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Beyond the Teacher's Eye: A Comparison of EFL Learners Reactions and Perceptions About Explicit and Implicit Oral Error Correction Techniques to Reflect on the Importance of Learners' Thoughts on Corrective Feedback

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General Index

Table Index

Figure Index

Abstract

This study explores EFL learners' reactions and perceptions towards oral implicit and explicit error correction (EC) techniques. It is grounded in the noticing hypothesis and the interaction hypothesis. Also, it is constructed within a constructivist research paradigm. This research involved two small groups of EFL learners at a private language institute. We trained the teachers on six EC techniques; three implicit and three explicit. Subsequently, we observed their implementation in the classroom, filled out checklists of students' reactions and recorded the lessons. Afterwards, we conducted interviews with participants and showed them clips of their reactions to each of the EC techniques used. Data analysis involved open, axial and focused coding strategies. The findings indicated that learners are open to correction, but it is crucial for teachers to know how and when to correct. Furthermore, the act of repeating after the teacher is not a synonym of noticing or uptake. Learners appreciate correction, but they prefer clear EC techniques that facilitate error recognition and self-correction. Therefore, educators must consider students' perceptions, which may differ from their observable reactions.

Keywords: error correction (EC), corrective feedback (CF), error, reaction, perception, noticing, interaction, recast, nonverbal way, elicitation, metalinguistic feedback, repetition, clarification request.

Resumen

Este estudio explora las reacciones y percepciones de los estudiantes de inglés como lengua extranjera hacia técnicas implícitas y explícitas de corrección oral. El trabajo está fundamentado en la hipótesis de captación y en la hipótesis de interacción. Además, el estudio se construye dentro del paradigma de investigación constructivista. La investigación involucró a dos pequeños grupos de estudiantes de inglés como lengua extranjera en un instituto de idiomas privado. Capacitamos a los docentes en el uso de seis técnicas de corrección oral; tres técnicas implícitas y tres explícitas. Posteriormente, observamos su implementación en la clase, completamos listas de verificación de las reacciones de los estudiantes y grabamos las lecciones. Posteriormente, llevamos a cabo las entrevistas con los participantes y les mostramos videoclips de sus reacciones a cada una de las técnicas de corrección implementadas. El análisis de datos involucró estrategias de codificación abierta, axial y focalizada. Los resultados indicaron que los estudiantes están abiertos a la corrección, pero es crucial que los docentes sepan cómo y cuándo corregir. Además, la acción de repetir la corrección después del docente no es sinónimo de captación o asimilación. Los estudiantes aprecian la corrección, pero prefieren estrategias de corrección claras que faciliten el reconocimiento de errores y la autocorrección. Por lo tanto, los docentes deben considerar las percepciones de sus estudiantes, las cuales pueden diferir de las reacciones observables.

Palabras clave: Corrección de errores, retroalimentación correctiva, error, reacción, percepción, captación, interacción, reformulación, modo no verbal, elicitación, retroalimentación metalingüística, repetición, solicitud de aclaración.

I. Introduction

Acquiring a new language can be overwhelming for students depending on the circumstances in which they are learning. For most language learners, dealing with errors is one of the most difficult tasks they face during this process. Across language classrooms, it is common to find students who are reluctant to speak in the target language because they are afraid of making errors. This fear comes from the reality that many students face in their classrooms, where they have to deal with corrections not being tailor-made to their specific needs. Such corrections may make them feel insecure or self-conscious.

This involuntary fear of errors is related to the fact that errors are not always seen as positive or even normal occurrences in target language use. As Gumbaridze (2012) mentioned, "although there is a more tolerant attitude towards students' errors in modern methodology, this does not mean that student errors are welcome" (p. 660). Due to the implementation of more communicative approaches in language teaching, learners are not currently judged as harshly as they were in the past for making errors. However, there are still certain methodological aspects that need to be addressed in the classroom in order to help learners overcome this fear. An efficient way to help students understand that errors should be seen as a natural part of the learning process is by using diverse and effective error correction techniques.

It is important to acknowledge, however, that the word *error* can have different implications. As Pawlak (2014) explained, "there is no agreement among specialists as to how the notion of *error* itself should be defined" (p. 3). Lennon (1991) provided an interesting definition of the term; he mentioned that errors are occurrences that happen when a learner's language performance differs to that of a native speaker. He defined error as a "linguistic form or a combination of forms, which, in the same context and under similar conditions of production,

would, in all likelihood, not be produced by the speakers' native speaker counterparts" (p. 182). In other words, an error can be student-produced sentences, words, or structures that are not accepted as grammatical or accurate by the native speakers of the target language. Furthermore, the term error should not be confused with mistake. Corder (1981) explained that mistakes can be seen as errors in a student's performance as a result of distraction or lack of preparation, while the term error refers to "the systematic errors of the learner from which we are able to reconstruct his knowledge of the language" (p. 10).

In language learning, the responsibility to correct errors mostly falls into the teacher's hands. Error correction is not an easy and straightforward process, since there is not a prescribed method on how to correct. Each student population is different; hence, different techniques should be used accordingly. As Bakan et al. (2020) mentioned, teachers should take into consideration many aspects when deciding which error correction techniques to use. Students' attitudes, learning styles, and personality traits might play an important role in the decision-making process (p. 8). For this reason, teachers should not assume that all techniques are effective for all learners. It is important to take into account students' opinions as well. Roothooft and Breeze (2016) explained that knowing students' opinions regarding error correction might raise teachers' awareness of what students expect their learning process to be like (p. 333). Hence, including learners in the selection of error correction techniques should not be optional, but mandatory.

Teachers may often find themselves wondering when and how they should correct their students. They may also look for and start implementing techniques that are effective in all possible ways. They often assume that their choice of error correction technique is effective because students respond to it, but that might not always be the case. Having said that, do

teachers also take their time to ask their students how they feel when they are corrected? Or perhaps, if they actually understand the correction and learn from it? Not many teachers would provide an affirmative answer to these questions. That does not mean that teachers are not doing their job; it means they are forgetting to do something that will benefit both, teachers and learners.

To provide an example, in a language class, when a student says, "he did not went", the teacher corrects using a technique that has worked previously in class for them. The student takes the correction and the class continues. The teacher sees the student's reaction towards the correction and finds it positive; thus, the correction was effective in the teacher's mind. However, minutes later, the student says, "he did not ate." Another technique is used to correct the error and once again, the student takes the correction and continues interacting during class. The situation repeats itself one more time. The teacher continues implementing more techniques and the student continues taking the corrections because the teacher is the "expert" and knows what is best for the students. The learner never tells the teacher how he/she felt, or whether the correction was understood or confusing. Perhaps, the first time he/she did not understand what the error was and the second time, he/she was ashamed of asking. This is the reality for many teachers and language learners in their classrooms. Teachers correct the way they believe is best, see their students' reactions and make assumptions, and students continue taking corrections but do not express their perceptions towards correction techniques.

This case study aimed to describe the *reactions* and *perceptions* of EFL learners towards explicit and implicit oral error correction (EC) techniques at a private language institute. We understand a reaction as a response to a stimulus, which in this study constituted how the students responded when they received corrective feedback. On the other hand, we define perception as an

opinion about said stimulus; specifically, the opinions learners expressed about the EC techniques that their instructor used Furthermore, we understand errors as systematic misuses of the language or mistakes that can happen repeatedly if not corrected. Finally, we define oral error correction as the immediate oral corrective feedback provided by the instructor when the learners' oral utterances contained an error.

For the purpose of this research, we used three explicit (recasts, metalinguistic feedback, and elicitation) and three implicit (clarification request, repetition, and the nonverbal way technique) EC techniques. Shamiri and Farvardin (2016) stated that with the use of implicit feedback teachers show students that there is an error in their utterance, and they should try to reformulate it. However, in the case of explicit feedback, teachers not only point out the error but also correct it (p. 1066). In other words, with explicit feedback, the teachers not only point out the error but also correct it, while with implicit feedback the teacher directs students' attention towards an error but the students are in charge of correcting it. This study seeks to answer the following research questions: *How do EFL learners react towards explicit and implicit oral error correction techniques implemented in their course?* and *How do EFL learners perceive explicit and implicit oral error correction techniques implemented in their course?*

II. Literature Review

2.1 Theoretical Framework

The noticing hypothesis and the interaction hypothesis support our study of how EFL learners perceive and respond to explicit and implicit oral Error Correction (EC) techniques implemented in their classes. In this section, we define each hypothesis and explore how EC is seen. Additionally, we explain how we apply these hypotheses to examine the data collected for our study.

2.1.1 Noticing Hypothesis

It is essential to consider conscious learning and awareness in Second Language Acquisition (SLA). Schmidt (1990, 2010) developed the noticing hypothesis under the argument that intake is the part of the input that the learner notices. The author argued that "if noticed, the comprehensible input becomes intake; that is, it becomes consciously registered" (Schmidt, 1990, p.141, Schmidt, 2010, p. 721). Once a learner notices, for example, a pattern or a word pronounced differently, he continues noticing it and might even start using it. This process indicates there is uptake. It is not until the learner first notices a sound, a pattern or form, that he starts noticing it more often. As a learner advances, he starts noticing forms, gaps, and variations. Schmidt (1990) also stated that "those who notice most, are those who pay attention most" (p. 149).

There should also be willingness to notice. In other words, the learner "must attend to and notice linguistic features embedded in the input that he is exposed to if those forms are to become intake for learning" (Schmidt, 2010, p. 724). On the other hand, when a learner does not consciously notice linguistic forms, there is a risk for fossilization or the learning of incorrect

forms. A learner who takes up wrong linguistic forms, does not advance, nor does he reach the next stage (Cambridge University Press ELT, 2011). In sum, in order to overcome errors, learners "must make conscious comparisons between their own output and the target language input" (Schmidt, 2010, p. 724). The noticing hypothesis also accounts for individual differences in noticing and awareness. Learners can reach a high level of accuracy if they take notes, consciously manipulate grammatical structures, keep track of corrections, and appreciate feedback (Schmidt, 2010, p. 732). This means that the learner pays attention to form and is willing to notice a gap, patterns, and language differences.

The noticing hypothesis also received criticism. Gass, Behney and Plonsky (2013) pointed out that the debate around the role of noticing; especially on how much and what kind of attention is needed for learning (p. 220). Also, according to Schmidt (2010), scholars noted that "attention and awareness may be necessary for some kinds of learning but not others" p. 728).

For the purpose of this study, the noticing hypothesis helped us identify how frequently students were guided to notice corrections and errors upon receiving explicit and implicit oral corrective feedback. In addition, this hypothesis guided us to know whether learners consciously noticed their errors and the corrections they received, or if they were in need of further guidance. Besides, the hypothesis contributed to our understanding of learners' willingness to notice and appreciate feedback.

2.1.2 Interaction Hypothesis

The interaction hypothesis emerged as a result of a possible gap in Krashen's Comprehensible Input Hypothesis (Ellis, 1991, p. 180). Broadly, Krashen's Input Hypothesis focused mainly on the importance of providing comprehensible input to ensure that language learners acquire the L2 (Krashen, 2008, 2017). Conversely, the interaction hypothesis postulated

that for language acquisition to happen, there should also be some form of interaction. In fact, Ellis (1991) explained two main premises which should be taken into consideration when discussing the Interaction Hypothesis: (1) there should be comprehensible input in order to have acquisition, and (2) modifications of speech during interaction can make the input comprehensible for learners (p. 180).

This second premise is mostly related to the work of Long (1981). This author established how the interaction hypothesis considers the role of input, interaction, and output in SLA; all of which converge in communicative encounters where learners negotiate for meaning and receive corrections on the oral utterances that contain an error. In his study about interaction between native speakers and non-native speakers, Long (1981) stated how input and interaction are clearly related (p. 268). However, this interaction can be modified. This means that during a conversation, learners might need strategies such as repetition, recast, and clarification to be able to understand a message (Long, 1981, p. 269). It is through this modification of speech that learners obtain comprehensible input and can be part of the communicative process.

The role of interaction has also been studied in relation to comprehension in SLA. Pica, Young and Doughty (1987) focused on the impact that interaction can have over comprehension. In their research, they explained that "comprehension is best assisted when the content of the directions was repeated and rephrased in interaction" (p. 737). This assisted comprehension refers to Long's hypothesis about how modified speech can lead to language acquisition.

The interaction hypothesis was also criticized in two different forms. First, Ellis (1991) explained that too many modifications in speech might result in redundant or confusing information, hence, interaction might not be clear (p. 188). Second, Gass (2005) suggested that

when speakers modify their speech to be understood, there is no guarantee that learners understand. Instead, the author suggested that learners might just mimic the speaker (p.185).

In the present study, the interaction hypothesis permitted us to identify in which ways feedback given individually and feedback given to the entire group led to different reactions or responses. In addition, the hypothesis aided us to see learners' reactions towards different error correction techniques, and the interactions between teacher-student and student-student when there was negotiation for meaning. Specifically, we focused on how interactions, negotiation for meaning, and learners' preferences affected the learners' understanding of the corrections.

2.2 Literature Review

The following literature review is divided into two main sections. First, we go over some of the most important definitions such as error and error correction. Second, we discuss previous studies on error correction in SLA.

2.2.1 Defining Errors and Error Correction Techniques

This section explains the difference between *error* and *mistake*, the most notable explicit and implicit error correction techniques, and the purpose and role that error correction has when learning an L2.

2.2.1.1 Defining Errors and Their Occurrence. Error correction (EC, hereafter) or corrective feedback (CF, hereafter) refers to the responses that teachers give learners when they encounter an error in their performance; this means EC "takes the form of responses to learner utterances containing an error" (Ellis, Loewen & Erlam, 2006, p. 340). There is a tendency to regard errors as negative aspects of the language learning process. According to Chen, Lin, and Jian (2016) "some believe errors interfere with L2 development, while others argue errors shed

light on learners' current state of learning" (p. 86). Due to this disagreement, many questions arise regarding the way in which errors should be addressed. Clearly, there is a range of reasons why errors occur, which can extend from language-based errors, such as grammatical ones, to more personal and social aspects of the learner. Gumbaridze (2013) agreed that corrections should not be made by pointing out every error that a learner produces as this "can damage the flow of communication and have negative effects on students' will to activate L2" (p. 1661). Instead, "teachers should correct errors that are especially important and/or which learners may have difficulty overcoming on their own" (Truscott, 2001, p. 93). Deciding whether teachers should correct an error depends greatly on the type of activity being carried out. According to Gumbaridze (2013), "widely accepted attitude towards error correction in the fluency-oriented activities is delayed or postponed feedback. Whereas in accuracy-oriented activities immediate feedback or on the spot correction is to be done" (p. 1662). For this reason, teachers need to identify the type of error learners make and decide how or when errors should be corrected.

