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DEGREE IN ENGLISH LANGUAGE TEACHING

Positive Error Correction Strategies to Improve Oral Proficiency Virtually in Ninth Grade
EFL Students at Colegio Técnico Profesional de Mercedes Norte during the first
semester of 2020

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San José, 10 de Enero de 2021

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Universidad Hispanoamericana

Estimados señores:

El estudiante Daniel Víquez Vargas, cédula de identidad número 115090871, me ha presentado, para efectos de revisión y aprobación, el trabajo de investigación denominado **Positive Error Correction Strategies to Improve Oral Proficiency Virtually in Ninth Grade EFL Students at Colegio Técnico Profesional de Mercedes Norte during the first semester of 2020**, el cual ha elaborado para optar por el grado académico de Licenciatura en la Enseñanza del Inglés.

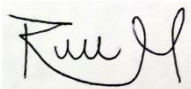
En mi calidad de tutor, he verificado que se han hecho las correcciones indicadas durante el proceso de tutoría y he evaluado los aspectos relativos a la elaboración del problema, objetivos, justificación; antecedentes, marco teórico, marco metodológico, tabulación, análisis de datos; conclusiones y recomendaciones.

De los resultados obtenidos por el postulante, se obtiene la siguiente calificación:

a)	ORIGINAL DEL TEMA	10%	10%
b)	CUMPLIMIENTO DE ENTREGA DE AVANCES	20%	10%
c)	COHERENCIA ENTRE LOS OBJETIVOS, LOS INSTRUMENTOS APLICADOS Y LOS RESULTADOS DE LA INVESTIGACION	30%	29%
d)	RELEVANCIA DE LAS CONCLUSIONES Y RECOMENDACIONES	20%	20%
e)	CALIDAD, DETALLE DEL MARCO TEORICO	20%	20%
	TOTAL		99%

En virtud de la calificación obtenida, se avala el traslado al proceso de lectura.

Atentamente,



Rony Alberto Molina Cajina, M.Ed.
Ced. 1 1283 0203

LETTER FROM THE READER

Heredia, Viernes 02 de Abril del 2021

**Universidad
HispanoamericanaSede
Heredia**

El estudiante Daniel Víquez Vargas, cédula de identidad 1-1509-0871, me ha presentado para efectos de revisión y aprobación, el trabajo de investigación denominado ***“Positive Error Correction Strategies to Improve Oral Proficiency Virtually in Ninth Grade EFL Students at Colegio Técnico Profesional de Mercedes Norte during the First Semester of 2020”***, el cual ha elaborado para obtener su grado de Licenciatura en la Enseñanza del Inglés.

He revisado y he hecho las observaciones relativas al contenido analizado, particularmente lo relativo a la coherencia entre el marco teórico y análisis de datos, la consistencia de los datos recopilados y la coherencia entre éstos y las conclusiones; asimismo, la aplicabilidad y originalidad de las recomendaciones, en términos de aporte de la investigación. He verificado que se han hecho las modificaciones correspondientes a las observaciones indicadas.

Por consiguiente, este trabajo cuenta con mi aval para ser presentado en la defensa pública.

Atte.

A handwritten signature in red ink, appearing to read 'Isaac Mora Chavarría', enclosed within a large, loopy red oval scribble.

Prof. Isaac Mora Chavarría

LETTER FROM THE PHILOLOGIST

LETTER OF AUTHORIZATION FROM THE AUTHOR

San José, 15 de abril del 2021

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Cordialmente,



Daniel Viquez Vargas
115090871

DEDICATION

ACKNOWLEDGEMENTS

ABSTRACT

CHAPTER I: RESEARCH PROBLEM

1.1 ISSUE PROBLEM

The investigation is carried out with ninth graders, 9-2 A, 9-2 B, 9-3 A to be specific, during the class of reinforcement at Colegio Técnico Profesional de Mercedes Norte, during 2020.

1.1.1. Background of the problem

Error correction has been proven to be an important tool for the teachers and a fundamental part in the process of language acquisition for the students. EC (Error Correction) helps the teacher to determine the practices and methodology to help the student to improve their oral proficiency. For this reason, is that Error Correction is considered to be one of the most important parts of the teaching-learning process when learning a new language.

Margolis (2010) said that “A good strategy for handling oral error feedback can boost student motivation, build confidence, and create a satisfying learning experience”. The statement explains the importance of an error correction strategy that really helps the students improve their proficiency. It also mentions the importance of correcting the students in a way that they feel comfortable participating in class without feeling sacred of making mistakes. Boosting their motivation and helping them to realize that errors are part of the process of learning that will improve their proficiency in the language.

