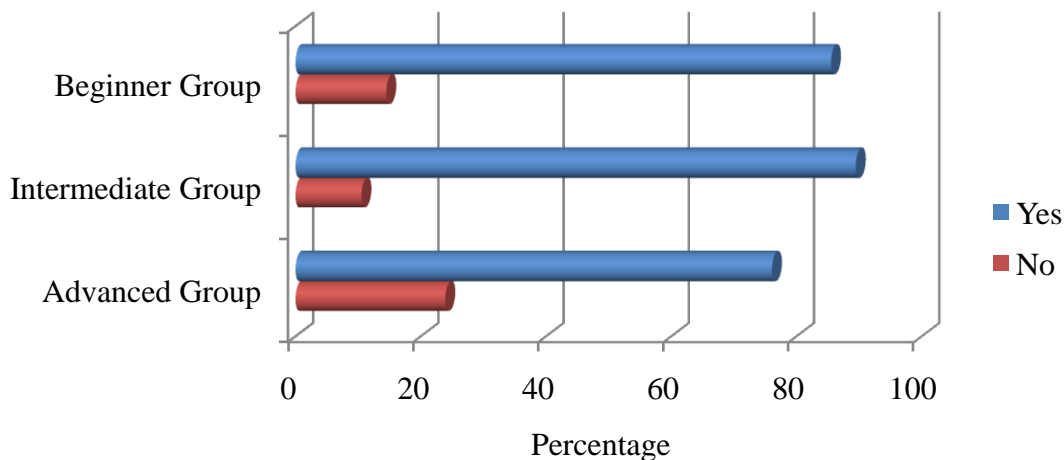
#### *Advanced group:*

- (17) earn cash
- (18) make a bank account

- (19) make an expense
- (20) the most cheapest
- (21) She is conscience about it.
- (22) I dislike political [referring to the field].
- (23) demons [referring to diamonds]
- (24) ancient people [referring to senior citizens]

From the instances recorded, similar results to the study conducted by Kennedy, can be drawn; particularly, a lower level learner may produce more mistakes of content, while a more advanced level learner may make more mistakes of form.

Another aspect recorded refers to the extent whether mistakes were corrected or not. The results revealed that most mistakes produced by the learners were corrected in 86% of the instances in the beginner group, 89% in the intermediate group, and 76% in the advanced group, as accounted in figure 1.

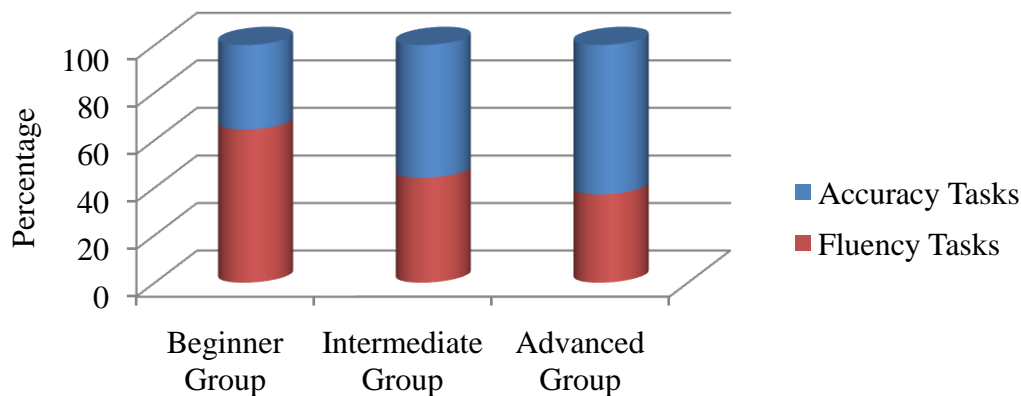


**Figure 1. Mistakes corrected orally. Source: Observations, September 2014**

The reason why the percentage of corrections decreases in the advanced group and is similar in the first two groups can be the result from differences in the proficiency level of each one of the groups. For instance, higher levels are expected to have learned a great array of language forms; thus, their oral production can be characterized as richer, in terms of length, form and content of their L2 messages. As previously addressed by Rivers, correcting mistakes can cut the flow of students' in communicative tasks; as a consequence, teachers can become, as pointed by

Richards, tolerant of mistakes and make judgements on the fact that corrective feedback practice cannot limit students from building their communicative competence. However, the rationale behind mistakes being corrected or not in any level needs further exploration.

Out of the instances in which mistakes were corrected, the context of these ill-formed utterances was also observed. In other words, mistakes were classified if these were produced in tasks oriented to develop accuracy or in tasks executed for fluency purposes. This specific item of the observation guide indicated that the lower the proficiency level of the students is, the more mistakes were corrected in fluency oriented tasks, as it can be shown in figure 2. Conversely, as students belong to higher proficiency levels, learners' mistakes were mainly corrected in accuracy; in fact, 63% of the mistakes recorded from beginners took place in fluency tasks, while mistakes in accuracy tasks occurred in 56% of the instances in the case of intermediate learners, and 63% for the advanced learners.



**Figure 2. Mistakes corrected per task type. Source: Observations, September 2014**

Since advanced learners may have more opportunities to develop their communicative competence, mistakes made in accuracy-oriented tasks are corrected over those produced in fluency tasks. On the contrary, the correction instances presented in the results for students with lower levels, indicated that the mistakes produced in fluency-oriented tasks rather than the ones

made in accuracy-oriented ones can be perceived by teachers as those that need to be corrected and those that might produce even more communication breakdowns. As previously addressed by Hendrickson, hierarchical principles can be followed when correcting students of different proficiency levels: students in higher levels should only be corrected when mistakes are stigmatizing the language development of such learners; beginner and intermediate students should only be corrected when mistakes distort communication and become frequent in the learners' speech, accordingly. The questionnaire with teachers favored these principles. Teachers were asked to check the level of agreement with each one of the principles for correcting students of different proficiency levels. All of teachers strongly agreed or agreed with the principles proposed for each proficiency level. According to the surveys with students, similar results revealed that students have the same perceptions as teachers about these principles.

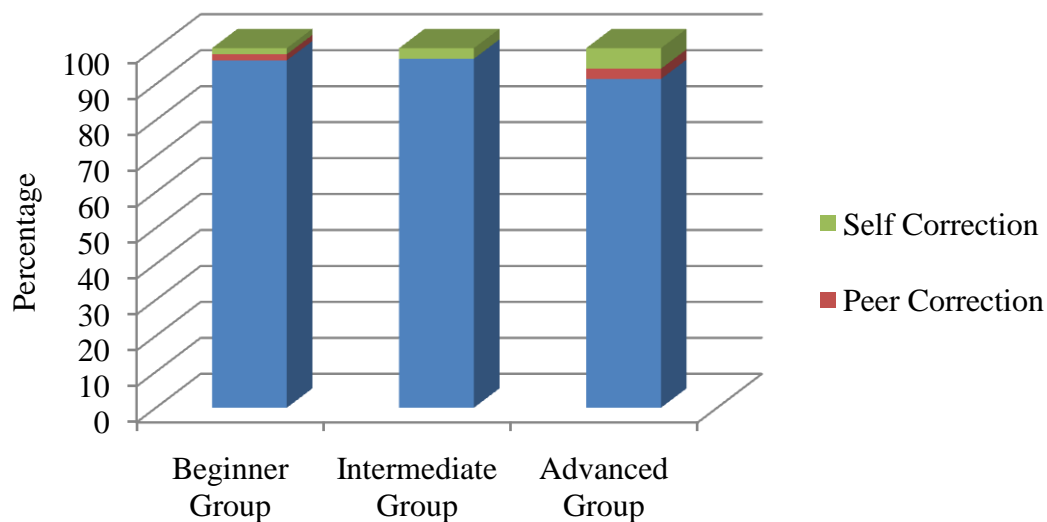
Through the questionnaire, teachers also reported their perceptions on the contexts when mistakes should be corrected. The beginner and intermediate levels' teachers, for instance, expressed that learners in those levels should be corrected during both accuracy and fluency tasks, whereas the advanced level teacher said that learners in that level should be more corrected in accuracy tasks due to the fact that "Unlike outcomes in accuracy tasks, making a mistake [during a fluency task] is not as important as the students' participation and as long as they get to communicate" (Advanced Level Teacher, questionnaire, Sept. 29). All of the teachers stated that corrections must be delayed during oral presentations (i.e. role plays, debates, discussion forums, among others). Conversely, when students carried out exercises or checked assignments orally, the teachers reported that mistakes were corrected after these ill-formed forms were made in the three groups. Remarks collected by the researchers showed that the instances in which mistakes were not corrected at all occurred because students were either developing a fluency task or the



teacher may have paid attention to the content rather than the form conveyed in the learner's message at the moment the mistake was produced.

### Correction Agent

It was also observed that mistakes can be corrected by the three different agents of the classroom: the same student who produces the mistake, a peer who corrects that student, or the teacher as the traditional person who provides the correction. As it can be noticed in figure 3, most of the corrections were carried out by the teacher; in the beginner group a 96% is shown, 97% in the intermediate group, and 91% in the advanced group. Furthermore, the same students who made the mistakes and their classmates contributed in providing feedback in a much lesser degree. A few students were able to correct themselves; the figure below shows that in the beginner group 2% of the students performed self-correction, while 3% in the intermediate group and 6% in the advanced group executed the same practice. On the other hand, 2% of beginners were corrected by their peers. Peer correction was not achieved in the intermediate group, while 3% of the advanced students were corrected by their peers.



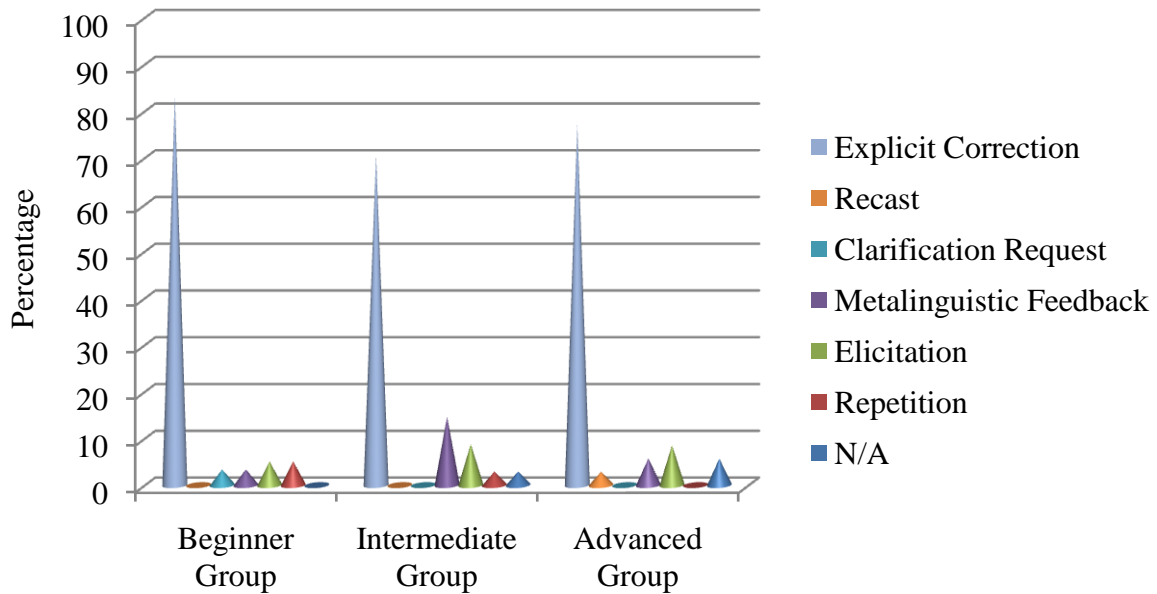
**Figure 3. Agent correcting mistakes. Source: Observations, September 2014**

Nevertheless, Walz advocates to a hierarchy in which the student who makes the mistake should be first to correct it; if the student is not able to do so, other peers can correct the mistake; actually, the teacher should be the last correction agent. However, data collected informed of the particular situation expressed by Naeini: language teachers are concerned with correcting first in order to make learners notice aspects that need improvement for the sake of their fluency and accuracy.

From the questionnaire with teachers, they noted who corrected students' mistakes during the term observed. The beginner level's teacher stated he "...was the one who corrected the students since students at this level think it is the teacher the only one able to correct" (Beginner Level Teacher, questionnaire, Sept. 30). The intermediate and advanced levels' teachers claimed that peer and teacher correction were practices implemented during the term, being the latter the most common practice. The teacher of the advanced group added that students mostly did self-correction when recording oral tasks in the language laboratory, but not in the classroom. Additionally, the surveys with students indicated that the teacher was the agent who most corrected their mistakes during the term observed.

