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How error correction in the clasroom influences students of the skill development area in the Foreign Language Department at the University of El Salvador to improve their productive english language skills

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Introduction

Learning a foreign language has become a very important tool and a necessity for people nowadays. English, as a foreign language, is not an exception. It is the international exchange language, which means that people use it to communicate around the world. Since English has become very useful, people want to learn it well, so they can have the opportunity to study abroad, to have a better job, to travel, or to know more about cultures worldwide.

In order to facilitate the learning of a foreign language, several methodologies and techniques have been proposed and applied according to different contexts, learners' needs, and their learning capacities throughout the time. The objective of those methodologies is to reinforce the language learning process. As part of this process, Errors can be found; they are inevitable in any learning process and occur when a student uses the language incorrectly. Errors can be mispronounced or misspelled words, sentence structures, or phrases that students have not learned yet. Errors are essential because with them comes correction. Based on this evidence, researchers will present in this study how Error Correction influences to improve their Productive English Language Skills (Speaking and Writing).

This research is divided in three chapters: the first chapter includes the Problem of the Research, which is developed into a Presentation of the Problem, Statement of the Problem, Research Question and Areas. It also includes Objectives, Justification and Limitations. The second chapter contains the Theoretical Framework, which explains the Historical Background, Theoretical Framework, Definition of Key Terms, and Research Variables. The third chapter describes the methodology that will be used to collect the data and it is divided into seven sections that explain the Method, Setting, Sample Participants, Measurement Instrument, Validity and Reliability, Data Collection Procedure, and Data Analysis.

CHAPTER I

1. Problem

1.1 Presentation of the Problem

English has become a popular and business language around the world during the past years; that is why children, teenagers and adults are interested in learning it for several purposes, such as working, traveling, studying abroad, and personal interests.

English has been called the language of communication since many people around the world agreed to use it to talk to each other. For this reason about 1,500,000,000 people in the world speak English and another 1,000,000,000 are learning it (Teaching English, www.britishcouncil.com, visited on 09/17/2011) When people learn English they can contact others from all over the world, learn about their life and culture, travel and communicate with them wherever they go, have a better job, earn more money and read information that is only in English; for example, if they want to read about technology and medicine they will find books or web pages mostly in English.

These reasons lead people to learn this language and due to the interest on it many academics and teachers throughout the years contributed to the development of

methodologies of teaching, which permitted students to acquire the language and be aware of errors in their development. El Salvador was not an exception, and to supply people´s demand to learn a foreign language, the English Academy at the University of El Salvador was founded in 1948. It was then that academics in charge of the new born department studied the needs people had in order to manage English effectively, and applied a methodology so learners could learn English easier; therefore, teachers had to use the appropriate Error Correction techniques to correct errors in pronunciation, spelling, and grammar. Since that time, Error Correction has been an important part of the English learning process in this country.

Unfortunately, during the 80s, El Salvador faced one of the most difficult situations in its history: the Civil War. This created an obstacle to students of English because that language was censured and could not be freely spoken. Teaching was not easy because of the social and political difficulties faced at that time (History of the Foreign Language Department at the University of El Salvador, 2011). Students found themselves in the impossibility to attend classes in a morning and afternoon schedule every day because the University Campus was closed. Nevertheless, classes continued outside the university, and weekly homework was assigned by teachers. This situation permitted students to be more autodidacts because they had to work at home and in small groups to correct themselves until the next week when they met with their teachers again.

After the last military confrontation, during 1989, the University of El Salvador was reopened and classes were given at a normal schedule. Students could study inside the University Campus, and the English language was once again a matter of study. This return provoked new challenges in the Foreign Language Department (FLD). The fact that English was in vogue, produced negative and positive aspects. First, the increment of new students' population plus the already existent students meant a need for opening new spaces in the Department. This aspect was negative because the classrooms were not enough to attend the number of students registered. The Department had to make arrangements for giving the chance to all students to have access to this learning and teachers had to correct errors in a general way and they could not pay too much attention to each student. A second aspect that can be mentioned is the new incoming methodology supported by the use of technological devices (cassette players, computers and others), which was something positive because that facilitated the development of several topics. But even though the use of technological devices came up to facilitate the teachers' methodologies, a new challenge arose for them because they had to learn how to use this incoming technology and how to master these challenges with the necessity of correcting student´s errors.

The experience gained in the methodology used during the last years permitted experts to implement new methodologies and new teaching strategies, this time with the inclusion of learning styles and multiple intelligences in the classrooms. It is how, nowadays; the use of the Communicative Approach Method permits students to have

the opportunity to listen to more real recordings with native speakers' pronunciation and authentic material (realia), where errors do not interfere in the delivery of oral production, exposing students to more real language situations and letting them be in contact with other experiences.

The fact of counting with a more advance technology has allowed students to face English when they are not in their classrooms; but at the same time, this has incremented the number of passive students who are more used to use technology as a main source to commit plagiarism. Students are used to download written ideas from internet instead of working to correct their own errors.

The access of students to technology inside and outside the classrooms has created the need of restructuring the methodology used in the present time to balance the teaching and learning process for students' better performance. Nowadays, teachers are looking for more informed eclectic ways of teaching the language to help students increase the use of Error Correction in their classes without diminishing the Communicative Approach already useful in the learning process and without interfering with the technological advances. In other words, teachers are including more technological devices as a friendly and gimmick strategy for calling students attention, but trying them at the same time to focus on what really matters, and that is the better use of language and a faster way to correct their errors when writing and speaking.

It is why this research is looking forward to identify how Error Correction influences learning of students on the FLD at the University of El Salvador to improve their Productive English Language Skills.

1.2 Statement of the Problem

It is inevitable for learners to commit errors when learning a foreign language. For that reason, errors are an essential part of the learning process because it is through errors that students realize how a language is spoken, written, pronounced and read. Correction is a tool that has been used by people for many years in order to help solving problems or help improving educational systems and processes. As well as lifestyles in which correction is needed, English language needs to be corrected as well. Students should learn the language more effectively if considering correcting the errors they commit when using the macro skills (Listening, Speaking, Reading and Writing).

The real matter of Error Correction is not only the correction of errors themselves, but how students are corrected and when should teachers correct them, as stated by James. M. Hendrickson (1978) a linguist who classified Error Correction as we know it currently.

It is known that the macro skills are divided into two categories: the first one known as Receptive Skills (Listening and Reading) which involves responding to language rather than producing it. The second one, known as Productive Skills (Speaking and Writing), which involves producing language rather than receiving it (Teaching Knowledge Test, pages 21, 26). As Productive Skills are easily measurable, this research will focus on the skills of Speaking and Writing for the study. Nevertheless,

it has to be clarified that the four macro skills are related; it means that Productive Skills are linked to the Receptive Skills in many ways. For example, the Speaking Skills are closely related to the Listening Skills because both complement each other. It is not possible to produce further Speaking in a conversation if previous Listening has not been inputted. Another example, Writing is closely related to Reading because they complement each other, too. There is no good Writing without good proofreading. Even though, this research focuses in the Productive Skills, a good amount of the findings could be extensive for the other Receptive Skills.

As it is considered that errors in the Productive Skills are more observable than the errors in the Receptive ones, teachers can take advantage of the Productive Skills to assess what students produce and facilitate the correction of errors through them. Based on this knowledge that Error Correction should be given in a specific time and by a specific person plus the division of macro skills into Receptive and Productive ones, the purpose of this research is to identify how Error Correction influences FLD students at the University of El Salvador to improve their Productive English Language Skills. The main idea would be to conceptualize the role of Error Correction in the learning process nowadays, examine how teachers use Error Correction in the classrooms, and know what students' perceptions are toward such correction.

1.3 Research Question and Areas

This study has the following main research question:

"How does Error Correction in the classroom influence students of the Skill Development Area in the Foreign Language Department at the University of El Salvador to improve their Productive English Language Skills?"

Also, the study is divided in three main areas to help finding answers to the main research question:

Diab (2001) supports that teachers and students have to understand or agree on the purpose of certain correction techniques and in their use because if this happens, feedback is more likely to be productive. She also says that many studies focus on how Error Correction is used but not on how it is understood by teachers and students. Barnett (2004) says that effective Error Correction occurs when students understand the objective of correction and that this is only one filter teachers can use to help develop learners' language skills. Based on this evidence this research will consider how Error Correction is conceptualized in the learning process nowadays as the first area of study.

Williams (2003) says that teachers used to develop more systematized and consistent forms of feedback that take advantage of the process approach and make it clear to students what the feedback means and what they are to do with it. He also, says that

teachers have to come up with effective methods of feedback that take into account the shortcomings of common methods of feedback, the positive aspects of them and the needs of students.

Moreover, Vasquez (2007) focuses on teacher´s correction on grammar and communication. Wei Li- Qiu (2008) proposes that teachers have to achieve a balance between being accurate and truthful on one hand and treating students sensitively and sympathetically on the other.

Furthermore, Alex Case (2008) lists the possible signs to correct students and conclude that there should be a right in the amount of correction. By using this information researchers will support the second area of study that will be how teachers make use of Error Correction.

Horwitz (1986) mentions in her study that students have anxiety reactions which impede their ability to perform successfully in a foreign language class. These reactions might lead them to be afraid of correction. Oladejo (1993) says teachers must be flexible enough to incorporate students' preferences and needs when correcting them. Finally, Wang (2007) says that too much correction is not good for students because students become dependent to it. This information supports the third area of study that will be considered in this research: what students' perceptions are toward Error Correction because it gives evidence about students' awareness of their errors.

These areas are going to provide important information to the researchers in order to find answers to the main research question. Error Correction is an educational issue in

which there is much information but there is not agreement if correction influences the improvement of students' language skills. This is the reason why researchers consider this study will contribute to the existing literature about this issue.

1.4 Objectives

Taking into account the information about the three areas researchers formulated three specific objectives that are closely related to each area and designed to achieve the aim of the study which is to identify how Error Correction influences students on the Skill Development area in the Foreign Language Department at the University of El Salvador to improve their Productive English Language Skills.

1.4.1 General Objective:

To identify how Error Correction influences students on the Skill Development area in the Foreign Language Department at the University of El Salvador to improve their Productive English Language Skills.

1.4.2 Specific Objectives:

- To indicate how Error Correction is conceptualized by teachers and students.

- To identify which Error Correction techniques are used by teachers in the groups of the Skill Development Area.

- To present the perceptions that students have toward Error Correction.

1.5 Justification

The present study starts from the importance that English has nowadays, since many people is interested in learning it. Researchers considered many issues that deal with the learning process of English and became interested in studying Error Correction because there is a lot of information on this topic but there is no agreement if it helps to improve students English Language proficiency. This study pretends to contribute to the already existent information provided by other researchers mentioned in this document on the Error Correction issue. This kind of research is relevant because errors are believed to contain valuable information on how language is acquired.

The purpose of this study is to identify how Error Correction influences students on the Skill Development area (English Intermediate I and English Advanced I) in the FLD at the University of El Salvador to improve their Productive English Language Skills. In order to carry out this purpose, researchers identified three areas that will provide information on:

(1) How Error Correction is conceptualized in the learning process nowadays,

(2) How teachers make use of Error Correction and

(3) What students' perceptions are toward Error Correction.

With this study teachers could make use of Error Correction in the classroom with the purpose of improving students' language skills. Besides, the idea of including a balanced Error Correction strategy in students´ learning of a language would give the

opportunity to teachers to create shorter routes for improving students' Productive Skills and give possible simpler ideas for teachers to spread knowledge. Moreover, by taking into account this information, it could be possible to identify what students´ perceptions are toward Error Correction to attend classes in a comfortable environment, which will make their learning easier. Furthermore, students can move into another level of learning if they become aware of their errors and the importance they have in their learning process. Finally, researchers will acquire more knowledge on how Error Correction influences the improvement of language skills so they can apply this as future professionals in the English Teaching field.

1.6 Limitations

In every research exist limitations that appear within the process develops. Here, there is a classified list of limitations that could be presented during the research:

The researchers:

The limited free sources access regarding this study. There are some articles protected because of author`s right, and they can only be consulted after an amount paid by credit card.

Expert professors:

The availability showed by professors to be interviewed or consulted. Some of the professors are sometimes too busy to book an interview or answer some questions.

Participants:

The difficulty to reach students willing to participate. Due to time, is hard for find students who want to invest a moment to answer questions.

The lack of validity in participants´ answers. Some of students' attitudes while answering the instrument shows the lack of interest or importance these students give to the research.

CHAPTER II

2. Theoretical Framework

2.1 Historical Background

There have been some researchers that studied and proposed several techniques in order to help learners and teachers in the improvement or their language skills in the teaching learning process.

The need of focusing on correcting students' errors in the classroom began with the development of the teaching methods through the decades. At the beginning, during the Second World War in 1945, people who spoke the English language were required, so that they could communicate with other people around the world. Foreign language speakers grew up rapidly for military purposes. It was then when ideas about English learning improvement emerged from the disciplines of Descriptive Linguistics and Behavioural Psychology. The Teaching Methods were then included in the learning process.

In the history of the Error Correction issue, two big periods have been identified within the last 50 years. The first period belongs to the teachers' centered teaching, during the Second World War; and the second period corresponds to the students' centered learning with the revolution of the 60s. Both periods are reflected in each method chronologically, and their way of correcting errors, respectively. During the first period, linguists, tried to organize or systematize learning, classifying errors into common and not common ones.

Common errors considered those which students committed more frequently in the classroom, such as mispronunciation and misspelling. Not common errors were those which interfered with each student's mother tongue or any other isolated errors seen less frequently in the classrooms. This period involved the use of the Direct Method (1910-1930) where teachers employed various techniques for students to self

correct, avoiding translation to their mother tongues at all. Then, the Audio lingual Method (1945) was needed for communication purposes where errors where avoided completely through the teachers awareness of students difficulties so that students were corrected while speaking.