2.2.1.2 The Purpose and Role of Error Correction. CF can be given in ways that are connected to learning goals and make way for students to take an active role in the learning process. By providing EC, teachers attempt to help and improve learning. Indeed, "learners are reported to want correction and find it useful" (Khansir & Pakdel, 2018, p. 192). Besides, CF allows us to prevent fossilization from happening, since it "enhances students' accuracy, it triggers thinking and self-correction" (Amara, 2015, pp. 61-62). However, not all teachers know how and when to correct errors; as a result, EC is not always effective (Khansir & Pakdel, 2018, p. 194). EC can also enhance learners' noticing skills. During direct EC, noticing can be guaranteed because learners are explicitly told where the error occurs; however, noticing the CF

does not necessarily mean that students understand it; actually, “most of the cases in which learners’ errors persist are due to a misinterpretation of the CF” (Kim, 2015, p.5).

Moreover, it is also important to consider teachers’ and students’ roles when discussing EC. Teachers play a major in role identifying and correcting errors in approaches like the audiolingual “because the purpose of correction is grammar accuracy” (Khansir & Pakdel, 2018, p. 195). However, if the purpose of EC is learning, teachers should give students a more active role and encourage peer and self-correction as “self-correction improves and promotes students’ language acquisition” (Khansir & Pakdel, 2018, p. 195). Interestingly, high-proficiency learners are better at noticing language forms; for this reason, “EC may be more useful for directing learners’ attention to grammatical features if learners have certain levels of linguistic proficiency” (Kim, 2015, p. 21). Unfortunately, sometimes students are afraid of speaking because they want to avoid making mistakes. According to Amara (2015), “the absence of errors does not necessarily reflect native-like competence because learners may be avoiding utterances containing structures they find difficult (p. 67). Avoidance is more frequent in adult learners who show fear of errors or that have experienced negative feedback. For that reason, teachers should consider learners’ preferences and individual differences when it comes to implementing CF (Bakan et al., 2020, pp. 10-11). In that way, EC is more meaningful and relevant, and it allows learners to continue improving.

2.2.1.3 Explicit and Implicit Error Correction Techniques. CF can happen in different forms in the classroom. EC techniques can be classified into explicit or implicit strategies (Ellis, Loewen & Erlam, 2006, p. 340). At the same time, these strategies are divided into different techniques. Each of them subsequently has a specific purpose, “in the case of implicit feedback, there is no overt indicator that an error has been committed, whereas in explicit feedback, there

is" (Ellis et al., 2006, pp. 340-341). Furthermore, with implicit feedback, teachers can show students when there is an error, but students oversee correcting it, while in explicit feedback, teachers also correct the error (Shamiri & Farvardin, 2016, p. 1066).

2.2.1.3.1 ***Implicit Error Correction Techniques*****.** Implicit EC techniques include clarification requests, repetition, and the nonverbal way technique. In clarification requests, as Shamiri and Farvadin (2016) explained, the teacher asks learners to clarify a specific part of an utterance. With this technique, teachers can ask learners questions such as "What do you mean?" or "Can you say that word again?" (p. 1068). With repetition, instead of asking a specific question for students to reformulate the utterance, teachers repeat said utterance placing a different intonation where the error is (Shamiri & Farvadin, 2016, p. 1068). By doing this change in intonation, teachers suggest learners of the existence of the error, but the answer is not given straight away. The nonverbal way technique allows teachers to use their body language to signal learners when there is an error that should be corrected; it "involves a raised eyebrow, a finger correction, shaking head as well" (Gumbaridze, 2013, p. 1663). With these implicit EC techniques, students are guided to notice they produced an error, but they are not given the answer; they are the ones in charge of correcting themselves.

2.2.1.3.2 ***Explicit Error Correction Techniques.*** Recasts, metalinguistic feedback, and elicitation are some examples of explicit EC techniques. In the case of recast, this technique can be used implicitly or explicitly. In other words, a recast can vary from implicit to explicit depending on the way teachers apply it (Ellis & Sheen, 2006; Pawlak, 2014). Considering the flexibility of this technique, Mahnegar, Kalanzadeh, Kianfar and Bakhtiarvand (2013) proposed that "in order to make recasts as effective as possible, teachers ought to try their best to make

recasts as explicit as possible" (p. 66). Considering the effectiveness of recast as an explicit technique, for the present study, this technique will be used explicitly. As Gass (2005) explained, in recast "an interlocutor rephrases an incorrect utterance with a corrected version, while maintaining the integrity of the original meaning" (p. 239). This technique can be used; for example, when students make errors with verb tenses, and the teacher corrects them directly by uttering the verb form correctly. Another explicit EC technique is metalinguistic feedback: "this technique refers to comments and questions posed by the teacher using linguistic terms about stress or verb tense" (Shamiri and Farvadin, 2016, p. 1068). For example, teachers can use this technique when students use the simple present, 3rd person singular incorrectly. Teachers can directly tell students they are missing the -s inflection to correctly conjugate the verb. Elicitation is another important explicit EC technique. Lyster and Ranta (1997) suggested that elicitation can happen in three different ways. First, the teacher pauses the utterance to allow the learner to complete the sentence. Second, the teacher provides students with an open question. Third, the teacher asks the student to reformulate the incorrect utterance (p. 48). With the use of these explicit techniques, students are immediately aware of their errors. In this case, the teacher provides the answer to the error in real-time.

2.2.2 Previous Studies on Error Correction

Error Correction has been widely studied from different angles and with a great range of purposes. In this section, we concentrate on studies examining the effects of EC techniques on students' L2 acquisition. We also explore studies that attended to learners' preferences, reactions, and perceptions towards EC techniques. Some of these studies included teachers' perceptions and assumptions about EC.

2.2.2.1 Effects of Error Correction Techniques. There is an ongoing debate about the effectiveness of EC. A key concern is whether it helps learners improve their communication skills and acquisition of accuracy. The research discussed here sheds some light on both the effectiveness and the negative implications of oral EC techniques in various language classrooms. On one hand, balancing correction and using delayed EC can "positively affect students' fluency, accuracy and participation" (Rahimi & Vahid, 2012, p. 52). On the other hand, poor EC can negatively impact students' willingness to interact. For this reason, it is fundamental to "consider aspects that may interfere with the learning process" (Hartono, Basthomi, Widiastuti & Prastiyowati, 2022, p.8). For example, recast and metalinguistic feedback can be equally effective in different contexts if learners' backgrounds and preferences are considered. However, "depending on how recast is used, it can be seen as simple repetition" (Faqeih, 2012, p. 236). In addition, Hartono et al. (2022) pointed out students act indifferently "when they do not understand corrections and tend to worry about making mistakes" (p.12). For this reason, teachers should be respectful and proficient at implementing EC techniques. Ultimately, EC is effective when self-correction is implemented in the language classroom. As Salameh (2022) highlighted, EC can enhance learners' autonomy, but "teachers should incorporate different ways of correction and ask students about their preferences" (p. 4814).

2.2.2.2 Learners' Preferences Towards EC Techniques. The selection of EC techniques is usually a decision by the teacher. Interestingly, even though the studies consulted refer to contextualized cases, they show similar results in terms of errors that learners prefer to be corrected in, these being grammar and vocabulary. Learners favor EC techniques that they find effective, simple, and adequate to their level and personal differences; they also expect their teachers to correct them when they finish speaking. However, teachers are not always aware of

what students prefer. Kazemi, Araghi and Davatgari (2013) showed the importance of considering learning preferences and levels when implementing EC techniques; actually, "variables such as age differences and self-confidence might influence students' preferences" (p. 1199). Also, learners at different levels prefer various EC techniques; unfortunately, teachers tend to immediately correct errors although most students like to be corrected and think EC is expected and effective (Alamri and Fawzi, 2016, p. 63). This demonstrated the importance of balancing EC provided by the teacher and self-correction. In addition, Bulbula and Areda (2020) found that teachers generally gave feedback on grammar errors, although learners preferred to receive corrections on all types of errors and "sometimes preferred to correct errors by themselves" (p. 9). Similarly, Hanadi (2020) proved that learners liked self-correction and peer-correction and agreed to be corrected in the presence of their classmates (p. 100). However, most of the teachers thought students preferred to be corrected only in private sessions.

2.2.2.3 Reactions and Perceptions of EFL Learners Towards Oral Error Correction Techniques.

Authors such as Yoshida (2021) and Alshammari (2019) focused their studies on the relevance that noticing an error has in understanding correction. Noticing an error does not necessarily mean that the correction will be effective. As Yoshida (2021) explained, repetition or noticing a correction are not synonyms of effective EC; "even when learners notice feedback, they do not necessarily recognize the difference between the corrected forms and their own output" (p. 627). Likewise, teachers make assumptions because students do not ask or because they continue with the activities. Alshammari (2019) stated that teachers assume students understand and notice all the EC techniques. Educators also "take some techniques as effective (like elicitation) even when such techniques are used just a few times" (p. 175).

Moreover, authors such as Farahani and Salajegheh (2015) and Lasagabaster and Sierra (2005) directed their studies in a different direction. These authors studied the discrepancies regarding students' and teachers' perceptions towards EC. Farahani and Salajegheh (2015) found significant differences between students' and teachers' perspectives towards oral EC. In fact, teachers are unaware of their students' wants, "while learners prefer EC to be done at the end of the activities, teachers are proponents of immediate correction" (p. 193). On the other hand, the results of Lasagabaster and Sierra (2005), involved different points of view, but both teachers and students agreed that correction is necessary. They explained that learners prefer correction to be selective; they do not like being always corrected because that hinders the flow of their work, and they feel inhibited; "students also like different resources and techniques that allow improvement" (p. 124). With this research, the authors wanted to reach a middle ground where both students and teachers could feel comfortable with EC. In fact, they explained that "if we are to establish some sort of pedagogical credibility and increase students' participation, teachers must make an effort to explore what students think to be the best way to learn a language" (Lasagabaster & Sierra, 2005, p. 113). In other words, students should also be involved in the selection of the techniques or methods used to correct their errors. Finally, regarding how and which errors to correct, Alshammari (2019) and Yoshida (2021) agreed on the importance of correcting errors explicitly. Alshammari (2019) explained how learners tend to notice the error when working with recasts. This happens mainly because of the type of classes in which explanation is explicit and students are asked to produce in a form-focused environment (p. 169). Similarly, Yoshida (2021) discovered that during "Synchronous Computer-Mediated Classes, text chat resulted to be an effective technique that students notice and understand thanks to its explicitness and re-readability" (p. 631).

2.2.3 Contextual Gaps in Costa Rican Research

Research on EC in Costa Rica has focused on learners' perceptions, effectiveness of EC techniques, most used EC techniques and teachers' perspectives on EC. Abarca (2008) acknowledged the need for a study in which not only students' attitudes were studied, but also their reactions towards CF. This need has remained since none of the subsequent studies considered such a comparison. In another study, Espinoza and Rodríguez (2014) examined the best practices for CF in conversational classes at the CEIC (Centro de Estudios de Inglés Conversacional) at Universidad Nacional de Costa Rica. The authors concluded that learners were corrected differently depending on their level. The teachers mainly used explicit EC techniques and students were led to more corrective forms. In another study with university students, Riestra (2016) wanted to identify the most used and effective EC techniques and to know how learners viewed EC. Similar to Espinoza and Rodríguez (2014), Riestra (2016) found that students expected explicit correction and saw EC as useful, positive, and constructive; and they preferred to be corrected on their pronunciation more often. More recently, Solera and Vindas (2022) explained the use of EC techniques from the teacher's perspective, and focused on the aspects teachers must consider when correcting learners. However, the authors did not include students' perceptions or beliefs in their study. In the most recent study, Ugalde (2023) acknowledged the importance of taking into consideration students' feelings towards EC. The study focused on students and on explaining the general implementation of the EC techniques.

III. Methodology

3.1 Research Design

As stated elsewhere, the present study focused on learners' reactions and perceptions towards oral error correction (EC) techniques implemented in their classes. Therefore, we carried out a case study, which provided us with a holistic understanding of a phenomenon, error correction, within its social context (Hesse-Biber, 2017, p. 299). This case study was conducted under a constructivist research paradigm which pointed out that reality is subjective, and examined individual viewpoints and interpretations of reality in social settings. Hatch (2002) explained that these realities are "unique because they are constructed by individuals who experience the world from their own vantage points" (p. 15). In addition, in such a paradigm, "researchers spend several periods of time interviewing and observing the participants in their natural setting" (Hatch, 2002, p. 15).

The intention was to see the reality learners faced in a regular language class in which the teacher implemented corrective feedback (CF) techniques orally. Creswell (2006) explained that in a natural setting, the researchers can gather information "by actually talking directly to people and seeing them behave and act; also, the researchers have face-to-face interaction over time" (p. 37). In this case study, interaction was virtual through Zoom meetings. For the present research study, we were not the ones in charge of implementing the EC techniques. Instead, we trained two teachers from the language institute in the use of the strategies in order for them to implement them in their classes. The implementation stage started with the teachers' training, then we carried out the observations, and then we conducted the interviews. For the training sessions, we met with both educators and thoroughly explained how every technique was to be implemented. The teachers were given examples of common phrases they could use to guide their

learners with the application (see Appendices 5 and 6). We also provided the tasks that the teacher had to follow during each session. These activities were designed using the content that the teachers had to cover according to the institution's syllabus.

The research purpose of this study was descriptive because it "seeks to portray in detail the specifics of a social phenomenon that is not understood and there has been little research conducted" (Hesse-Biber, 2017, p. 302).