### **Techniques Implemented to Correct Mistakes**

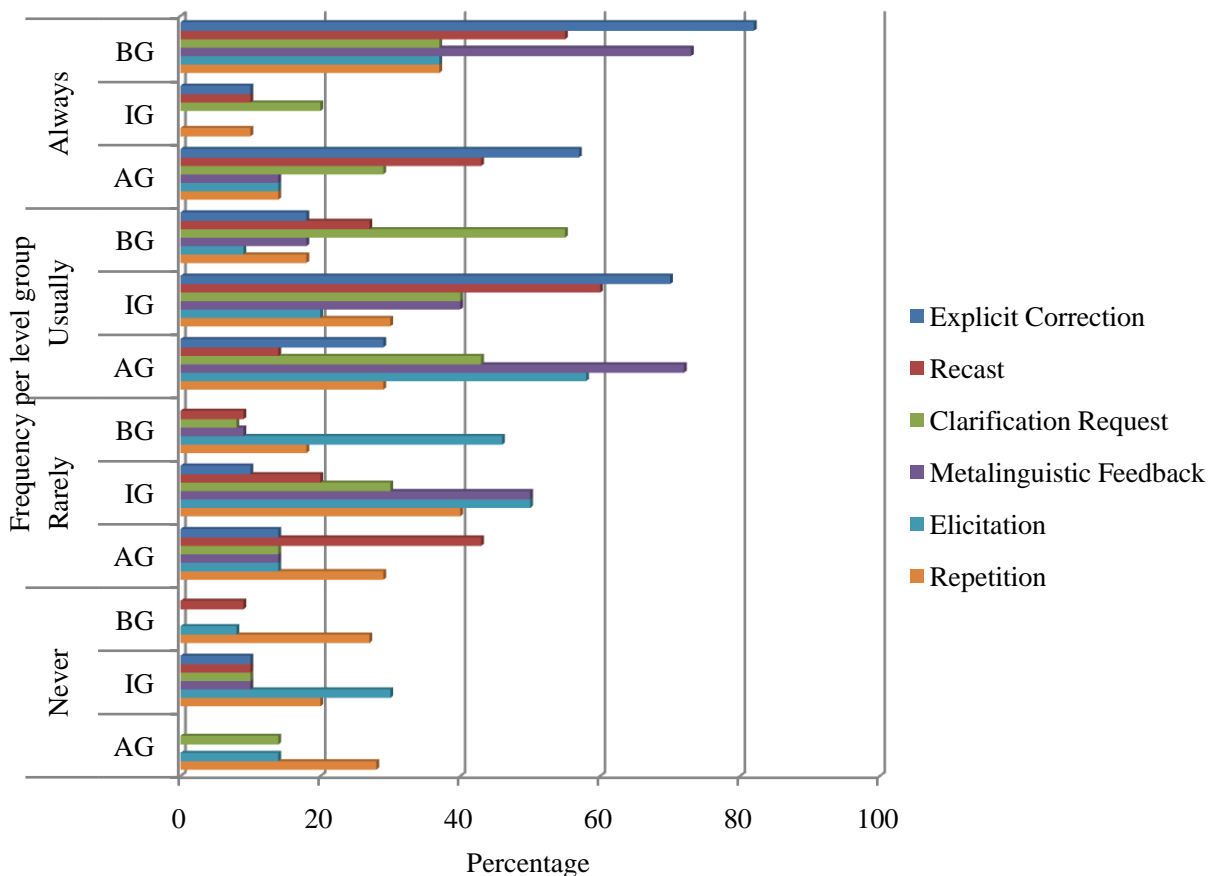
As it is shown in figure 4, explicit correction was the most used technique during the observations this technique is present in 83% of the instances in the beginner group; 71% in the intermediate group, and 77% in the advanced group. Metalinguistic feedback and elicitation were also implemented, but not as much as explicit correction. Furthermore, recast and clarification request were the least accomplished on the three different levels. The research team recorded a few instances in which no technique was implemented due to the fact that the students were able to apply self-correction.



**Figure 4. Implementation of feedback techniques. Source: Observations, September 2014**

The questionnaires applied to teachers revealed which techniques these EFL professors considered they had implemented. The professor of the first group selected explicit correction, metalinguistic feedback, elicitation and repetition as the techniques used for these learners. The intermediate level's teacher acknowledged implementing all the techniques, except for recast. The teacher of the last group asserted using all the techniques but repetition. It is important to note that perceptions reported by the teachers about the implementation of techniques involves more time during the term than the moments in which classes were observed. In addition to reporting which techniques were used by the teachers, they also classified the techniques according to the level of appropriateness for each proficiency level. For instance, the teacher of the first group expressed that explicit correction, metalinguistic feedback, elicitation, and repetition are the most suitable techniques for beginner students; the teacher of the second group selected clarification requests, metalinguistic feedback, elicitation and repetition as the most useful techniques for intermediate learners; and the teacher of the last group considered that all techniques but repetition were the most convenient for advanced students.

Based on the surveys conducted with students, they selected explicit correction as the most implemented technique (see figure 5). Recast and clarification request were ranked as the least frequent techniques by the students in the intermediate and advanced groups (coded as IG and AG). Nevertheless, students' reports indicated that recast was actually implemented in a higher frequency in the beginner group (coded as BG), though. These results are opposed to the data obtained from the observations. These contrary results might occur from the time the observations held in some moments during the term and the students' perceptions based on the whole term.



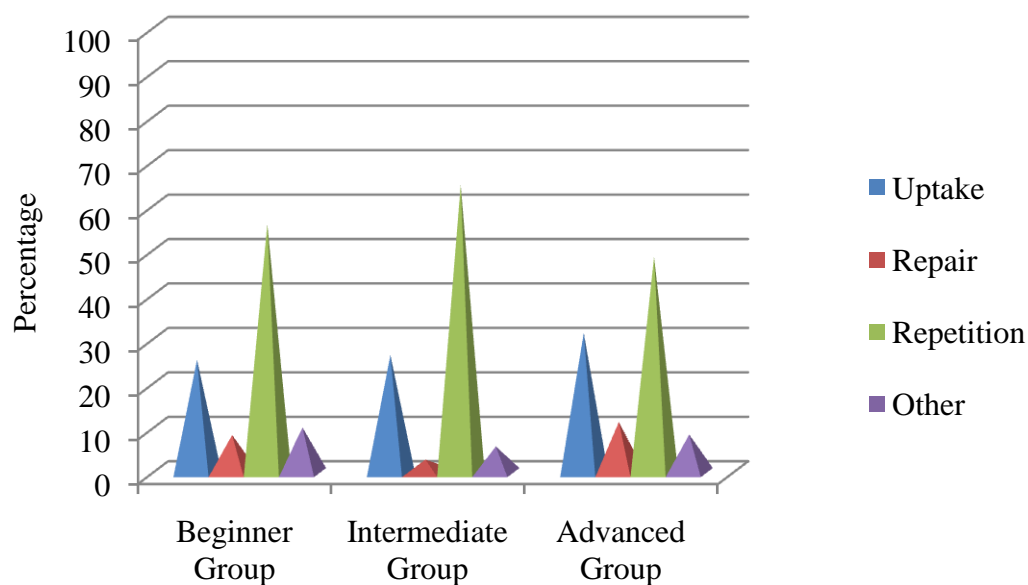
**Figure 5.** Learners' perceptions on feedback techniques. Source: Surveys, September 2014  
**Note:** BG stands for Beginner Group, IG for Intermediate Group and AG for Advanced Group

According to Lyster and Ranta, elicitation and metalinguistic feedback direct the student to further corrective forms, while for explicit correction and repetition the student is attracted to pay

more attention to the teacher's explanation. Consequently, it might be feasible that teachers have selected their techniques based on impact each technique might have, as described by these authors.

### Reaction to Feedback

Observation sessions also informed of the responses toward corrective feedback from the learners. Once the correction was provided, students were expected to display one of the following responses stated by Brown: uptake (i.e. correction noticing), repair (i.e. mistake fixing from self or peer correction), or repetition (i.e. uttering the correct form from teacher's correction). Figure 6 reveals that 56% of beginner students, 65% of intermediate students and 49% of advanced students resorted to repeating the correct form provided by their teacher as correction.

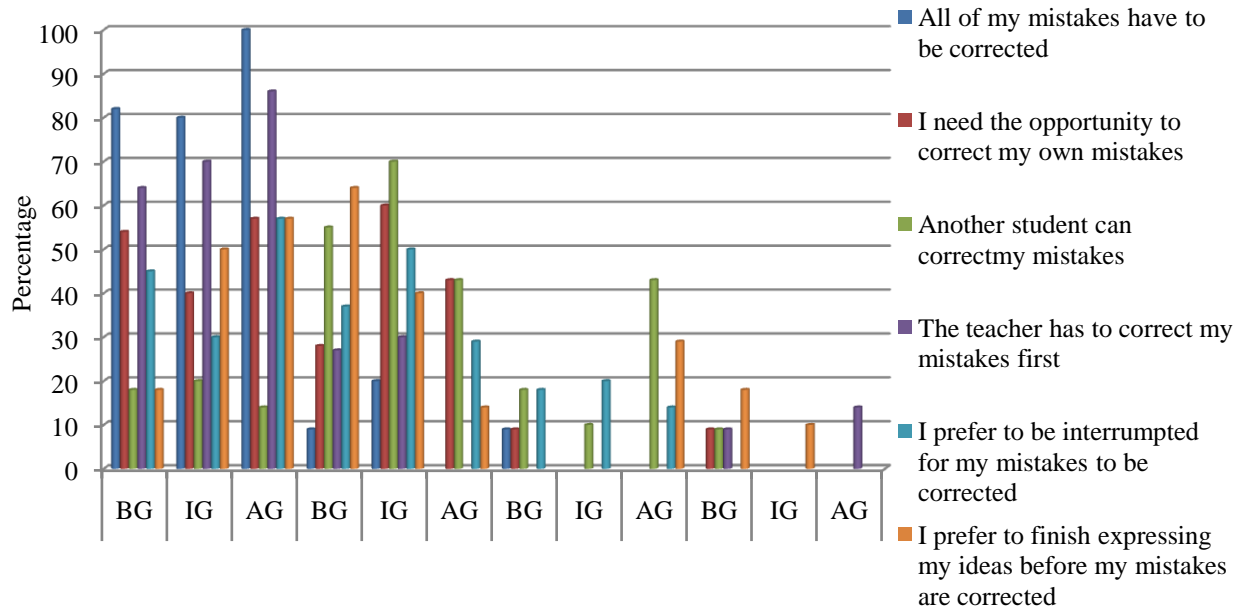


**Figure 6. Responses to corrective feedback. Source: Observations, September 2014**

Similar to Kennedy's study, the more advanced the proficiency level of learners participating in this study was, a larger linguistic repertoire was available for these learners to respond to feedback. Indeed, other types of responses were also recorded; these responses corresponded to

instances in which students ignored the correction provided in the moment because of them being distracted; the students misunderstood the correction or did not know they were being corrected (they thought the teacher was following up with a comment rather than a correction); or the students simply seemed to have paid attention to the correction provided, but they did not show any verbal or paraverbal response toward the correction. Although these other types of responses were found in all the three level groups, these instances occurred in the beginner group in a higher frequency. Once again, one reason may simply have been the beginner's lower ability to use their L2 to understand a given correction technique.

According to the surveys administered to students, these participants showed a number of perceptions toward corrective feedback practices. In item 1 of the survey, participants selected the level of agreement with a series of statements, which showed that a range of 80% to 100% among beginner, intermediate and advanced groups (BG, IG, and AG as coded in figure 7) either totally agreed or agreed with the fact of having all their mistakes corrected. Additionally, 50% of the IG and 57% of the AG totally agree that they prefer to finish expressing their ideas before mistakes are corrected; likewise, 64% of the BG agreed with the same statement. When consulted about being interrupted for corrective feedback purposes, about half of the students in each one of the groups expressed total or a regular level of agreement with this statement. About the perceptions on whom they consider should be the correction agent for providing feedback, most of the BG (54%) and AG (57%) participants totally agreed that self-correction is a practice that is needed, while most of the IG (60%) participants agreed with the same statement. Similar results can be seen when asked about the possibility for peer correction. However, participants from the three groups did totally agree that the teachers should be the first ones to correct their mistakes.



**Figure 7. Learners' perceptions toward corrective feedback. Source: Surveys, October 2014**  
**Note: BG stands for Beginner Group, IG for Intermediate Group and AG for Advanced Group**

Honglin has suggested that teachers should know how students prefer to be corrected and what their perceptions toward feedback are. This data helps teachers make students become more receptive toward corrective feedback practices. It cannot be denied that preferences and perceptions about the phenomenon under study vary not only from level to level but also from student to student.

### Decision Making on Feedback Practices

Several aspects were found from the questionnaire with teachers about the rationale when providing feedback. First of all, it was found out, the teachers of the three different groups took into account other factors aside from the proficiency level of the learners to decide the way they correct students' mistakes. The factors reported by the three teachers included age and personality; two of them (the teachers of the beginner and the intermediate groups) also stated that students' preferences should be taken into account as a factor for corrective feedback. Teachers claimed that since most of the students in the three groups are adults, they were

receptive to corrective feedback and did not mind being corrected as long these practices had been done supportively; in this regard they shared the following comments:

- Every time I try to correct mistakes, I do so as much as I can; I let the students finish their ideas, then I paraphrase and correct the students. (Beginner Level Teacher, questionnaire, Sept. 30)
- I try not to make them feel threatened; I try to paraphrase, so I say the sentence in a correct way. (Intermediate Level Teacher, questionnaire, Sept. 29)
- Depending on the moment, I correct the students by repeating what they say incorrectly but in a correct way, like paraphrasing. (Advanced Level Teacher, questionnaire, Sept. 29)

Paraphrasing was a common element in these comments, which might indicate that these three teachers share similar beliefs among themselves and with Tomczyk, who proposes avoiding mistakes in order to help students progress in their language learning process. On the other hand, students suggested ways in which they should be corrected in conversation courses; below, there are some of the most remarkable insights, translated by the researchers:

#### *Beginnergrou*

- Mistakes should be corrected by the teacher, peers and oneself.
- Students should be exposed to speaking activities to learn from mistakes.
- Students should be interrupted the moment they make a mistake

#### *Intermediategroup*

- Students should be corrected once they finish expressing their ideas.
- Students should be clarified why they are making a mistake and made sure they understand the correction.