The groups selected for the study have some students with a level of English that varies between very low and low and those students are the ones sent to the reinforcement classes, demonstrating very punctual errors when speaking the language but there are also students with a very good level of English. Some of the students have expressed their concerns about how afraid they are about talking in public, and even in a face to face situation with the teacher because of bad experiences that they had or witnessed in the past when they received feedback or when they made mistakes during an oral communication class.

1.1.2. Problematization

According to La Nacion, in a study made in 2014, only 15% of the population between eighteen and thirty-five, has certain domain of the language in Costa Rica. The 85% remaining accepted that they do not speak English at all (Nacion, 2014).

The study made by La Nacion states that that Costa Rica has been facing since many years ago. Most of the students graduate from high school after six years of school and five or six years of high school (if it is an academic institution of a technical institution) and in all those years, they received English lessons.

Due to the lack of improvement, the way that English is being taught in public institutions has to be restructured. The Ministry of Education, through some changes and the implementations of new institutions (bilingual experimental high schools and technical high schools) has made some improvements in the English field but, the main goal is to keep getting better to help the students to leave high school with a competent level that will help the students to be proficient in a future job.

At Colegio Técnico de Mercedes Norte the students have a good level of English. The students receive many lessons of English and receive workshops for oral communication from seven to ninth grade, and when they get to tenth grade, they receive a part of the specialty that they choose in English as well. Thanks to

this, this institution has become one of the best institutions in the province, taking into consideration that is relatively a new institution.

Why is what was mentioned before important? When students reach ninth grade, they have to take a test that will measure their level of English and that is why that they receive all the help necessary to do effectively.

The importance of applying an efficient and positive oral error correction strategy can help the students to improve and help them to develop confidence in learning the language and also benefits the teacher with a powerful tool to provide feedback that will enhance the students' knowledge.

Adaptation is another important fact to be consider. Covid-19 came to prove that education, public education most of all, at some point was left behind in terms of innovation and different methods of teaching and that was in a comfort zone stuck with what is called "traditional teaching". At the beginning the world expected the pandemic to be contained in a matter of months; unfortunately, at this time the World Health Organization does not have a forecast as to when everything will go back to normal. However, one thing that stands true is that human nature thrives on envisioning a better future; taking on any challenges that may become present. It is through this that can be achieved becoming better every day and every moment, coming out on top no matter the situation, and achieving the different dreams and goals.

COVID-19 has subjected the world to social distancing and isolation which has compelled humanity to become more innovative than ever; this is especially true in education. The current global situation demands of educational institutions alternative methods through which they are able to guarantee the continuity of education plans. This is to avoid as much negative impact on students so they can then go on to accomplish their goals. For this reason, the educational process cannot stop. The different educational institutions had to redirect their resources into innovating and guaranteeing student's educations.

1.1.3. Justification of the topic

Developing the speaking ability lies at the heart for most EFL (English as Foreign Language) programs in Costa Rica. Being able to speak the target language has become important to the point that, for most cases, learning to speak English is equated with learning English as a whole. In regards to this, Ur (2002) writes, “speaking seems intuitively the most important: people who know a language are referred to as ‘speakers’ of that language... many if not most foreign language learners are primarily interested in learning to speak” (p.120). Certainly, a great percentage of Costa Rican English learners study English in order to develop communicative competence.

Against this background, English programs must seek for the best formula to optimize student’s acquisition of the oral skill. Therefore, it is important to determine the relation between the oral approaches used and the communicative competence achieved by learners, which is one of the main goals of the present study. The results of this exploratory study carried out at Colegio Técnico de Mercedes Norte high school can shed light on different important aspects when analyzing the impact that positive oral correction feedback used at that public institution has in the students’ English performance.

Error correction is not a new topic. Many studies have been

conducted about it. However, most of the studies are based in correcting written errors. Selami (2013) states that, looking closely at the research studies on error correction, it can be seen that it has been mostly the written errors that researches tended to focus on, leading to a controversy on whether feedback helps learners improve the accuracy and quality their written products, whereas oral errors usually seem to have had less concern. The main reason behind this is that, rather the written errors, the oral ones seem to offer a more challenging task for researchers as well as teachers.