After that, Corder (1960), who was a linguist and author of the *Error Analysis and Interlanguage,* observed that such classification given by linguists was to short and included students' performance only. This is how the second period begins with the improvement of the Teaching Methods and new contributions presented by experts. The implement of the Silent Way (1960) believed that errors were inevitable since students were encouraged to explore the language, and they needed to learn to listen to themselves and compared their own production and teachers gave the correct answer as the last result. During this time teachers realized that the way of correcting students was changing and it not only depended on the teacher but in students themselves. It is then, during the second period of the Methods' history, that Corder (1960) collected the classification presented previously, and restructured it into three targets. The first target: teachers, those who can measure or observe more noticeable students' progress. The second target: researchers, those who show how language is acquired and what strategies are more likely to succeed in the learning process. And the third target: students, those who can learn from their errors and speed up their own learning.

While Corder (1960) reoriented the way of analysing errors, other methods were implemented for the learning of the English language. In suggestopedia (Georgi Lozanov, 1970) errors were not corrected after or during class using the correct form. With the tendency of developing a more students' centered learning process, Corder (1960) presented a new concept called Error Analysis. This concept permitted to distribute errors according to whom it would be helpful for. After Corder (1960), and within education changes; another researcher, Hendrickson (1978) came up with a different view of Error Analysis. He attempted to provide answers to 5 relevant questions:

Should a learner's error be corrected?

If so, when should learners' errors be corrected?

Which learners' errors should be corrected?

How should learners be corrected?

Who should correct learners' errors?

It is with Hendrickson (1978) that the concept of Error Analysis evoluted to Error Correction. Error Correction concept appears and it is still being used up to the present time. Hendrickson proposed not only the techniques and strategies for correcting errors, but also retook Corder's ideas (1960) of targets to include teachers' actions according to the errors presented, students' behavior towards corrections and students' self-correction actions, as well as ideas for further researchers in this study.

Hendrickson's studies (1978) gave birth to other research papers; for instance, Krashen (1981) who differentiated Language Acquisition from Error Correction. Krashen (1981) stated that errors do not interfere with communication. He supported other methods, the Community Language Learning in which the teacher repeats correctly what students have said incorrectly without calling further attention to the error. Then, The Total Physical Response where the teacher is more relevant to errors and only corrects major errors (global errors), those that affect comprehension. Later and still used, the Communicative Approach which considers that errors are natural and students can have limited linguistic knowledge and still be successful communicators. The Communicative Approach focuses correcting only global errors (those who affect comprehension).

After Krashen (1981), with the development of technology and informatics, other changes in education appeared and more studies in Linguistics, Teaching and Psychology showed the existence of Multiple Intelligences (Gardner 1983, 1993) and Learning Styles (Drunn 1986) these theories are presented in the Error Correction concept because can be utilized according to the students 'intelligence or learning styles to improve their language kills: Listening, Speaking, Reading and Writing. These new concepts helped researchers as Oladejo (1993) to propose an updated study on Error Correction. Oladejo (1993) considered

that errors (identification and follow up) are essential in the classrooms because these ones lead to correction; therefore, learning takes place.

As the Methods' history developed, other situations and technological advances arose, new ideas regarding Error Correction open more possibilities to improve students' learning of English.

In the chronological line through Teaching Methods history, it can be noticed that communication was not a must before the 60's. The period where teacher's centred teaching was at its very peak, teaching focused more in the correction of errors. On the contrary, during the period where students' centred learning became plain, the Communicative Approach was a very important method in the learning process and Error Correction decreased usage for communication purposes.

Error Correction and Communication has changed in the last 50 years. Communication was not a must during the 60s, but with the past of time, it became a very important method in the learning process. On the contrary, Error Correction was a must in the 60s, but through the years, it became less important or needed for communication purposes. It is now that, with this research on the field, students would like to propose a possible tendency that might be useful on the process of learning. This proposal is basically the joint of Error Correction and Communication on a high level to the point of merging both concepts to influence in the student's learning process.

2.2 Theoretical Framework

This section presents all the theories that deal with Error Correction in EFL classroom and is divided chronologically from the 70s to the present time. First of all, Hendrickson (1978) "Theory, Research and Practice" states ideas on who can correct errors and when they can be corrected. He gives the name to Error Correction as a possible concept to describe this phenomenon. This research considers Hendrickson as a very important key to modern use of Error Correction due to he provides not only the time when students should be corrected, but also who could correct them and how should this process be developed.

Horwitz (1986) "Foreign Language Classroom Anxiety" explains that students may experiment anxiety reaction which might impede their ability to perform successfully in a foreign language class. Students' concerns derived from anxiety might lead them to miss classes, delay homework, or show worriness to participate. Students' behavior during correction is considered to be one of the areas of study of this research because of the importance students' centered classes' tendency. It is believed that students' performance in their own correction is the key of their improvement in English.

Later, Oladejo (1993) "Error Correction in ESL: Learner's Preferences" shows how students' preferences must be taken into account, so that teachers' classes are flexible enough to incorporate these students' preferences and needs into the learning process. Tedick (1998) "Research on Error Correction and Implications for Classroom Teaching" gives techniques as well as types of corrective feedback in students' learning. Tedick (1998) lists teaching techniques useful to correct students' errors in the classroom as follow: **Recast**, the teacher implicitly reformulates by highlighting with intonation all or part of students´ utterance minus the error; **Clarification Request**, the teacher indicates that the message has not been understood by using phrases like: "Excuse me?" or "I do not understand", so a repetition or a reformulation

is required. Besides, the authors include other techniques as **Metalingüistic Clues** where teacher poses questions to negotiate form and motivate learners to reflect on their utterance by using expressions like: "Do we say it like that?" or "Are you sure of that?". **Elicitation**, which helps students correct structure (written and read) and pronunciation (spoken and listened) of word choice errors by deducting suitable answers, asking questions, providing hints, answers in sentences and word completion. Other technique is **Repetition** where the teacher repeats the learners´ error by highlighting it in the sentence given, letting students a chance to self-repair utterance. A last suggested but not recommendable technique is **Explicit Correction** which clearly indicates that students´ errors were incorrect. This technique is the least effective one for correcting learners due to it simply gives them the answer, Tedick (1998).

Other researcher, Williams (2003) "Providing Feedback on ESL Students' written assignments" remarks teachers' use to develop more systematize and consistent forms of feedback that take advantage of the process approach, and makes clear to students what feedback means and what they are to do with it. Later, Barnett (2004) "English for Specific Purposes: conversational feedback-effective Error Correction" offers more recent ideas which manifests that students' errors are an inevitable part of their learning process, this is why errors need to be treated as a teachable moment.

Barnett (2004) also states that students should have the opportunity to speak in class and be corrected during and after production. Following, Schurt (2004) "Feedback to Grammar Mistakes in EFL Classes: A case of study" lists techniques used to correct students. Then, Diab (2001) "Error Correction and Feedback in the EFL Writing Classroom" supports that teacher and students must understand or agree on the purpose of certain correction techniques under which the use of feedback is more likely to be productive.

Then Vasquez (2007) "Correction in the ESL Classroom: What teachers do in the classroom and what they think they do" focuses on teachers' corrections on grammar and communication. After that, Wang (2007) "Common Sense approach to errors in spoken English" expresses that too much correction is not good for students because it creates addiction to correction. What it is important for this research about this article is the fact that correction should be well guided.

Wei Li-Qiu (2008) "To correct or to ignore?" exhibits that the teacher has to achieve a balance between being accurate and truthful on one hand, and treating students sensitively and sympathetically on the other because it is only by doing so, that we can improve students' learning. He mentions the term Positivism, a positive way to correct students by using encouraging expressions to go through this process. That means teaching students what to correct and when to do it. As well as how to react when facing correction, and letting know teachers the possible ways to correct students without disappointing them or creating fear to correction.

Also, Case (2008) "A Well Balance Used of Error Correction" shows possible signs to correct students having a balance right in the amount of correction; and Qian (2009) supports this idea with a study of Second Language Acquisition and the Language Teaching Theory. He switches research by focusing from language learning environment to language learning itself. This is the reason why teachers are responsible to give students not only feedback, but also the opportunity to engage themselves and provide their own correction.

Finally, the study presented by Lee (2003) proposes the following five types of errors to correct students in their learning process:

Discourse Errors: errors beyond the sentence level, for example, inappropriate refusal and incorrect topic.

For example:

SHIFTS

What kind of factors **did** we **find** ---> What kind of factors **do** we **found**... (past tense)

In case she decide**s** to hit it. ---> ..In case she decide to hit**s** it. (3rd pers. pl. morpheme)

Factual Errors: errors made by learners concerning the factual knowledge or truth value of an utterance.

For example:

FALSE COGNATES

I **buy** books in the library. ---> I **lend** books in the library.

Word Errors: incorrect choice or addition of words and wrong spelling.

For example:

MISSPELLING

Co**n**fortable ---> Co**m**fortable

Syntactic Errors: the common errors of syntax, for example, tense, word order, agreement and so on.

For example:

WORD ORDER

This is a car blue. ---> This is a **blue** car.

Fossilized Errors: errors from force of habit which students no longer know they are making because it has been repeated many times that it sounds right to the learner.

For example:

MEANING

to greet at night: Good **evening!** --->Good **night!**

2.3 Definition of Key Terms

This section presents the most important terms related to the problem formulated in this research. The definitions give an accurate meaning according to the context in which the terms are used. In this case, all the terms are found in the context of Error Correction and English as a Foreign Language (EFL).

Accuracy: Refers to the ability to produce grammatically correct sentences that are comprehensible.

Anxiety: Feelings of apprehension and nervousness that are commonly expressed by second/foreign language learners in learning to speak a second/foreign language. These feelings are considered to exert a potentially negative and detrimental effect on communication in the target language.

Audio-Lingual Method: Is a style of teaching used in teaching foreign languages. It is based on behaviorist theory, which professes that certain traits of living things, and in this case humans could be trained through a system of reinforcement, correct use of a trait would receive positive feedback while incorrect use of that trait would receive negative feedback.

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

Communicative Approach: Is an approach to the teaching of second and foreign languages that emphasizes interaction as both the means and the ultimate goal of learning a language. It is also referred to as "communicative approach to the teaching of foreign languages" or simply the "communicative approach".

Community Language Learning: Is an approach in which students work together to develop what aspects of a language they would like to learn. The teacher acts as a counsellor and a paraphraser, while the learner acts as a collaborator, although sometimes this role can be changed.

Correction: There are four types of correction in the ESL EFL classroom: group correction, self-correction, student-to-student correction, and teacher-to-student correction.

Discourse Errors: Erros beyond the sentence level, for example, inappropriate refusal and incorrect topic.
e.g:
A: And how do you feel in your new apartment?
B: You didn't let me finish my question!

Drill: Drills allow students to practice the lesson's target language in controlled, predictable exercises. This is perfect when the teacher initially presents and practices new material. Drills help make the language

automatic, laying down a set path or habit early in the lesson. The more times students use a set pattern, the more likely they will then be able to correctly use the new language later in the lesson, and beyond.

EFL: Acronym for English as a Foreign Language. This type of English instruction proves more challenging for both the students and the teacher. The country in which the students live doesn't use English, so the classroom may be the only place to acquire and use the language.

Elicitation: The teacher directly elicits the correct form from the student by asking questions (e.g., "How do we say that in English?"), by pausing to allow the student to complete the teacher's utterance (e.g., "It's a....") or by asking students to reformulate the utterance (e.g., "Say that again").

Error: An error occurs when a student uses the language incorrectly, but it is a word, sentence structure, or phrase which he has not learned yet. For example, a beginner tries to express his experience of visiting New York last year and says, "I have went to New York." The language is above his level. If this structure falls outside the scope of the lesson and/or level, it doesn't necessarily require correction. Idioms used incorrectly, or language appropriacy can also fall under errors.

Error Correction: An important issue for ESL teachers is when and how to correct the errors of language learners.

Error Correction Technique: a detailed plan for achieving success in learning process or the skill of planning for that purposes.

Explicit Correction: Clearly indicating that the student's utterance was incorrect, the teacher provides the correct form.

Factual Errors: Errors made by learners concerning the factual knowledge or truth value of an utterance.

Feedback: All students require feedback, whether during the class, at the end of the lesson, or outside the classroom. Although correction appears similar to feedback, correction focuses on specific mistakes or errors. Feedback instead looks at weaknesses and strengths overall. For example, Kenji speaks very well, and actually dominates the conversation. He speaks and speaks and speaks because he has poor listening skills, though, which makes him unable to participate in a conversation well. It's important to note that feedback also refers to praise.

Fossilized Errors: Errors from force of habit which students no longer know they are making because it has been repeated many times that it sounds right to the learner.

Grammar Translation Method: Is a foreign language teaching method derived from the classical (sometimes called traditional) method of teaching Greek and Latin. The method requires students to translate whole texts word for word and memorize numerous grammatical rules and exceptions as well as enormous vocabulary lists. The goal of this method is to be able to read and translate literary masterpieces and classics.

Language Acquisition: Picking up a language through meaningful conversation the way children pick up languages.

Learning Style: Learning style refers to the general approach that a student takes to acquire new language. This is how he best acquires new information, such as grammar or vocabulary in the language classroom. So a kinesthetic or tactile learner, for example would prefer to participate in activities that involve movement around the classroom. With such activities, these students best remember and reinforce the language.

Macro Skills: English can be broken into four main skills: speaking, listening, reading, and writing. Although there are other important aspects of the language, such as pronunciation, we can classify these as one of the four main skills.

Metalingüistic Clues: Without providing the correct form, the teacher poses questions or provides comments or information related to the formation of the student's utterance (for example, "Do we say it like that?", "That's not how you say it in English," and "Is it feminine?").

Mistake: A mistake can best be compared to a slip of the tongue. The student produces the language incorrectly, but it's a previously studied grammar structure, phrase, idiom, or word. If pointed out, he'll likely be able to correct the mistake.

Multiple Intelligences: The theory of multiple intelligences proposed by Howard Gardner in 1983 as a model of intelligence that differentiates intelligence into various specific (primarily sensory) modalities, rather than seeing it as dominated by a single general ability. Gardner divided them into eight abilities: Spatial, Linguistic, Logical-mathematical, Bodily-kinesthetic, Musical, Interpersonal, Intrapersonal, and Naturalistic.

Productive Skills: The Productive Skills are speaking and writing, because learners doing these need to produce language. They are also known as active skills.