- Students should be provided exercises on the area they frequently have flaws in.

*Advancedgroup*

- Students should be corrected in a nonthreatening way.
- Students should be reported what mistakes they are making through student-teacher conferences.
- Teachers should correct students as simply as possible.

The opinions provided by both teachers and students informed of some pedagogical implications that corrective feedback brings about. First, mistakes are significant in the sense that they represent the yardsticks to measure what has been learned, what needs remedial teaching and what needs to be learned in a future. Secondly, the way corrective feedback is provided implies positive and negative outcomes; primarily, constant and unsupportive correction and students being interrupted lead to hinder communication. Then, learners' features such as age, preferences and proficiency level are crucial factors to determine the most suitable plan to provide feedback. Lastly, learners can be informed on how to improve their communicative competence if faulty language is properly corrected.

## V. Conclusions

One of the greatest challenges EFL teachers can face is to decide on the most convenient way to provide feedback. Uttering faulty language is an essential element in language learning; thus, students must become aware of their imperfect L2 utterances as signs of development in their language learning process. Although the language they produce might include forms that distort communication at times, these erroneous forms and the corresponding provision of feedback do facilitate learning a foreign language. According to Corder, negative evidence within students' utterances indicates that they have somehow failed in reaching a given learning goal. Indeed, in a conversational type of EFL class, students are constantly enhanced to improve their oral communication skills. When providing their desired message, students are expected to make mistakes, which should be detected and corrected based on a number of variables. The present study comprises an account of the best practices for corrective feedback, according to the main findings obtained from the data collection stage.

Regarding the first research question that guided this study, it can be concluded that students' mistakes are mainly corrected in the three groups observed. Based on the context where the mistakes occurred, lower levels tended to be corrected more during fluency tasks, whereas higher levels tended to be corrected more during accuracy tasks. These differences among levels match principles for correcting students of different proficiency levels proposed by Hendrickson. For instance, it can be stated that at CEIC beginner students were corrected, especially if their mistakes hindered their communication; intermediate learners' mistakes were corrected when their mistakes were found to be frequent; and advanced counterparts were provided feedback when their mistakes were stigmatizing or impeding improvement in their communicative competence. About who corrected students, the teacher was the first correction agent when

providing feedback, as opposed to Walz's hierarchy which promotes self and peer correction as practices to be done primarily over teacher correction; CEIC teachers demonstrated that the hierarchy suggested by Walz was achieved backwards. In other words, neither the same student who made the mistake nor classmates of that student were the first agents who provided feedback. Conversely, this group of teachers corrected the students primarily.

As for the second question, it can be said that due to the nature of explicitness shown in the selected techniques by three teachers, students were led to more corrective forms. Their response to feedback indicated that they mainly repeated the correct form provided by the teacher, and they also uptook or repaired ill-formed instances. As previously presented, there are different types of corrective feedback techniques. This study focused on the six-technique typology provided by Lyster and Ranta. It was found out that CEIC teachers preferred to use more direct techniques such as explicit correction or metalinguistic feedback. Also, a high frequency was shown by using elicitation as a technique. It is essential to identify the kind of negative evidence (i.e. an error or a mistake), the student level, and the context to provide the correct feedback. Regarding students' responses to corrective feedback, learners were led to more corrected forms by repeating the well-formed utterance. It can be inferred the more direct the technique implemented is, the more chances for students to utter a correct form are.

Finally, answers to the third and fourth research questions revealed pedagogical implications for providing feedback. When deciding on how to correct student's mistakes, teachers should analyze on how to proceed effectively. The results obtained from this study revealed teachers took into account needs and expectations of the learners, the learners' level of proficiency, and the specific learning context. In addition to the learners' proficiency level, both teachers and students alike shared the belief that suitable corrective feedback can be

characterized as supportive, simple and informative. This means that the context, in which a mistake occurred, determined whether feedback was provided or not. As CEIC students moved to higher levels, they were corrected more in tasks intended to develop accuracy. If they had been corrected more in fluency oriented tasks, feedback would have been perceived as threatening and even obstructive to the learners' attempt to communicate. Besides, when feedback is provided, teachers ought to make sure the information on the mistakes and the correct forms is made available and clear for students; otherwise, learners might misunderstand they are being corrected.

In an EFL oral class, where the students' ultimate goal is to use the language freely, corrective feedback can be confused as a process that solely focuses on language forms. However, both accuracy and fluency are core elements for learners to communicate, and here is when the provision of feedback becomes an essential tool for students to overcome those mistakes that affect their oral performance in communicative tasks. Decisions on whether to correct mistakes immediately after they are made or whether to delay feedback after students' finish their ideas can be better understood by teachers, which could be a reasonable explanation to why teachers corrected students first at the place of investigation. Nevertheless, CEIC students considered self-correction and peer-correction as important elements in language learning because these practices indicate active engagement in the learning process on the part of the students.

The researchers would like to emphasize that providing feedback does enhance students' communicative competence if it is done supportively rather than intrusively. Our main goal as EFL teachers is to help students achieve their ultimate goal in our classes: communication. If this process is hindered by mistakes, it is the role of the teachers to provide corrective feedback by

promoting spaces for students to identify and correct their own mistakes, before letting students correct each other or providing solely teacher generated feedback. Based on the theory consulted and the results obtained from the study, we have confirmed that students want to be corrected but prefer not to be interrupted when speaking. It is when teachers should analyze the context for a given corrective feedback practice to be suitable enough for the learning context and for the learners' specific factors.

## VI. Recommendations

As pointed out before, when students are learning a foreign language, learners undergo a process of departing from their L1 background knowledge and the instruction being received at the moment to formulate possible utterances in their L2. During this process corrective feedback can be a concern in oral classes for teachers as well as for students. After all, it is possible to offer some recommendations for teachers based on the findings of this study.

At first, proficiency level is an important aspect to take into consideration; teachers must explain to students since the first day of class about the importance of making mistakes. Additionally, teachers should familiarize students with the different techniques to be applied during a given course in order to improve students' learning developmental stages. A relevant issue that Ramirez, based on Hendrickson's hierarchy, remarks is to develop a healthy environment and consider that beginners should be corrected on errors hindering communication; intermediate students should be corrected when errors are frequent; and advanced students must be corrected on errors that stigmatize them. Subsequently, the extent or how much teachers should correct, it is necessary to consider that too much correction might affect student's confidence, while not effective correction blocks student's process.

Furthermore, when corrective feedback techniques are provided, it is significant to have evidence that indicates students receive this feedback because students do expect that what they have uttered wrongly might be corrected. It is fundamental to draw Brown's three possible responses to feedback: *uptake*, *repair*, or *repetition*, and clarify the reaction to the feedback provided and if the student perceives the correction. By the same token, teachers should motivate students to monitor themselves and correct their own mistakes by giving them the cues and hints about them; it is necessary to promote the ability to self-correction, an important technique

students must develop. Teachers should give them time to correct themselves and not jump immediately to correct them. Jiménez states that students need to be able to identify the errors in order to be able to correct them. She adds that perhaps they will not be able to correct all the mistakes, but they will be able to correct some of them. Equally, correction can also come from peers; teachers can encourage learners to correct their peers and create awareness on how useful and productive this can result, while promoting cooperation and peer work at the same time. It is highly recommended that teachers help students to become familiarize with the different techniques they can be corrected by; therefore, teachers can avoid students misunderstanding they are being corrected. Likewise, teachers should aid students in becoming aware of the importance of producing faulty language and the relevance correcting ill-formed utterances has for the enhancement of their communicative competence.

Moreover, this research has been conducted by observing both fluency and accuracy tasks; as CEIC is focused on developing listening and speaking skills mostly, teachers encourage learners to produce as much oral language as possible in order to improve their communicative competence. Indeed, when students speak and make mistakes and they are not corrected these mistakes will be kept and incorporated to their system and their oral production will be broken if the teacher does not provide corrective feedback. On the other hand, Vásquez points out that learners should not be constantly interrupted when they make mistakes. Finding a balance between avoiding interruptions and delaying corrections is beneficial for improving oral skills.

It is imperative to analyze the context in which mistakes are made, the student's level and the corrective feedback technique implemented in order to provide students with the best corrective feedback practices, and thus to internalize the correct utterance. Teachers should vary these practices by alternating techniques that are certainly effective and that correspond not only

with the students' proficiency level but also with other learning factors such as the learners' age, needs and expectations.

For future research, a longitudinal study is recommended to trace students and teachers perceptions and preferences toward corrective feedback over the period of time they are immersed in a conversational program, like the one developed at CEIC. Additionally, it is suggested to include the whole population of the program to increase validity. It is also possible to compare the effectiveness of corrective feedback techniques by carrying out another type of research design informed by quantitative data, in which control and experimental groups are included, and/or by qualitative data, in which learners' and teachers' insights are collected through instruments intended to retrospection (e.g. journals). As previously addressed, CEIC authorities will be given the manual designed as a contributing outcome of this study, along with the rest of the study. Current and future CEIC teachers can be provided with this manual as a tool for reflecting upon their corrective feedback practices. Therefore, an upcoming study intended to measure possible achievements from implementing the proposed manual would be significant for CEIC.



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## Appendices

### Appendix A: Course Syllabi

#### Level I



UNIVERSIDAD NACIONAL  
FACULTAD DE FILOSOFIA Y LETRAS  
ESCUELA DE LITERATURA Y CIENCIAS DEL LENGUAJE  
CENTRO DE ESTUDIOS EN INGLES CONVERSACIONAL / C.E.I.C.



### PROGRAMA DEL NIVEL I SECUENCIA DE CURSOS DE INGLÉS CONVERSACIONAL

#### PRESENTACIÓN

Este es el primer curso de una secuencia de diez que le permite al usuario ampliar y reforzar sus conocimientos básicos del idioma inglés. Desde un enfoque comunicativo, el curso pretende que el usuario desarrolle la competencia lingüística requerida para comunicarse en inglés de acuerdo con una situación y propósito determinados. El énfasis del curso se basa en desarrollar la comprensión auditiva y la expresión oral. En este curso, el usuario tendrá la oportunidad de desarrollar la habilidad de expresarse oralmente de manera más fluida y coherente. La comprensión de lectura y la escritura serán complementos de los objetivos generales del curso.

#### PERFIL DE ENTRADA DEL USUARIO

El perfil de entrada del usuario se refiere al conocimiento adquirido de la lengua inglesa (sea en otra institución o de manera autodidacta) que el usuario posea y que cumpla con los requisitos para poder ingresar al nivel I. Este perfil de entrada se basa en el Cuadro Común Europeo (CEFR), el cual procura dar al usuario una idea de las funciones que es capaz de cumplir de acuerdo con el libro que utiliza y el nivel que está cursando. El ingreso a éste nivel se aprueba de dos maneras: por medio del examen de ubicación o por haber aprobado el nivel anterior. Los usuarios que ingresen al nivel I deben contar con un nivel A1 básico.

#### OBJETIVOS GENERALES

Al finalizar el curso, el usuario:

1. Ampliará sus conocimientos del idioma inglés.
2. Desarrollará estrategias para comunicarse oralmente en inglés con mayor fluidez y coherencia, en situaciones comunicativas reales de carácter formal e informal.

#### OBJETIVOS ESPECÍFICOS

Al finalizar el curso, el usuario estará en capacidad de:

1. Comprender material auditivo
2. Desarrollar los siguientes parámetros fonéticos:
  - a. Acentuación y entonación de preguntas y respuestas
  - b. Entonación en listas
  - c. Acentuación y entonación para contrastar información
  - d. Reducción de *going to*
  - e. Pronunciación de los fonemas /z/, /ɔ/, /p/ y /g/
3. Utilizar las formas lingüísticas apropiadas para expresar las siguientes funciones del lenguaje:
  - a. Hablar sobre uno mismo, la familia, los amigos y los compañeros de clase
  - b. Hablar sobre los gustos, intereses y pasatiempos propios y de otras personas
  - c. Describir y hablar sobre problemas de salud y remedios, medicina o

recomendaciones de salud

- d. Hablar sobre cumpleaños, ocasiones especiales y días festivos
- e. Describir y hablar sobre planes y predicciones

### **PERFIL DE SALIDA DEL USUARIO**

Para finalizar, el perfil de entrada del usuario se habrá reforzado con mayor profundidad en el nivel I, con dicho refuerzo ingresará al nivel II, de acuerdo con la guía del CEFR. Finalmente los usuarios que egresen del nivel I contarán con las mismas habilidades del nivel A1 más las nuevas habilidades del nivel A2 que se adquieren de manera básica en este curso. Las habilidades adquiridas son las siguientes:

- Comprende el uso de expresiones y oraciones de uso frecuente relacionadas a área de importancia tales como familia, empleo, compras, etc.
- Puede expresarse con mayor facilidad ante temas de conversación conocidos y relacionados con su vida.
- Puede describir aspectos básicos de su entorno.
- Es capaz de mantener conversaciones a un nivel que le brinde un poco más de confianza en sí mismo.
- Puede hablar a una velocidad casi normal y entender si le hablan despacio o a una velocidad normal.