For a long time, virtual platforms have shown that they are apt models for academic and professional purposes. Compared to more traditional models, virtual platforms have demonstrated to have the power to transform teaching as they are not as unidirectional (something that some have said to be the only way to teach). The Ministerio de Educacion Publica realized this, and implemented virtual platforms to allow the continuity of the current school year given the suspension of in-person classes and the closure of educational institutions as of March 17th of the present year (following resolution number MS-DM-2382-2020/MEP-0537-2020, based on Executive Decree number 42227-MP-S; establishing a national emergency in all Republic of Costa Rica territory due to the aforementioned situation).

The implementation of technology in teaching does not mean the teacher loses their role educating. Technology is simply a didactic tool

used to achieve a more profound, dynamic and meaningful learning. It is used as a support in stimulating cognitive learning, without leaving aside important aspects such as the emotional and social side of learning (which are part of the foundations in learning).

1.2 FORMULATION OF THE PROBLEM

What is the most effective strategy to provide positive oral feedback virtually in a ninth-grade class, at Colegio Técnico profesional de Mercedes Norte during the first semester of 2020?

1.3 OBJECTIVES OF THE INVESTIGATION

1.3.1. General objectives.

To determine the most effective strategy and technique used to provide positive oral feedback virtually for a ninth-grade class, at Colegio Técnico Mercedes Norte

1.3.1. Specific objectives.

- To identify the different strategies used to provide positive oral correction feedback for a ninth-grade class, at Colegio Técnico de Mercedes Norte during the first semester of 2020.
- To identify the strengths and weaknesses of the strategies used to provide oral correction virtually in terms of their effect in the development of the learners' communicative competence.
- To determine, using the ACTFL (American Council on the Teaching of Foreign Languages) proficiency guidelines, the level of proficiency that the population achieved in ninth-grade.

1.4 SCOPE AND LIMITATIONS

1.4.1. Scope.

The research covers all the students from the three groups selected for this research (9-2 A, 9-2 B, 9-3 A) from the reinforcement class, at Colegio Técnico de Mercedes Norte, during the first semester of 2020 and will benefit the English teachers and the rest of the students, and, therefore, the CTP as an institution as well.

This is especially relevant because a change is proposed in the way feedback is provided and how it is perceived. It is important that students understand that making mistakes is part of the learning process and how important are they to improve their proficiency.

1.4.1. Limitations.

Taking into consideration that CTP de Mercedes Norte is a public institution, there can be many limitations to face during the investigation process. Because of the chronogram and the different activities that a public institution must carry, the amount of lessons that can be lost due to activities like: teacher meetings, festivities, institutional activities, and tests are a factor to take into consideration since will impact directly the time with the students for the research and gathering of information. Another limitation will be how willing the students are students to participate. The main point of the investigation is to find a strategy to provide positive corrective feedback to the students. Many students from the selected sample already expressed their fear of speaking in English. Finally, the last limitation will be the resources. Many of the resources like computes, internet, projector, etc. Are only available in the laboratories and all of the labs and they are being used most of the time. But the biggest limitation to face is the suspension of classes due to the Covid-19 emergency that the country is facing. Due to de pandemic the classes format shift from face-to-face classes to virtual and that brings a whole different pack of limitations: depending of the scenario that the students are (MEP made a study to place students in different scenarios depending of their accessibility to computers or mobiles devices and internet

connection) and some students may be in scenarios 1 or 2, meaning some of them may not have internet connection at all and they won't be able to connect. Added to that is the possibility that connection may fail in any moment for a student.

CHAPTER II: THEORETICAL FRAMEWORK

2.1 HISTORICAL CONTEXT

2.1.1 History of professional-Technical Education in Costa Rica

In terms of technical education, the technical-professional high schools are one of the best kept secrets in Costa Rica. There is a small part of the population in this country that has an understanding of what they are, what type of education they provide and in a scale of comparison, how efficient is professional-technical education in relation with academic education. The misinformation that the old vocational education has not change, still remains the same since it creation and that this institutions are still an option for those who, for not wanting or not be able to aspire for a professional academic formation, remains or choose the little that vocational high schools offered.

The reality of the topic is abysmally different. The professional-technical education offers one of the most interesting and complete educational offers in Costa Rica. It combines the academic formation that provides the public education and in the most modern competences in areas of high level of employability and with levels of increasing quality and sophistication.

The advantages and changes achieved by technical education during the period o 2004 to 2014 consolidated the foundations and

conditions of a professional formation of a group of students with the ability of successfully join a productive industry in the labor market in Costa Rica.