3.2 Research Context and Participants

This research study was carried out in a private language institute whose main headquarters are in South America and belong to Pearson Education. They have been in Costa Rica for approximately ten years. Particularly, this language institute works with its own methodology based on three pillars: Communicative Approach, Audiolingual Method, and Neuro-Linguistic Programming. This language school focuses on students' acquisition of oral communication skills, which is one of the main reasons why the researchers decided to develop the project with them. Since this research project was based on oral EC techniques, an institution with a focus on developing oral communication skills was in need.

This institute has around five hundred students in total; there are regular classes and special classes addressed to students from different companies. Class sizes vary from 5 to 10 students per class. Classes at this institute are very particular because they work only with their own methodology and book; new teachers have to receive a two-week training before they start teaching. Classes are structured depending on the lesson that teachers have to cover, but they always have to study the content from the syllabus. The book is divided into input and output lessons. In the input classes teachers provide new content, and in the output classes students practice the content presented previously. The trained teachers implemented the strategies during

the output lessons because students had the opportunity to produce more than during the input lessons.

The participants belonged to two groups, comprising a total of ten students with an intermediate level of proficiency or B1, based on the institute curriculum. These students had been learning English for around a year, and their classes were taught completely in English, which gave room for the teachers to apply the EC techniques without having difficulties in understanding them. The participants' ages ranged from 25 to 40 years old; these groups did not include teenagers. These learners were all from Costa Rica, and they shared the same L1: Spanish. The participants were mostly learning English as a personal goal or as a professional requirement for keeping or securing employment. For this reason, they were willing to learn the language and be corrected when needed.

We took into consideration that the participant groups could face attrition during the research process because there are usually dropouts that are out of the researchers' control. Due to this situation, we worked with two different groups in the same institute, both with the same conditions in case the populations would reduce. Both groups had students with the same proficiency level and worked with the same activities. The only difference between these groups was that they had different teachers. However, both teachers received the same previous training from the researchers. The instructors selected for this project have been working in the institute for more than five years, and they have been working with the chosen groups for around three months. Both of them hold a degree in English teaching.

It is important to mention that we did not compare the results among groups on this research project. Besides, the error correction techniques used were the same in both groups as well. For the purpose of this study, two teachers external to the study were in charge of applying

the EC techniques. This was done with the objective of avoiding any biases that the researchers might have towards the group of participants.

3.3 Ethical Considerations

Hesse-Biber (2017) explained that "the form in which you gain access to a community or group setting is critical in determining the type of data, if any, you will be able to collect and how difficult or easy the process will be" (p. 258). This means that researchers should be very careful when approaching the people in charge of giving the permissions to enter the required setting. Hesse-Biber (2017) also recommended that the researchers should make a "personal connection" to someone who could help them gain access to the institution. Fortunately, for the present study, we had the support from the Academic Director of the institution; she was willing to help with the required permissions. Besides, Marshall and Rossman (2016) stated that when asking for entry "tensions are eased by a simple, honest self-introduction and reminder of the project" (p. 239). For this reason, in order to ask for a formal permission, we wrote a letter in which we explained the purpose of our research (also known as lay summary) (see Appendix 4). We were very clear about what was needed and the possible benefits that the research could bring to the institution.

Another important ethical consideration was rapport. Building good rapport with the participants was crucial to obtain trustworthy and reliable results. Marshall and Rossman (2016), explained that "the conduct of the study often depends exclusively on the relationships the researcher builds with participants, [and therefore] interpersonal skills are paramount" (p. 245). Since we were not the ones in charge of applying the EC techniques, we had a first session where we introduced ourselves and explained the purpose of the research and the procedures. The objective was to be as clear as possible with the participants. As Marshall and Rossman (2016)

indicated, “in general qualitative research texts, this caveat is often couched as building trust, maintaining good relations, respecting norms of reciprocity, and sensitively considering ethical issues” (p. 245). For this reason, before we started with the interviews, we left some minutes open for regular conversation. By doing this, we tried to create a safe environment in which the participants could feel more comfortable and might be more open to share their thoughts.

Consent and anonymity were vital ethical considerations because they ensured that participants were informed and agreed to be part of the study and that their identities remained anonymous. We first explained the purpose of the study and asked the participants to sign a consent letter in which they agreed to be part of the study. Hesse-Biber, (2017) explained that the consent letter is “based on an understanding of what the study is about, what its risks and benefits are, how the results will be used, and the fact that participation is voluntary and can be stopped at any time and that identity will be protected” (p. 149). Since they were also interviewed, pseudonyms were used in their transcription and analysis.

Reciprocity was another ethical consideration that deals with how participants benefited from the study and what they got in return after all the time and cooperation provided. Regarding interviews, Glesne (2016) highlighted that “by providing the opportunity to reflect on and voice answers to your questions, you may be helping respondents better understand some aspect of themselves or their organization” (p. 185). The questions in the interview were of interest for the interviewees and made them enjoy answering them; participants also found them useful for their own learning processes.

3.4 Positionality Statement

Kathleen Nacira Ureña Campos is an English and Spanish teacher who has worked for 10 years in conversational programs with adult learners of all proficiency levels. She also holds a

Bachelor's in History and has always been interested in applied and cultural history. For that reason, she is inclined to do research in which participants' voices are heard and prioritized. Her motivation to conduct this study originated after reading an article about feedback. She associated one of the examples from the article with her experience as a teacher and her uncertainty regarding corrective feedback.

Lucía Ugalde Barrantes is an English teacher who has been teaching adults and young adults in private institutes for around ten years. She has also worked as an academic assistant where she has to work directly with teachers in training. She likes to work on behalf of others; she is eager to help others achieve their personal and professional goals. It is for this reason that she is interested in doing research about error correction techniques; she wants to be able to not only help students with their language learning, but also assist in training teachers to improve their teaching abilities.

3.5 Data Collection and Analysis

3.5.1 Participant Observation

In using participant observations, our intention was to document learners' reactions towards oral EC techniques implemented by their teacher, in order to answer the first question of our study (*How do EFL learners react towards explicit and implicit oral error correction techniques implemented in their course?*). In qualitative studies, participant observation permits "observers to see the world through the eyes of those they are studying" (Hatch, 2002, p. 72). For that reason, we, as the researchers, immersed ourselves into the class setting. By doing so, the observation allowed us "to hear, see, and begin to experience reality as the participants do"

(Marshall and Rossman, 2016, p. 282). Considering that the instructional modality of the classes was online, the observations were video recorded during the Zoom meetings.

We planned to have three observations; however, we had to carry out two more because some of the techniques could not be implemented as planned or because of absenteeism. During each observation, the teacher implemented two EC techniques, one implicit and one explicit. We took notes and used a checklist for each of the observations to keep track of the reactions we observed when the explicit and implicit EC techniques were implemented (see Appendix 2). The techniques were implemented on different days in order to have more clarity on the corrections and the reactions. During the first intervention, the teachers implemented the nonverbal way as the implicit technique and recast as the explicit technique. On the second intervention, the teachers implemented the implicit technique called clarification request and the explicit technique metalinguistic feedback. On the third intervention, the implemented techniques were repetition as the implicit technique and elicitation as the explicit one. On the extra two interventions, the teachers implemented the techniques that could not be implemented during the previous sessions.

We worked with the mentioned strategies because of two main reasons. First, from the vast variety of strategies for EC, the ones that we chose are very common and known by teachers and students. This was advantageous for the research study since we did not have to spend much time explaining the meaning of each strategy to the teachers in charge of implementing them. Second, the strategies that we chose align themselves with the methodology and modality of the institute. The methodology of the course is based on drills and repetition, which is why strategies such as recast, repetition and clarification requests fit with it. Also, since it was an online course, we decided to choose strategies that we could observe through the screen.

3.5.2 Interview

We used interviews to address the second question of our study: *How do EFL learners perceive explicit and implicit oral error correction techniques implemented in their course?* After we carried out all the participants' observations, we met with the participants at a scheduled time to do our interviews. When conducting qualitative research, the guided interview is one of the most common types. According to Marshall and Rossman (2016), "the interview guide is a bit more structured: The interview is scheduled, and the interviewer comes prepared with a list of topics or questions" (p. 288). This type of interview allowed us to have an already established set of questions that guided participants on a specific route; however, new questions arose during each interview. With this type of data gathering tool, we listened to our participants' perceptions about the application of the EC techniques. These interviews gave us another perspective aside from what was observable in the recorded videos.

An important element of the interviews for this case study was the use of video clips. During the interviews, we used video clips taken from the recorded observations to remind the participants of the situations that had transpired during the application of the EC techniques. By using these video clips, we made sure that the participants knew exactly which part of the application session we were referring to with the interview. We used interviews in order to have first-hand information from the participants as Marshall and Rossman (2016): interviews can be very convenient to understand that "participant's views are valuable and useful" (p. 285).

3.6 Data Analysis

We analyzed all data gathered from the observations and interviews through various coding strategies. According to Smagorinsky (2008), "coding makes evident the theoretical approach used to analyze the data by applying code names to segments of text" (p. 399). By using

different coding techniques, we analyzed and drew conclusions more efficiently. Three different coding techniques were used: open coding, axial coding and focus coding. Marshall and Rossman (2016) explained open coding as "the process of identifying and naming the data" (p. 68). This coding technique allowed the researchers to label words or phrases with meaningful information, which was turned into codes. As Marshall and Rossman (2016) stated, "this initial process helps the researcher see patterns and key ideas in the data" (p. 412). For the present case study, those words were taken from the interviews and the thick descriptions.

The next step in our coding process was to take those codes and patterns selected from the open coding and start categorizing them. Marshall and Rossman (2016) identified this process as axial coding. These authors indicated that axial coding "is to group initial codes along conceptual categories that reflect commonalities among codes" (p. 412). In order to select proper categories in which the codes could be classified, we consulted the theoretical framework to see how the codes related to theory. Finally, the last step of the coding procedure involved focused coding. Hesse-Biber (2017) explained that with this coding technique "a researcher examines all the data in a category, compares each piece of data with every other piece, and finally builds a clear working definition of each concept" (p. 414). In other words, focused coding is the process of re-coding all the data using the coding scheme that resulted from the axial coding. This focused coding was also carried out by consulting the theory included in the theoretical framework, however, it considered the researchers' interpretation of the data as well.

3.7 Trustworthiness

For this case study, the strategies of peer review, triangulation, and thick description were implemented to provide trustworthiness. According to Glesne (2016), peer review refers to the process of "obtaining external reflection and input on your work" (p. 53). We implemented this

strategy with the help of an external reader. Our reader provided us with a new perspective. As Glesne (2016) mentioned, when carrying out qualitative research it is important to "reflect upon how your theoretical perspectives, values, and commitments lead you to behave and interpret in particular ways" (p. 153). Having an external reader helped us reflect upon possible bias or any subjective thinking.

Triangulation was another strategy used to provide trustworthiness. Glesne (2016), defined triangulation as "using multiple data-collection methods, multiple sources, multiple investigators, and/or multiple theoretical perspectives" (p. 53). For this case study, we used two data collection techniques to ensure that we had different data sources. As Glesne (2016) explained "using more than one method for data collection and more than one type of respondent (triangulation) can contribute to eliciting more complex perspectives on an issue and to noticing more" (p. 152). The objective of using both, participant observation and interviews, was to contrast the information, so we had a different perspective of the gathered data. Besides, in order to analyze the data, we used two specific theories: the Noticing Hypothesis and the Interaction Hypothesis. We used these theories to support our findings, hence, providing a trusting conclusion.

In addition, thick description provided us with deep detail and explanation of the information obtained by means of participant observation and interviews. This strategy aimed to consider not only the objectives of the study, but also the context, people, and surroundings. It differs from mere description and summary of events and answers given by the participants. In other words, thick description enhances trustworthiness in the study because it directs attention to the complexity of actions, reactions, words, responses, and interactions that take place in a natural setting or in a conversation. Also, Glesne (2016) points out that thorough descriptions

“allow readers to understand the basis for the claims the researcher makes, so they can see a possible way to interpret things differently” (p. 153)

IV. Findings

In this section, we present our findings regarding students' reactions and perceptions about the implementation of six Error Correction (EC) techniques. First, we address two themes in connection to EFL learners' reactions to explicit and implicit oral EC techniques implemented in their course: (4.1) the culture of error correction: student-teacher reactions and (4.2) noticing and positive and negative outcomes. Second, we discuss three themes focused on EFL learners' perceptions towards the same EC techniques: (4.3) students' perceptions about EC, (4.4) students' feelings about the benefits and challenges encountered with the EC techniques and (4.5) students' likes and dislikes towards specific EC techniques.

4.1 The Culture of Error Correction: Student-Teacher Reactions

During class observations, both students and teachers responded to EC. On one hand, students had positive and negative emotional responses like engagement and nervousness; and behavioral responses like apologizing for making errors, asking for help and repeating. On the other hand, teachers' responses were behavioral only, such as praising.

4.1.1 Student-Teacher Interaction Around Error Correction

For this part of the study, we trained the teachers who were implementing the techniques before the application; they received definitions, useful phrases and examples on how to utilize the strategies (see Appendices 5 and 6). Table 1 shows a summary of the EC techniques used for this study. As explained elsewhere, we selected these techniques because they aligned with the methodology of the institution where they were applied. We also chose these techniques because they were observable in an online environment.

Table 1

Summary of the Implemented EC Techniques

	EC Techniques	*The teacher:*
Implicit	Repetition	Repeats the utterance, placing a different intonation where the error is.
	Nonverbal way	Uses body language to signal learners when there is an error that should be corrected.
	Clarification request	Asks learners to clarify a specific part of an utterance.
Explicit	Recast	Rephrases an incorrect utterance with a corrected version, while maintaining the integrity of the original meaning.
	Metalinguistic feedback	Comments and asks questions using linguistic terms about stress or verb tense.
	Elicitation	Prompts the student to self-correct by restating the error.

Note. Techniques chosen taking into consideration the institute's methodology and students' needs and the theory included in the literature review.

In order to gather students' reactions to the EC correction techniques, classes were recorded during each intervention. Besides, we observed and took notes during each session. An observation checklist was used to keep track of the reactions (see Appendix 2).