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

Receptive Skills: The receptive skills are listening and reading, because learners do not need to produce language to do these, they receive and understand it. These skills are sometimes known as passive skills.

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

Selective Correction: Involves the correction of errors that impede communication.

Student Centered Approach: is an approach to education focusing on the needs of the students, rather than those of others involved in the educational process, such as teachers and administrators.

Strategy: A plan designed to achieve a particular long-term aim.

Suggestopedia: is a system for liberation"; liberation from the "preliminary negative concept regarding the difficulties in the process of learning" that is established throughout their life in the society.

Syntactic Errors: the common errors of syntax, for example, tense, word order, agreement and so on.

Teacher Centered Approach: also know as Traditional education or back-to-basics, refers to long-established customs found in schools that society has traditionally deemed appropriate.

Technique: A way of carrying out a particular task, specially the execution of an artistic work or a scientific procedure.

The Direct Method: sometimes called the natural method, refrains from using the learners' native language and uses only the target language.

The Silent Way: makes extensive use of silence as a teaching technique. It is not usually considered a mainstream method in language education.

Total Physical Response: The method relies on the assumption that when learning a second or additional language, language is internalized through a process of code breaking similar to first language development and that the process allows for a long period of listening and developing comprehension prior to production.

Word Errors: incorrect choice or addition of words and wrong spelling.

e.g.: A: Did somebody give the money in the red bud?

B: Do you mean in the red packet?

A: Yes, in the red packet.

2.4 Research Variables

A variable is a characteristic that is subject to change. This part presents the characteristics on the study or variables with their dimensions.

In the research question for this study, two variables are immersed: the independent and the dependent variable. The independent variable is Error Correction because is something that is already fixed, something

that is going to be evaluated with respect to how it affects something else, in this case the dependent variable. The independent variable has three dimensions and each of these has indicators. The first dimension is the cognitive one and its indicators are: Beliefs about Error Correction, Concepts of Error Correction through history. The second dimension is the affective one and the indicators are: Students' perceptions to Error Correction and teachers' actions to correct them. The last dimension is the behavioral and its indicators are: How and when teachers correct students, what are the Error Correction techniques teachers apply and how students receive the correction to improve their Productive Skills.

The dependent variable according to the research question is improvement of Productive English Language Skills because it responds to the independent variable. The improvement of the Productive Skills is what is affected by Error Correction during the research. Also, the influence of Error Correction on the improvement of Productive English Language Skills is what is going to be measure that is why a dependent variable cannot exist without the independent one. The dependent variable has dimensions and indicators as well. The first dimension is the cognitive one and its indicators are: Students can use the language according to level in which they are and sometimes this may lead them to make errors. The second dimension is the affective one: Students are conscious of errors and try to self correct them. The last dimension is the behavioral: Teacher can observe that students improve the Productive Skills with correction and students may have more fluency when speaking and more accuracy when writing.

CHAPTER III

3. Methodology

3.1 Method

The study followed a quantitative and qualitative research model, using a questionnaire for students and an interview for teachers designed to collect data about Error Correction in EFL classroom in order to answer the main research question: ¨How does Error Correction in the classroom influence students on the Skill Development Area of the Foreign Language Department at the University of El Salvador to improve their Productive English Language Skills?". In order to answer the main research question three areas of study were proposed.

(1) How Error Correction is conceptualized in the learning process nowadays.

(2) How teachers make use of Error Correction.

(3) What students' perceptions are toward Error Correction.

The questionnaire for students (See Appendix II) was developed for this study to elicit information on students' influence regarding Error Correction. The questionnaire utilized information obtained from an extensive literature review. The questionnaire contained the general information part and four sections. The

general information part contained questions eliciting demographic information. The first section addressed research question and asked the students' general opinions about the strategies used by students to correct their own errors. This section contained statements illustrating certain strategies that students have used to correct themselves outside of the classroom. The second section contained the teacher´s techniques to correct student's errors in speaking. This section contained eight techniques that teachers use to correct them. The third section was divided into two questions, the first presented students the teacher´s techniques to correct errors in writing and the second question asked students to mark the writing codes they recognized and that their teachers have probably used in their papers. The fourth section included the students' feelings towards teacher's ´correction. The students were asked to indicate their strongly agreement, agreement, strongly disagreement, disagreement or neither agrees nor disagrees with nine different statements. Response options were coded to 5-point scales, with 1 representing strongly disagree and 5 representing strongly agree. The interview for teachers (See Appendix III) had nine questions related to the three problematic areas and also these questions were similar to the ones in the students' questionnaire. The interview contained questions such as: what is the concept of Error Correction? Why is it important? What techniques do teachers use to correct Writing and Speaking Skills? and others.

3.2 Setting

This study took place in San Salvador at the University of El Salvador at the Foreign Language Department in the levels of Intermediate I and Advanced I English classrooms which contained a whiteboard and many desks in relation to their space, where the students resolved the questionnaire, during the morning shift from 7:00 to 12:00 a.m. and the afternoon shift from 1:00 to 6:00 p.m. in the second academic term that was from August to December 2011. Sixty two percent of surveyed students were female and the thirty eight percent were male; moreover, the twelve point seven percent of these students work and the eighty seven point three percent do not. Also, the forty one point three percent of the population studied English before entering to the University and the fifty eight point seven percent did not. It took a week to pass the questionnaire and was conducted at students´ regular schedule.

3.3 Sample / Participants

The sample procedure used by the researchers was a convenience one; this was restricted to those students who attended classes at the FLD at the University of El Salvador and teachers. Participants of this research study included 150 students who studied Intermediate I and Advanced I English in the second semester of 2011 where they had multiple opportunities to express their perceptions about how Error Correction influenced their improvement of their Productive English Language Skills and teachers who were teaching English on the second semester of that year where they had set-up questions in an interview to express the techniques that they used about Error Correction and their point of view of it.

The participants in this study were of different ages: the seventeen point three percent were between sixteen and eighteen years old, the seventy six point seven percent were between nineteen and twenty five years, the four point seven percent were between twenty six and thirty years, and the one point three percent was from

thirty one years to more. Besides, students were from different English courses: forty four point seven percent were from Intermediate level and fifty five point three percent were from Advanced level.

3.4 Measurement Instruments

The researchers utilized a questionnaire for students and an interview for teachers to collect data. The purpose of this instrument was to collect information on how Error Correction is conceptualized, how teachers make use of Error Correction, and students' perceptions toward Error Correction. The questionnaire was conducted at different times in Intermediate and Advanced English courses and took students approximately 15 minutes to answer it. Researchers requested the teachers of each course with a letter (See Appendix I) to pass the questionnaire among students who were selected through convenience sample. The instrument was distributed among students who answer this individually with continuous monitoring and immediate assistance if necessary. After all the information was collected, it was organized in frequency charts in order to analyze and compare the data.

For the interview, researchers set up an appointment with six teachers that were in charge of the Intermediate I and Advanced I courses. After having the permission and the appointment, researchers recorded each interview that took approximately fifteen minutes and was composed of nine questions. This procedure took researchers one week because this was done according to every teacher's availability of time.

3.5 Validity and Reliability

This research utilized two measurement instruments to collect information: one was directed to students as a questionnaire, and the other one was directed to teachers as an interview. In order to pass the questionnaire

and the interview in the best way the researchers did a draft and got the aim of this study to increase the validity of each instrument.

The measurement instrument for the students was planned to get information to answer the three main areas studied in the research regarding how error is conceptualized, how teachers correct students and the perceptions students have toward this correction. To validate the instrument researchers followed certain procedure: first, it was checked for making any necessary adjustments. Second, in order to increase the validity it was piloted with 20 Intermediate and 20 Advanced English participants chosen at random by the researchers. From the results obtained in this pilotage, researchers realized that it was necessary to adjust some questions to make the instrument friendlier to participants. Due to these results, the instrument was fixed and revised again and finally, it was ready to be administered among participants.

Also, this instrument contained integrated reliability which was established using a question by question analysis. Researchers compared the score of every questionnaire and the percentage of agreement was assigned to each question.

The measurement instrument for the teachers was the interview in which expertise teachers on the subject of Error Correction in the FLD answered nine questions. Such questions were related to the students' instrument already explained based on the three areas of the study. The relationship between this interview and the questionnaire gave researchers hints on how Error Correction influences in the improvement of students´ Productive Language Skills. Interviews were modified after a pilotage with 2 teachers who gave suggestions on how to improve the questions by listing examples in each item.

3.6 Data Collection Procedure

Data was collected through a questionnaire for students and an interview for teachers done under a natural and non-manipulative setting.

This process took place in several schedules of Intermediate I and Advanced I English courses and classrooms too. It took approximately fifteen minutes for students in each classroom to fill in the questionnaire, and the time taken in each interview was similar. Both, the questionnaire and the interview were conducted at the University Campus, and the procedure did not disturb the normal, daily and classroom activities for the participants.

3.7 Data Analysis

The quantitative and qualitative method was used in this study. The results of the Error Correction questionnaire for students and interviews for teachers were analyzed using descriptive statistics. The participants' Error Correction questionnaires belonged to groups of Intermediate I and Advanced I English courses. The results from the Error Correction questionnaire and interview were analyzed descriptively in two ways: frequency charts and graphics with percentages. To analyze the frequency charts and graphics researchers employed a statistical program called Statistical Package for the Social Sciences (SPSS version No. 19) to organize the collected data according to the researchers´ needs.

 After that, the researchers compared the results by looking at the total number of responses to each individual question on the questionnaire and interview to indicate how Error Correction is conceptualized by teachers and students, identify which Error Correction techniques are used by teachers in the groups of the Skill Development Area, and present the perceptions that students have toward Error Correction.

CHAPTER IV

4. Analysis of the Results

4.1 Data Results

The following information includes data collected from two instruments, one as a questionnaire directed to students, and the other one as an interview directed to teachers in the FLD at the University of El Salvador, these instruments supported the research.

The information obtained from the questionnaire made for Intermediate I and Advanced I English students from morning and afternoon shifts, and the information obtained from the interviews made for teachers, answered the main research objective: To identify how Error Correction influences students on the Skill Development area in the Foreign Language Department at the University of El Salvador to improve their Productive English language skills. Also, the instruments give answers about how Error Correction is conceptualized in the learning process nowadays, how teachers make use of Error Correction, and what students' perceptions are toward Error Correction respectively.

The first instrument used in this research is a questionnaire prepared for students, which collects general information from the selected participants. This information includes aspects as: age, grouped in ranges from sixteen to thirty one years or more; gender, if female or male; level of English, if intermediate or advance registered during the second semester of the year 2011; working experience at the moment of taking the questionnaire, if the participant is working or not; and language experience, if the participant had a previous background of English contact before enrolling at the university.

Besides the general information collected, the instrument is divided into four parts. Each part contains questions intended to find out data regarding the macro skills, focused mostly in two of them: Writing and Speaking. Nevertheless, it is important to clarify that Writing has been closely lashed to Reading, and Speaking has been closely lashed to Listening. Each part is explained in detailed as follows:

In part one; it is intended to answer the first area of study, which is how Error Correction is conceptualized in the learning process nowadays by understanding how students try to improve their English outside the classroom. From questions a) to d) are mostly focused to collect information on Writing, while from questions e) to h) are mostly focused to collect information on Speaking.

In part two; it is intended to answer the second area of study, which is how the teacher corrects students in the classroom. From questions a) to h) are related to the Speaking skill, and the technique the teacher uses in the classroom to correct students' Errors.

In part three; it is also intended to answer the second area of study, which is how the teacher corrects students in the classroom, but this time regarding the Writing skill. This part contains two questions. Question one, from literals a) to e) are related to the Writing skill, and the techniques the teacher uses in the classroom to correct students' errors. Question two, includes a list of symbols the teacher might use when correcting students' errors in written papers, and that students have learned their meaning from such corrections.

In part four, it is intended to answer the third area of study, which is what students' perceptions are toward Error Correction. This part includes nine affirmations students might face when being corrected by the teacher regarding perceptions, approvals or disapprovals from students toward the techniques used by teachers when correcting them. Each affirmation is accompanied by five opinions ordered as: 1) strongly disagree, 2) disagree, 3) neither agree/nor disagree, 4) agree, and 5) strongly agree. Numbers 1) and 5) show the limit perceptions and strong feelings from students toward each affirmation. Numbers 2) and 4) show a balanced perception from students to such corrections, and number 3) shows the indifference from students toward an affirmation. This indifference can be worked as a neutral perception in each of the sentences presented.

The results of the data analysis are presented and discussed using descriptive statistics. The measures of central tendency that researched used were percentages, frequency counts, tables and graphics to represent the results to support the narrative explanation.

To present the information on the results gotten from the questionnaire, the subsequent graphics show general information obtained from participants and explained as follows:

Graphic No. 1: Age of participants
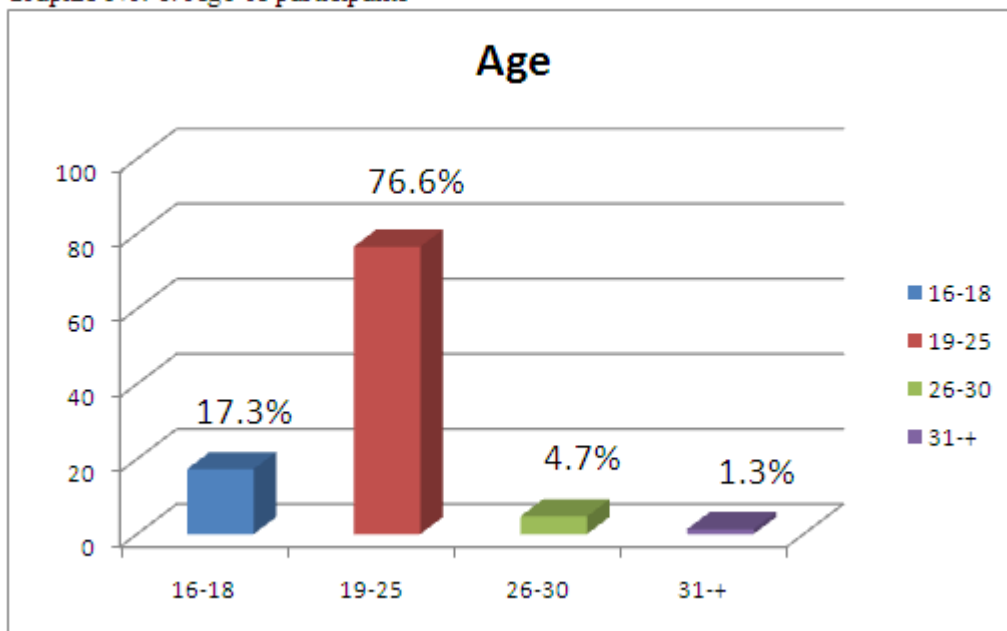
In Graphic No. 1 is shown that the 17.3 % of students are between 16 to 18 years, the 76.7% are between 19 to 25 years, the 4.7% are between 26 to 30 years, and the 1.3% is from 31 years to more. As it can be seen, most of the Intermediate I and Advanced I students are between 19 to 25 years old.