According to that vision and under the doctrine of “developing the productive and entrepreneur capacity in the youth and young adults”, the Chinchilla Miranda’s administration (2010-2014) defined as a priority the improvement and expansion of the professional-technical formation and its connection with the labor market and the community. To that end she established the goal of creating at least 90 more institutions that worked under that modality and include the development of working skills, the mastery of conversational and specialized English and the use of technologies of information and communication.

The achievements focused on the increase of the coverage, improve the quality of the content, provided useful skills to teachers and students and also invest in infrastructure, all with the objective of closing the gaps between educational offer and the needs of today’s society in terms of employability and social development

2.1.1.1 A New Management in the Technical Education

The Direction Department in Technical Education in the

Ministry of Education has been known as the entity that most attend and provide information and support to public educational institutions while at the same time maintain a close relationship the productive sector of the country; however, the structure and functioning maintained by this entity in past was not flexible and limited their actions.

To improve their management capacity, both in the academic and administrative field, a new structure was approved that gave way to Direction of Technical Education and Entrepreneurial Capabilities to which was assigned the executive secretary of the National Integrated System of Technical Education (SINTEC in Spanish) and the three following departments:

- Department of Business and Cooperative Education Management.
- Department of Technical Specialties
- Department of Company and Community Entailment

These departments were created with the purpose of attending promptly and with precision the requirements of the productive sector and the educational community, as well as reinforced teamwork and the coordination between different ministerial organisms linked with its management.

An example of what was mentioned before was the direct communication established with the Direction of Infrastructure and Educational Equipment to identify the needs that had to be improved or expanded, as well as the investments required in function of the enrollment in the different specialties offered. Something similar happens with the Direction of Human Resources which is the responsible of fulfilling, as promptly as possible, the needs of the teaching and the administrative staff.

2.1.1.2 An Increase in the Technical Educational Offer

As previously mentioned, the Chinchilla Miranda's administration established as a sectorial goal the opening of at least 90 new technical educational institutions during the period of 2010-2014. At the end of that period such objective was more than suppressed since it was 117 different alternatives of this modality that was available for the students of the country, including different modalities (day and night institutions). This allowed an increase of more of the 50% of the regular enrollment to reach around of 95 thousand students. The growth was notable not only in the number of students that studied during the day shift, but also in the night sections and in the projects for the graduated.

An innovative element of the increase in the offer of technical information in the last four years (61%) consist in the opening of the night sections that were established to respond and create new opportunities for young people and adults who wish to enter a technical modality but they face limitations to do it within the conventional daytime.

For 2013, technical high schools represented 14.5% of the total number of Third Cycle and Diversified Education institutions, a comparison that should be assessed taking into account that many technical colleges do not contemplate the third cycle of Basic General Education, but only the diversified cycle and Logically, technical training.

The Fundamental Law of Education, promulgated on September 25, 1957, established in its first article that "Every inhabitant of the Republic has the right to education and the State the obligation to try to offer in the widest and most appropriate way." In this context, in 2006 the program called "Two Years" was created in order to expand the offer of technical education for those young people in urban and rural areas who, due to particular conditions, did not have the opportunity to attend university higher education . The program provides the knowledge, abilities, and skills to allow this population to develop in an integral way as well as to insert themselves efficiently in the labor market.

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2.1.1.3 Investments

The increases in coverage and changes in specialties meant significant investments in infrastructure and equipment. For this reason, in addition to the primary source of financing that technical colleges already had through Law 7372, as of 2010 the MEP incorporated additional resources from its budget.

Law 7372 of November 22, 1993 for the Development of Professional Technical Education dedicates 5% of the ordinary budget of the National Learning Institute (INA) to it. These monies are turned directly to the Administrative Boards of the schools protected by law with the following objectives:

- a) The acquisition of teaching materials, tools, equipment, and machinery.
- b) Maintenance and repair of infrastructure, equipment and machinery.
- c) The financing and development of productive projects and educational experiences of an institutional and regional nature.

As established by the National Commission established in Law 7372, the money spent according to this Law are distributed as follows: a third of the resources according to the student population that receives Technical Education in each high school; another third part in accordance with the geographical location and socioeconomic indicators, which MIDEPLAN indicates about the canton or the area where each high school is located and the other third part according to the nature and cost of operation by specialty. For this reason, the budget assigned to each technical institution covers the entire student population enrolled in the Technical Education services provided by the institution, both in the daytime and in the night technical sections, two-year plan three years, and exploratory workshops.