During the observation sessions, the student-teacher interaction was a key element to determine students' feelings and emotions towards the EC techniques. Some of the most remarkable students' reactions were based on emotional and behavioral responses such as smiling or asking for help. Besides, there was a clear response from the teacher towards students' behavior in class. This constant student-teacher interaction led to a negotiation of meaning in which students were able to process the correction done by the teacher during classes. As stated by Long (1981), in order to have a proper interaction, there should be negotiation for meaning and error correction (p. 286). Table 2 presents a compendium of the most important behaviors observed during the implementation of the strategies. In this table, it is evident that student

engagement and teacher praise are the elements that contain the highest number of occurrences. This table shows that the classroom environments observed were rich in interaction even if this interaction led to possible errors in performance, as it is discussed later.

Table 2

Summary of Student-Teacher Interaction and Individual Differences

		Students' Emotional Responses			Students' Behavioral Responses			Teachers' Responses
		Smiling: Nervousness	*Getting Uncomfortable*	*Student Engagement*	*Apologizing*	*Asking For Help*	*Parroted Repetition*	*Praising*
Implicit	Repetition	2	1	5	1	0	0	2
	Nonverbal Way	0	1	5	0	0	0	0
	Clarification request	0	0	0	1	0	0	1
Explicit	Recast	0	0	1	0	0	3	0
	Metalinguistic feedback	0	0	5	1	4	0	5
	Elicitation	1	1	0	1	0	0	2

Note. The data comes from the reactions collected in the checklists.

As it can be seen, student engagement showed the highest number of occurrences during both the implicit and explicit techniques.

4.1.2 Students' Emotional Responses to Correction

Students showed several emotional responses towards the implemented EC techniques. These responses were clearly identified during the observation process. Student engagement was a key element in EC. This relates to the noticing hypothesis which mentions that in order for intake to happen, there should be willingness from the learner to notice the errors (Schmidt, 2010, p. 724). If students do not show significant engagement with the class and the teacher in general, there is a possibility that the EC techniques will fail to do their purpose. Fortunately, most participants were open to participating and being corrected by the teacher. For example, learners WS and DG were particularly open to correction. In the case of WS, he usually opened spaces for

the teacher to correct him and accepted the correction without difficulty (Observation #1). In the same line, DG showed engagement by always paying attention, smiling a lot, nodding at the corrections when others or the teacher spoke (Observation #3). An important result we identified regarding students' engagement was that students were more involved when the teachers used implicit error correction strategies, especially repetition and nonverbal way. There was also some involvement from explicit recast and metalinguistic feedback, but not as prominent as with the implicit techniques (see Table 2). It is important, however, to clarify that showing engagement with a specific technique does not necessarily mean that that technique was preferred over the others.

Smiling out of nervousness is another example of the emotions shown by the participants. The following excerpt shows a short interaction between the participant LC and the teacher:

> LC expressed, "to prepare a project to present to the government and say not shut down the street market."
>
> The teacher immediately replied, "not shut down?"
>
> LC smiled and responded, "eh, don't shut down."
>
> The teacher said: "ok, that they don't shut down." (Observation #3)

During this interaction, LC was smiling mainly because he knew there was an error in the sentence. Before smiling, LC was stuttering and producing many false starts, which were also signs of the nervousness he was feeling at being corrected by the teacher. At the end of the intervention, LC was able to correct himself. On the other hand, the learner SO had a similar experience, but he was not able to correct himself. After being corrected by the teacher, he frowned in confusion, then he started smiling, but he was not able to finish his sentence correctly (Observation #3). Interestingly, most cases in which students got nervous because of the

corrections came from the implicit strategy of repetition. On the matter of nervousness, students seemed to feel more relaxed when teachers used explicit strategies.

Students getting uncomfortable because of the corrections made in the classroom was another important emotional response that we identified. We were able to notice that, similar to the previous response, most examples of students getting uncomfortable came from the implicit strategies. There was one particular learner who became very uncomfortable and even showed signs of getting angry when the teacher tried to correct him. For the correction illustrated below, the learner was providing an idea and the teacher repeatedly corrected him using the same technique three times in less than one minute. The following extract shows the interaction between the participant ER and the teacher:

> ER said, “is referring to [this idea was in past]”.
>
> The teacher asked, ‘is?”
>
> ER responded, “well is”.
>
> ER continued saying, “what the *test* [*text* being mispronounced]”
>
> The teacher asked, “the test?”
>
> ER said, raising his pitch and moving his head to one side, “yes, the text, the sentence!”
>
> The teacher noted, “ah the text!” (Observation #3)

At the end of the interaction, ER did not respond any more. He made a pause, touched his head, and continued with his idea without taking into consideration the corrections made by the teacher. From the observation, we noticed that this student did not respond well to being corrected with that particular implicit strategy, especially because the teacher used the same strategy several times in a very short time. This relates to what Truscott (2001) established. He explained how teachers should focus on correcting the errors that are truly important or that learners really

struggle with (p. 93). In the previous example, it was clear that ER was feeling not only uncomfortable, but also frustrated at not being able to continue with his idea.

4.1.3 Students' Behavioral Responses

Students' behavioral responses were also present during the implementation of the EC strategies. Apologizing for making an error, asking for help before the correction, and parroted repetition were students' most frequent behavioral responses. Regarding apologizing for making an error, the data suggests that four out of the six strategies implemented elicited this particular behavior from the participants (see Table 2). Only metalinguistic feedback and recast did not show any instances of students apologizing after making an error. An example of this is found in the following extract in which the participant MC makes an error:

> The teacher asked, "the teacher do or the teacher does?" Then, MC smiles, apologizes and self-corrects (Observation #2)

Similarly, the participant VV usually apologized to the teacher for not knowing the correct answer to the questions asked (Observation #2). However, the teacher always responded by saying it was fine and providing the correct answer. This repeated response suggests that learners tend to believe that making errors is something negative that they should apologize for. This aligns with previous research done by Chen, Lin, and Jian (2016), in which they mentioned that there are still debates about whether errors should be seen as interferences or as positive information regarding students' development (p. 86).

Another notable pattern in the data was that almost half of the participants tended to ask for help before the teacher provided the correction. This behavior happened especially when the teacher was using the strategy of metalinguistic feedback. During the observation, a noticeable example of this behavior came from participant VV. The teacher corrected VV more times than

she corrected the other students, however, she did not correct all the errors that VV made. VV self-monitored and raised intonation as if he were asking a question when he said words or ideas that he was not sure about (Observation #2). It seemed that he wanted the teacher to show him agreement or tell him he was right. This rise in intonation was what let the teacher know when the learner was asking for help. This data demonstrates that learners are not only open to correction, but they are also noticing their shortcomings.

Yet another key pattern found in the data about students' behavioral responses is how some participants tended to use parroted repetition after the teacher corrected them. This happened specifically when the teacher used recast, which implies rephrasing the incorrect utterance. An example of this behavior is presented in the following remark:

> ER said, "they will take other dishes."
>
> The teacher declared, "they will prepare."
>
> ER responded, "they will prepare." (Observation #1)

The previous example shows how in some cases participants repeated after the correction made by the teacher, but there was no real clarity of whether the student understood the correction. A similar situation happened during another conversation between the teacher and participant IF. This participant in particular always repeated the correction suggested by the teacher, but she did not seem to truly understand why there was an error in her sentence (Observation #1). Both participants seemed to repeat in hopes of pleasing the teacher; this shows how some behavioral responses can be a result of a learned culture of EC, rather than evidence of uptake.

4.1.4 Teacher Responses to Students' Behavior

An observable behavior that the data showed was how the teacher praised students after every correction even if the participants were not able to correct themselves. The only instances

in which the teacher did not praise students was during the implementation of nonverbal way and recast. An example of teacher praising can be seen in the following extract:

ML said, “If we not follow….”.

The teacher waited for him to finish the idea and asked, “Do we say if we not follow or if we do not follow?”

ML looked up, took a moment and tried to answer but remained quiet.

The teacher repeated the same question but slowly.

ML took a moment and answered correctly; he seemed disappointed.

The teacher responded, “Excellent!” (Observation #2)

The teacher offered praise not only verbally but also nonverbally. The following example shows an interaction in which the teacher used nonverbal praising.

DG expressed: “it was such friendly environment.”

The teacher made a gesture with her hand and said: “it was such…”

DG looked at her and immediately answered: “a friendly environment.”

The teacher smiled and gave her a thumbs-up. (Observation #2)

Both examples show that even when the participants seemed confused or disappointed about not knowing the correct answer immediately after the correction, teachers praised their work in an attempt to make them feel better with their performance.

4.2 Students’ Awareness of a Need for Accuracy: Positive and Negatives Outcomes of EC

Students came to class with an emerging level of awareness about the need for grammatical accuracy. However, the error correction techniques teachers implemented elicited slightly more negative outcomes than positive ones.

4.2.1 Students' Observable Need for Language Accuracy

As explained above, participants were willing to be corrected. They are cognizant of their proficiency gaps, which is why they are receptive to being corrected. Table 3 summarizes participants' reactions to the EC techniques.

Table 3

Summary of Students' Awareness for Language Accuracy

		Noticing a Need for Language Accuracy	
		Awaiting Correction	*Body Language*
Implicit	Repetition	1	2
	Nonverbal Way	0	1
	Clarification request	0	0
Explicit	Recast	0	1
	Metalinguistic feedback	2	0
	Elicitation	0	0

Note. The data comes from the reactions collected in the checklists.

As illustrated, students waited for correction mainly with metalinguistic feedback while they used their body language to react to repetition and recast. The data shows how three out of ten participants came to class waiting for correction whereas four participants used body language to ask for help while being corrected. Regarding awaiting correction, learners were usually alert and expecting to be corrected. As shown in Table 3, learners were slightly more alert and awaiting correction during the implementation of repetition and metalinguistic feedback. For example, WS seemed to be always looking at the monitor paying attention to what the teacher was saying and doing; he seemed to be expecting the feedback (Observation #2). Moreover, the learner SO did not seem confused when being corrected, and he did not lose track of the conversation. SO seemed to be a learner open to correction; he seemed to take the correction in a

positive way (Observation #3). These examples show how learners come to class with the objective of being corrected in mind.

Students' usage body language to ask for help was another finding. This particular behavior was more present during the implementation of repetition, nonverbal way, and recast (see Table 3). Participants smiled, looked at the teacher directly, or changed intonation to let the teacher know that they needed help. An example of this can be seen in the interaction between the teacher and WS.

WS mentioned: "We need to use sunburn?"

The teacher said: "ok, sunscreen."

WS replied: "yes, sunscreen." (Observation #1)

WS suspected that he was probably using the wrong word and used a different intonation around that word to let the teacher know that he needed help. When the teacher provided the correct word, he immediately nodded and repeated the word.

4.2.2 Positive Outcomes from Error Correction Techniques

All the EC techniques implemented elicited at least one positive outcome. Participants tended to nod, smile, and acknowledge correction; they responded to correction immediately, and/or self-monitored after being corrected. Analysis of students' reactions demonstrated that explicit EC techniques drew more positive reactions than implicit EC techniques. For example, participants tended to respond sure of the answers when the teacher implemented metalinguistic feedback, which implies providing comments and questions using linguistic terms.

Table 4 below shows that this technique triggered acknowledgement of correction and elicited correction more often. On the other hand, implicit techniques like the clarification request one had a few positive outcomes.

Table 4

Acknowledged, Elicited, and Extended Correction

		Acknowledged Correction		Elicited Correction	Extended Correction
		Nodding	*Smiling*	*Responding Confidently*	*Self-monitoring*
Implicit	Repetition	0	1	1	2
	Nonverbal Way	0	1	1	0
	Clarification request	0	0	1	0
Explicit	Recast	1	1	3	0
	Metalinguistic feedback	3	2	**9**	3
	Elicitation	1	0	2	0

Note. The data comes from the reactions collected in the checklists.

Metalinguistic feedback was the technique that elicited more corrections and confident responses, as observed. Besides, it is visible that the explicit techniques generated more reactions than the implicit ones.

4.2.2.1 Acknowledgement of Correction. Participants used body language such as nodding and smiling in response to teacher correction. For example, during the observations, students frequently nodded not only after the correction, but also while self-monitoring and self-correcting. On one occasion,

> WS said: “when people lives in that age.”
>
> In response, the teacher used repetition, which caused WS to frown with confusion.
>
> Noticing that the student was not able to identify the problem, the teacher used elicitation and asked, “when do we use lives and when do we use lived?”
>
> WS nodded in affirmation and stated: “ok people lived in that time.” (Observation #3)

The results show that WS made a grammar error, and the teacher implemented a technique that did not have a positive outcome, so the teacher decided to implement another technique that seemed to be clear for the student, who immediately nodded as he self-corrected.

Another reaction that indicated acknowledgement of the correction was smiling in agreement. Students smiled as an expression of gratitude and understanding. For example,

ER commented “reasons is.”

The teacher replied, “when is reasons, do we say is or are?”

ER immediately smiled and noted, “are.” (Observation #2)

The participant understood the correction and could self-correct. He seemed comfortable with the correction and his facial expressions showed agreement whenever the teacher corrected him.

4.2.2.2 Elicited Correction. A key pattern found in the data was that when learners acknowledged the correction, identified the error and knew the correct answer, they were likely to be sure of the answers. To illustrate, during one observation, DG was not able to self-correct after the teacher implemented the clarification request technique. In response, the teacher used metalinguistic feedback to ask DG if the correct word was cook or cooker to refer to a person who is not good at cooking:

DG smiled and responded, “cook,” as she nodded in affirmation. (Observation #2)

In this example we can see that the participant acknowledged the correction by nodding, then she immediately self-corrected after the teacher implemented a technique that was clear.

4.2.2.3 Extended Impact of Correction. We identified that self-monitoring after the correction was another form of extended impact of correction. Learners sometimes took some seconds to think and analyze what they had said. For example:

SO said, “the place when they are going to.”

The teacher immediately repeated, “when?” with raising intonation (Observation #3)

SO seemed to understand the correction, so he self-corrected and then used the correct utterance in the next sentence. In this case, the student quickly noticed the error and modified the utterance in the idea he was providing and in the next one as well. Another participant had a similar reaction after a correction.

LC expressed, “we could found.”

The teacher asked him, “is it find or found?”