Graphic No. 2: Gender of participants
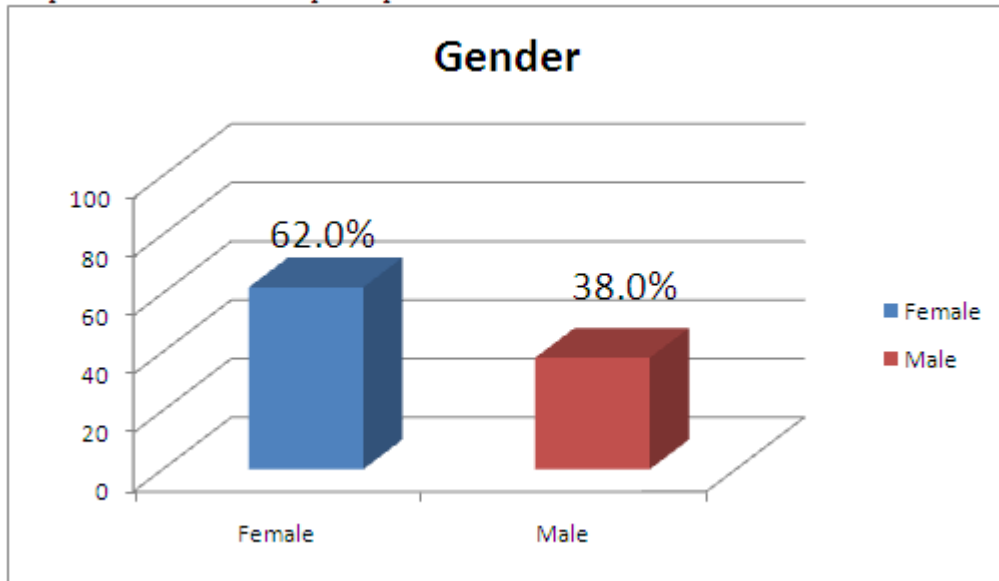
In Graphic No. 2 is shown that the 62% of surveyed students are female and the 38% are male. As this graphic shows, most of the population of students in Intermediate I and Advanced I is composed by women.

Graphic No. 3: Level of English of participants
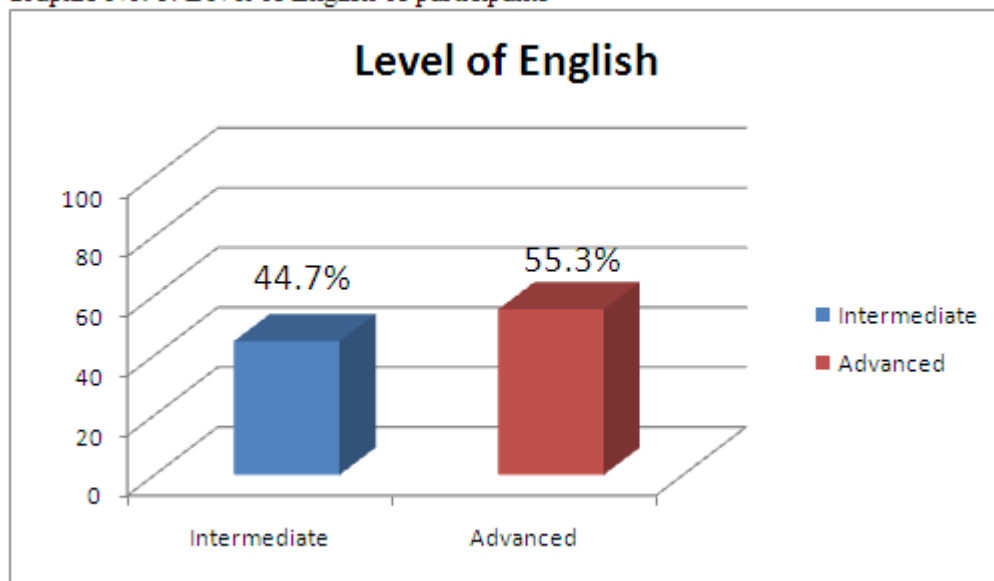
In Graphic No. 3 is presented according to the questionnaire results that the 55.3% of students belong to Advanced I level and the 44.7% of students belong to Intermediate I level. From the graphic it can be seen that most of the students who participated in this questionnaire are registered in Advanced I level.

Graphic No. 4: Working Status of participants
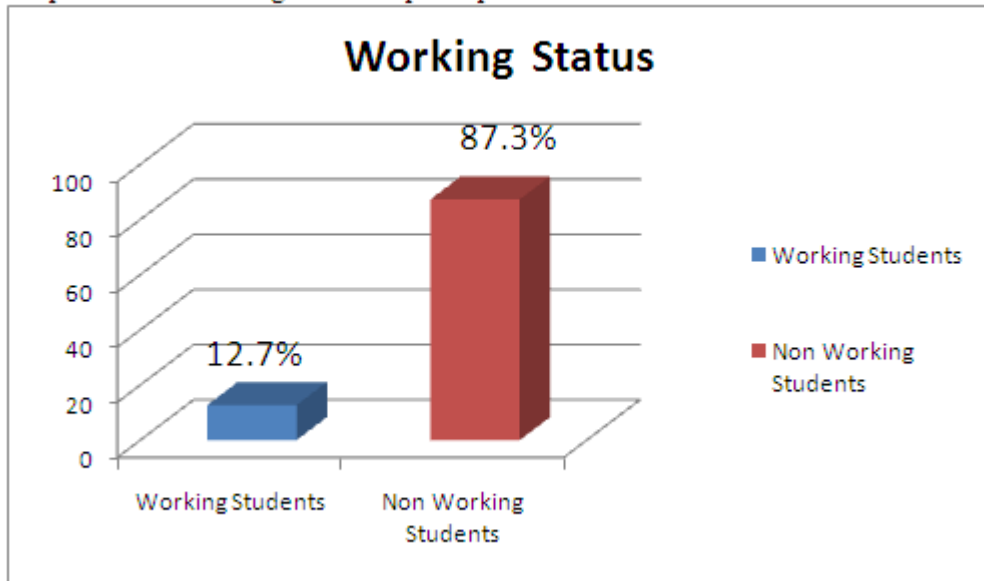
In Graphic No. 4 is shown that the 12.7% of these students work and the 87.3% of students do not work during this semester. The present graphic shows that most of the students registered in Intermediate I and Advanced I level are full-time students, and only a few percentage divides their time between work and studies.

Graphic No. 5: Knowledge of English before registering current subjects

Knowledge of English
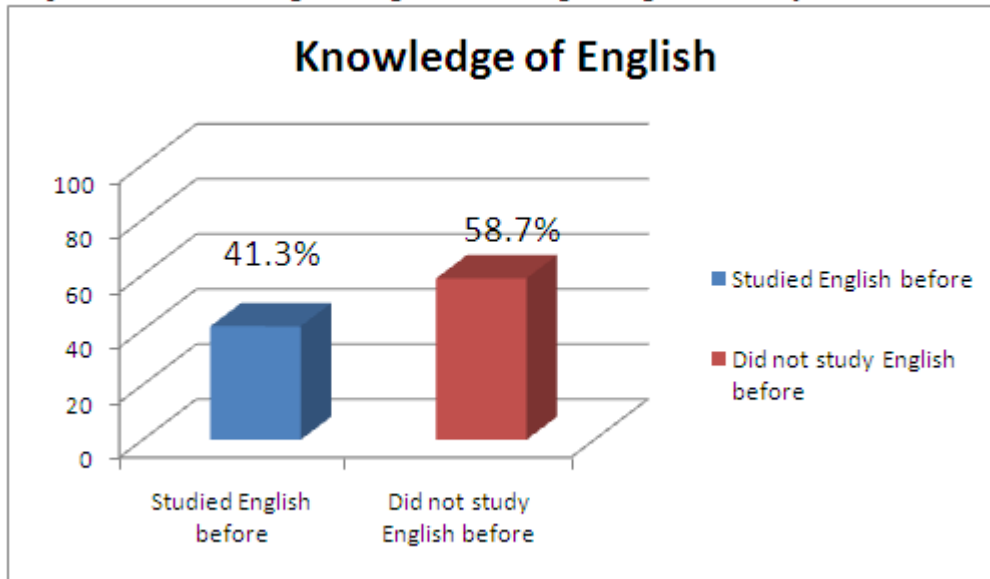
In Graphic No. 5 is presented that the 41.3% of the population studied English formally before enrolling to the University and the 58.7% of the population did not study English before. This graphic shows that most of the participants did not have a previous knowledge of English before entering to the university.

Besides the general information already analyzed, additional information on the results got from the questionnaire shows graphics regarding the four parts of the instrument. The following results belong to the four parts obtained from participants in the questionnaire and are now explained as follows:

Graphic No. 6: what do you do outside the classroom to improve your English?
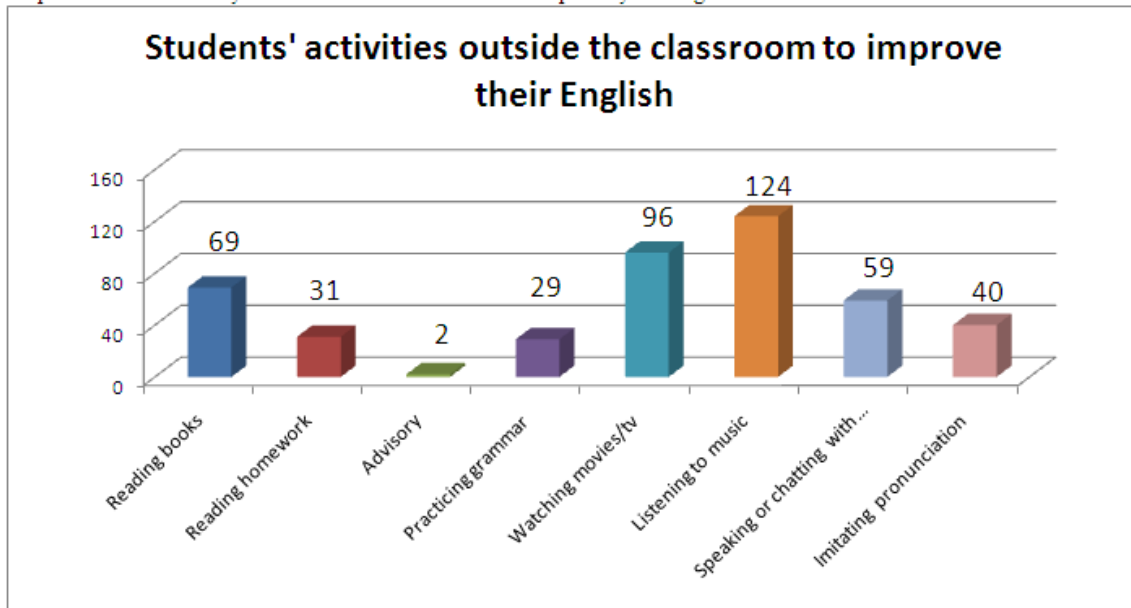
In Graphic No. 6 is presented the three most common activities, chosen from the questionnaire, that students practice outside the classroom to improve their English. Reading books was chosen by 69 students (15.3% of the total participants), reading homework was chosen by 31 students (6.9% of the total), advisory was chosen by 2 students (0.4% of the total), practicing grammar was chosen by 29 students (6.4% of the participants), watching movies or TV was chosen by 96 students (21.3% of the participants), listening to music was chosen by 124 students (27.6% of the participants), speaking or chatting with classmates was chosen by 59 students (13.1% of the total participants), imitating pronunciation was chosen by 40 students (8.9% of the total participants). As these results show, it can be seen that listening to music is the number one option for students to practice their English outside the classroom; followed by watching movies and TV in second place, and reading books in third place. It can also be inferred from these results that music has a great influence in students' learning process, and media is in second place, before bibliographic material. However, these three activities are above other kinds of activities students do to improve their English outside the classroom.