As for the specific items that are financed with the resources of the law, there are: language and computer

laboratories, Labora classrooms, institutional connectivity, audiovisual rooms, Institutional security for the protection of assets, network equipment and Robotics; among others. The projects and their equipment are briefly described below:

- Computer Laboratories: Spaces equipped with computers (portable or desktop), with operating and application software (depending on the specialties offered by each institution), projector, printers, internet connection. These allow the development of skills, abilities and knowledge, which are required in each of the technical specialties, so that they are a support in preparing the students for their technical-professional training.
- Language Laboratories: These are educational environments that mainly include functions and technological means to optimize the student's learning process, as well as self-learning in the English language. They consist of a platform based on the “carousel classroom” methodology, which consists of rotating small groups of students through four stations in which they develop each of the skills for learning English: writing, listening, speaking and written. They have computers (laptops or desktops), journalistic recorders, sound recorders, a printer, or multimedia player, a digital

camera and the respective furniture.

- Aula Labora: they are physical spaces where users have the possibility of developing a business idea by simulating the work of a company. In the Labora Centers you can find different practice companies. These have the possibility of making transactions with other companies of the same Center and with other companies of other educational institutions. For their operation they have at least computers (laptops or desktops), fax, printer, air conditioning, multimedia projector and internet connection.
- Institutional Connectivity: Consists of providing educational institutions with the wired or wireless infrastructure that allows them access to the internet or broadband connections, in order to achieve the objective of providing better education through access to new technologies. Among the basic minimum requirements are: servers, backup units, software, air conditioning, cabling, routers and protective equipment.
- Network Equipment: Consists of equipping computer science specialties with an emphasis on support and networks, of the equipment that allow them to carry out in a practical way, the teaching and learning processes of the modules and units of fifth and sixth year. It

focuses on conducting practices of wired and wireless network installations, which, through the use of interconnected computer equipment and software, share information, resources and offer services.

- Audiovisual rooms: Spaces that allows the incorporation into teaching and pedagogical practice of new technology-based elements that favor the learning styles of each individual and facilitate the knowledge process, such as: audiovisual presentations, forums, virtual classrooms, educational software , video conferences, chat rooms, among other computer technologies with internet support.

2.1.2 History of Colegio Técnico Profesional de Mercedes Norte

The Colegio Técnico Profesional de Mercedes Norte began its educational work on February 8, 2012, located in the first instance in the community hall of the town, with an enrollment of 167 students, 102 in the third cycle (3 groups seventh level) and 65 in the fourth cycle (tenth year, 1 accounting group, 2 of Executive for Service Centers and 1 of Informatics in Software Development) and with the MSc. Laura Ramón Elizondo as director (CTPMN, 2019).

For the 2012 academic year, the administrative teaching staff was made up of 11 people and the teaching staff of 21 teachers, including academics and technicians. For its part, thanks to the effort of the people who formed the Administrative Board of the Figueres Ferrer school, officials of the DIEE and the Ministry of Public Education in April of the same year, the firm construction of the first stage begins (administrative building, dining room and two classroom buildings with their respective sanitary batteries), currently located 400 meters north of the Mercedes Norte Catholic Church (CTPMN, 2019).

Over the years, the educational center has been gaining great prestige, currently the school is positioned as one of the best schools in the province of Heredia, standing out for academic excellence, the professionalism of its administrative teaching staff and a great infrastructure architectural. In 2019, the school teaches 6 technical specialties and has a student population of almost 700 students

(CTPMN, 2019).

2.1.3 Objective of Colegio Técnico Profesional de Mercedes Norte

Comply with the aims of Costa Rican Education emanating from the Fundamental Law of Education, through comprehensive training that allows developing citizens who stand out for their values, their innovative ideas and their entrepreneurial skills, competent to face the workplace and the continuation of their higher education (CTPMN, 2019).

2.1.4 Vision of Colegio Técnico Profesional de Mercedes Norte

Offer a quality educational service to young people in the province of Heredia, through comprehensive and vocational training; to develop in a society of permanent change, in search of a better quality of life (CTPMN, 2019).

2.1.5 Mission of Colegio Técnico Profesional de Mercedes Norte

“We are a College that covers the III Cycle and Technical Diversified Education, which through a holistic, creative and critical pedagogy; seeks the construction of meaningful learning that allows the comprehensive training of students as future professionals who are outstanding for their values, their innovative ideas and their entrepreneurial skills; in a framework of healthy coexistence in a changing society” (CTPMN, 2019).