LC changed his intonation as if he were explaining it to himself and said “find, oh yeah, find, find.” Then, he continued the idea using the correct utterance. (Observation #2)

In this case, the learner repeated the correct utterance three times, he probably knew the conjugation of the word, but had forgotten it, that’s why he seemed to acknowledge the correction, self-correct and self-monitor by repeating and using the word in the next idea.

4.2.3 Negative Outcomes from Error Correction Techniques

Although we spotted positive results, EC techniques tended to elicit more negative outcomes, especially implicit techniques such as the nonverbal way. Table 5 illustrates that students were sometimes confused, reason why they were doubtful of the answers or got diverted by the correction. Also, learners failed to identify the errors or to self-correct after the teacher corrected them, and they sometimes opted for L1 translation instead of acknowledging the correction. Results show participants sometimes avoided the corrected structures, ignored the corrections, or interrupted the teacher mid-correction. This is in line with earlier findings, which suggest that students react with indifference when they do not understand the correction (Hartono et al., 2022, p.12).

Table 5

Negative Outcome: Confusion, Failed Correction, and Lack of Noticing and Correction

		Confusion		Failed Correction			Lack of Noticing & Correction		
		Doubtful	*Diverted*	*Failing to Notice*	*Failing to Correct*	*Translating to L1*	*Avoiding Structure*	*Ignoring Correction*	*Interrupting Correction*
Implicit	Repetition	1	0	**5**	0	1	2	1	2
	Nonverbal Way	0	2	**6**	2	0	0	3	0
	Clarification request	0	0	2	2	2	1	1	0
Explicit	Recast	0	0	1	0	0	0	2	0
	Metalinguistic feedback	1	0	3	4	0	0	0	0
	Elicitation	2	1	1	1	0	1	0	1

Note. The data comes from the reactions collected in the checklists.

The most salient negative reactions were observed during the implementation of repetition and nonverbal way. Indeed, most students were not able to notice the error when these techniques were applied.

4.2.3.1 Confusion. Participants showed confusion mainly when the teachers implemented elicitation and the nonverbal way techniques. On some occasions, the learners understood the correction, but they were doubtful of the answers. To illustrate,

MC said, “visit the different place”

The teacher immediately added, “different –?”

MC looked to one side and responded, “places?” (Observation #3)

These results may indicate that the learner noticed the correction and knew he had made an error; however, he did not know the correct answer or was not sure about it. For that reason, the participant took a few seconds to think and raised his intonation at the moment he provided the response.

Participants also got diverted by the corrections. For example, while students were discussing some questions in pairs, SO made an error and the teacher immediately corrected him; however, SO seemed to ignore the correction because he did not understand the signs (the teacher moved his hand down to show present tense) that the teacher was making to show that he had to use past tense instead of present tense. He even seemed distracted by the correction and started making pauses as he spoke. The participant got confused, he decided to slow down as he spoke because he did not know if he was saying the ideas correctly. He also needed to think about what he was trying to say before the correction.

4.2.3.2 Failed Correction. We also spotted that students sometimes failed to identify the error or to self-correct, and translated to their L1 after the correction. A striking trend observed in the data was when learners failed to identify the error, they stuck to their answer or seemed confused and remained silent. For instance,

MF said, “the rules is for the good of everyone.”

The teacher immediately replied, “the rules is for the good?”

MF raised his intonation and claimed, “for the good of everyone.”

MF did not notice the error, so, the teacher stated, “ok, again, the rules is?”

MF responded, “yes, is.” (Observation #3)

During this interaction, the participant noticed the teacher was correcting him, but he did not identify the error and believed that what he was saying was correct.

We also observed failed corrections when learners understood the correction and identified the error, but they could not self- correct. During one oral task, MM mispronounced a word and the teacher corrected her using nonverbal way, but MM still could not self-correct. MM noticed the word was mispronounced and pronounced it two times but still incorrectly. In

response, the teacher used recast; therefore, MM repeated the word, now well-pronounced. The participant clearly understood the correction and knew that she had mispronounced the word, she tried to self-correct, but the pronunciation of the word was still not what the teacher expected. For that reason, the teacher had to slowly model the pronunciation in order for MM to repeat it.

The third form of failed correction we observed was when participants translated to L1 after the correction. During an oral task when students were telling their experiences:

MC expressed, “we,” even though she had been talking about ‘the student’.

The teacher asked, “we? who is we?”

MC smiled as if it were obvious and said, “*nosotros* [we in Spanish]”

The teacher then provided the correct answer. (Observation #2)

MC did not identify the error she had made and thought the word that the teacher was asking was very simple to understand, so she decided to translate it, the correction confused her.

4.2.3.3 Avoiding, Ignoring and Interrupting Correction. The last set of negative outcomes we observed dealt with a lack of willingness to notice and correct. Participants reacted in various ways, they interrupted the teacher mid-correction, avoided the corrected structure by changing the sentence or word, or simply ignored the correction and continued with the idea. In the case of interruption, learners did not identify the error, but when the teacher was about to provide an answer or to correct them, they immediately wanted to provide an answer and did not wait for the teacher to finish. During an oral activity, when learners were providing their opinions based on a situation, as observed:

LC mentioned, “the organize let you…”

The teacher immediately responded, “the ?”

LC made a pause and answered, “the organize.”

The teacher said, “the organi…”

LC jumped in and remarked, “the organizer, the organizer, yeah.” (Observation #3)

The learner did not identify the error the first time the teacher corrected him; for that reason, LC responded incorrectly. However, when the teacher was about to use recast to provide him with the answer, LC interrupted him and said the word two times.

In addition, learners avoided corrected structures and opted to state ideas differently. For example, during an oral task, we observed that ER mispronounced the word ‘unique’. The teacher implemented repetition:

In response, ER added, “yeah.”

The teacher repeated the word mispronounced again.

ER took some seconds to think and said, “well special for this market.”

The teacher smiled and pronounced ‘unique’ correctly.

ER only looked at him and said: “well yes, special for this market.” (Observation #3)

In this case, the teacher used recast; however, the participant avoided the correction and stuck to the phrase that he had chosen.

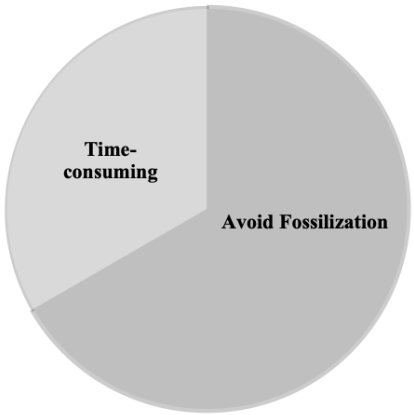
Lastly, learners ignored the correction provided by the teachers. In these cases, the students continued with their ideas despite the corrections. During one observation, the teacher used gestures to tell VV that he was missing the ‘s’ in ‘she needs’, but VV only stopped for a few seconds, looked at her and then continued with his idea without correcting himself. The student noticed the teacher was marking an error, but he did not ask the teacher for clarification to identify the error, nor did he try to self-correct. VV decided to continue and the teacher did not try to correct him again.

4.3 Students' Perceptions Towards EC

During the interviews, we showed students clips of their reactions to each of the EC techniques used in their classes. After each clip, students could tell us whether they understood the correction, how they felt, if the correction was efficient and any other information they wanted to share. Overall, students reported having a positive attitude towards EC in the classroom, where EC helped them to avoid the repetition of errors and to acquire correct grammatical structures. Students' perceptions towards the EC techniques were one of the most important elements of this research. According to the data, there were two dominant patterns regarding students' perceptions: (1) Errors should be corrected to avoid fossilization and (2) Error correction is good, but it can be time consuming. Figure 1 presents a summary of the thoughts participants had about these two main themes.

Figure 1

Dominant Patterns Regarding Students' Perceptions on Implemented Techniques



Note. The data came from students' responses during the interviews.

Learners have a clear view of the importance of effective EC in the class. As depicted in Figure 1, students considered EC as relevant but time-consuming as well as essential to avoid

fossilization errors. In relation to the first pattern, participants considered that all errors should be corrected in order to improve and to learn the language properly. As DG stated,

> creo que es muy valioso la corrección de errores para uno mejorar ya que uno tiene cierto nivel y demás. Creo que es importante como ir puliendo para llegar al nivel más alto que uno pueda, al más deseado digamos. Y si a uno no le corrigen esos errores y lo sigue arrastrando, pues no va a haber un punto de mejora. [I believe that correcting errors is very valuable to improve now that we have a certain level. I think it's important to keep polishing one's proficiency in order to reach the highest possible level, the most desired one, let's say. And if the errors are not corrected and we continue making them, there won't be a point of improvement]. (Interview)

As mentioned by DG, it is very important to be corrected, so they do not continue making the same errors in the future. Similarly, participant MM expressed that "si yo digo algo y no me dicen que lo estoy diciendo mal, el día de mañana va a llegar a algún trabajo o hablarle a alguien de una mala manera" [If I say something wrong, and I am not corrected, I might speak incorrectly in my workplace or with others in the future.] (Interview). Both answers reflect learners' concerns about being able to communicate properly in the future.

Learners were aware of the importance of EC; however, they also believed that correcting all errors can be time consuming for the teacher in charge. As stated by WS, "probablemente tal vez no sea factible, verdad, como estar corrigiendo todo, todo a cada rato, porque si no, no nos daría tal vez el chance, dentro de la hora y media para abarcar la, la clase completa" [It might not be feasible, right, to correct everything at every moment. We would not have time in an hour and a half to cover the whole lesson.] (Interview). As explained by this participant, learners know that

EC can be demanding on the teacher; they see how impractical it is to correct every single error. In fact, according to SO, “puede ser poco práctico porque uno comete bastantes errores aprendiendo. Pero yo pensaría que sí se puede. O sea, evidentemente si uno comete error tras error, pues ya es difícil para la profesora estar dictando todos, incluso por tiempo” [It is impractical to correct everything because we are still learning and we make many errors, but I think it could be done. Of course, if we make many errors, it could be very difficult for the teacher to correct all of us, especially because of time.] (Interview).

4.4 Benefits and Challenges Students Encountered with the EC Techniques

Students were willing and open to correction. However, some techniques elicit cognitive and emotional challenges for them. In the study, some students tended to notice when they were being corrected, but they failed to correct themselves out of nervousness or confusion. In other cases, students failed to notice the correction altogether. Besides, there were some EC techniques that seemed to be intrusive; that is, students believed that they halted the natural flow of the conversation.

4.4.1 Students’ Expressed Benefits

During the interviews, learners commented about the benefits and challenges they each encountered during the implementation of the EC techniques. Regarding the benefits, students mentioned how some techniques provided clarity, gave them immediate feedback, made them feel comfortable, and triggered thinking and analytic skills. On the other hand, some of the most common challenges students encountered were confusion, failing to self-correct, failing to notice the correction, nervousness and inhibition of thinking skills.

Participants agreed that clarity, immediate correction, and comfort were some of the most

salient benefits that they could gather from the implemented strategies. Table 6 presents a distribution of the benefits for each of the techniques. Repetition, metalinguistic feedback and elicitation were the strategies with the highest results, while nonverbal way and clarification request had the lowest.

Table 6

Dominant Patterns Regarding Students' Perceptions on Implemented Techniques

		Noticing & Comprehensible Input			
		Clarity	*Immediate Application*	*Comfort*	*Trigger thinking*
Implicit	Repetition	4	2	5	1
	Nonverbal way	1	0	0	0
	Clarification request	5	0	2	0
Explicit	Recast	5	2	1	0
	Metalinguistic feedback	6	2	3	0
	Elicitation	4	0	2	3

Note. The data came from students' responses during the interviews.

Metalinguistic feedback was the technique that provided more clarity. However, learners agreed that this technique did not triggered thinking. Besides, the explicit techniques seemed to have more dominant patterns that the implicit ones. Clarity was one of the most important features mentioned by students in connection to EC techniques. As shown in Table 6, the data revealed that metalinguistic feedback, clarification request and recast are the strategies that participants considered to provide the most clarity during the implementation. As explained by MM during the implementation of recast, "no tengo problema en que me digan: no es así, es tal. Yo sé que obviamente a todas las personas no les gusta, que los corrijan, pero en mi caso de esta manera está bien y lo entiendo" [I don't have a problem with the teacher telling me: 'this is wrong, you need to say this'. I understand that obviously not everyone likes to be corrected, but in my case, I like this way of correcting. I understand it.] (Interview). As the participant

explained, recast is extremely useful for her because she likes direct and explicit corrections. Conversely, nonverbal way was the strategy that participants found less clear.

Another aspect that was mentioned during the interviews was when the EC technique should be implemented. Most participants preferred to be corrected at the moment in which the error occurred. For the six techniques, students liked repetition, recast, and metalinguistic feedback because these techniques were clear and did not take long. In the words of MF, "me gusta que sea más directo conmigo. Sí me gustó más. O sea, sinceramente, a mí me gusta que sea muy directo conmigo y me corrija en el momento, y la verdad, si puede pronunciarlo y yo escucharlo mejor" [I like it when the teacher corrects me directly. Yes, I liked that more. Honestly, I like the teacher to be direct with me and that he corrects me in the moment. If he can pronounce correctly for me to listen, it would be even better.] (Interview).

Participants also expressed feeling more comfortable with certain techniques. As shown in Table 6, students felt more at ease when the teacher used repetition and metalinguistic feedback. An example of this is given by VV. He commented about the implementation of repetition as a correction technique. "No, sí, me siento, este, bien porque anteriormente habíamos visto la entonación. Ella nos ayuda en las new words, ella nos ayuda cómo se dice, dónde se entona" [No, I do feel good because we had studied intonation before. The teacher helps us with the new words, she tells us how they are pronounced, where the intonation goes.] (Interview). This participant referred to the change in intonation that the teacher did to mark the error while using repetition. On the other hand, participants stated that nonverbal way was the technique that made them feel more uncomfortable.

Another important pattern noted during the interviews was the fact they favoured the techniques that allowed them to think before self-correcting. The data suggests that elicitation

was the strategy that provided students with more opportunities to think and analyze after the correction. As DG stated “No, me gustó porque la verdad me parece más retador y uno trabaja más como el cerebro, no sé, como ok, si en vez de decirme el error de una vez” [No, I liked it because I think it is more challenging and I can put my brain to work instead of just receiving the correct answer.] (Interview). As explained by DG, some learners did not like the strategies in which the teacher just gave them the answer.