Graphic No. 7: In what way did your teacher correct your speaking skill?
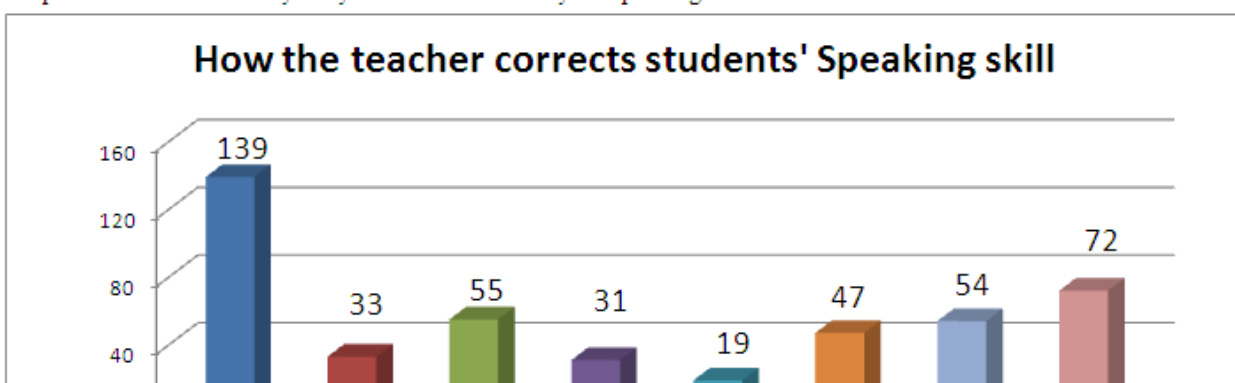
Graphic No. 7 is shown the three most common techniques, from the questionnaire, that they perceive when teachers correct their speaking skill. It shows that according to 139 students (30.9% of participants), the teachers uses explicit correction as a way to correct errors; 33 students (7.3% of participants) consider that the teacher uses self-correction as a technique, 55 students (12.2% of participants)said that repetition was the technique used, 31 students (6.9% of participants) consider it to be gestures, 19 students (4.2% of participants) said that clarification request was the way teachers corrected them, 47 students (10.4% of participants) said that metalinguistic clues were used by teachers, 54 students (12% of participants) consider that recast is the technique used by teachers, and 72 students (16% of participants) consider elicitation is the technique teachers use to correct their speaking skill. From Graphic No. 7 can be inferred that according to students, most of the teachers use the explicit correction in classes to correct students' speaking errors. The second technique preferred by teachers is elicitation, and the third one is repetition closely followed by recast. Metalinguistic clues and self-correction are fairly used in the classrooms, but the least used ones by teachers are gestures and clarification request respectively.

Graphic No. 8: In what way did your teacher correct your writing skill?

How the teacher corrects students' Writing skill
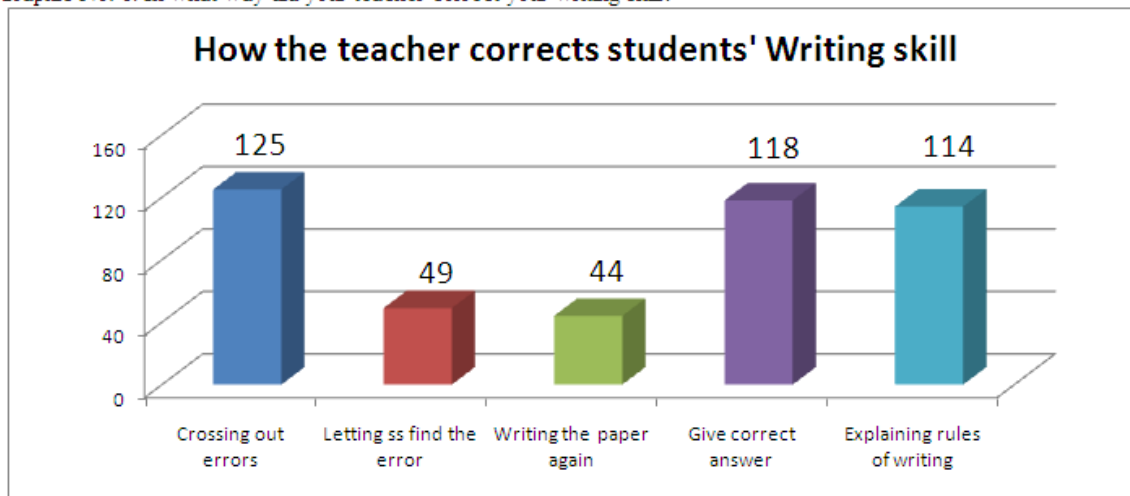
Graphic No. 8 is presented the three most common techniques, according to the results from the questionnaire, what they observed when teachers correct their writing skill. It shows that 125 students (27.8% of participants) consider that teachers correct them using the crossing out errors technique. 49 students (10.9% of participants) said that they are corrected by letting them find their errors, 44 students (9.8% of participants) consider that teachers correct them by asking them to rewrite their papers again. 118 students (26.2% of the participants) said that they are corrected by giving them the right answer. 114 students (25.3% of participants) said that they are corrected by explaining them the rules of writing. From Graphic No. 8 can be seen that most of the teachers use the crossing out errors technique to correct their students. In second place the technique is to give them the right answer, and closely in third place, the technique preferred by teachers to correct students' writing skill is explaining the rules of writing.

What symbols are used to correct students' papers
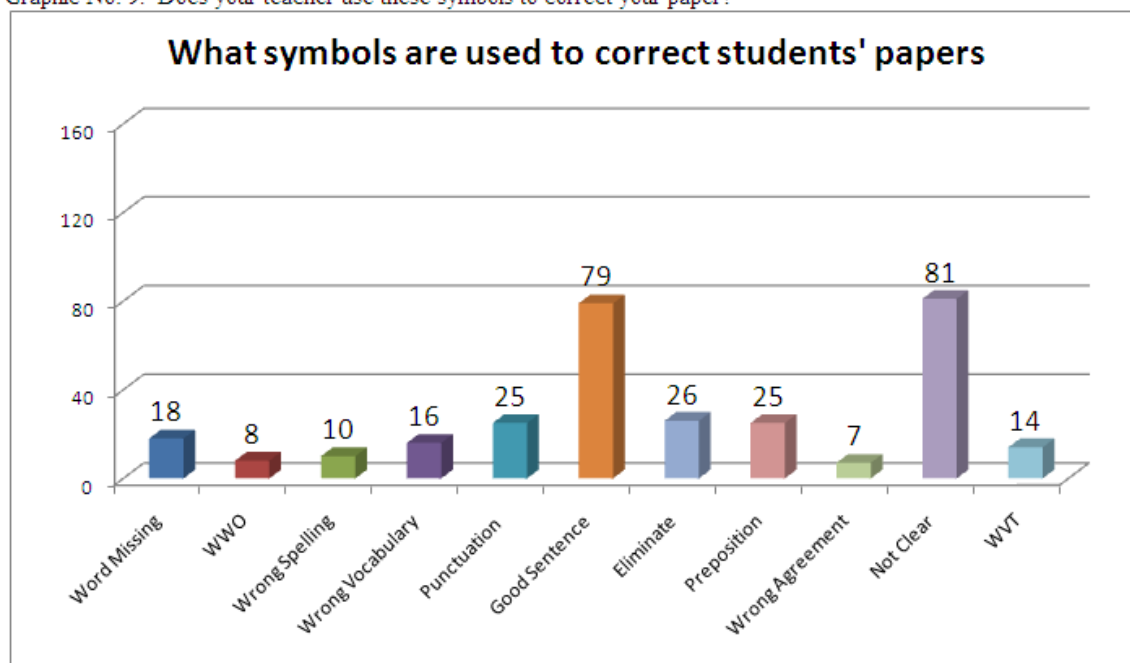
In Graphic No. 9 is represented question #2 from part III of the questionnaire that students' participants had to choose three writing code, that they identified from teachers to correct their written papers. It presents 18 students (5.8% of participants) recognize word missing as a symbol used by their teacher to correct them. 8 students (2.6% of participants) recognize WWO-symbol-wrong word order symbol. 10 students (3.2% of participants) recognize wrong spelling symbol. 16 students (5.2% of participants) have been corrected with wrong vocabulary symbol. 25 students (8.1% of participants) recognize the punctuation symbol. 79 students (25.6% of participants) recognize the Good Sentence symbol. 26 students (8.4% of the participants) have been corrected with the eliminate symbol. 25 students (8.1% of the participants) recognize the preposition error symbol. Only 7 students (2.3% of the participants) recognize the wrong agreement symbol. 81 students (26.2% of the participants) recognize the not clear symbol. And 14 students (4.5% of the total participants) have been corrected with the WVT symbol-wrong verb tense symbol. From this graphic, it can be inferred that most of the students recognize the not clear symbol, so they are aware that an error has been committed in their writing. Closely, the Good Sentence symbol is recognized by students. This is good due to students are being positive reinforced by teachers in their written papers, and

students identify which sentences are correctly written for future reference. Thirdly, the eliminate symbol is mostly recognized by students. This is also a good signal that students realize where odd sentences are being misplaced in their written papers.

From Graphic No. 10 to Graphic No. 18 belong the results thrown in the fourth part of the questionnaire. This fourth part is composed by nine affirmations. Each affirmation is analyzed as follows:

Graphic No. 10: I feel nervous when my teacher corrects my Speaking
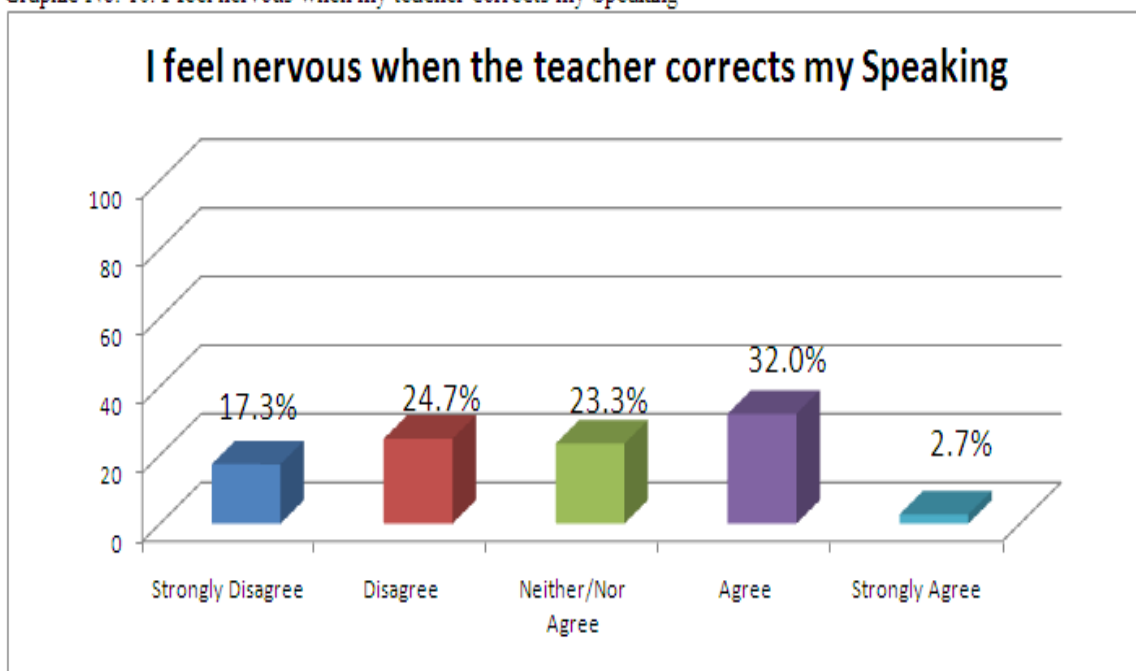
Graphic No. 10 is shown that 17.3% of the participants strongly disagree with teachers to correct their speaking. 24.7% of students disagree, 23.3% of them neither agree nor disagree, 32% of the participants agree, and only 2.7% of them, strongly disagree with this affirmation. From the graphic, it can be inferred that most of the students feel nervous when being corrected by teachers, but there is a closely percentage of

students who consider not feeling nervous when their teacher corrects them. In third place, there is the group of students who are indifferent to their feelings when being corrected by their teachers.

Graphic No. 11: I like the teacher to correct all my errors in Writing

I like the teacher to correct my errors in Writing

- 5.3% — Strongly Disagree
- 1.3% — Disagree
- 6.0% — Neither/Nor Agree
- 50.7% — Agree
- 36.7% — Strongly Agree
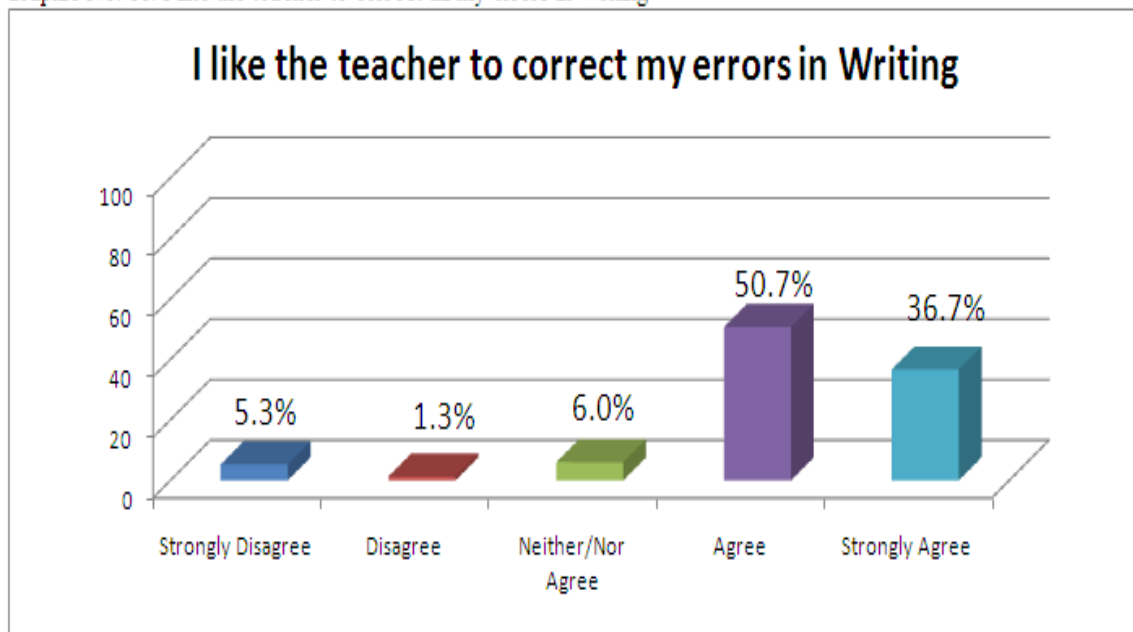
In Graphic No. 11 is represented that 5.3% of students strongly disagree with their teacher to correct their errors in writing. 1.3% of the students disagree, 6% neither agree nor disagree with this affirmation. 50.7% of the participants agree with the affirmation, and 36.7% strongly agree with it. From the graphic results, it can be seen that most of the students like their teachers to correct their writing. Secondly, a close percentage of students really like their teachers to correct them. And in third place, students do not like nor dislike their teachers to correct them in their writing.