2.1.6 Values of Colegio Técnico Profesional de Mercedes Norte

- Honesty
- Respect
- Commitment
- Discipline
- Solidarity
- Tolerance
- Perseverance
- Teamwork

2.2 THEORETICAL - CONCEPTUAL CONTEXT

2.2.1 Introduction to Error Correction

Not only is to err human, but there is none other than human error: animals and artefacts do not commit errors. And if to err and to speak are each uniquely human, then to err at speaking, or to commit language errors, must mark the very pinnacle of human uniqueness (James 1998:1).

Making errors is an essential aspect in the process of learning something new. Errors and mistakes provide knowledge, lessons; and those lessons help them grow to be better than before, and it apply for every single aspect in life.

Learning a language is a long process. Many mistakes will be made when learning a language, especially when first try to communicate something using the new things that you are learning. So, if mistakes are made when learning a native langue, of course that when learning a second language mistakes will be made again.

How do all of this apply in the educational context of Costa Rica? Learning a new language in Costa Rica is a privilege, especially for those that really get to learn it and that are able to communicate using the new language and are proficient in it. In Costa Rica the Ministry of Education, for many years, has been

trying to make students learn English. Students receive and are exposed to the language since they enroll in primary until they finish high school, over eleven years learning the language. According to La Nacion, in a study made in 2014, only 15% of the population between eighteen and thirty-five, has certain domain of the language in our country. 85% accepted that they don't speak English (Nacion, 2014). This same study showed that only 15% of the population between eighteen and thirty-five, has certain domain of the language in our country. 85% accept that they do not speak English. This is enough evidence that there have something that is not working properly in the way that English is taught in public institutions. Something has to be implemented inside the classroom to help the students accomplish certain level of proficiency in English and provide feedback using positive oral correction strategies maybe it.

Before implementing something new inside the classroom, is important to understand that provide feedback is tough and complex. According to Al-Ghazo (2016) Correcting students' oral language errors is a complex aspect of foreign language teaching. There should be a deconstruction of the idea that mistakes and errors are something negative and start seeing them as something positive. Is because of this mentality that most of the time students feel embarrassed of being corrected and terrify of participate in oral

activities. Zublin (2011) said that errors should be regarded as a natural part of the learning process, with the teacher performing the role of facilitator, providing help when necessary and creating a supportive environment in which students can obtain a successful enhanced learning outcome. They provide a scale to measure the level of knowledge that students have acquire. They are significant indicators of the learning progress showing what learners have attained (Zublin, 2011). In addition, educators should be sensitive and sympathetic toward the different learning capabilities present in their classes and try to avoid learner's embarrassment and encourage them to take risks using the language (Zublin, 2011). Every teacher must be aware of each students' limitations and approach them with caution and with the correct form when they need correction or feedback for them to realize that they made a mistake, correct it and learn form that mistake in comfortable way for each student.

2.2.2 Errors and Mistakes

According to Zublin (2011) errors are an integral part in language learning process, widening students' knowledge scope, and becoming a learning opportunity which in turn may help them reach autonomy. They are helpful for the student providing in what areas they have to improve and as for the teachers, they provide a scale that helps to determine their classroom teaching practices

and their teaching methodology to improve their students' oral proficiency.

However, many experts that analyzed error correction and feedback insist that there should be a difference between the definition of errors and mistakes. The word "error" has been given many different definitions. Corder (1973) who was considered to be the pioneer defining errors pointed out that an error is "a systematic deviation made by learner who have yet grasped the use of the target language rules". He believed that one should be distinguish from the other. Lennon (1991) defined error as "a linguistic form or combination of forms which in the same context and under similar conditions of production would, be produced by the speakers' native speakers' counterparts". For Jing, Xiadong, and Yu (2016) an error is "a systematic deviation made by learner who are lack of knowledge of the correct rule of the target language". It shows a lack of language competence and it reflects a learner's current stage of L2 development. A learner will not be able to self-correct. Whereas a mistake is caused by the lack of performance attention, fatigue, carelessness, or some other aspects of performance, making it easier for a learner to self-correct.