4.4.2 Students' Expressed Cognitive and Emotional Challenges

Participants also expressed some of the challenges they encountered during the implementation of the EC techniques. Table 7 presents five of the most salient emotional and cognitive challenges that students mentioned during the interviews. These challenges included confusion, failing to self-correct, failing to notice that correction, nervousness and inhibition of thinking skills. Each of these aspects is developed in the following section.

Table 7

Cognitive and Emotional Challenges Towards the EC Techniques

		Confusion	*Failing to Correct*	*Failing to Notice*	*Nervousness*	*Inhibit Thinking*
Implicit	Repetition	0	2	1	1	0
	Nonverbal way	**5**	1	**4**	2	0
	Clarification request	0	2	0	1	0
Explicit	Recast	0	0	0	0	**3**
	Metalinguistic feedback	0	0	0	1	0
	Elicitation	2	1	0	0	1

Note. The data came from students' responses during the interviews.

Boldfaced numbers highlight the most challenging techniques. Specifically, nonverbal way was the technique that students failed to noticed the most and generated more confusion among students. Metalinguistic feedback was the technique that students considered that

inhibited thinking

A key pattern found in the data was that some EC correction techniques may elicit confusion in the learners. During the interviews, participants stated that nonverbal way was the technique that confused them the most. Elicitation was also mentioned by some participants, but it was not as confusing as nonverbal way. As MM stated, “Sí vi que ella me hizo una seña, pero realmente no sabía qué estaba diciendo mal, hasta que ella dijo la palabra. Me sentí bien. Un poco confundida porque, como te digo, no entendí la señal” [I saw that she made a sign, but I did not understand what I was saying wrong. I felt good but a little confused. I did not understand the sign.] (Interview). As this participant explained, it was very difficult for learners to understand the signs used in nonverbal way without the help of another strategy. Most learners were not able to correct themselves during the implementation of this technique.

A pattern throughout the interviews was that students failed to notice the corrections mainly when the teachers used nonverbal way. Indeed, when we showed WS the clip with this technique and asked him if he had noticed the correction made by the teacher, WS answered: “Creo que seguro estaba centrado viendo el teclado, tratando de decir lo que tenía en mente y cuando él me dijo -WS makes a gesture imitating the teacher- no lo pensé como que fuera en pasado” [I think I was focused looking at the keyboard, I was trying to say what I had in mind, and when he asked me -WS makes a gesture imitating the teacher-, I did not think of it in past tense.] (Interviews).

Some participants strongly emphasized that they could not self-correct after the correction, despite the implementation of the EC technique. DG expressed: “si sabía que ese era el problema, pero no sabía cuál era la respuesta correcta, entonces sí ocupaba un poquito más de ayuda” [I knew what the problem was, but I did not know the correct answer, so I needed a little

more help.] (Interview). In some cases, the EC techniques were clear, and students were able to identify the errors; however, they could not remember the correct answer.

In addition, an emotional challenge students faced during the corrections was nervousness towards correction in various EC techniques. When MC watched the clip of nonverbal way, she commented: “me bloqueé, me agarraron nervios y yo decía ay, ¿qué será lo que la profe está diciendo?” [I blocked, I got nervous, and I thought: what would the professor be saying?] (Interview). Most respondents expressed that even though they knew how to correct themselves or felt comfortable in class, they got nervous when the teacher corrected them.

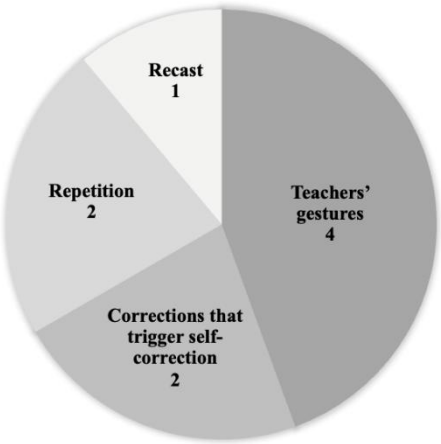
The results also indicate that some techniques inhibited thinking because the teachers provided the answers right after the error was made. DG expressed this sentiment when she watched the clip of recast: “no lo pone a uno a pensar y viendo el video creo que en el momento como que medio me di cuenta y medio lo corregí en el momento” [it does not make you think and now watching the video I think that in the moment I sort of noticed the error and partly self-corrected.] (Interview). Overall, when participants saw the clip of recast, they said that they did not have enough time to process the correction, some learners only repeated the answer, but wanted to think about the error and why they had to say something different.

4.4.3 Most Noticeable Technique

During the interviews, we asked the participants whether they had noticed the corrections, and which had been the most evident ones. As demonstrated by Figure 2, participants predominantly mentioned that they remembered the gestures and expressions made by their teachers. For example, pointing to the back, moving the hand and making certain facial expressions. Some students referred to corrections in which the teacher asked them questions, gave them options, repeated the error, or immediately told them the correct utterance.

Figure 2

Most Noticeable Error Correction Techniques



Note. The data came from students' responses during the interviews.

Learners agreed that the most noticeable techniques were the ones that included teachers' gestures. On the other hand, the technique that they noticed the least was recast. It was evident from the data that the nonverbal way technique was the most noticeable technique. According to SO, "sí noté que ella estaba haciendo gestos. Y yo al principio dije: pucha, ¿qué está pasando? ¿estoy diciendo todo mal?" [I did notice how she was making gestures. At the beginning I thought: wow, what is happening? Am I saying everything wrong?] (Interview). Students were not used to nonverbal correction, and they felt lost and confused when their teacher implemented the technique. However, as the teachers continued implementing nonverbal communication more often, learners got used to it. In the words of VV: "Ella cuando ya hace algún gesto con el rostro, yo creo que uno tiene que detenerse [when the teacher makes a facial gesture, I think one should stop.]" (Interview). For some participants, certain gestures like pointing to the back indicated conjugating verbs in past tense. This sentiment was echoed by DG who said "que hacían el gesto como para atrás cuando uno se equivocaba respecto como al tiempo en el que se estaba haciendo

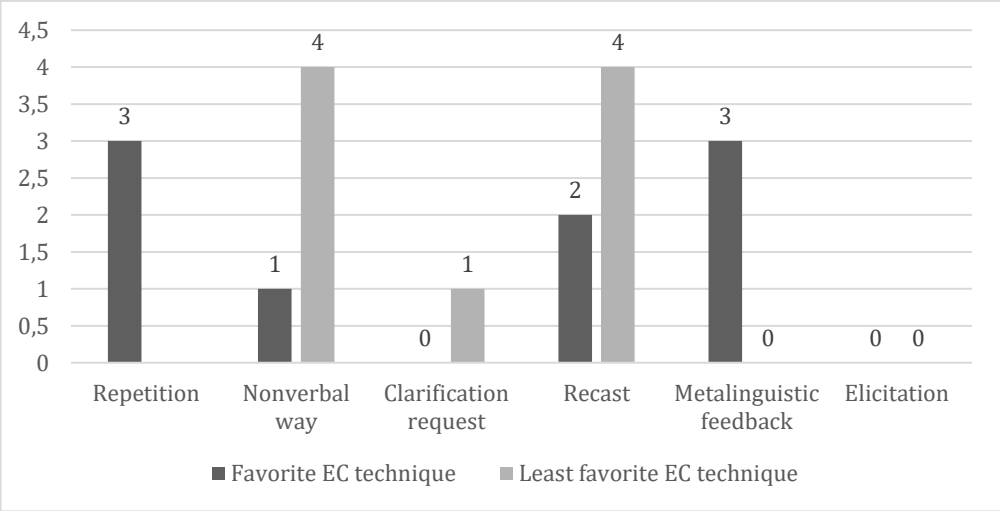
la oración" [The teachers made a gesture pointing to the back when we made a verb tense mistake in the sentence.] (Interview). These patterns in the answers suggest that as the teachers implemented the nonverbal way technique on a more frequent basis, students also started paying more attention to face expressions and gestures.

4.5 Students' Preferences Towards Specific Error Correction Techniques

Students mentioned the benefits and challenges of all six EC techniques. As demonstrated by Figure 3, participants predominantly expressed their preference for mostly two techniques: metalinguistic feedback and repetition. Conversely, they reported that their least favorite techniques were nonverbal way and recast. There were mixed views in the case of recast. Regarding the remaining two techniques, only a few students mentioned they liked clarification request and no one referred to elicitation. Figure 3 presents a comparison between the most favorite and least favorite EC techniques.

Figure 3

Favorite and Least Favorite Error Correction Techniques



Note. The data came from students' responses during the interviews.

This figure demonstrates that students' most favorite techniques were metalinguistic feedback and repetition while the least favorite ones were recast and nonverbal way.

4.5.1 Favorite EC Techniques

An important pattern observed in the data was students' preference towards the explicit EC technique of metalinguistic feedback, and the implicit EC technique of repetition. Overall, participants reported that metalinguistic feedback allowed them to recognize the correct response because they could identify their error and the correct form. This is in line with earlier research suggesting that learners like to identify errors and try to correct themselves (Bulbula & Areda, 2020, p. 9). One example of this can be seen in the following quote by MC "yo prefiero, digamos, cuando me dan la opción de cómo lo dije incorrectamente y versus cómo sería correctamente para que sea yo la que identifique cuál es la correcta, porque así me hacen analizar y pensar" [I prefer, let's say, when I am given the option of how I said it incorrectly versus how it should be, so I can identify which option is correct because it makes me analyze and think.] (Interview). The interviewee explained that she felt more comfortable with this technique because it helped her to remember the correct utterance or to identify her errors. She did not feel the teacher was providing the right answer right away.

The results also showed that students favored repetition because it permitted them to identify the error right after they made it, and it forced them to pay attention to the teacher. For example, WS highlighted that he liked when the teacher raised the intonation to mark the error because that enabled him to know that he had to correct the error. WS claimed that "cuando nos entona tal palabra (the teacher) para uno auditivamente saber que tal vez no anda por ahí, que hay que cambiarlo y poner más atención si es en otro tiempo" [when the teacher modulates a word, we can tell by ear and know that it might not be correct, that we must change it and pay more

attention if it is another verb tense.] (Interview). The learner declared that when the teacher allowed them to think, they could at least know something was not right in the utterance.

4.5.2 Least Favorite EC Techniques

There was significant agreement on choosing the nonverbal way as the least favorite EC technique. Participants referred to this technique as the one with gestures and facial expressions. As described by VV:

> la que menos me gustó es la que hizo como una seña. No, no le entendí cuando tenía que decir la '*s'*. Me hubiera gustado que tal vez ella me dijera la palabra, me dijera el verbo con *'s'*, entonces mi cerebro se acordaría [the one I liked the least was when the teacher made a sign. No, I did not understand when I had to say the *'s'*. I would have liked that she had told me the word, the verb with the *'s'*, then my brain would have remembered it.] (Interview).

Learners sometimes were not looking at the screen when the teachers implemented the nonverbal way, which made it more difficult for them to notice the corrections.

In addition, some students referred to recast as their least favorite technique because the teacher did not give them the opportunity to self-correct. Nonetheless, learners expressed a desire to try to identify errors and self-correct. IF remarked "Tal vez al decir la palabra correcta de una vez, porque es como ver mucho el error de uno tipo: así no es, es esta. Y tal vez en el momento sí sé cuál es la palabra" [maybe immediately saying the correct word because it is marking the error like: 'not like that, it is this one.' Maybe I do know what the word is.] (Interview). Participants reported that sometimes they knew the correct utterances, maybe they made a mistake, but the teachers immediately provided the answer.

In summary, the results revealed the complexity of students' reactions and perceptions to

the oral EC techniques implemented in their course. Overall, students exhibited both emotional and behavioral responses, which included positive and negative reactions. Teachers' responses were primarily behavioral. Also, learners showed an emerging level of awareness about the need for grammatical accuracy; however, there were more negative outcomes. Regarding students' perceptions, these were mainly positive because learners considered EC to be helpful as it avoided fossilization, and it allowed them to learn new grammatical structures. Despite the positive attitudes, learners sometimes failed to notice corrections and errors, or to self-correct. Some of the EC techniques tended to be intrusive and confusing, while others were clear and triggered thinking. As a result, students showed preference towards those that permitted them to notice errors and self-correct.

V. Discussion and Conclusions

Understanding how students react to and perceive Error Correction (EC) techniques can help teachers shape their classes in ways that improve learners' overall performance. This last chapter provides an overview of the final results and conclusions of the present study. In addition, the chapter discusses the limitations encountered during the complete research process, and the avenues that should be explored for further research.

Despite previous research in Costa Rica (e.g., Abarca, 2008; Espinoza and Rodríguez, 2014; Riestra, 2016; Solera and Vindas, 2022; Ugalde, 2023), there remained a significant gap in knowledge regarding learners' reactions compared to their attitudes toward EC techniques. Previous work focused on learners' perceptions towards EC, teachers' perspectives, or the implications of Corrective Feedback (CF). In light of this gap, this study aimed to describe learners' reactions and perceptions towards explicit and implicit oral EC techniques implemented in their online course at a private language institute. We intended to see the reality English learners faced in their regular language lessons in which their teachers implemented EC techniques. The research explored whether learners' perceptions towards EC techniques matched their reactions while the teachers corrected them.

With reference to students' reactions towards EC techniques, the findings provided substantial insights to answer the research question. Undoubtedly, learners had a myriad of reactions concerning EC techniques. Participants showed signs of emotional responses such as engagement, nervousness, and discomfort. These signs involved nodding, smiling, and getting uncomfortable while receiving the corrections. In addition, the results revealed learner's behavioral responses such as apologizing when making an error, asking for help and parroting corrections. Recast was the technique that elicited more instances of parroting repetition, while

metalinguistic feedback showed more signs of engagement even when it was the strategy with more negative reactions.