Graphic No. 12: I like the teacher to correct all my errors in Speaking immediately

I like the teacher to correct all my errors in Speaking immediately
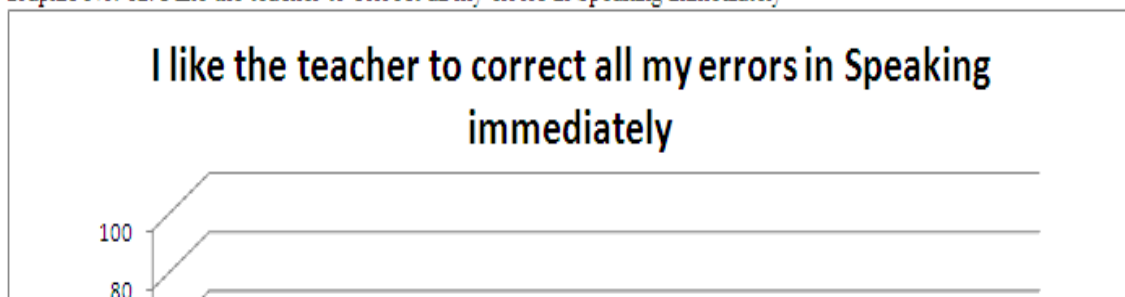
As shown in Graphic No. 12, 4% of the participants strongly disagree with the fact that the teacher corrects their speaking errors immediately. 5.3% of them disagree, 10% of the students neither agree nor disagree. 47.3% agree with this affirmation, and 33.3% of the participants strongly agree with this affirmation. Similarly to the writing skill's likes, most of the students like their teachers to correct their speaking skill, a close percentage really like to be corrected, and in third place, there is a group of students who do not like nor dislike to be corrected by their teacher in the speaking skill.

Graphic No. 13: The teacher is the only person who has to correct my oral and Writing errors

The teacher is the only person who has to correct my oral and Writing errors

Strongly Disagree	Disagree	Neither/Nor Agree	Agree	Strongly Agree
22.7%	42.7%	21.3%	9.3%	4.0%
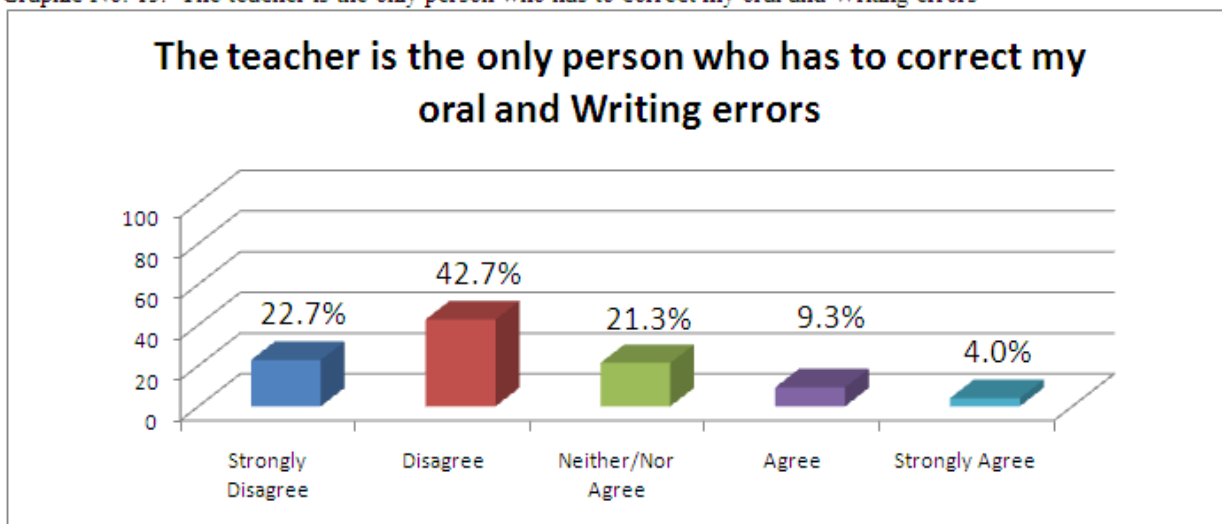
Graphic No. 13 displays a 22.7% of the participants who strongly disagree with the affirmation. 42.7% of students who disagree with this affirmation; and a 21.3% of them who neither agree nor disagree. A 9.3% of the participants agree, and only a 4% of them strongly agree with it. From the results, it can be inferred that most of the students consider that not only the teacher can correct their errors, but other people. A close percentage are convinced that definitely, the teacher is not the only one who can correct their errors, and thirdly, there is a group of students who consider the teacher is a fundamental source of correction, but not the only one available.

Graphic No. 14: I prefer my classmates to correct my oral and Writing errors

I prefer my classmates to correct my oral and Writing errors
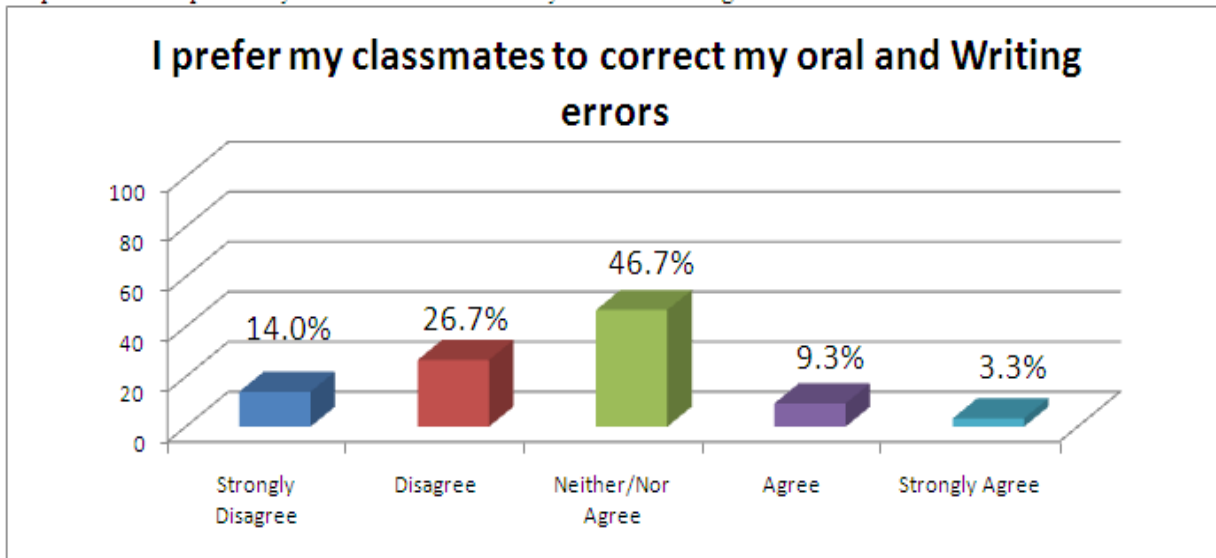
In Graphic No. 14 is presented that the 14% of the students strongly disagree with their classmates being the ones to correct their errors. 26.7% of them disagree, and 46.7% of them neither agree nor disagree with this option. 9.3% of them agree, and only a 3.3% of the participants strongly agree with this affirmation. From the results, it can be inferred that most of the students consider their classmates a good source of

consultation, but not the principal to advocate to. Secondly, some students do not consider their classmates to be the ones who have to correct their errors; and thirdly, there is a group of students who consider others to be the ones to correct their errors, but their classmates.

Graphic No. 15: I think constant Error Correction can cause frustration

I think constant Error Correction can cause frustation
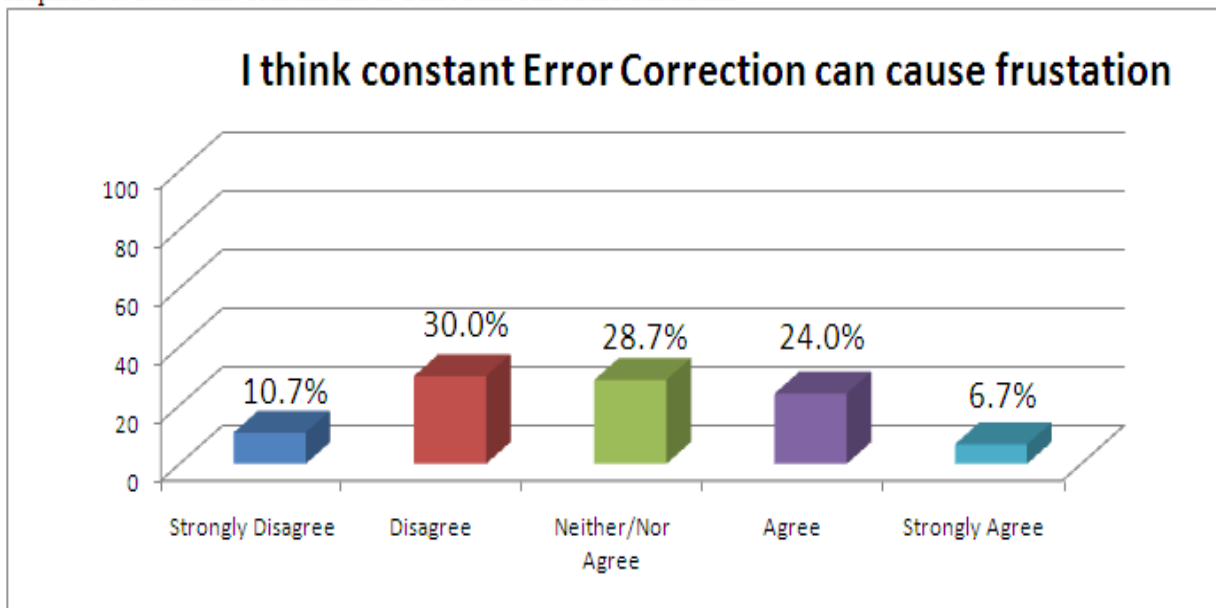
Graphic No. 15 displays that 10.7% of participants strongly disagree with the fact that constant Error Correction causes frustration in students. 30% of students disagree with this affirmation. 28.7% of them neither agree nor disagree with it. 24% of them agree with this affirmation, and only a 6.7% of them strongly agree with this option. From the results, it can be seen that most of the students do not consider that constant Error Correction might cause frustration in them. Secondly, a close group of students do not feel dissatisfaction or satisfaction with constant Error Correction. That means that it is indifferent for them to be or not over corrected. Thirdly, there is a group of students who consider they feel a little frustrated when corrected constantly, but know it is an important part of improvement of their learning process

Graphic No. 16: Error Correction is necessary for the improvement of Speaking and Writing

Error Correction is necessary for the improvement of Speaking and Writing
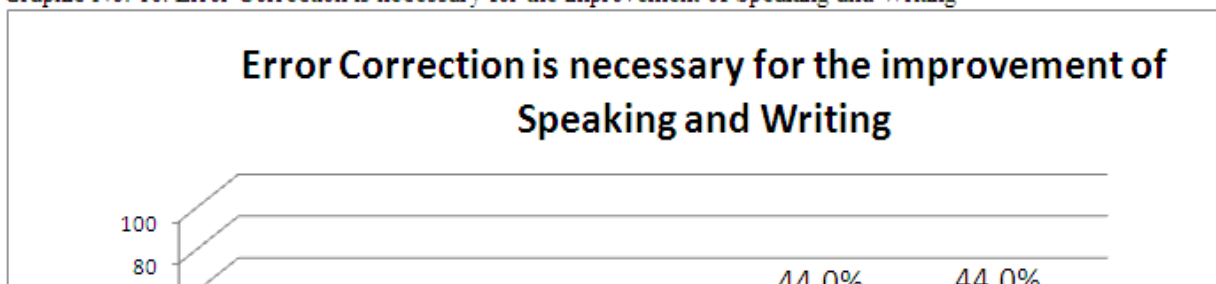
Graphic No. 16 is shown that 3.3% of the participants strongly disagree with the fact that Error Correction is needed for the improvement of their speaking and writing skills. 2.7% of them disagree with this affirmation. 6% of participants neither agree nor disagree with it, and 44% of students agree and strongly agree with this fact. Results show that most of the students consider Error Correction an important necessity or the most important part of their improvement of speaking and writing. Thirdly, only a little percentage is indifferent on the idea of Error Correction to be needed for their improvement of the skills in their learning process.

Graphic No. 17: I am scared of making errors when I am speaking or writing

I am scared of making errors when I am speaking or writing
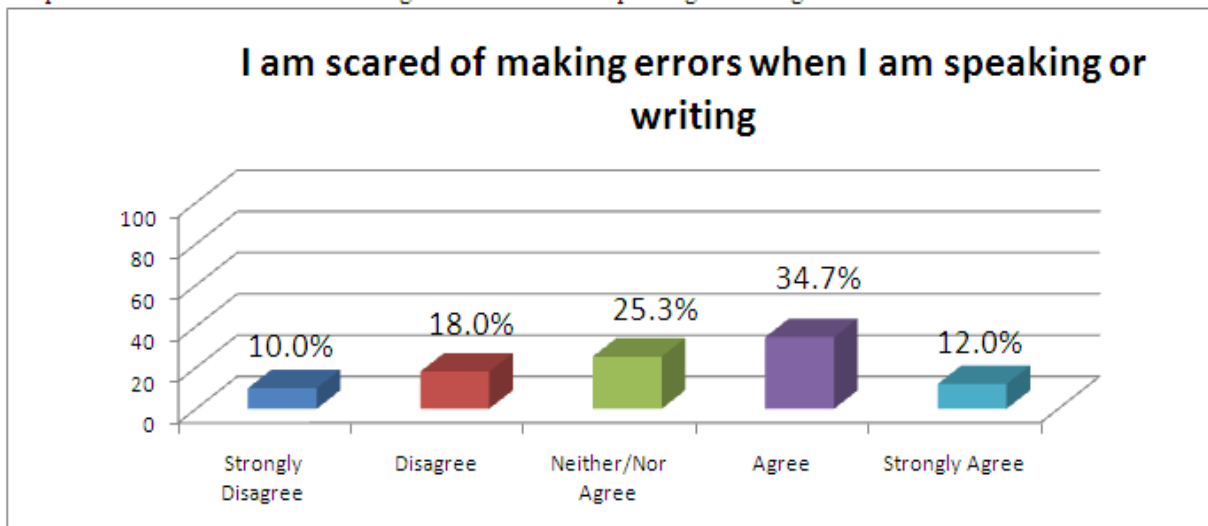
Graphic No. 17 is shown that 10% of participants strongly disagree with the fact that they feel scared to make errors when speaking and writing. 18% of them disagree with this affirmation, 25.3% of them neither agree nor disagree. 34.7% agree with it, and only a 12% strongly agree with this affirmation. Looking at these results, it can be inferred that most of the students feel scared of making errors when speaking and writing, but still it is not a limitation for them to interfere in their learning process. There is another big group who is not affected by the concern of making errors. Thirdly, there is another group that does not consider being scared of making errors when speaking and writing.