2.2.3 Type of Errors

It is already stated that errors are essential for the language acquisition process. But why do students make them? And how do we know what kind of errors are the students making? Referring to the first questions, something that is really common, especially for those that just started learning a new language, is that the mother tongue or L1 (First Language) have a great influence over the new language that the person is learning, or L2 (Second Language). Meaning that in an attempt to use the new language his/her errors are the result of the wrong belief that both languages have the same system of rules (Brown, 2001). Krashen (2009:27) refers to the same topic expressing that "The use of an L1 rule allows the performer to „outperform“ his competence, to meet a practical need in L2 communication". Zublin (2011) explains what Krashen referred to by saying that even if the rule is not the same as the L2 rule, one could discern that the performer still comes out ahead as quite often, he can still communicate his point regardless of the inaccurate form, for example, adjectives in Spanish are either singular or plural depending on the noun, whereas in English they are never pluralized.

The Common European Framework of Reference for Language

Learning (2004:155) states that Errors are due to an interlanguage, a simplified or distorted representation of the target language.

Learners unconsciously process, analyze and reorganize their interlanguage, so it is not fixed because it develops and progresses as they learn more.

Approaching the explanation from above from another angle; Error occurs when a student, trying to use the target language, apply rules from his L1 to the L2. These mistakes are not made by native speaker, only from the L2 speaker. In this way error correction helps learners to become aware of the existing gap between both languages (Zublin, 2011).

As for the second question, Zublin (2011) made a list of the errors most commonly made:

- Grammatical:
 - Verb Tense
 - Word order
 - Omission of article
 - Subject-verb-agreement
 - Pluralized adjectives

- Phonology:
 - Pronunciation
 - Intonation

- Word stress
- Sentence stress
- Syllable omission

- Semantic:
 - Incorrect use of word collocation
 - Incorrect use of function

Mc Arthur (1992:381-383) provides a classification of mistakes and errors:

- Competence Mistakes: arise from the ignorance or ineptitude in using a language.
- Performance Mistakes: when person knows the language but for some reason (tiredness, emotion, nervousness) makes a slip of tongue or miss a letter.
- Confusable Mistakes: when two or more words are confused between each other:
 - His/he's
 - Once/once's
 - Lives/leaves
 - Prize/price
- Homophony: words with the same sounds but with different spelling and meaning:
 - Their/there

- Its/it's
- Catachresis: confusing a word with another
 - Acknowledge/recognize
- Consonantal Blend: as Spanish does not have consonantal clusters beginning with s, learners tend to use an „intrusive“ e to make words sound more familiar:
 - Student/estudent
- Developmental Error: where L1 and English come into contact with each other, there are often misunderstandings which provoke errors in a learner's use of English either at the level of sounds, at the level of grammar, or at the level of word usage.
- Induced or Hypercorrected Errors: are the result of low-level teaching materials and in some cases the teachers themselves due to the lack of preparation.
- Overgeneralization Errors: unfitting use of grammatical principles for certain parts of the language to formulate a new target language.

2.2.4 When to correct students

There is a debate between studies that argue whether students should be corrected always or not and how should they be corrected. Zublin (2011) mention that in either writing or speaking tasks, not all errors should be corrected. She also mentions that it will depend of

the different teaching methods that the teacher applied. Brown (2001) also made a reference about it stating that the Audiolingual Method makes an effort to get students to produce free error utterances; the Natural Approach focuses on meaning , not on form, so error correction is banished, unless they are global errors- errors that really impede understanding- and the Communicative Approach sustains the concept that language is often created by the individual through trial and error.

However, for the process of error correction, Lightbown & Spada (1999, p.118) suggest that 'get it right from the beginning' may describe, as a slogan, when to begin correcting students' errors.

Therefore, the difference between points of view evident.

Teachers should correct errors that affect understanding, that interfere with the general meaning and accuracy of the message. They may be also uncertain about what and how to correct students' errors and whether immediate or late correction is suitable. Awareness of the mistakes/errors made, and early correction prevent them from being fossilized (Zublin, 2011).

Hendrickson (1978) designed some questions to try to explain how to deal with errors in the learning process of a person:

- Who is expected to correct the learner: the teacher, the learner, or the peer?
- How should corrective feedback be provided? The techniques and strategies will be different depending if is an oral activity or

if it is a written activity.

- When is feedback expected to be given? For an oral activity it is important to steer clear of continuous interruptions with corrections to avoid putting the learner in an embarrassing position and stop communicating. For a written activity keep away overcorrections so the learner does not feel demotivated without knowing how to redo the work.
- What is going to be corrected? In an oral activity the teacher should correct only when the message is not conveyed, and the meaning is not grasped. For a written activity, the teacher should make it explicit which teaching point is going to be corrected, so the student may understand more easily the correction provided.