Another important finding was students' awareness of the need for language accuracy. The findings showed that learners were waiting for correction. They were especially alert during the implementation of metalinguistic feedback. Besides, students used body language, such as looking directly to the camera to show the teacher a need for help. Repetition, nonverbal way and recast were the strategies that prompted more instances of these responses. Finally, the findings provided noticeable positive and negative outcomes regarding the EC techniques. The positive outcomes involved acknowledging the correction by showing signs of gratitude and self-correction. Conversely, there were also negative outcomes such as confusion, diversion because of the correction, and lack of willingness to self-correct. Metalinguistic feedback was the technique that produced more positive outcomes while repetition and nonverbal way were the techniques that prompted more negative outcomes.

Regarding students' perceptions towards EC, the results significantly contribute to answer the research question and provide valuable insights into how EC impacts language learning. Overall, learners appreciated the EC techniques implemented, as they allowed them to acquire new grammatical structures and helped to prevent fossilization from happening; however, corrective feedback was time-consuming and demanding. Learners sometimes felt nervous during the corrections, which hindered their ability to self-correct. Additionally, students favored metalinguistic feedback as it was a clear technique which triggered thinking. They also liked repetition because it allowed them to quickly identify errors and it forced them to always pay attention. Conversely, the nonverbal technique was the least favorite EC technique because it led to confusion as learners failed to notice the corrections; interestingly, it was the most noticeable

EC technique. In fact, during the interviews, learners tended to refer more to how their teachers sometimes made gestures and signs; this showed them there was an error, but the corrections were unclear. Recast was clear but inhibited thinking seeing that it did not give students the opportunity to self-correct.

5.1 Contribution to the Field

This study provides significant insights into students' reactions and perceptions towards EC. First, the research exhibits that students have a wide range of reactions towards EC techniques; it demonstrates that learners are open to correction. This is consistent with Lasagabaster and Sierra (2005), who concluded that students think correction is important. The results also show that teachers should know when and how to correct learners. Some students are very susceptible to EC, and they might become uncomfortable if not corrected appropriately. As Lasagabaster and Sierra (2005) suggested, learners might feel reluctant to be corrected if the teacher does not take into consideration their individual differences.

In addition, the study portrays that there are some instances when learners seem to understand a correction because they repeat after the teacher; however, that does not mean that they understand the correction. This result corroborates the work of Alshammari (2019) and Yoshida (2021) who explained how repetition and noticing are not necessarily synonyms of uptake. Furthermore, the study shows how EC techniques can elicit both positive and negative outcomes. For example, learners usually wait for the teacher to correct them and notice a need for grammar accuracy. This is consistent with previous studies which illustrated how learners consider EC to be effective and expected (Alamri & Fawzi, 2016), and that grammar accuracy should be the objective of EC (Salameh, 2022). On the other hand, the findings show that some EC techniques might elicit a lack of willingness to self-correct. These results go in line with

Rahimi and Vahid (2012), who explained that when learners do not like how they are corrected, they might simply ignore the correction.

Second, the study demonstrates the importance of considering students' perceptions towards EC, as such attitudes may sometimes differ from what instructors see during class. Learners value EC because they find it beneficial, but they also encounter challenges with EC techniques. For this reason, they tend to show preference towards certain EC techniques. Nonetheless, teachers are usually the ones who decide how and when to correct errors. Previous research has similarly highlighted how educators rarely pay attention to students' preferences (Bulbula & Areda, 2020; Alamri & Fawzi, 2016) or tend to make assumptions based on what they observe (Hanadi, 2020; Farahani & Salajegheh, 2015).

In addition, the study proves that EC is time-consuming and demanding. Corrections must always be clear, otherwise learners feel confused, causing them to fail to notice the corrections and errors. Students value when they can identify the errors and are given the opportunity to think and self-correct. However, they sometimes might not understand why their utterances need fixing. Lastly, whereas Lasagabaster and Sierra (2005) argued that learners do not want EC to always take place because it hinders communication or makes them feel inhibited. The findings of the study also show that students value time more and enjoy receiving corrective feedback because it enables them to learn grammatical structures and prevent fossilization from happening.

Third, in contrast to previous studies (Abarca, 2008; Espinoza and Rodríguez, 2014; Riestra, 2016; Solera & Vindas, 2022; Ugalde, 2023) focused on learners' perceptions, teachers' perceptions and effectiveness of EC techniques, this study sheds new light about EC because it takes into consideration both students' reactions and their perceptions. This paper explores the importance of understanding that what teachers see when they correct learners does not always

reflect what students are thinking or feeling. A similar theme is identified by Farahani and Salajegheh (2015) and Lasagabaster and Sierra (2005) who highlighted that the EC techniques that teachers prefer to use do not always align with the ones learners prefer.

5.2 Limitations of the Study

During the development of this study, we encountered three main limitations. First, during the implementation of the strategies, one of the teachers in charge of the class had many inconveniences. We noticed that he struggled while implementing the EC techniques in his classes. Besides, he did not know how to use Zoom well, and we did not know this aspect when we recruited him. We talked with him several times to give him extra training and ideas, but at the end we had to make some adjustments for him to be able to finish with the strategies. We consider that we should have given him more training before we started with the observations to make the process easier for him and for us. Second, it took longer than expected to obtain the participants' permission. Therefore, we were not able to start collecting data as planned. This delay caused us to move our schedule around two weeks. Furthermore, we lost one participant during the interviews; we tried talking to him several times, but he stopped answering our messages. Finally, the last limitation that we had was regarding the virtual environment. Since we were observing reactions, it was difficult to analyze students closely during some observations. For example, some students were taking the classes in unlit environments or with their cameras at strange angles, which made the process of collecting data more difficult.

5.3 Suggestions for Future Research

The findings presented in this study open various avenues for future research. First, further research could address the limitations of this study by exploring teachers' training,

experience, and understanding of explicit and implicit oral EC techniques that can be implemented in language settings, as the teacher's role is vital in the effectiveness of EC in a classroom. Additionally, we believe future research could explore how noticing and self-correction develop as students get more familiar with EC techniques used regularly and how different EC techniques impact their cognitive load or hinder fluency. Further analysis might also focus on adapting EC techniques to more diverse learning environments such as online learning in order to identify more suitable EC strategies.

5.4 Conclusions

The present study provides four main conclusions. First, students' emotional and behavioral responses to correction are key in the learning process. These reactions are always going to be present and teachers should be able to recognize them in order to comprehend learners better. Besides, due to the fact that errors are usually seen as negative occurrences, students tend to apologize for making them or they may seek help before the correction is done. For this reason, teachers should aim to have a positive classroom culture, where they praise students after a correction, and encourage active participation and learning.

Second, frequent EC helps students be more aware of errors. It is vital that teachers know how to implement EC techniques and make sure students notice corrections and errors for them to be able to self-correct. As the results showed, students usually value correction, but they sometimes might get confused with some techniques, which inhibits their ability to self-correct. That is why students tend to prefer those techniques that are clear and trigger thinking like metalinguistic feedback. It is essential that teachers consider their students' attitudes and preferences in order to avoid making assumptions based on what they see. We highlight the importance of teachers' clear understanding of EC techniques and constant reflection on

corrective feedback. Ultimately, this will foster more positive learning outcomes, improve teacher-learner interaction, and encourage students' noticing and self-correction skills.

Third, the research findings provide compelling evidence that there is a complex relationship between students' reactions and perceptions. To illustrate, metalinguistic feedback elicited most positive outcomes; it was also the most favorite EC technique. The nonverbal way, on the other hand, evoked most negative outcomes, and it was the least favorite EC technique, but it was the most noticeable one. Most interestingly, repetition elicited a great number of negative outcomes, especially when students tried to identify the errors; however, they tended to select repetition as one of their favorite EC techniques. This demonstrates that there is evidence of alignment and contradictions between the outcomes and students' attitudes. For this reason, teachers cannot generalize or assume that one technique will fit all populations and contexts. All students have different perceptions which is why teachers should get to know their students before implementing any technique.

Lastly, having concluded this research process, as teachers we reflect on the importance of constant coaching, staying informed about EC and being open minded. Correction is appreciated by learners, but it is also complex and its negative implications may increase if we do not implement EC techniques adequately. We tend to make assumptions based only on what we believe in and observe. However, it is vital we listen to our students in order to achieve a more balanced and healthy learning environment. Besides, we need to remember that, at the end of the day, learners will be the ones who are affected if we do not use EC techniques appropriately. Ultimately, as educators, we must adapt and evolve our approach to error correction if we want it to be a favorable tool for students to take action in their own learning process.

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Appendices

Appendix #1. Interview Protocol

Date:	**Aprox time:** 30 minutes
Learner's pseudonym:	**Location:**
Interviewer:	**Setting:**
Description: The following interview will be used to gather students' perceptions towards the EC techniques applied in their class. Video clips will be used to point out the moments in which the techniques were used.	
To build rapport: 1. How long have you studied English? 2. Why are you studying English? 3. What do you like most about English? 4. Is there something you would like to share before we start with the conversation?	
Closed-ended questions: 5. Did you notice the errors that the teacher corrected? 6. Did you notice the correction that the teacher provided? 7. Do you think all errors should be corrected? Please explain. 8. Which EC techniques are more commonly used by teachers?	
Open-ended questions: *Instructions*: you will watch video clips with the corrections you received from the teacher during classes. 9. Each time you watch a clip, please tell me how you felt at that moment. 10. How would you like to be corrected when you make an error? 11. Do you think the way you like to be corrected is the most helpful? 12. What kind of oral correction do you feel uncomfortable with?	

Appendix #2. Observation Protocols

Participant Observation Checklist #1	
Date and hour:	**Location:**
Student's pseudonym:	**Type of setting:**
Instructor:	**Schedule:**
The researcher will tick the reactions the learner has after being corrected. Multiple reactions can take place after each correction.	

Learner's reactions	**Error correction technique implemented**	
	<u>Implicit technique:</u> ***Nonverbal way***	**<u>Explicit technique:</u>** ***Recast***
1. The learner thanks the teacher for the correction.	☐ Reaction present Comment:	☐ Reaction present Comment:
2. The learner nods.	☐ Reaction present Comment:	☐ Reaction present Comment:
3. The learner repeats the correct utterance	☐ Reaction present Comment:	☐ Reaction present Comment:
4. The learner pays attention to the correction.	☐ Reaction present Comment:	☐ Reaction present Comment:
5. The learner ignores the correction.	☐ Reaction present Comment:	☐ Reaction present Comment:
6. The learner gets uncomfortable and mad.	☐ Reaction present Comment:	☐ Reaction present Comment:
7. The learner looks confused.	☐ Reaction present Comment:	☐ Reaction present Comment:

8. The learner shakes head as if denying the correction.	☐ Reaction present Comment:	☐ Reaction present Comment:
9. Other reactions.	Comment:	Comment:
Expanded field notes:		

Participant Observation Checklist #2		
Date and hour:		**Location:**
Student's pseudonym:		**Type of setting:**
Instructor:		**Schedule:**
The researcher will tick the reactions the learner has after being corrected. Multiple reactions can take place after each correction.		
Learner's reactions	**Error correction technique implemented**	
	<u>Implicit technique:</u> ***Clarification request***	**<u>Explicit technique:</u>** ***Metalinguistic feedback***
1. The learner thanks the teacher for the correction.	☐ Reaction present Comment:	☐ Reaction present Comment:
2. The learner nods.	☐ Reaction present Comment:	☐ Reaction present Comment:
3. The learner repeats the correct utterance	☐ Reaction present Comment:	☐ Reaction present Comment:

4. The learner pays attention to the correction.	☐ Reaction present Comment:	☐ Reaction present Comment:
5. The learner ignores the correction.	☐ Reaction present Comment:	☐ Reaction present Comment:
6. The learner gets uncomfortable and mad.	☐ Reaction present Comment:	☐ Reaction present Comment:
7. The learner looks confused.	☐ Reaction present Comment:	☐ Reaction present Comment:
8. The learner shakes head as if denying the correction.	☐ Reaction present Comment:	☐ Reaction present Comment:
9. Other reactions.	Comment:	Comment:
Expanded field notes:		

Participant Observation Checklist #3		
Date and hour:		**Location:**
Student's pseudonym:		**Type of setting:**
Instructor:		**Schedule:**
The researcher will tick the reactions the learner has after being corrected. Multiple reactions can take place after each correction.		
Learner's reactions	**Error correction technique implemented**	
	<u>Implicit technique:</u> ***Repetition***	**<u>Explicit technique:</u>** ***Elicitation***

1. The learner thanks the teacher for the correction.	☐ Reaction present Comment:	☐ Reaction present Comment:
2. The learner nods.	☐ Reaction present Comment:	☐ Reaction present Comment:
3. The learner repeats the correct utterance	☐ Reaction present Comment:	☐ Reaction present Comment:
4. The learner pays attention to the correction.	☐ Reaction present Comment:	☐ Reaction present Comment:
5. The learner ignores the correction.	☐ Reaction present Comment:	☐ Reaction present Comment:
6. The learner gets uncomfortable and mad.	☐ Reaction present Comment:	☐ Reaction present Comment:
7. The learner looks confused.	☐ Reaction present Comment:	☐ Reaction present Comment:
8. The learner shakes head as if denying the correction.	☐ Reaction present Comment:	☐ Reaction present Comment:
9. Other reactions.	Comment:	Comment:
Expanded field notes:		

Appendix #3. Informed Consent

Title of the Research Study: Beyond the teacher's eye: A comparison of EFL learners' reactions and perceptions towards explicit and implicit oral error correction techniques to reflect on the importance of learners' thoughts on corrective feedback.

Principal Investigators: Kathleen Nacira Ureña Campos and Lucía Ugalde Barrantes

Purpose of the Study and Reason for Your Involvement:
This case study aims to describe the reactions and perceptions of EFL learners towards explicit and implicit oral error correction techniques at a private language institute. Specifically, it seeks to explore whether the learners' perceptions towards EC techniques match the reactions teachers observe while students are being corrected. This case study will be developed in two parts. For the purpose of this study, all the sessions in which you are invited to participate will be recorded to be analyzed by the researchers.
We are inviting you to participate in this study because you are a student of English as a foreign language who is currently studying in a private language institution. We consider that your participation in this study can provide us with very useful information regarding the use of error correction techniques in language learning.