### **METODOLOGÍA**

El profesor, en su papel de guía y facilitador, será el encargado de propiciar el ambiente adecuado y las condiciones necesarias para el uso intensivo del idioma, a través de actividades individuales, en parejas o en grupos. El usuario por su parte es responsable del aprovechamiento del curso, así como de su progreso individual en el mejoramiento de su competencia lingüística. El profesor podrá diagnosticar el nivel de conocimientos de los usuarios durante la primera semana y recomendar la reubicación del usuario si lo considera necesario.

### **EVALUACIÓN**

Participación:	10%	(Uso de la lengua meta, seguimiento de instrucciones, actitud, interés, esfuerzo, etc.)
Pruebas cortas:	50%	(Actividades de comprensión auditiva, gramática y pronunciación, diálogos, debates, entrevistas, grabaciones en el laboratorio, etc.)
Evaluación continua:	10%	( <i>Workbook</i> , <i>Video Activity Book</i> , tareas complementarias, progreso individual, ejercicios de escritura, lectura y vocabulario, etc.)
Examen final:	30%	Comprensión auditiva (10%)      Producción oral (20%)

### **La nota mínima para aprobar el curso del NIVEL I es 80**

### **NOTAS:**

- La nota final será redondeada a unidad entera.
- Los profesores son libres de decidir de qué manera distribuir la evaluación de acuerdo a cada rubro, respetando siempre los porcentajes. Igualmente queda a criterio de cada docente si realiza o no repeticiones de pruebas cortas o trabajos a cualquier usuario que por algún motivo no las haya podido realizar.
- Este curso no tiene créditos universitarios.
- Debido a la naturaleza del curso, la asistencia es obligatoria, y se especifica que:

- ✓ Para aquellos estudiantes que reciben lecciones dos días por semana, sólo podrían ausentarse dos días; es decir, cinco horas de clase. De lo contrario, se perderá el curso.
  - ✓ Para quienes reciben lecciones un día por semana, sólo podrían ausentarse un día; es decir, cinco horas de clase. De lo contrario, se perderá el curso.
- El CEIC no permite el uso de fotocopias del libro de texto.
  - Todo aparato electrónico deberá permanecer apagado durante las lecciones.

**BIBLIOGRAFÍA**

McCarthy, Michael, Jeanne McCarten, y Helen Sandiford. *Touchstone 2 (Full Contact Edition)*. New York: Cambridge University Press, 2010. Print

Diccionario Español/Inglés - Inglés/Español

Material audiovisual del laboratorio de idiomas y adicional suministrado por cada docente

**Level IV**

UNIVERSIDAD NACIONAL  
 FACULTAD DE FILOSOFIA Y LETRAS  
 ESCUELA DE LITERATURA Y CIENCIAS DEL LENGUAJE  
 CENTRO DE ESTUDIOS EN INGLES CONVERSACIONAL / C.E.I.C.



**PROGRAMA DEL NIVEL IV  
 SECUENCIA DE CURSOS DE INGLÉS CONVERSACIONAL**

**PRESENTACIÓN**

Este es el cuarto curso de la secuencia de diez, el cual le permite al usuario ampliar y reforzar sus conocimientos del idioma inglés. Desde un enfoque comunicativo, el curso pretende que el usuario desarrolle la competencia lingüística: la habilidad de comunicarse en inglés de acuerdo con una situación y propósito determinado. El énfasis del curso se basa en desarrollar la comprensión auditiva y la expresión oral. En este curso, el usuario tendrá la oportunidad de desarrollar la habilidad de la expresión oral de una manera más fluida y coherente. La comprensión de lectura y la escritura serán complementos de los objetivos generales del curso.

**PERFIL DE ENTRADA DEL USUARIO**

El perfil de entrada del usuario se refiere al conocimiento adquirido de la lengua inglesa (sea en otra institución o de manera autodidacta) que el usuario posea y que cumpla con los requisitos para poder ingresar al nivel IV. Este perfil de entrada se basa en el Cuadro Común Europeo (CEFR), el cual procura dar al usuario una idea de las funciones que es capaz de cumplir de acuerdo con el libro que utiliza y el nivel que está cursando. El ingreso a éste nivel se aprueba de dos maneras: por medio del examen de ubicación o por haber aprobado el nivel anterior. Los usuarios que ingresen al nivel IV deben contar con un nivel A2 notablemente avanzado.

**OBJETIVOS GENERALES**

Al finalizar el curso, el usuario:

1. Ampliará sus conocimientos del idioma inglés.
2. Desarrollará estrategias para comunicarse oralmente en inglés con mayor fluidez y coherencia, en situaciones comunicativas reales de carácter formal e informal.

**OBJETIVOS ESPECÍFICOS**

Al finalizar el curso, el usuario estará en capacidad de:

1. Comprender material auditivo.
2. Desarrollar los siguientes parámetros fonéticos:
  - a. Entonación de preguntas con alternativas
  - b. Formas reducidas y no reducidas de *have*
  - c. Unión y omisión de sonidos en formas superlativas
  - d. Reducción de *used to*
  - e. Pronunciación de los fonemas /ər/, /ay/, /v/ y /y/
  - f. Utilizar las formas lingüísticas apropiadas para expresar las siguientes funciones del lenguaje:
    - g. Hablar sobre personalidad, comportamiento y hábitos de amigos y personas que se admiren
    - h. Hablar sobre sueños
    - i. Discutir experiencias
    - j. Hablar acerca de las maravillas del mundo naturales y creadas por el hombre



- k. Hablar sobre la familia y parientes cercanos y acerca de quejas que las personas normalmente tienen de sus familiares y reglas de la casa
- l. Hablar sobre recuerdos del pasado

### **PERFIL DE SALIDA DEL USUARIO**

Para finalizar, el perfil de entrada del usuario se habrá reforzado con mayor profundidad en el nivel IV, con dicho refuerzo ingresará al nivel V, de acuerdo con la guía del CEFR. Finalmente los usuarios que egresen del nivel IV contarán con las mismas habilidades del nivel A2 más las nuevas habilidades del nivel B1. Las habilidades adquiridas son las siguientes:

- Comprende y expresa clara y fluidamente el uso de expresiones y oraciones de uso frecuente relacionadas a área de importancia tales como familia, empleo, estudio, compras, planes, deportes, salud, entretenimiento, industrias etc.
- Puede expresarse con mayor soltura ante temas de conversación conocidos y relacionados con su vida, así como temas un poco más complejos como el uso de tecnologías y otros. Así mismo es capaz de poder comunicarse adecuadamente en países donde se hable la lengua inglesa, siendo comprendido con gran facilidad.
- Puede describir diversos aspectos de su entorno, tales como eventos, sueños, esperanzas, ambiciones y otros.
- Es capaz de mantener conversaciones a un nivel que le brinde suficiente confianza en sí mismo.
- Puede dar razones y explicaciones acerca de sus opiniones y planes.

### **METODOLOGÍA**

El profesor, en su papel de facilitador, será el encargado de propiciar el ambiente adecuado y las condiciones necesarias para el uso intensivo del idioma, a través de actividades individuales, en parejas o en grupos. El usuario por su parte es responsable del aprovechamiento del curso, así como de su progreso individual en el mejoramiento de su competencia lingüística. El profesor podrá diagnosticar el nivel de conocimiento de los usuarios durante la primera semana y recomendar la reubicación del usuario si es necesario.

### **EVALUACIÓN**

Participación:	10%	(Uso de la lengua meta, seguimiento de instrucciones, actitud, interés, esfuerzo, etc.)
Pruebas cortas:	50%	(Actividades de comprensión auditiva, gramática y pronunciación, diálogos, debates, entrevistas, grabaciones en el laboratorio, etc.)
Evaluación continua:	10%	( <i>Workbook</i> , <i>Video Activity Book</i> , tareas complementarias, progreso individual, ejercicios de escritura, lectura y vocabulario, etc.)
Examen final:	30%	Comprensión auditiva (10%)      Producción oral (20%)

### **La nota mínima para aprobar el curso del NIVEL IV es 80**

### **NOTAS:**

- La nota final será redondeada a unidad entera.
- Los profesores son libres de decidir de qué manera distribuir la evaluación de acuerdo a cada rubro, respetando siempre los porcentajes. Igualmente queda a criterio de cada docente si realiza o no repeticiones de pruebas cortas o trabajos a cualquier usuario que por algún motivo no las haya podido realizar.
- Este curso no tiene créditos universitarios.
- Debido a la naturaleza del curso, la asistencia es obligatoria, y se especifica que:

- ✓ Para aquellos estudiantes que reciben lecciones dos días por semana, sólo podrían ausentarse dos días; es decir, cinco horas de clase. De lo contrario, se perderá el curso.
- ✓ Para quienes reciben lecciones un día por semana, sólo podrían ausentarse un día; es decir, cinco horas de clase. De lo contrario, se perderá el curso.
- El CEIC no permite el uso de fotocopias del libro de texto.
- Todo aparato electrónico deberá permanecer apagado durante las lecciones.

**BIBLIOGRAFÍA**

McCarthy, Michael, Jeanne McCarten, y Helen Sandiford. *Touchstone 3 (Full Contact Edition)*. New York: Cambridge University Press, 2010. Print

Diccionario Español/Inglés - Inglés/Español

Material audiovisual del laboratorio de idiomas y adicional suministrado por cada docente

**Level X**

UNIVERSIDAD NACIONAL  
 FACULTAD DE FILOSOFIA Y LETRAS  
 ESCUELA DE LITERATURA Y CIENCIAS DEL LENGUAJE  
 CENTRO DE ESTUDIOS EN INGLES CONVERSACIONAL / C.E.I.C.



**PROGRAMA DEL NIVEL X**  
**SECUENCIA DE CURSOS DE INGLÉS CONVERSACIONAL**

**PRESENTACIÓN**

Este es el décimo y último de la secuencia de diez, el cual le permite al usuario ampliar y reforzar sus conocimientos del idioma inglés. Desde un enfoque comunicativo, el curso pretende que el usuario desarrolle la competencia comunicativa: la habilidad de comunicarse en inglés de acuerdo con una situación y propósito determinado. El énfasis del curso se basa en desarrollar la comprensión auditiva y la expresión oral. En este curso, el usuario tendrá la oportunidad de desarrollar la habilidad de la expresión oral de una manera más fluida y coherente. La comprensión de lectura y la escritura serán complementos de los objetivos generales del curso.

**PERFIL DE ENTRADA DEL USUARIO**

El perfil de entrada del usuario se refiere al conocimiento adquirido de la lengua inglesa que el usuario posea y que cumpla con los requisitos para poder ingresar al nivel X. Este perfil de entrada se basa en el Cuadro Común Europeo (CEFR), el cual procura dar al usuario una idea de las funciones que es capaz de cumplir de acuerdo con el libro que utiliza y el nivel que está cursando. El ingreso a éste nivel se obtiene al haber aprobado el nivel anterior. Los usuarios que ingresen al nivel X deben contar con un nivel B2 intermedio.

**OBJETIVOS GENERALES**

Al finalizar el curso, el usuario:

1. Ampliará sus conocimientos del idioma inglés.
2. Desarrollará estrategias para comunicarse oralmente en inglés con mayor fluidez y coherencia, en situaciones comunicativas reales de carácter formal e informal.

**OBJETIVOS ESPECÍFICOS**

Al finalizar el curso, el usuario estará en capacidad de:

1. Comprender material auditivo.
2. Desarrollar los siguientes parámetros fonéticos:
  - a. Entonación de ideas completas e incompletas
  - b. Entonación de preguntas *tag*
  - c. Reducción de verbos auxiliares
  - d. Acentuación de pronombres *I* y *you*
  - e. Pronunciación de los fonemas /ɜr/, /h/ y /r/
3. Utilizar las formas lingüísticas apropiadas para expresar las siguientes funciones del lenguaje:
  - a. Discutir acerca de posesiones y el materialismo
  - b. Discutir acerca del dinero y cómo administrar el mismo
  - c. Discutir sobre situaciones hipotéticas y posibilidades en el pasado
  - d. Hablar sobre celebridades y la fama
  - e. Describir cambios sociales y urbanos
  - f. Describir y discutir problemas ambientales
  - g. Hablar sobre cómo planear una carrera profesional
  - h. Hablar acerca de diferentes tipos de trabajos.
  - i. Hablar sobre esperanzas y expectativas para el futuro

### **PERFIL DE SALIDA DEL USUARIO**

Para finalizar, el perfil de entrada del usuario se habrá reforzado con mayor profundidad en el nivel X y estará preparado para la prueba final en frente de un tribunal que es requisito para graduarse del CEIC. Finalmente los usuarios que egresen del nivel X contarán con las mismas habilidades del nivel B2, de manera avanzada. Dichas habilidades son las siguientes:

- Comprende y expresa clara y fluidamente el uso de expresiones y oraciones de uso frecuente relacionadas con áreas de importancia tales como familia, empleo, compras, planes, deportes, salud, entretenimiento, industrias, medios de transporte, el medio ambiente, arte, noticias, crimen y seguridad, comedia y humor, educación, fama y fortuna, etc.
- Puede expresarse con gran fluidez ante temas de conversación conocidos y relacionados con su vida, así como temas un poco más complejo como el uso de tecnologías y otros. Así mismo es capaz de poder comunicarse bastante bien como un turista en países donde se hable la lengua inglesa, siendo comprendido con gran facilidad.
- Puede describir diversos aspectos de su medio ambiente, tales como eventos, sueños, esperanzas, ambiciones y otros.
- Es capaz de mantener conversaciones a un nivel que le brinde suficiente confianza en sí mismo
- Puede hablar a una velocidad rápida y entender si le hablan a una velocidad rápida.