Graphic No. 18: I think too much correction makes students dependent on it
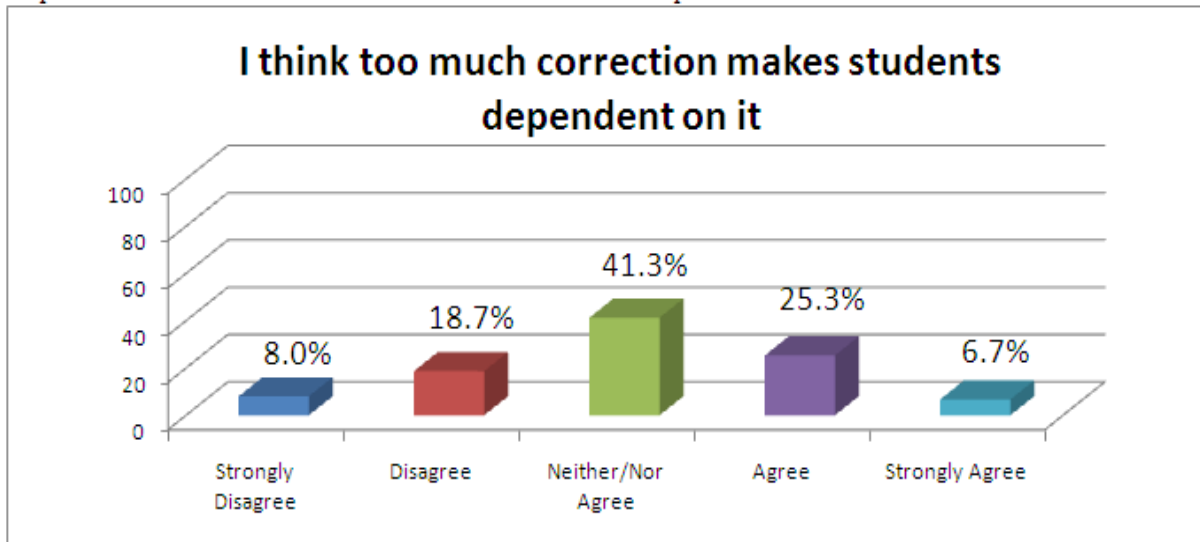
Graphic No. 18 is shown that 8% of the students strongly disagree with the fact that over correction makes them dependent on it for their language improvement. 18.7% of them disagree with this affirmation. 41.3% of the students neither agree nor disagree with it. 25.3% of the participants agree with this fact, and only a

6.7% of students strongly agree with this affirmation. It can be then inferred that over correction does not affect students in their learning process, due to it is indifferent for them the possible dependence this action might cause in their English language learning. Some other students consider that over correction might end up in a dependence on it for the improvement of the language and another similar quantity of students consider that over correction might cause any dependence at all in students who are willing to improve their English language.

The second instrument used in this research is an interview prepared for teachers, which collects information regarding Error Correction. (See Appendix III.). This information includes nine open and semi open questions, teachers must answer shortly.

Questions one and two ask about the concept of Error Correction and their importance in the learning process. Question three asks for the reasons got from the relationship between Error Correction and the improvement of a student's learning process. Question four lists some techniques teachers might use when correcting students for them to check the ones they prefer when doing so. Among the list of techniques, there are recast (using the intonation), clarification request ("Excuse me?"), metalinguistic clues (form negotiation), elicitation (providing hints for pronunciation), repetition (repeating the error for students to autocorrect), and explicit Correction (clearly giving the right answer). Question five is related to the techniques, trying to answer if the teacher notices any changes in students' speaking skill after using the techniques. Questions six and seven are related to the writing skill. They try to identify the techniques interviewees employ when correcting students writing and the differences in style they notice after using such techniques. Question eight tries to find if teachers consider that too much correction to students might come up a dependence of it in the future. And finally, question nine lists some symbols used when correcting written papers. It is intended to find out which symbols teachers occupy to correct students writing skill.

To present the information on the results gotten from the interviews, the subsequent Table No. 1 shows general information obtained from interviewees and explained as follows:

Table No. 1: Teachers´ answers to the interview

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1. In your opinion, what is Error Correction?

Teacher No. 1: "Well, Error Correction (EC) is when you let the student know that he's made a mistake. I mean in terms of grammar or in pronunciation or even in intonation".

Teacher No. 2: "It's the action of correcting your students' mistakes. The objective is that students realize the mistakes and they correct them so they won't repeat them in the future".

Teacher No.3: "EC is the fact of identifying when students have made a mistake in their language learning process that might result probably in permanent failures".

Teacher No. 4: "EC means students having the chance of spotting out the error and being able to make changes and modify it as to give a good, or affective or correct output".

Teacher No. 5: "In the teaching learning process one of the aspects to be taken into account at the time of the delivery is EC".

Teacher No. 6: "EC is the ability for teachers to identify where students present a lack in the language with the purpose of correcting the errors".

---

2. Why is it important to correct students' errors?

Teacher No. 1: "I think that EC is very important in the learning teaching process because if you don't correct students they assume that everything they are doing is correct. So they are going to fossilize".

Teacher No. 2: "It's important because students are going through a process of learning, so if they are never corrected then they will never realize what mistake they have".

Teacher No. 3: "I think it is important, first of all, to avoid the risk of fossilization. Also, errors might interfere with communication".

Teacher No. 4: "It is important because we don't want students to keep on making the same mistakes, we don't want students to end up with fossilization problems when they finish and we want students to overcome the language level they are stuck with'.

Teacher No. 5: "I consider that EC is very important and useful for both for the teachers and for the students, because they have the chance to reinforce or to give feedback on whatever topic, this could be on pronunciation, on spelling, grammar aspect".

Teacher No. 6: "It is important to correct students' errors because the way students are corrected, that is the way they will avoid committing the same errors. If students do not know where they are committing the errors, they might think that is the correct way of Speaking or Writing, for example, and those errors will fossilize in the future".

3. Do you consider Error Correction as a tool that influences the improvement of your students' writing and speaking skills? Why?

Teacher No. 1: "Definitely, that's I would say one of the most important tools that we have to make our students improve their language skills orally or written so we have to correct our students".

Teacher No. 2: "Yes, because as I said before if we never tell them what they are doing wrong they are never going to improve, but if we do they are going to improve".

Teacher No. 3: "Absolutely, I think it is essential, is probably one of the most relevant parts of the teaching."

Teacher No. 4: "EC definitely helps students improve writing and speaking skills, but first you need to assume that you give students feedback you need to give them feedback and then students should benefit from this and not continue making the same mistakes.

Teacher No. 5: "Of course, I guess I have already said it improves students' skills because everybody is benefited".

Teacher No. 6: "Yes, Error Correction is a tool that helps improving the language learning because as I said before, anytime we correct students' errors, they will try to avoid committing them and that will help them get better in the language".

4. What are the techniques that you use to correct students' Speaking skills?

Teacher No. 1: "I like to use clarification request, also elicitation, repetition hardly ever I use explicit correction or recast I don't like them I don't know why".

Teacher No. 2: "Explicit correction is my last resource. I give examples to the class when students do not get the answer after I give many examples and she told students the answer after a long time."

Teacher No. 3: "I used some recast, you know like using the intonation, clarification request definitely, some elicitation too, explicit correction is probably the one I hardly ever use, and I used repetition."

Teacher No. 4: "Probably, I used three or four of these techniques. It depends on the level you're teaching if am teaching an advanced level I don't use the repetition thing or recast, because at this level they have reach a decent level of English. Another technique here is that you can give feedback at the end of the class".

Teacher No. 5: "In my case, I use the intonation, the request, and the clues I give them some ideas for the students to realize if he is close or far from the right answer. And then elicitation providing hints for pronunciation".

Teacher No. 6: "I try to use many techniques for improving students' Speaking. Some techniques are developed in groups or individual. I use Recast for helping them improve and Repetition so that they listen to their own language production, so they can learn how to correct errors and can autocorrect them, too".

5. When you correct students' speaking skills, do you notice any difference in students' performance after having corrected them?

Teacher No. 1: "There are some students that no matter how many times you correct them I mean they are going to continue doing the same mistake, on the other hand there are other students that they take notes of the corrections that you make them ok so they keep it in mind they don't forget it so they don't do the mistake anymore but that depends on the student, I would say".

Teacher No.2: "Yes, I mean they improve. I think that sometimes when we correct we expect not only that student to realize that mistake but the others so if they are making the same mistake they can improve it too".

Teacher No. 3: "You know something that I like to do is to work this good Error Correction environment in the class from the beginning of the class I tell my students that it is ok to make mistakes in the class".

Teacher No. 4: "I would like to say yes, because as I told you probably at the advanced level students are more careful. I want to be optimistic but there's no research to prove this, more research needs to be done".

Teacher No. 5: "Of course this needs a follow up, because when you correct somebody you don't know for sure if the student will keep on making the same mistake unless you give the student a follow up and then you will notice that the student has changed his way of producing".

Teacher No. 6: "I try to correct students anytime I can. Of course, I cannot see further changes in the students learning than the ones I see during the semester. Of course, I try to see how they begin the semester, and try to see how they end it".

6. What are the techniques that you use to correct students' Writing skills?

Teacher No. 1: "I correct vocabulary, I correct punctuation, I correct grammatical structures and everything so what I do is that I write comments. I'm not the kind of teachers that like to use symbols I don't like to use symbols. I go directly and I ask what do you mean? The idea is not clear here can you clarify it? So that's the technique that I use".

Teacher No. 2: "It depends if it is a basic level since the writings are shorter what I usually do is that I ask to leave a double space and most of the time I ask them not to do it in the computer but their handwriting. But if they are in advanced level, I normally use a code, I have a very easy code that I got from a book it's like 5 things like spelling, punctuation, vocabulary, it's very simple but it works".

Teacher No. 3: "I like to work it through a process what I do is that I ask student s for a piece of writing they give it to me I go an correct it well usually focusing on the essentials such as punctuation, capitalization for example, use of vocabulary and all the aspects of the mechanics and the content or text organization".

Teacher No. 4: "I circle the word, I write a question mark next to it, I tell them or I could write myself the correct word or expression or underline it, or I could ask them some question what do you mean by this? Say checking the grammar or something like that".

Teacher No. 5: "What I used to do is to cross out words or structures and to write the right one".

Teacher No. 6: "I underline the errors or highlight the words. Sometimes I only circle the words or include the missing letters in a word".

7. When you correct students' writing skills, do you notice any difference in students' papers after having corrected them?

Teacher No. 1: "It depends on the student. There are some students that yes they take into considerations the corrections you do, there are some others that they will continue doing the same mistake".

Teacher No. 2: "Yes I think they improve especially if you're working with writing but you're telling them more specifically about thesis statement and the different types of paragraphs. So I think when you give them feedback the first time the second time they take it".

Teacher No. 3: "They show a certain change and improvement. Yes, they learn new things, and students get better at the end of every period".

Teacher No. 4: "Well when I correct their writing assignments I not only check for grammar but I also check for organization, coherence, citations, arguments, some language things too. But yes I think I see some improvement but I think it depends on students' awareness on how good students are, on how much attention they pay to it".

Teacher No. 5: "The one who must be really interested and concerned is the learner because if you want to produce you need an input but if you don't have any input then how?"

Teacher No. 6: "I sometimes ask the students to rewrite their papers again with corrections, but as this is sometimes an extra effort for students and for the teachers to correct again the same papers, it is better to be positive and think that students will read their papers".

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8. Do you consider that too much correction makes students dependent on it?

Teacher No. 1: "Yes, I think that there is an appropriate moment when to correct your students and you cannot be correcting your students all the time because you're going to frustrate them".

Teacher No. 2: "No, I think too much correction has other disadvantages, but that it makes students dependent I don't think so. I think correcting them too much can make them feel not confident".

Teacher No. 3: "Yes and no. Obviously you cannot correct every single mistake of the student and sometimes you have to be very careful with what some people call structural mistakes or structural errors".

Teacher No. 4: "Too much correction could frustrate students; it can affect students' self-esteem. If it doesn't affect communication don't correct too much later you can give feedback or tell them. The other point is that maybe students depend too much on the teacher but they should also be aware of monitoring themselves, correcting themselves".

Teacher No. 5: "If you over use corrections then there is a subtle message to the student that you are telling the student you are an ignorant, I guess there's a moment, a time, a space. So I considered not overusing anything the extremes are not good so you must be aware about the amount of corrections".

Teacher No. 6: "Well, I do not really think it is a matter of over correcting students, but it is a matter of interfering with the students' motivation. Maybe students might feel sometimes that they are corrected too much, but it is a matter of the teacher to correct the students in a proper way".

9. What of the following writing codes do you use to correct students? Do you know any other code?

Teacher No. 1: "I don´t use any symbol".

Teacher No. 2: "Ok, I normally use initial letter of the mistake".

Teacher No. 3: I do not use this code. I would say I use my own coding, I circle the words, I would probably cross out the missing word".

Teacher No. 4: I think I use like three or four of them, different authors have different styles, symbols what is more important at the end is that students benefit from the feedback you give them and they make the corrections".

Teacher No. 5: Well since I'm not in this, I don't know if they are rubrics. I cannot tell much about the writing code".

Teacher No. 6: "I use most of the symbols in this code, but I also combine it with comments or simply underlining the wrong sentences so they know there is something they need to reread it, and they correct them on their own".