Participation in the Study:
- Your participation on this case study it totally voluntary
- Your final grade will not be affected if you decide not to participate in the study.
- You can decide not to participate at any moment during the study.
- You can ask as many questions as you want before and while the study is being carried out.
- Your participation in the study will be held anonymous.

Contact Information:
If you have any questions or concerns about the study you can contact the researchers at: kathleen.urena.campos@est.una.ac.cr and lucia.ugalde.barrantes@est.una.ac.cr

This research project is being overseen by Christian Fallas Escobar, PhD. If necessary, you can contact him to the following email: christian.fallas.escobar@una.cr

Participant Role in the Research Study:
If you agree to be part of the present study, you will be asked to participate in the following activities. Your participation in the present study is completely voluntary and confidential. You can decide not to participate at any moment during the study.

Research activities	When?	Where?	Your role?
Participation on the application sessions: These sessions will be carried out during your scheduled	August 2024	Zoom Room	To participate in the speaking activities applied by the teachers during class. These

classes, and they will not interfere with the development of the class. These sessions will be recorded to be analyzed later by the researchers.			activities will be based on the methodology of the course you are currently taking.
Individual Interview (30 minutes): This interview will be a follow up intervention after the application sessions. The interview will be audio recorded.	September 2024	Zoom Room	Meet with the researchers to discuss your experience with the error corrections techniques implemented in the previous sessions.

Risks and Discomforts:
None

Participant Privacy and Research Record Confidentiality:
Your identity will be kept confidential at all times. The data collected from the observations and interviews will be analyzed by using pseudonyms. There will be no connection between your identity and the information gathered for the study. The recordings gathered might be viewed and used for academic purposes, but your identity will not be revealed.

Signature Block
Your signature documents your permission for the named participant to take part in this research.

_____
Name of participant

_____ _____
Signature of Participant (or participant's legally authorized representative) Date

_____ _____
Signature of person obtaining consent Date

_____ _____
Signature of person obtaining consent Date

Appendix #4. Lay Summary

Señora Rosa María Romero Chaves
Directora Académica
Wizard Costa Rica

Heredia, agosto 2024

Estimada Señora,
Por este medio le saludamos y le comunicamos el motivo de nuestra carta. Las estudiantes Lucía Ugalde Barrantes y Kathleen Nacira Ureña Campos de la Maestría en Lingüística Aplicada con Énfasis en la Enseñanza del Inglés como Lengua Extranjera de la Universidad Nacional, solicitan autorización para realizar el trabajo final de graduación en la institución, con dos grupos por los meses de agosto, setiembre y octubre del presente año. Las estudiantes estarán trabajando con los niveles W6-B en horarios de lunes a jueves.

Este trabajo se titula:
Beyond the Teacher's Eye: A Comparison of EFL Learners Reactions and Perceptions Towards Explicit and Implicit Oral Error Correction Techniques to Reflect on the Importance of Learners' Thoughts on Corrective Feedback

Este estudio de caso tiene como objetivo describir las reacciones y percepciones de los aprendices de EFL hacia técnicas explícitas e implícitas de corrección oral de errores en un instituto de idiomas privado. Específicamente, el estudio busca explorar si las percepciones de los estudiantes hacia las técnicas de corrección coinciden con las reacciones que los profesores observan mientras se corrige a los estudiantes. Este estudio de caso se desarrollará en dos partes: observaciones de clase y entrevistas a los participantes. Debido a la naturaleza del estudio, todas las sesiones en las que se les invite a participar serán grabadas para ser analizadas por los investigadores. La identidad de los participantes se mantendrá siempre en el anonimato y el proceso de investigación no interferirá con el desarrollo de las lecciones.

Cordialmente,

.
Kathleen Nacira Ureña Campos
Cedula: 3 0439 0156

.
Lucía Ugalde Barrantes
Cedula: 4 0212 0059

Appendix #5. Teacher's Guide Group 1

Teacher's guide

Group: Monday and Wednesday

- **Implicit EC techniques:** students are meant to understand they have produced an error, but they are not given the answer; they are the ones in charge of finding out how to correct themselves.
- **Explicit EC techniques:** students are immediately aware of their errors. In this case, the teacher is providing the answer to the error in real-time.

First intervention		
Technique	**Implicit** ***Nonverbal way***	**Explicit** ***Recast***
What is it?	✓ It allows teachers to use their body language to signal learners when there is an error that should be corrected.	✓ An interlocutor rephrases an incorrect utterance with a corrected version, while maintaining the integrity of the original meaning.
Examples	● If a student conjugates a verb incorrectly, you may give him an open-mouthed, a wide-eyed stare or an arched eyebrow. ● If a student was supposed to use a verb in the past, but didn't, you may point to the back. ● If a student forgot to say the -s in a verb, you may make the snake shape with your finger.	● If a student conjugates a verb incorrectly, you repeat the sentence with a rising intonation to signal the error. ● If a student mispronounces a word, you may repeat the word emphasizing the correct pronunciation.

Activities
Linguistic content: first and zero conditionals. **Unit:** at a cooking class. **Instructions:** show the task on the screen, read it and make sure it is clear. Send students to breakout rooms to do the task in pairs. They take turns, each student has around 2-3 minutes to do the task. Join a pair and use the 2 EC techniques for this intervention. Bring students back to the main session and ask for a volunteer. Use the 2 EC techniques with this student too. **Make sure you listen to all the students at least once.**
Task 1. What do you think are the 3 most important things to learn in a cooking class if you want to become a better cook? (2 or 3 students)
Task 2. A friend of yours wants to learn how to cook. Convince your friend to join a cooking class**.** (2 or 3 students)
Task 3. "We are what we eat". What do you think about this statement? (2 or 3 students)

Teacher's guide

Group: Monday and Wednesday

- **Implicit EC techniques:** students are meant to understand they have produced an error, but they are not given the answer; they are the ones in charge of finding out how to correct themselves.
- **Explicit EC techniques:** students are immediately aware of their errors. In this case, the teacher is providing the answer to the error in real-time.

Second intervention		
Technique	**Implicit** ***Clarification request***	**Explicit** ***Metalinguistic feedback***
What is it?	✓ It involves the teacher asking learners to clarify a specific part of an utterance. ✓ With this technique, teachers can ask learners questions such as "What do you mean?" or "Can you say that word again?"	✓ It refers to comments and questions posed by the teacher using linguistic terms about stress or verb tense. ✓ Teachers can use it when students use the simple present, 3rd person singular incorrectly, and directly tell students they are missing the -s inflection to correctly conjugate the verb.
Example	● If the student makes an inaccurate statement, you may say: sorry, may you repeat that? ● If the student used the wrong word, you may say: what do you mean by...?	● If a student conjugates a verb incorrectly, you may ask the student to correct the verb and repeat the utterance. You may also ask: do we say (error)? ● If a student mispronounces a word, you may ask: is it (incorrect) or (correct)?

Activities
Linguistic content: first and zero conditionals. **Unit:** at a cooking class. **Instructions:** show the task on the screen, read it and make sure it is clear. Send students to breakout rooms to do the task in pairs. They take turns, each student has around 2-3 minutes to do the task. Join a pair and use the 2 EC techniques for this intervention. Bring students back to the main session and ask for a volunteer. Use the 2 EC techniques with this student too. **Make sure you listen to all the students at least once.**
Task 1. Imagine you have to prepare a recipe for the first time. What might happen if you don't follow the steps or change some ingredients? (2 or 3 students)
Task 2. Dialogue: one of you is a cooking instructor, the other one is a student. The instructor has to explain how to prepare a recipe. (2 or 3 students)
Task 3. Imagine you are taking a cooking class because you want to develop your cooking skills and prepare more delicious meals. However, you feel you are not learning. What should the teacher do if he/she wants you to continue in the course? (2 or 3 students)

Teacher's guide

Group: Monday and Wednesday

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Third intervention		
Technique	**Implicit** ***Repetition***	**Explicit** ***Elicitation***
What is it?	✓ The teacher repeats the utterance, placing a *different intonation where the error is.* ✓ The teacher suggests learners of the existence of the error, but *the answer is **not** given straight away*.	✓ The teacher prompts the student to self-correct by restating the error. ✓ The teacher may pause the utterance, (2) ask an open question, or (3) ask the student to reformulate the incorrect utterance.
Example	● If a student mispronounces a word, you may repeat it as if it were a question. A student says /estadent/ instead of /ˈstuːdᵊnt/. So, you say: estadent? Wait for the student to self-correct. ● If a student conjugates a verb incorrectly, you repeat the verb or the complete statement *raising intonation in the verb*.	● If the student says: I have worked since 3 days ago. You may say: I have worked?, and wait for the student to say the correct word. If the student repeats the wrong word, you may ask: when do we use for and since? Wait for the answer.

Activities
Linguistic content: 2nd conditional **Unit:** at a street market **Instructions:** show the task on the screen, read it and make sure it is clear. Send students to breakout rooms to do the task in pairs. They take turns, each student has around 2-3 minutes to do the task. Join a pair and use the 2 EC techniques for this intervention. Bring students back to the main session and ask for a volunteer. Use the 2 EC techniques with this student too. **Make sure you listen to all the students at least once.**
Task 1. If you could visit any market this weekend, which one would you choose and why?
Task 2. If you could travel back in time, what do you think you would find in a street market?
Task 3. Some members of the local government (municipality) want to shut down the street market in town because they argue it makes the town look bad and dirty. Tell your friend what you would do to help the city look nicer without shutting down the market.

Appendix #6. Teacher's Guide Group 2

Teacher's guide

Group: Tuesday and Thursday

- **Implicit EC techniques:** students are meant to understand they have produced an error, but they are not given the answer; they are the ones in charge of finding out how to correct themselves.
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First intervention		
Technique	**Implicit** ***Nonverbal way***	**Explicit** ***Recast***
What is it?	✓ It allows teachers to use their body language to signal learners when there is an error that should be corrected.	✓ An interlocutor rephrases an incorrect utterance with a corrected version, while maintaining the integrity of the original meaning.
Examples	● If a student conjugates a verb incorrectly, you may give him an open-mouthed, a wide-eyed stare or an arched eyebrow. ● If a student was supposed to use a verb in the past, but didn't, you may point to the back. ● If a student forgot to say the -s in a verb, you may make the snake shape with your finger.	● If a student conjugates a verb incorrectly, you repeat the sentence with a rising intonation to signal the error. ● If a student mispronounces a word, you may repeat the word emphasizing the correct pronunciation.

Activities
Linguistic content: present perfect (yet and still) **Unit:** at the office **Instructions:** show the task on the screen, read it and make sure it is clear. Send students to breakout rooms to do the task in pairs. They take turns, each student has around 2-3 minutes to do the task. Join a pair and use the 2 EC techniques for this intervention. Bring students back to the main session and ask for a volunteer. Use the 2 EC techniques with this student too. **Make sure you listen to all the students at least once.**
Task 1. Imagine that your partner has been offered a promotion at the company but is still undecided. He/she says he/she hasn't been fully trained in some procedures yet. What advice would you give your partner?
Task 2. Some companies around the world have decided to bring all their collaborators back to the office, while other companies still allow remote work. What do you think about it?

Teacher's guide

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Second intervention		
Technique	**Implicit** ***Clarification request***	**Explicit** ***Metalinguistic feedback***
What is it?	✓ It involves the teacher asking learners to clarify a specific part of an utterance. ✓ With this technique, teachers can ask learners questions such as "What do you mean?" or "Can you say that word again?"	✓ It refers to comments and questions posed by the teacher using linguistic terms about stress or verb tense. ✓ Teachers can use it when students use the simple present, 3rd person singular incorrectly, and directly tell students they are missing the -s inflection to correctly conjugate the verb.
Example	● If the student makes an inaccurate statement, you may say: sorry, may you repeat that? ● If the student used the wrong word, you may say: what do you mean by...?	● If a student conjugates a verb incorrectly, you may ask the student to correct the verb and repeat the utterance. You may also ask: do we say (error)? ● If a student mispronounces a word, you may ask: is it (incorrect) or (correct)?

Activities
Linguistic content: first conditional **Unit:** attending a conference **Instructions:** show the task on the screen, read it and make sure it is clear. Send students to breakout rooms to do the task in pairs. They take turns, each student has around 2-3 minutes to do the task. Join a pair and use the 2 EC techniques for this intervention. Bring students back to the main session and ask for a volunteer. Use the 2 EC techniques with this student too. **Make sure you listen to all the students at least once.**
Task 1. Imagine you will be attending a conference on a topic you are passionate about. What should the organizers take into consideration to ensure people continue to attend their conferences?
Task 2. What can you and can´t you do if you attend a virtual conference?

Teacher's guide

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Third intervention		
Technique	**Implicit** ***Repetition***	**Explicit** ***Elicitation***
What is it?	✓ The teacher repeats the utterance, placing a *different intonation where the error is.* ✓ The teacher suggests learners of the existence of the error, but *the answer is **not** given straight away*.	✓ The teacher prompts the student to self-correct by restating the error. ✓ The teacher may pause the utterance, (2) ask an open question, or (3) ask the student to reformulate the incorrect utterance.
Example	● If a student mispronounces a word, you may repeat it as if it were a question. A student says /estadent/ instead of /ˈstuːdᵊnt/. So, you say: estadent? Wait for the student to self-correct. ● If a student conjugates a verb incorrectly, you repeat the verb or the complete statement *raising intonation in the verb*.	● If the student says: I have worked since 3 days ago. You may say: I have worked?, and wait for the student to say the correct word. If the student repeats the wrong word, you may ask: when do we use for and since? Wait for the answer.

Activities
Linguistic content: present perfect (for and since) **Unit:** a day trip **Instructions:** show the task on the screen, read it and make sure it is clear. Send students to breakout rooms to do the task in pairs. They take turns, each student has around 2-3 minutes to do the task. Join a pair and use the 2 EC techniques for this intervention. Bring students back to the main session and ask for a volunteer. Use the 2 EC techniques with this student too. **Make sure you listen to all the students at least once.**
Task 1. Your parents have been planning a family day trip for nearly 2 months. Imagine your partner is one of your parents. Give him/her some ideas on how to make the trip even better.
Task 2. Imagine you have the day off tomorrow and you are planning to go on a day trip. Where would you go and why?