### **METODOLOGÍA**

El profesor, en su papel de facilitador, será el encargado de propiciar el ambiente adecuado y las condiciones necesarias para el uso intensivo del idioma, a través de actividades individuales, en parejas o en grupos. El usuario por su parte es responsable del aprovechamiento del curso, así como de su progreso individual en el mejoramiento de su competencia lingüística. El profesor podrá diagnosticar el nivel de conocimientos de los usuarios durante la primera semana y recomendar la reubicación del usuario si lo considera necesario.

### **EVALUACIÓN**

Participación:	10%	(Uso de la lengua meta, seguimiento de instrucciones, actitud, interés, esfuerzo, etc.)
Pruebas cortas:	45%	(Actividades de comprensión auditiva, gramática y pronunciación, diálogos, debates, entrevistas, grabaciones en el laboratorio, etc.)
Evaluación continua:	10%	( <i>Workbook</i> , <i>Video Activity Book</i> , tareas complementarias, progreso individual, ejercicios de escritura, lectura y vocabulario, etc.)
Examen final:	35%	Comprensión auditiva, Producción oral* (20%) gramática y vocabulario* (15%)

*\*En estas dos pruebas finales se incluirán contenidos de los niveles anteriores, con el propósito de evaluar el desempeño lingüístico del usuario en el nivel B2 del Cuadro Común Europeo.*

**La nota mínima para aprobar el curso del NIVEL X es 80**

### **NOTAS:**

- La nota final será redondeada a unidad entera.
- Los profesores son libres de decidir de qué manera distribuir la evaluación de acuerdo a cada rubro, respetando siempre los porcentajes. Igualmente queda a criterio de cada docente si realiza

o no repeticiones de pruebas cortas o trabajos a cualquier usuario que por algún motivo no las haya podido realizar.

- Este curso no tiene créditos universitarios.

- Debido a la naturaleza del curso, la asistencia es obligatoria, y se especifica que:

✓ Para aquellos estudiantes que reciben lecciones dos días por semana, sólo podrían ausentarse dos días; es decir, cinco horas de clase. De lo contrario, se perderá el curso.

✓ Para quienes reciben lecciones un día por semana, sólo podrían ausentarse un día; es decir, cinco horas de clase. De lo contrario, se perderá el curso.

- El CEIC no permite el uso de fotocopias del libro de texto.

- Todo aparato electrónico deberá permanecer apagado durante las lecciones.

### **BIBLIOGRAFÍA**

McCarthy, Michael, Jeanne McCarten, y Helen Sandiford. *Touchstone 4 (Full Contact Edition)*. New York: Cambridge University Press, 2010. Print

Diccionario Español/Inglés - Inglés/Español

Material audiovisual del laboratorio de idiomas y adicional suministrado por cada docente

## Appendix B: Observation Guide

Universidad Nacional  
 Facultad de Filosofía y Letras  
 Escuela de Literatura y Ciencias del Lenguaje  
 Sistema de Posgrados  
 Maestría en Segundas Lenguas y Culturas con Énfasis en Inglés como Lengua Extranjera para Alumnado Adulto

**Objective:** To analyze the implementation of oral corrective feedback techniques within students' oral performance.

### 1. Class information

1.1. Level:

- Beginner (Level I)       Intermediate (Level IV)       Advanced (Level X)

1.2. Date: \_\_\_\_\_

1.3. Observation n°:

- 1       2       3       4       5       6

1.4. Time: from \_\_\_\_\_ to \_\_\_\_\_

### 2. Variables to be observed:

- **Mistake:** write down the faulty utterance said by the student.
- **Practice:** checked whether or not a correction was applied by checking () *Yes* or *No*, and specify the well-formed utterance in the column *Correction*.
- **Correction Agent:** indicate who made the correction by specifying *SS* for same student, *DS* for a different student, and *T* for teacher.
- **Technique:** classify the corrective feedback technique implemented and specify *EC* for explicit correction, *RC* for recast, *CR* for clarification request, *MF* for metalinguistic feedback, *EL* for elicitation, and *RP* for repetition.
- **Activity:** check () whether the correction occurred in a task to develop accuracy or fluency.
- **Response to Feedback:** briefly record what happened after the correction occurred, so write *U* for uptake (the student is aware of the correction); *R* for repair (the student identifies the ill-formed utterance and utters a correct form out of self or peer correction); *Rp* for repetition (the student reproduces a well-formed utterance); or *O* for other situations like the mistake was not modified, the student did not understand the correction, the teacher resorted to a different technique, among others.

Mistake	Practice		Correction Agent	Technique	Task		Response to Feedback	
	Applied	Correction			Accuracy	Fluency		
	<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> SS <input type="checkbox"/> DS <input type="checkbox"/> T	<input type="checkbox"/> EC <input type="checkbox"/> RC <input type="checkbox"/> CR	<input type="checkbox"/> MF <input type="checkbox"/> EL <input type="checkbox"/> RP	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> U <input type="checkbox"/> R	<input type="checkbox"/> Rp <input type="checkbox"/> O: _____
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	<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> SS <input type="checkbox"/> DS <input type="checkbox"/> T	<input type="checkbox"/> EC <input type="checkbox"/> RC <input type="checkbox"/> CR	<input type="checkbox"/> MF <input type="checkbox"/> EL <input type="checkbox"/> RP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> U <input type="checkbox"/> R	<input type="checkbox"/> Rp <input type="checkbox"/> O: _____
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	<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> SS <input type="checkbox"/> DS <input type="checkbox"/> T	<input type="checkbox"/> EC <input type="checkbox"/> RC <input type="checkbox"/> CR	<input type="checkbox"/> MF <input type="checkbox"/> EL <input type="checkbox"/> RP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> U <input type="checkbox"/> R	<input type="checkbox"/> Rp <input type="checkbox"/> O: _____
	<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> SS <input type="checkbox"/> DS <input type="checkbox"/> T	<input type="checkbox"/> EC <input type="checkbox"/> RC <input type="checkbox"/> CR	<input type="checkbox"/> MF <input type="checkbox"/> EL <input type="checkbox"/> RP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> U <input type="checkbox"/> R	<input type="checkbox"/> Rp <input type="checkbox"/> O: _____
	<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> SS <input type="checkbox"/> DS <input type="checkbox"/> T	<input type="checkbox"/> EC <input type="checkbox"/> RC <input type="checkbox"/> CR	<input type="checkbox"/> MF <input type="checkbox"/> EL <input type="checkbox"/> RP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> U <input type="checkbox"/> R	<input type="checkbox"/> Rp <input type="checkbox"/> O: _____
	<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> SS <input type="checkbox"/> DS <input type="checkbox"/> T	<input type="checkbox"/> EC <input type="checkbox"/> RC <input type="checkbox"/> CR	<input type="checkbox"/> MF <input type="checkbox"/> EL <input type="checkbox"/> RP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> U <input type="checkbox"/> R	<input type="checkbox"/> Rp <input type="checkbox"/> O: _____
	<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> SS <input type="checkbox"/> DS <input type="checkbox"/> T	<input type="checkbox"/> EC <input type="checkbox"/> RC <input type="checkbox"/> CR	<input type="checkbox"/> MF <input type="checkbox"/> EL <input type="checkbox"/> RP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> U <input type="checkbox"/> R	<input type="checkbox"/> Rp <input type="checkbox"/> O: _____
	<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> SS <input type="checkbox"/> DS <input type="checkbox"/> T	<input type="checkbox"/> EC <input type="checkbox"/> RC <input type="checkbox"/> CR	<input type="checkbox"/> MF <input type="checkbox"/> EL <input type="checkbox"/> RP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> U <input type="checkbox"/> R	<input type="checkbox"/> Rp <input type="checkbox"/> O: _____
	<input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/> SS <input type="checkbox"/> DS <input type="checkbox"/> T	<input type="checkbox"/> EC <input type="checkbox"/> RC <input type="checkbox"/> CR	<input type="checkbox"/> MF <input type="checkbox"/> EL <input type="checkbox"/> RP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> U <input type="checkbox"/> R	<input type="checkbox"/> Rp <input type="checkbox"/> O: _____



**3. Remarks**

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**4. Tallying:**

**4.1. Total of corrections applied**

Yes: \_\_\_\_

No: \_\_\_\_

**4.2. Total of corrections made by agent**

By the same student: \_\_\_\_

By a different student: \_\_\_\_

By the teacher: \_\_\_\_

**4.3. Total of corrections per technique**

Explicit correction: \_\_\_\_ Recast: \_\_\_\_

Clarification Request: \_\_\_\_

Metalinguistic feedback: \_\_\_\_

Elicitation: \_\_\_\_

Repetition: \_\_\_\_

**4.4. Total of corrections made per task**

During tasks intended to develop accuracy: \_\_\_\_

During tasks intended to develop fluency: \_\_\_\_

**4.5. Total of responses to feedback**

Uptake: \_\_\_\_

Repair: \_\_\_\_

Repetition: \_\_\_\_

Other: \_\_\_\_

## Appendix C: Survey for Students

Universidad Nacional

Facultad de Filosofía y Letras

Escuela de Literatura y Ciencias del Lenguaje

Sistema de Posgrados

Maestría en Segundas Lenguas y Culturas con Énfasis en Inglés como Lengua Extranjera para Alumnado Adulto

### *Encuesta para estudiantes de nivel principiante*

*Descripción:* Esta encuesta se enfoca en la manera que los errores son tratados en cursos conversacionales. La información suministrada será manejada de manera confidencial. Agradecemos su ayuda.

*Instrucción:* Marque con una X la casilla correspondiente o conteste en el espacio indicado.

1. Seleccione la casilla que mejor describe su nivel de concordancia con los siguientes enunciados, de acuerdo a la siguiente escala:

**1: Totalmente de acuerdo**

**2: De acuerdo**

**3: En desacuerdo**

**4: Totalmente en desacuerdo**

En el momento de hablar, ...	1	2	3	4
a) todos mis errores deben ser corregidos.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) necesito la oportunidad para corregir mis propios errores.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) otros estudiantes pueden corregir mis errores.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) el docente debe de primero corregir mis errores.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) prefiero ser interrumpido para que corrijan mis errores.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) prefiero terminar de expresar mis ideas antes de que mis errores sean corregidos.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. ¿Quién corrige sus errores en las siguientes actividades? Puede seleccionar más de una opción.

<i>Actividad oral</i>	<i>Usted mismo</i>	<i>Algún compañero</i>	<i>El docente</i>
Prácticas y ejercicios orales	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Revisión oral de tareas (revisión del <i>workbook</i> )	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presentaciones orales (conversaciones, debates, discusiones, otros)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Examen final de producción oral	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Seleccione la casilla que mejor describe la frecuencia de las siguientes maneras de corregir errores durante este bimestre.

<i>Manera de corregir errores</i>	<b>Siempre</b>	<b>Casi siempre</b>	<b>Casi nunca</b>	<b>Nunca</b>
<p><b>a. la forma correcta es suministrada de manera directa.</b> Ejemplo <i>Estudiante dice: "I have 20 years old."</i> <i>Docente dice: "You don't say 'I have 20 years old'.</i> <i>You say: I am 20 years old."</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>b. la forma correcta es suministrada de manera indirecta (repetiendo la misma frase menos el error).</b> Ejemplo <i>Estudiante dice: "I have 20 years old."</i> <i>Docente dice: "I am 20 years old."</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>c. la forma correcta es suministrada en forma de aclaración.</b> Ejemplo <i>Estudiante dice: "I have 20 years old."</i> <i>Docente dice: "Do you mean 'I'm 20 years old'?"</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>d. la forma correcta es suministrada por medio de una explicación.</b> Ejemplo <i>Estudiante dice: "I have 20 years old."</i> <i>Docente dice: "In English, we use verb -be to talk about age. The correct form is 'I'm 20 years old.'"</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>e. la forma correcta es suministrada solicitando al estudiante notar su error.</b> Ejemplo <i>Estudiante dice: "I have 20 years old."</i> <i>Docente dice: "Could you repeat that again?"</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>f. la forma correcta es suministrada por medio de la repetición del error (en algunas ocasiones con entonación en este error).</b> Ejemplo <i>Estudiante dice: "I have 20 years old."</i> <i>Docente dice: "I HAVE 20 years old?"</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. ¿Cuál es su opinión acerca del siguiente enunciado?

*Durante este bimestre, los errores producidos en su caso como estudiante de nivel principiante fueron corregidos solamente cuando estos errores afectaron la comunicación oral.*

- Totalmente de acuerdo
- De acuerdo
- En desacuerdo
- Totalmente en desacuerdo

5. Sugiera dos maneras en las que los errores deben ser corregidos en una clase conversacional.

a. \_\_\_\_\_.

b. \_\_\_\_\_.