4.2 Analysis and Interpretation of the Data

Errors must be perceivable to be corrected; that means what students produce is what teachers can evaluate. Due to errors are more observable in the Productive Skills than in the Receptive ones, researchers decided to focus on how Error Correction influences the improvement of students´ Speaking and Writing in the Skill Development Area.

Considering the idea on the Productive Skills, this research attempts to find answers to the three problematic areas next identified:

(1) How Error Correction is conceptualized in the learning process nowadays,

(2) How teachers make use of Error Correction and

(3) What students' perceptions are toward Error Correction.

After comparing results on these areas, the main research question: "How does Error Correction in the classroom influence students of the Skill Development Area in the Foreign Language Department at the University of El Salvador to improve their Productive English Language Skills?" will be answered.

Error Correction is conceptualized according to the results obtained from the students' questionnaire, and teachers' interviews, as a necessary tool for the improvement of Productive Skills; from these interviews some answers come out: Error Correction is defined as the ability to identify the errors and the use of procedures to correct them. This correction has the purpose of making students' development more proficient in the learning process. Moreover, Error Correction is considered to be an important part of the learning process because with correction students would change errors in their speaking or writing skills. This idea is supported by the interviewees who said: "students are going to continue using the language the way they are doing it assuming that it is correct", and also "teachers do not want students to end up with fossilization problems" or "errors might interfere with communication".

Based on the results, it is remarkable to mention that the use of speaking correction techniques by teachers is important to standardize the learning of English and such techniques are intended to facilitate students´ learning. According to the results gotten from the students´ instrument the most common used techniques by teachers are: Recast (using the intonation), Clarification request (using expressions as "Excuse me?"), Metalinguistic Clues (a form of negotiation), Elicitation (providing hints for pronunciation), Repetition (repeating the error for students to autocorrect), and Explicit Correction (clearly giving the right answer). From the results obtained by teachers´ interviews, it can be noticed that teachers in the FLD at the University of El Salvador used the techniques mentioned by students and the most used ones according to

the teachers are Explicit Correction, Elicitation, and Repetition. However, teachers also mentioned Recast and Clarification Request as other techniques less used in their classes, but as effective as the previously said.

Moreover, results from students´ questionnaire show that regarding the writing skill, some usable techniques by teachers to correct them are: crossing out the errors, giving the correct answer and explaining the composition rules. By using these writing techniques, teachers help students to improve their writing assignments because corrections not only let teachers to provide the correct answers, but students can realize which errors they have to correct and how to do it, too.

Regarding the interviews, some teachers added that they like to correct every detail on students' papers, write comments on compositions and focus on the essentials such as punctuation, capitalization, use of vocabulary and content, and text organization because learning not only includes a single error, but a group of them which can be detected in a single, said or written, sentence. Teachers also agreed that the use of these techniques depends on the students' level and their particular necessities.

What it is true, according to the data collected through the instruments, is that the use of Error Correction techniques takes place through the use of non-standardized codes for the writing skill and for the speaking skill, correction takes place by the use of techniques that have been applied through decades.

Besides the concepts and techniques that students know, they have their own perceptions toward the correction that they receive from teachers in their learning process. Most of the participants feel nervous when are corrected by the teacher, but this feeling does not interfere in their improvement of the language; on the contrary, students like their teacher to correct their writing and speaking skills. Also, they are aware that not only the teacher is the one in charge of correcting their errors. They know that classmates and other people (including them) can intervene in the correction of their errors in the learning process. Students do not think that constant Error Correction can cause frustration because they are aware that Error Correction is part of the learning process. Even if they would feel a little disappointed sometimes because of constant

correction, they are conscious that it is part of the improvement of their language. They consider Error Correction to be really important for their improvement of the English language learning process. Moreover, students feel sometimes scared to commit errors when speaking and writing, but this feeling does not interfere in their willing of participating actively in their learning, and do not consider that too much correction might end up in a dependence on it for their betterment in the language. Furthermore, students make use of some activities to improve their English for example listening to music, watching movies, and reading books among others.

Due that students' perceptions toward Error Correction are positive; teachers may take the advantage to correct not all the errors but the ones which interfere with the improvement of students' English Productive Skills; however, teachers´ answer about students´ perceptions toward correction is that too much correction can cause frustration on students, make them lose confidence, and affect their participation and self-esteem.

4.3 Global Analysis of the Research

After analyzing the instruments used in this research, the following ideas emerge to give answer to the research question:

In general, the majority of the participants (students and teachers) are in agreement with the concept that Error Correction is an important and useful tool in the students´ learning process.

Another finding in this research is that students recognize the techniques teachers use to correct their Speaking skill. Also, teachers mentioned some techniques that they use to correct students' Speaking, and students happen to know them as well. Teachers added some other techniques that they use in their classes at a less frequency.

On the contrary, for the writing skill, students do not know the meaning of the writing code or symbols their teacher's use in written assignments. Some of the teachers' participants of this research said that they do not

have a specific code for correcting papers, but they use their own code which facilitates students to comprehend the corrections given.

Researchers found that the students' participants in this research like to be corrected, but seen from their teachers' experience that corrections affect somehow students, too much correction is not so recommendable in the learning process because they could get frustration; also, Elaine Horwitz (1986) said in her study students show anxiety faced too much correction.

Researchers also found during this research that Error Correction influences positively in students' improvement of the English Productive Language Skill; but, according to some expertise like Alex Case (2008), and teachers interviewed in the FLD, there has to be a balance of correction because too much correction or the lack of it affects students´ learning process. In other words, extremes are not good.

CHAPTER V

5. Conclusions and Recommendations

5.1 Conclusions

After having analyzed the results gotten from data collected and having researched more deeply into the topics regarding Error Correction from several experts, researchers can conclude that:

Error Correction influences students positively on the Skill Development Area, in the Foreign Language Department at the University of El Salvador, to improve their Productive English Language Skills, and it is still considered an essential part of the English learning process in the classrooms.

Error Correction is conceptualized in different ways from teachers and students. Teachers, participants in this research, said that it is the ability to identify and correct students' errors. Moreover, students who participated in this research conceptualized Error Correction as an important tool for their improvement.

There is an agreement between teachers and students in relation to the speaking and writing correction techniques. The most common Error Correction techniques used by teachers for speaking skills found during this research are: Recast, Clarification Request, Metalinguistic Clues, Elicitation, Repetition and Explicit Correction. Furthermore, the most used Error Correction techniques by teachers at the FLD for writing skill are: Crossing out the errors, giving the correct answer, explaining the composition rules and their own writing code.

Other relevant conclusion in this research is that the perceptions students have toward Error Correction differ from the ones that teachers have. Students' perceptions toward Error Correction are positive because they considered that the teacher should correct more their Productive Skills, but teachers are aware that too much correction does not benefit students because it affects their motivation. However, both considered that there should be a minimum of correction on what students produce in the classrooms.

Some teachers with their experience have noticed an improvement in the students' Productive Skills by the use of Speaking and Writing correction techniques. Students can also notice their improvement when they are corrected which permits students' self correction, and not only the teacher´s.

Finally, but not less important, teachers are using positive reinforcement in the correction of errors in the classroom by pointing not only their errors, but also their good sentences in oral and written production. This technique balances motivation in students.

5.2 Recommendations

After having researched on the topic of Error Correction, and having identified the answers to the research question, researchers present the following recommendations:

1. Teachers should take Error Correction as important as the Communicative Approach. There will not be a good communication in English if this communication is not accompanied by a good and corrected performance in written and oral production.

2. Since extremes are not good, teachers should balance the amount of correction given in classes to benefit students.

3. Teachers should teach students the writing code that they are going to use during the semester to correct written assignments. Only doing so, students will be aware of these symbols, and will understand and take into consideration the correction given by teachers.

4. Students should take into consideration the corrections given by teachers to avoid committing the same errors and improve their Productive Skills.

5. Students should understand the concept of self-correction and practice it to accelerate their own improvement of English.

6. Students should be more aware of the corrections teachers recommend them in papers or oral performances, in order to discover what errors can be improve next time.

CHAPTER VI

6. Bibliography and Appendixes

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University of El Salvador
School of Arts and Sciences
Foreign Language Department
Error Correction Survey

Objective: The purpose of this survey is to collect information about Error Correction. The following answers will help researchers to find out:

1. What strategies students use to improve their Productive Language Skills

2. How teachers make use of Error Correction.

3. What students' perceptions are toward Error Correction.

General Information.

a. Age: 16 to 18 years ☐   26 to 30 years ☐
         19 to 25 years ☐   31 to more years ☐

b. Gender: female ☐   male ☐

c. Level: intermediate ☐   advanced ☐

d. Do you work?   yes ☐   no ☐

e. Did you study English before entering to the university?   yes ☐   no ☐

Part I. Please choose three (3) options according to **what you do outside the classroom to improve English.**

a) Reading books in English   _____

b) Reading your homework before giving it in to the teacher.   _____

c) Programming advisory.   _____

d) Practicing grammar structures by writing them repeatedly.   _____

e) Watching movies/TV in English.   _____

f) Listening to music in English.   _____

g) Speaking with your classmates in English or chatting.   _____

h) Imitating English speakers' pronunciation.   _____

Part II. Please choose the three (3) more common options: **In what way did your teacher correct your speaking skill?**

a. Giving you the correct pronunciation.   _____

b. Letting you correct your own speaking errors.   _____

c. Asking you to repeat the error aloud.   _____

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d. Using gestures for you to guess the best word to say.   _____

e. Using expressions like: "I don't think that is correct" or "you are wrong".   _____

f. Giving you clues to order the sentences you said correctly,   _____

g. Rephrasing your sentence, but without the error in it.   _____

h. Explaining the rules of pronunciation more deeply.   _____

Part III. Please choose the three (3) more common options:
1. **In what way did your teacher correct your writing?**

    a. Crossing out all the errors you wrote on your paper.   _____

    b. Letting you find the errors in your own paper.   _____

    c. Asking you to write the paper again.   _____

    d. Rewriting your sentence to give you the correct answer.   _____

    e. Explaining the rules of writing more deeply.   _____

2. Does your teacher use these symbols to correct your paper? If so, **mark the ones your teacher has used.**

    ^ = word missing   _____
    ⌒ or wo= wrong word order   _____

    Sp = wrong spelling   _____
    V = wrong vocabulary   _____
    P = punctuation   _____

    √ = good sentence or expression _____
    / = eliminate   _____
    Prep = preposition   _____
    A = wrong agreement   _____
    ? = not clear, not understood   _____
    T = wrong verb tense   _____

Part IV. Please read the statements and **put a tick (√) in the best chosen option.**

Items	Strongly disagree	Disagree	Neither agree/nor disagree	Agree	Strongly agree
1. I feel nervous when teacher corrects my speaking.	1	2	3	4	5
2. I like the teacher to correct all my errors in writing.	1	2	3	4	5
3. I like the teacher to correct my errors in speaking immediately.	1	2	3	4	5
4. The teacher is the only person who has to correct students' errors.	1	2	3	4	5
5. I prefer my classmates to correct my oral and writing errors.	1	2	3	4	5
6. I think constant error correction can cause frustration.	1	2	3	4	5
7. Error correction is necessary for the	1	2	3	4	5

improvement of speaking and writing.					
8. I´m scared of making errors when I´m speaking or writing.	1	2	3	4	5
9. I think too much correction makes students dependent on it.	1	2	3	4	5

Thank you!

Questions for teachers' interview in the
Language Department at the University of El Salvador

1.	In your opinion, what is Error Correction?
2.	Why is it important to correct students' errors?
3.	Do you consider Error Correction as a tool that influences the improvement of your students' writing and speaking skills? Why?
4.	What are the techniques that you use to correct students' speaking skills? • Recast (using the intonation) ☐ • Clarification request ("Excuse me?") ☐ • Metalinguistic clues (form negotiation) ☐ • Elicitation (providing hints for pronunciation) ☐ • Repetition (repeating the error for students to autocorrect) ☐ • Explicit Correction (clearly giving the right answer) ☐
5.	When you correct students' speaking skills, do you notice any difference in students' performance after having corrected them?
6.	What are the techniques that you use to correct students' writing skills?
7.	When you correct students' writing skills, do you notice any difference in students' papers after having corrected them?
8.	Do you consider that too much correction makes students dependent on it?
9.	What of the following writing codes do you use to correct students? Do you know any other code? ^ = word missing _____ ∿ or wo= wrong word order _____ Sp = wrong spelling _____ V = wrong vocabulary _____ P = punctuation _____ √ = good sentence or expression _____ / = eliminate _____

Prep = preposition	_____
A = wrong agreement	_____
? = not clear, not understood	_____
T = wrong verb tense	_____

At the end of the researchers' interview, researchers will ask the teacher a copy of checked homework assignments.

APPENDIX IV: Timetable for the Research Project

UNIVERSITY OF EL SALVADOR
FOREIGN LANGUAGE DEPARTMENT

TIME TABLE OF THE RESEARCH PROJECT

Research question: "How does Error Correction in classroom influence students of the Skill Development Area in the Foreign Language Department at the University of El Salvador to improve their Productive English Language Skills?"

Estimated time for research: 6 months

No.	ACTIVITY	1 MAY	2 JUNE	3 JULY	4 AUGUST	5 SEPTEMBER	6 OCTOBER	7 NOVEMBER
1	Registration period	■						
2	Meetings with advisor. Weds 3 to 5 pm	■	■	■	■	■	■	■
3	Presentation of inputs for the beginning of the research.	■						
4	Reading of inputs and rearrangment of ideas.	■						
5	Reading of new articles and inclusion into the introduction, literature review, and methods.		■					
6	First draft presentation		■					
7	Corrections and changes for the first draft			■				
8	Recese of the semester at the university			■	■			
9	Second draft writing and presentation				■			
10	Design of research tools and pilotage				■			
11	Data collection					■		
12	Data processing for results					■		
13	Analysis of the results					■		
14	Final draft writing						■	
15	Final draft presentation						■	
16	Corrections and changes for the Final draft						■	
17	Final considerations for the report						■	
18	Printing and certifying of the report						■	
19	Set up of the defense of the research							■
20								