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 Sistema de Posgrados  
 Maestría en Segundas Lenguas y Culturas con Énfasis en Inglés como Lengua Extranjera para Alumnado Adulto

*Encuesta para estudiantes de nivel intermedio*

*Descripción:* Esta encuesta se enfoca en la manera que los errores son tratados en cursos conversacionales. La información suministrada será manejada de manera confidencial. Agradecemos su ayuda.

*Instrucción:* Marque con una X la casilla correspondiente o conteste en el espacio indicado.

1. Seleccione la casilla que mejor describe su nivel de concordancia con los siguientes enunciados, de acuerdo a la siguiente escala:

**1: Totalmente de acuerdo**

**2: De acuerdo**

**3: En desacuerdo**

**4: Totalmente en desacuerdo**

En el momento de hablar, ...	1	2	3	4
a) todos mis errores deben ser corregidos.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) necesito la oportunidad para corregir mis propios errores.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) otros estudiantes pueden corregir mis errores.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) el docente debe de primero corregir mis errores.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) prefiero ser interrumpido para que corrijan mis errores.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) prefiero terminar de expresar mis ideas antes de que mis errores sean corregidos.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. ¿Quién corrige sus errores en las siguientes actividades? Puede seleccionar más de una opción.

<i>Actividad oral</i>	<i>Usted mismo</i>	<i>Algún compañero</i>	<i>El docente</i>
Prácticas y ejercicios orales	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Revisión oral de tareas (revisión del <i>workbook</i> )	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presentaciones orales (conversaciones, debates, discusiones, otros)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Examen final de producción oral	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Seleccione la casilla que mejor describe la frecuencia de las siguientes maneras de corregir errores durante este bimestre.

<i>Manera de corregir errores</i>	<b>Siempre</b>	<b>Casi siempre</b>	<b>Casi nunca</b>	<b>Nunca</b>
<p><b>a. la forma correcta es suministrada de manera directa.</b> Ejemplo <i>Estudiante dice: "I have 20 years old."</i> <i>Docente dice: "You don't say 'I have 20 years old'.</i> <i>You say: I am 20 years old."</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>b. la forma correcta es suministrada de manera indirecta (repetiendo la misma frase menos el error).</b> Ejemplo <i>Estudiante dice: "I have 20 years old."</i> <i>Docente dice: "I ..."</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>c. la forma correcta es suministrada en forma de aclaración.</b> Ejemplo <i>Estudiante dice: "I have 20 years old."</i> <i>Docente dice: "Do you mean 'I'm 20 years old'?"</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>d. la forma correcta es suministrada por medio de una explicación.</b> Ejemplo <i>Estudiante dice: "I have 20 years old."</i> <i>Docente dice: "In English, we use verb -be to talk about age. The correct form is 'I'm 20 years old.'"</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>e. la forma correcta es suministrada solicitando al estudiante notar su error.</b> Ejemplo <i>Estudiante dice: "I have 20 years old."</i> <i>Docente dice: "Could you repeat that again?"</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>f. la forma correcta es suministrada por medio de la repetición del error (en algunas ocasiones con entonación en este error).</b> Ejemplo <i>Estudiante dice: "I have 20 years old."</i> <i>Docente dice: "I HAVE 20 years old?"</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. ¿Cuál es su opinión acerca del siguiente enunciado?

*Durante este bimestre, los errores producidos en su caso como estudiante de nivel intermedio fueron corregidos solamente cuando estos errores se presentaron de manera frecuente.*

- Totalmente de acuerdo
- De acuerdo
- En desacuerdo
- Totalmente en desacuerdo

5. Sugiera dos maneras en las que los errores deben ser corregidos en una clase conversacional.

a. \_\_\_\_\_.

b. \_\_\_\_\_.

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 Sistema de Posgrados  
 Maestría en Segundas Lenguas y Culturas con Énfasis en Inglés como Lengua Extranjera para Alumnado Adulto

*Encuesta para estudiantes de nivel avanzado*

*Descripción:* Esta encuesta se enfoca en la manera que los errores son tratados en cursos conversacionales. La información suministrada será manejada de manera confidencial. Agradecemos su ayuda.

*Instrucción:* Marque con una X la casilla correspondiente o conteste en el espacio indicado.

1. Seleccione la casilla que mejor describe su nivel de concordancia con los siguientes enunciados, de acuerdo a la siguiente escala:

**1: Totalmente de acuerdo**

**2: De acuerdo**

**3: En desacuerdo**

**4: Totalmente en desacuerdo**

En el momento de hablar, ...	1	2	3	4
a) todos mis errores deben ser corregidos.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) necesito la oportunidad para corregir mis propios errores.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) otros estudiantes pueden corregir mis errores.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) el docente debe de primero corregir mis errores.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) prefiero ser interrumpido para que corrijan mis errores.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) prefiero terminar de expresar mis ideas antes de que mis errores sean corregidos.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. ¿Quién corrige sus errores en las siguientes actividades? Puede seleccionar más de una opción.

<i>Actividad oral</i>	<i>Usted mismo</i>	<i>Algún compañero</i>	<i>El docente</i>
Prácticas y ejercicios orales	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Revisión oral de tareas (revisión del <i>workbook</i> )	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presentaciones orales (conversaciones, debates, discusiones, otros)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Examen final de producción oral	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



3. Seleccione la casilla que mejor describe la frecuencia de las siguientes maneras de corregir errores durante este bimestre.

<i>Manera de corregir errores</i>	<b>Siempre</b>	<b>Casi siempre</b>	<b>Casi nunca</b>	<b>Nunca</b>
<p><b>a. la forma correcta es suministrada de manera directa.</b> Ejemplo <i>Estudiante dice: "I have 20 years old."</i> <i>Docente dice: "You don't say 'I have 20 years old'.</i> <i>You say: I am 20 years old."</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>b. la forma correcta es suministrada de manera indirecta (repetiendo la misma frase menos el error).</b> Ejemplo <i>Estudiante dice: "I have 20 years old."</i> <i>Docente dice: "I ..."</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>c. la forma correcta es suministrada en forma de aclaración.</b> Ejemplo <i>Estudiante dice: "I have 20 years old."</i> <i>Docente dice: "Do you mean 'I'm 20 years old'?"</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>d. la forma correcta es suministrada por medio de una explicación.</b> Ejemplo <i>Estudiante dice: "I have 20 years old."</i> <i>Docente dice: "In English, we use verb -be to talk about age. The correct form is 'I'm 20 years old.'"</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>e. la forma correcta es suministrada solicitando al estudiante notar su error.</b> Ejemplo <i>Estudiante dice: "I have 20 years old."</i> <i>Docente dice: "Could you repeat that again?"</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>f. la forma correcta es suministrada por medio de la repetición del error (en algunas ocasiones con entonación en este error).</b> Ejemplo <i>Estudiante dice: "I have 20 years old."</i> <i>Docente dice: "I HAVE 20 years old?"</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. ¿Cuál es su opinión acerca del siguiente enunciado?

*Durante este bimestre, los errores producidos en su caso como estudiante de nivel avanzado fueron corregidos solamente cuando estos errores impidieron avances en el desempeño oral.*

- Totalmente de acuerdo
- De acuerdo
- En desacuerdo
- Totalmente en desacuerdo

5. Sugiera dos maneras en las que los errores deben ser corregidos en una clase conversacional.

a. \_\_\_\_\_.

b. \_\_\_\_\_.

## Appendix D: Questionnaire with Teachers

Universidad Nacional  
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 Escuela de Literatura y Ciencias del Lenguaje  
 Sistema de Posgrados  
 Maestría en Segundas Lenguas y Culturas con Énfasis en Inglés como Lengua Extranjera para Alumnado Adulto

### *Questionnaire for Beginner Level's Teacher*

*Description:* This questionnaire focuses on the way mistakes are treated in conversational courses. The data provided will be handled anonymously. We really appreciate your help.

*Instruction:* Complete the following instrument in the space provided.

1. How do you deal with the treatment of mistakes made by students in this conversation class?

---



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2. When should mistakes be corrected in a conversational course?

- During accuracy activities
- During fluency activities
- During both accuracy and fluency activities

3. How frequently did students in this specific course make the following mistakes?

<i>Type of mistake</i>	<i>Always</i>	<i>Frequently</i>	<i>Sometimes</i>	<i>Hardly ever</i>
a. Lexical mistakes (word choice)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Phonological mistakes (pronunciation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Semantic mistakes (meaning)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Syntactic mistakes (grammar)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Pragmatic mistakes (content)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Who corrected students' mistakes during oral activities in this specific course?

- The same student who produced the mistake
- Classmates of that student who produced the mistake
- Yourself as a teacher

5. How did you correct students in this specific course during the following oral activities?

<i>Activity</i>	<i>Mistakes were corrected immediately after they were made</i>	<i>Mistakes were corrected once the activity was completed</i>
Exercises carried out to develop oral production	<input type="checkbox"/>	<input type="checkbox"/>
Assignments checked orally	<input type="checkbox"/>	<input type="checkbox"/>
Oral presentations done by students (i.e. role-plays, debates, discussion forums, among others)	<input type="checkbox"/>	<input type="checkbox"/>
Oral task (s) carried out as the final oral production test	<input type="checkbox"/>	<input type="checkbox"/>

6. Which learners' factor (s) did you take into account to decide the way mistakes were corrected for oral production purposes in this specific course?

*You can choose more than one option.*

- Age
- Gender
- Personality
- Preferences
- Proficiency level
- Other factors: \_\_\_\_\_

7. Which corrective feedback techniques did you use in this specific course?

*You can choose more than one option.*

- Explicit correction** (refers to the explicit provision of the correct form)
- Recast** (involves the teacher's reformulation of all or part of a student's utterance, minus the error)
- Clarification request** (indicates to students either that their utterance has been misunderstood by the teacher or that the utterance is ill-formed in some way and that a repetition or a reformulation is required)
- Metalinguistic feedback** (contains comments, information, or questions related to the well-formedness of the student's utterance)
- Elicitation** (refers to techniques that teachers use to directly elicit the correct form from the students)
- Repetition** (refers to the teacher's repetition, in isolation, of the student's erroneous utterance)

8. Which corrective feedback techniques do you consider the most appropriate for each proficiency level?

*You can choose more than one population of students.*

<i>Technique</i>	<i>Beginnerstudents</i>	<i>Intermediatestudents</i>	<i>Advancedstudents</i>
Explicitcorrection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recast	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clarificationrequest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Metalinguisticfeedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elicitation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Repetition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. What is your opinion about the following statements?

<i>Statement</i>	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
a. Beginner students should be corrected only if mistakes hinder their communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Beginner students should only be corrected when mistakes are constantly repeated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Beginner students should be corrected when mistakes stigmatize these students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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***Questionnaire for Intermediate Level's Teacher***

*Description:* This questionnaire focuses on the way mistakes are treated in conversational courses. The data provided will be handled anonymously. We really appreciate your help.

*Instruction:* Complete the following instrument in the space provided.

1. How do you deal with the treatment of mistakes made by students in this conversation class?

---



---

2. When should mistakes be corrected in a conversational course?

- During accuracy activities
- During fluency activities
- During both accuracy and fluency activities

3. How frequently did students in this specific course make the following mistakes?

<i>Type of mistake</i>	<i>Always</i>	<i>Frequently</i>	<i>Sometimes</i>	<i>Hardly ever</i>
a. Lexical mistakes (word choice)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Phonological mistakes (pronunciation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Semantic mistakes (meaning)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Syntactic mistakes (grammar)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Pragmatic mistakes (content)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Who corrected students' mistakes during oral activities in this specific course?

- The same student who produced the mistake
- Classmates of that student who produced the mistake
- Yourself as a teacher

5. How did you correct students in this specific course during the following oral activities?

<i>Activity</i>	<i>Mistakes were corrected immediately after they were made</i>	<i>Mistakes were corrected once the activity was completed</i>
Exercises carried out to develop oral production	<input type="checkbox"/>	<input type="checkbox"/>
Assignments checked orally	<input type="checkbox"/>	<input type="checkbox"/>
Oral presentations done by students (i.e. role-plays, debates, discussion forums, among others)	<input type="checkbox"/>	<input type="checkbox"/>
Oral task (s) carried out as the final oral production test	<input type="checkbox"/>	<input type="checkbox"/>

6. Which learners' factor (s) did you take into account to decide the way mistakes were corrected for oral production purposes in this specific course?

*You can choose more than one option.*

- Age
- Gender
- Personality
- Preferences
- Proficiency level
- Other factors: \_\_\_\_\_

7. Which corrective feedback techniques did you use in this specific course?

*You can choose more than one option.*

- Explicit correction** (refers to the explicit provision of the correct form)
- Recast** (involves the teacher's reformulation of all or part of a student's utterance, minus the error)
- Clarification request** (indicates to students either that their utterance has been misunderstood by the teacher or that the utterance is ill-formed in some way and that a repetition or a reformulation is required)
- Metalinguistic feedback** (contains comments, information, or questions related to the well-formedness of the student's utterance)
- Elicitation** (refers to techniques that teachers use to directly elicit the correct form from the students)
- Repetition** (refers to the teacher's repetition, in isolation, of the student's erroneous utterance)

8. Which corrective feedback techniques do you consider the most appropriate for each proficiency level?

*You can choose more than one population of students.*

<i>Technique</i>	<i>Beginnerstudents</i>	<i>Intermediatestudents</i>	<i>Advancedstudents</i>
Explicitcorrection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recast	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clarificationrequest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Metalinguisticfeedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elicitation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Repetition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. What is your opinion about the following statements?

<i>Statement</i>	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
a. Intermediate students should be corrected only if mistakes hinder their communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Intermediate students should only be corrected when mistakes are constantly repeated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Intermediate students should be corrected when mistakes stigmatize these students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Universidad Nacional  
 Facultad de Filosofía y Letras  
 Escuela de Literatura y Ciencias del Lenguaje  
 Sistema de Posgrados  
 Maestría en Segundas Lenguas y Culturas con Énfasis en Inglés como Lengua Extranjera para Alumnado Adulto

*Questionnaire for Advanced Level's Teacher*

*Description:* This questionnaire focuses on the way mistakes are treated in conversational courses. The data provided will be handled anonymously. We really appreciate your help.

*Instruction:* Complete the following instrument in the space provided.

1. How do you deal with the treatment of mistakes made by students in this conversation class?

---



---

2. When should mistakes be corrected in a conversational course?

- During accuracy activities
- During fluency activities
- During both accuracy and fluency activities

3. How frequently did students in this specific course make the following mistakes?

<i>Type of mistake</i>	<i>Always</i>	<i>Frequently</i>	<i>Sometimes</i>	<i>Hardly ever</i>
a. Lexical mistakes (word choice)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Phonological mistakes (pronunciation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Semantic mistakes (meaning)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Syntactic mistakes (grammar)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Pragmatic mistakes (content)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Who corrected students' mistakes during oral activities in this specific course?

- The same student who produced the mistake
- Classmates of that student who produced the mistake
- Yourself as a teacher

5. How did you correct students in this specific course during the following oral activities?

<i>Activity</i>	<i>Mistakes were corrected immediately after they were made</i>	<i>Mistakes were corrected once the activity was completed</i>
Exercises carried out to develop oral production	<input type="checkbox"/>	<input type="checkbox"/>
Assignments checked orally	<input type="checkbox"/>	<input type="checkbox"/>
Oral presentations done by students (i.e. role-plays, debates, discussion forums, among others)	<input type="checkbox"/>	<input type="checkbox"/>
Oral task (s) carried out as the final oral production test	<input type="checkbox"/>	<input type="checkbox"/>

6. Which learners' factor (s) did you take into account to decide the way mistakes were corrected for oral production purposes in this specific course?

*You can choose more than one option.*

- Age
- Gender
- Personality
- Preferences
- Proficiency level
- Other factors: \_\_\_\_\_

7. Which corrective feedback techniques did you use in this specific course?

*You can choose more than one option.*

- Explicit correction** (refers to the explicit provision of the correct form)
- Recast** (involves the teacher's reformulation of all or part of a student's utterance, minus the error)
- Clarification request** (indicates to students either that their utterance has been misunderstood by the teacher or that the utterance is ill-formed in some way and that a repetition or a reformulation is required)
- Metalinguistic feedback** (contains comments, information, or questions related to the well-formedness of the student's utterance)
- Elicitation** (refers to techniques that teachers use to directly elicit the correct form from the students)
- Repetition** (refers to the teacher's repetition, in isolation, of the student's erroneous utterance)

8. Which corrective feedback techniques do you consider the most appropriate for each proficiency level?

*You can choose more than one population of students.*

<i>Technique</i>	<i>Beginnerstudents</i>	<i>Intermediatestudents</i>	<i>Advancedstudents</i>
Explicitcorrection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recast	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clarificationrequest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Metalinguisticfeedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elicitation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Repetition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. What is your opinion about the following statements?

<i>Statement</i>	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
a. Advanced students should be corrected only if mistakes hinder their communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Advanced students should only be corrected when mistakes are constantly repeated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Advanced students should be corrected when mistakes stigmatize these students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Appendix E: CEIC Academic Calendar



UNIVERSIDAD NACIONAL  
 FACULTAD DE FILOSOFIA Y LETRAS  
 ESCUELA DE LITERATURA Y CIENCIAS DEL LENGUAJE  
 CENTRO DE ESTUDIOS EN INGLES CONVERSACIONAL / C.E.I.C.



**CEIC, Alajuela and Heredia Sites  
 Academic Calendar, 2014**

<b>Activity</b>	<b>Bimester I</b>	<b>Bimester II</b>	<b>Bimester III</b>	<b>Bimester IV</b>	<b>Bimester V</b>
<b>Enrollment week</b>	Jan. 13 <sup>th</sup> - Jan. 16 <sup>th</sup>	March 17 <sup>th</sup> - March 20 <sup>th</sup>	May 26 <sup>th</sup> - May 29 <sup>th</sup>	Aug. 11 <sup>th</sup> - Aug. 14 <sup>th</sup>	Oct. 13 <sup>th</sup> - Oct. 16 <sup>th</sup>
<b>Placement test in Heredia</b>	Jan. 13 <sup>th</sup>	March 17 <sup>th</sup>	May 26 <sup>th</sup>	Aug. 11 <sup>th</sup>	Oct. 13 <sup>th</sup>
<b>Placement test in Alajuela</b>	Jan. 14 <sup>th</sup>	March 18 <sup>th</sup>	May 27 <sup>th</sup>	Aug. 12 <sup>th</sup>	Oct. 14 <sup>th</sup>
<b>Term's start</b>	Jan. 20 <sup>th</sup>	March 24 <sup>th</sup>	June 2 <sup>nd</sup>	Aug. 18 <sup>th</sup>	Oct. 20 <sup>th</sup>
<b>Term's end</b>	March 15 <sup>th</sup>	May 24 <sup>th</sup>	Aug. 9 <sup>th</sup>	Oct. 11 <sup>th</sup>	Dec. 11 <sup>th</sup>
<b>Days off</b>	-	Holy week: April 14 <sup>th</sup> - April 20 <sup>th</sup>  May 1 <sup>st</sup>	Midterm vacation: June 30 <sup>th</sup> - July 13 <sup>th</sup>  August 2 <sup>nd</sup>	Sep. 15 <sup>th</sup>	-

## Appendix F: Informed Consent Forms

Alajuela, 21 de junio del 2014

**M.A. Andrés Ramírez Oviedo**

Coordinador Académico

Centro de Estudios en Inglés Conversacional, CEIC

Escuela de Literatura y Ciencias del Lenguaje

Universidad Nacional

Estimado señor:

Por este medio le enviamos un saludo y hacemos de su conocimiento el motivo de la presente. Los suscritos, estudiantes del Programa de Maestría Profesional en Segundas Lenguas y Culturas con Énfasis en Inglés como Lengua Extranjera de la Universidad de Universidad Nacional, solicitan autorización para realizar el trabajo final de graduación en el CEIC, Sede Interuniversitaria de Alajuela, con tres grupos proyectados para el Bimestre IV, según calendario académico del CEIC. Los grupos serían los correspondientes a Nivel IV y X, en el horario de lunes y miércoles, y Nivel I en el horario de martes y jueves.

Este trabajo se titula:

**Corrective Feedback Best Practices: Analyzing Mistakes in Oral Communication from Learners' and Teachers' Perspectives at CEIC-UNA, Alajuela**

Las actividades planteadas para recolectar información en esta investigación comprenden desarrollo de observaciones de clase, encuestas a los estudiantes y cuestionarios a los docentes.

Cordialmente,

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Lic. Ligia Espinoza Murillo  
Cédula: 5-0258-0112

---

Lic. David Rodríguez Chaves  
Cédula: 2-0632-0439

Alajuela, 25 de agosto del 2014

Estudiantes y Docente

**Nivel \_\_ (Grupo \_\_)**

Centro de Estudios en Inglés Conversacional, CEIC

Sede Interuniversitaria de Alajuela

Universidad Nacional

Estimados:

Mediante la presente se les informa que durante el Bimestre IV del presente año, se estará realizando en su grupo un trabajo final de graduación (TFG), perteneciente al programa *Maestría Profesional en Segundas Lenguas y Culturas con Énfasis en Inglés como Lengua Extranjera para Alumnado Adulto*, de la *Universidad Nacional*. Este estudio se enfoca en las prácticas de corrección de errores en clases conversacionales.

La información recolectada a través de observaciones de clase, encuestas al alumnado y cuestionarios al profesorado se llevará a cabo en un marco de confidencialidad y anonimato, tomando en cuenta que ustedes, los estudiantes, tendrán el papel de participantes, mas no de informantes conforme a la metodología del estudio.

Las dinámicas investigativas no representarán una carga académica extra en el avance del curso. Por el contrario, se ha diseñado un plan de investigación el cual no afecte el avance de los estudiantes o docentes.

Finalmente, cabe destacar, que el CEIC, como parte de una universidad pública, promueve la investigación por parte de su equipo docente para brindar fuentes de información que permitan mejorar prácticas en el ámbito del aprendizaje del inglés como lengua extranjera. El estudio a realizarse en su grupo cumple con estas características.

Favor firmar el acta adjunto de recibido como forma de consentimiento a participar en el estudio.

Cordialmente,

**Lic. Ligia Espinoza Murillo**  
Discente del TFG

**Lic. David Rodríguez Chaves**  
Discente del TFG

**Appendix G:**

**Manual for Corrective Feedback Best Practices at CEIC**

Universidad Nacional  
Facultad de Filosofía y Letras  
Escuela de Literatura y Ciencias del Language  
Centro de Estudios en Inglés Conversacional, CEIC

# Corrective Feedback Best Practices

*A Manual for CEIC Teachers*

Developed by Ligia Espinoza and David Rodríguez



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Specific objectives .....2

Procedures .....2

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Surveying Students' Preferences Toward Corrective Feedback .....7

Reviewing Corrective Feedback Techniques .....9

Treating Students' Mistakes per Proficiency Level .....10

Introspecting Corrective Feedback Practices per Proficiency Level .....12

Suggestions for Treating Mistakes at CEIC.....15

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## Presentation

Finding a balance between constantly interrupting students' speech and wisely thinking about the right moment to correct L2 negative evidence is perhaps one of the greatest concerns among EFL teachers, especially when providing feedback in an oral course. As a result of a research study on oral corrective feedback conducted at the CEIC in different proficiency level groups, this manual has been developed with a twofold purpose.

First of all, current and future teachers at CEIC can benefit from reviewing the most relevant principles when correcting learners' ill-formed language. According to Richards in *Communicative Language Teaching*, on which the methodology of this program is based, learners' L2 negative evidence comes from a gradual process of trial and error. Then it can be inferred that students' erroneous utterances are expected as part of their learning process. Nonetheless, these utterances which often distort communication must be treated, yet teachers need to be aware on the way this feedback is provided and what the rationale of this treatment entails. Moreover, a distinction between errors and mistakes needs to be addressed. Brown states that mistakes are commonly referred as performance errors, while errors per se come from the learners' systematic competence. This author clarifies that teachers can realize about this distinction using two premises: (1) learners make a mistake if they know the system, but fail to use it, and (2) learners produce errors when they do not know the system because the language they attempt to use goes beyond their level of language proficiency. Thus, the treatment of mistakes is the focus of the present manual since mistakes present faulty samples of the learners' language performance according to their

proficiency level. Unlike errors, mistakes can be corrected by the learners. A review on the way to approach mistakes is therefore necessary.

Secondly, this manual intends to create a reflective teaching process from analyzing different instances when faulty language was uttered and the way it was corrected in oral tasks; these instances are informed by real-life samples collected during the research study. As learners realize whether they are on the right track from confronting the mistakes, teachers also need to reflect whether their corrective feedback practices are really enhancing students' communication.

### **General Objective**

To analyze the treatment of mistakes in oral tasks as to create awareness on corrective feedback practices in CEIC's courses.

### **Specific objectives**

To review teachers' knowledge of corrective feedback.

To propose an instrument to survey students' preferences on corrective feedback

To inspect corrective feedback techniques that can be implemented in oral tasks.

To reflect on teachers' corrective feedback practices according to students' proficiency level.

### **Procedures**

This manual has been divided in several sections. The first section comprises an overview on corrective feedback theoretical aspects. Teachers will complete a series of items based on background information to review where mistakes come from, when they should be corrected, who should correct them and what is the students' responses to these corrections are. A sample of a survey to collect students' preferences on this practice is provided in a second section. A

third section focuses on the techniques that can be used for oral communication purposes. Teachers will match the techniques to their corresponding definition, classify the corrective feedback technique that should be implemented according to the examples provided, and practice on possible corrections based on given technique. Another section includes an introspection guide on how to correct mistakes based on the students' proficiency level. Teachers will answer a few questions and identify the most suitable corrective feedback techniques according to students' proficiency level. Finally, a set of general suggestions are proposed from the insights of teachers and learners participating in the study.

### Background Information

1. Where do mistakes come from?


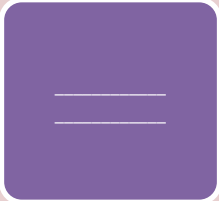




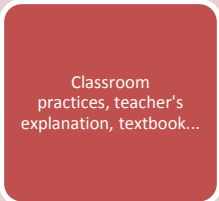

- Name three reasons why a foreign language learner makes mistakes:

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

- According to Brown, erroneous utterances might come from four different sources. Write the name of each source above its description.

Source 1	Source 2	Source 3	Source 4
			
			

Options:

Communication Strategies

Interlingual Transfer

Intralingual Transfer

Learning Context

2. When should mistakes be corrected?

- Write in the blanks A if you agree, D if you disagree or U if you are undecided regarding the following statements:

\_\_\_ Mistakes should always be corrected.

\_\_\_ Mistakes should never be corrected.

\_\_\_ Mistakes should be corrected in accuracy tasks.

\_\_\_ Mistakes should be corrected in fluency tasks.

- Read the following rules of thumb about when to correct mistakes.

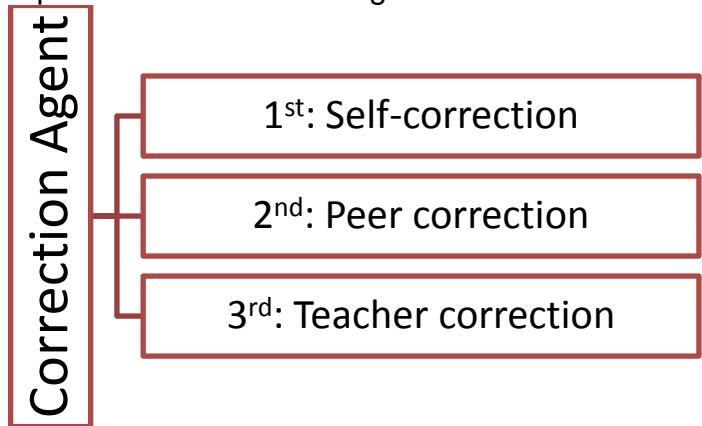
- Rule 1** • Mistakes should be corrected depending on the context they occur in.
- Rule 2** • Teachers should correct in both accuracy-oriented and fluency-oriented tasks.
- Rule 3** • Feedback should be provided immediately after if the communication is hindered by mistakes.
- Rule 4** • Feedback should be delayed to avoid interrupting students' attempt to communicate.

- Check when you would correct students in the following tasks. Justify your answers.

<b>Task</b>	<b>Immediate Correction</b>	<b>Delayed Correction</b>	<b>Why?</b>
Book exercises	<input type="checkbox"/>	<input type="checkbox"/>	_____
Assignments	<input type="checkbox"/>	<input type="checkbox"/>	_____
Oral presentations	<input type="checkbox"/>	<input type="checkbox"/>	_____
Final oral exam	<input type="checkbox"/>	<input type="checkbox"/>	_____

3. Who should correct mistakes?

- Walz establishes a hierarchy through which the agents in the classroom have to proceed when correcting mistakes:



4. What is the response on the students after being corrected?

- Brown has stated that students may have the following responses to feedback:

***Uptake***

Reaction or noticing by the student who has made a mistake

***Repair***

Correction of the ill-formed utterance through self-correction

***Repetition***

Reproduction of well-formed utterance

### Surveying Students' Preferences Toward Corrective Feedback

In order to inquire students' perspectives, it is a good idea to survey how students feel toward corrective feedback practices every time you teach a group of students. Below, a brief survey in which students can express their needs and expectations toward corrective feedback is provided. A version in Spanish might be needed for lower level groups.

#### **Encuesta: Percepciones sobre corrección de errores**

*Favor completar el siguiente instrumento para conocer sus percepciones en el momento de corregir errores.*

a) Información de referencia

Edad: \_\_\_\_\_

Nivel: \_\_\_\_\_

b) Seleccione la casilla que mejor describe su nivel de concordancia con los siguientes enunciados, de acuerdo a la siguiente escala.

**1: Totalmente de acuerdo**

**2: De acuerdo**

**3: En desacuerdo**

**4: Totalmente en desacuerdo**

En el momento de hablar, ...	1	2	3	4
todos mis errores deben ser corregidos.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
necesito la oportunidad para corregir mis propios errores.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
otros estudiantes pueden corregir mis errores.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
el docente debe ser el primero en corregir mis errores.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
prefiero ser interrumpido para que corrijan mis errores.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
prefiero terminar de expresar mis ideas antes de que mis errores sean corregidos.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

c) Complete los siguientes enunciados.

- Me gusta cuando corrigen mis errores de la siguiente manera:

\_\_\_\_\_

- No me gusta cuando corrigen mis errores de la siguiente manera:

\_\_\_\_\_



**Survey: Perceptions toward corrective feedback**

Please complete the following instrument in order to know your perception when feedback is provided.

a) Background Information

Age: \_\_\_\_\_

Level: \_\_\_\_\_

b) Check the box that best describes the level of agreement with the following statements:

**1: Totally agree**

**2: Agree**

**3: Disagree**

**4: Totally disagree**

When speaking, ...	1	2	3	4
all of my errors have to be corrected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I need the opportunity to correct my own errors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
another student can correct my errors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the teacher first has to correct my errors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I prefer to be interrupted for my errors to be corrected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I prefer to finish expressing my ideas before my errors are corrected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Complete los siguientes enunciados:

- I like when my mistakes are corrected in the following way:

\_\_\_\_\_

\_\_\_\_\_.

- I dislike when my mistakes are corrected in the following way:

\_\_\_\_\_

\_\_\_\_\_.

## Reviewing Corrective Feedback Techniques

1. Based on Lyster and Ranta, match the techniques on the left with the corresponding description on the right.

<b>Technique</b>	<b>Description</b>
a. <b>Explicit correction</b>	( ) It poses questions or provides comments or information related to the formation of the student's utterance, without providing the correct form.
b. <b>Recast</b>	( ) It indicates that the message was not understood or contains some kind of mistake, by asking for repetition.
c. <b>Clarification request</b>	( ) It implicitly provides a reformulation of the student's error, or the correction, without directly indicating that the student's utterance was incorrect.
d. <b>Metalinguistic feedback</b>	( ) It directly leads to the correct form by asking questions, pausing to allow the student to complete an utterance, or by asking for reformulation.
e. <b>Elicitation</b>	( ) It clearly indicates that the student's utterance was incorrect, providing the correct form.
f. <b>Repetition</b>	( ) It allows reproducing the mistake, by adjusting intonation to draw attention to it.

2. Classify the corrective feedback technique, from the previous exercise, implemented in the following examples.

<b>Example 1</b>	- Mistake: "I have 20 years old." - Correction: "In English, we use verb -be to talk about age. How would you say it with verb -be" <b>This technique corresponds to _____.</b>
<b>Example 2</b>	- Mistake: "I have 20 years old." - Correct utterance: "Could you repeat that again?" <b>This technique corresponds to _____.</b>
<b>Example 3</b>	- Mistake: "I have 20 years old." - Correction: "I HAVE 20 years old?" <b>This technique corresponds to _____.</b>
<b>Example 4</b>	- Mistake: "I have 20 years old." - Correction: "You don't say 'I have 20 years old'. You say: I am 20 years old." <b>This technique corresponds to _____.</b>
<b>Example 5</b>	- Mistake: "I have 20 years old." - Correction: "I ...." <b>This technique corresponds to _____.</b>
<b>Example 6</b>	- Mistake: "I have 20 years old." - Correction: "Do you mean 'I'm 20 years old'?" <b>This technique corresponds to _____.</b>

ANSWER KEY. For item 1: d, c, b, e, a, f. For item 2: metalinguistic feedback, clarification request, repetition, explicit correction, recast, elicitation

## Treating Students' Mistakes per Proficiency Level

In the charts below, provide how you would correct students' mistakes according to the feedback technique given. Write your correction in the second column.

### Beginner Level

<i>Mistake</i>	<i>Correction</i>	<i>Technique</i>
I liveis Desamparados.		Explicitcorrection
child [referring to a group of kids]		Metalinguisticfeedback
I live with your family. [referring to one'sfamily]		Elicitation
He is a bet. [referring to a veterinarian]		Recast
Shehaveonesister.		Repetition
I watchplay soccer.		Clarificationrequest
Mystepfather do vegetables.		Clarificationrequest
He don't play video games.		Explicitcorrection

### Intermediate Level

<i>Mistake</i>	<i>Correction</i>	<i>Technique</i>
It's a large history. [telling a personal anecdote]		Elicitation
I haven'tdidit.		Explicitcorrection
Nilo River		Clarificationrequest
My brothers has learned English.		Metalinguisticfeedback
Have you break your leg?		Metalinguisticfeedback
How's the smallest city in the world?		Explicitcorrection
He went with your son. [referring to a male's son]		Recast
She go to the gym.		Repetition

*Advanced Level*

<i>Mistake</i>	<i>Correction</i>	<i>Technique</i>
earn cash		Explicit correction
make a bank account		Elicitation
make an expense		Explicit correction
the most cheapest		Metalinguistic feedback
She is conscience about it.		Repetition
I dislike political. [referring to the field]		Recast
demons [referring to diamonds]		Elicitation
ancient people [referring to senior citizens]		Clarification request

### Introspecting Corrective Feedback Practices per Proficiency Level

Read the following statements about the most suitable way to correct students in each proficiency level proposed by Hendrickson, and answer the questions below.

#### 1. Corrective Feedback for Beginner Levels (Intro A, Intro B, I, II, III)

**Beginner students should be corrected *only if mistakes hinder their communication.***

- What do you think of the previous statement?

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- How do you usually correct mistakes made by beginner learners?

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- According to the statement, which techniques from section C do you think are more suitable to correct mistakes made by beginner learners? Justify your answer.

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## 2. Corrective Feedback for Intermediate Levels (IV, V, VI, VII)

**Intermediate students should *only be corrected when mistakes are constantly repeated.***

- What do you think of the previous statement?

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- How do you usually correct mistakes made by intermediate learners?

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- According to the statement, which techniques from section C do you think are more suitable to correct mistakes made by intermediate learners? Justify your answer.

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### 3. Corrective Feedback for Advanced Levels (VIII, IX, X)

**Advanced students should be corrected *when mistakes stigmatize these students.***

- What do you think of the previous statement?

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- How do you usually correct mistakes made by advanced learners?

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- According to the statement, which techniques do you think are more suitable to correct mistakes made by advanced learners? Justify your answer.

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## Suggestions for Treating Mistakes at CEIC

# Suitable Tips

Make students aware that producing faulty language is a common, expected outcome from their language learning process.

Consider learners' factors such as age, needs, and expectations to decide on corrective feedback practices.

Survey how students feel and prefer toward corrective feedback; ask them how they like and how they do not like to be corrected.

Familiarize students with the different corrective feedback techniques to be implemented in the course; provide and model examples that guarantee they understand they are being corrected.

Develop a supportive environment in which students monitor themselves and each other, and in which self and peer correction become the first practices before teacher correction.

Correct mistakes according to the context in which they occur; immediate correction is needed when mistakes hinder communication, and delayed correction is the option to avoid interruptions.

Take into account students' proficiency level. Their level determines what mistakes to correct, and how and when to correct

Decode students' responses to feedback; if there is no evident response, try a different technique.

Analyze if a mistake is actually an error. If the negative evidence indicates that learner is not ready to deal with a given target linguistic form, remedial teaching is suggested to correct this error. Remember students will not be able to correct an error but a mistake.



## Glossary

**Clarification request.** It indicates to students either that their utterance has been misunderstood by the teacher or that the utterance is ill-formed in some way and that a repetition or a reformulation is required.

**Elicitation.** It refers to techniques that teachers use to directly elicit the correct form from the students by asking to complete an utterance, asking a question, or asking for a reformulation.

**Explicit correction.** It refers to the explicit provision of the correct form.

**Interlingual transfer.** The transfer from the native language or interference into the target language; for example, students might think that syntax from L1 can be used into L2.

**Intralingual transfer.** The transfer or process within the second or foreign language per se; a common practice is overgeneralization, students might misapply rules (e.g. inflecting –ed to irregular verbs).

**Metalinguistic feedback.** It contains comments, information, or questions related to the well-formedness of the student's utterance.

**Recast.** It involves the teacher's reformulation of all or part of a student's utterance, minus the error.

**Repetition.** It refers to the teacher's repetition, in isolation, of the student's erroneous utterance.

## More to Read!

The authors of this manual would like to encourage teachers to review theoretical aspects and reflect on their practice for corrective feedback, by consulting these references of interest:

Brown, H. Douglas. *Principles of Language Learning and Teaching*. 5th ed. New York: Pearson Longman, 2007. Print.

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Kennedy, Sara. "Corrective Feedback For Learners Of Varied Proficiency Levels: A Teacher's Choices." *TESL Canada Journal* 27.2 (2010): 31-50. *ERIC*. Web. 14 Feb. 2014.

Lyster, Roy, and Leila Ranta. "Corrective Feedback and Learner Uptake." *Studies in Second Language Acquisition* 19.1 (1997): 37-66. *Cambridge Journals*. Web. 01 Oct. 2013.

Ortega, Lourdes. *Understanding Second Language Acquisition*. London: Hodder Education, 2009. Print

Richards, Jack C. *Communicative Language Teaching Today*. New York: Cambridge University Press. 2006. Print.

Walz, Joel C. *Error Correction Techniques for the EFL Classroom*. New Jersey: Prentice Hall, 1982. Print.