Kathleen Bailey (as cited in Brown, 2001: 291) recommends the following taxonomy to deal with error treatment. The selection and use of a combination of any option and a suitable possible feature depends on the group of students and the different moments of the teaching situation:

Basic Options:

1. To treat or to ignore
2. To treat immediately or to delay
3. to transfer treatment (to say, to other learners) or the whole class
4. To transfer to another individual a small group or the whole class
5. To return, or not, to the original error making after treatment

6. To permit and other learners to trigger treatment
7. To test for the efficiency of the treatment

Possible Features:

1. Fact of Error indicated
2. Location indicated
3. Opportunity for a new attempt given
4. Model provided
5. Error type indicated
6. Improvement indicated
7. Praise indicated

Error correction still remains a difficult topic to abord and presents some gaps and questions that haven't been fulfilled.

Hendrickson (1978) designed some questions in an attempt to explain how to deal with errors in the learning process: Who is expected to correct the learner: the teacher, the learner, or the peers? How should corrective feedback be provided? When is feedback expected to be given? What is going to be corrected? He also mentions that the techniques to provide feedback will depend in if the task is written or oral, and that if the task is oral, it is convenient not to interrupt the learner with corrections as he/she may find himself/herself in an embarrassing awkward situation and stop communicating.

2.2.5 Feedback

Zublin (2011) defined feedback as the information provided to learners concerning their performance either by the teacher or peers, aiming at bettering their knowledge of the target language. The aim of it should be to motivate the students and help them get better and at the same time making them aware of the errors they made speeding up the process of language learning.

If the process of correcting by providing feedback is efficient and useful, students will have a positive and tolerant attitude towards errors and in the role of the teaching when they correct them.

According to Mendez (2010) the most frequent strategies used to provide oral correction feedback, can be seen in the following explanation:

a) Explicit correction: The teacher provides the correct form, he or she clearly indicates that what the student had said was incorrect. In other word, the teacher corrects the students' mistakes by informing that it is wrong by saying "No. It's wrong", "You should say". For example:

St: He take the bus to go to school

T: Oh, you should say he takes. He takes the bus to go to school

b) Recast: An implicit correction in which the teacher repeats

what the learner has said replacing the error. In this case, the teacher corrects all or parts of the students' utterances using correct form. For instance:

St: He take the bus to go to school

T: He takes the bus to go to school

c) Clarification request: The teacher asks for repetition or reformulation of what the learner has said. In this way, the teacher indicates that he/she does not understand the students' utterance by saying "I'm sorry", "I don't understand". For instance:

St: He take the bus to go to school

T: I'm sorry?

St: He takes the bus to go to school

d) Metalinguistic feedback: The teacher indicates that there is a problem and asks if the students can correct it. In this way, the teacher provides cues such as comments, information, or questions related to the well-formedness of the students' utterances. For example:

St: He take the bus to go to school.

T: Do we say he take?

T: How do we say when it forms the third person singular form?

e) Elicitation: it is a correction strategy that prompts the student to self-correct. Elicitation can be established when the teacher pauses and lets the student complete the utterance, when the teacher asks an open-ended question, and when the teacher requests a reformulation of the ill-formed utterance. In short, the teacher provides a sentence and strategically pauses to allow students to “fill in the blank”. For example:

St: He take the bus to go to school.

T: He...?

T: How do we form the third person singular form in English?

T: Can you correct that?

f) Repetition of error: The teacher repeats the student’s utterance by making a high intonation on the error itself to highlight it for example:

St: He take the bus to go to school.

T: He take?

2.2.6 Error Correction Techniques

There are different techniques to provide error correction. Pulverness & Williams (2005:153) refer to them stating that

In the classroom, we use a mix of teacher correction, peer correction

and self-correction. Sometimes we need to correct learners.

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

Sometimes we ignore learners' mistakes. We choose what is appropriate for the learning purpose, the learner and the situation.

Zublin (2011) refers to three different error correction techniques:

A) Self-Correction: In this type of correction the classroom dynamic shifts from teacher-centred to student-centred. Learners become active participants, experiencing an autonomous role in their learning process. Learners should have the necessary linguistic knowledge that would enable them to be conscious of their learning difficulties and how to overcome them. Teachers who support the suitability of this technique should familiarize their students with classroom opportunities to develop a meaningful effective learning process.

Sultana (2009:11) also points out that "The idea of self-correction is closely tied with learner autonomy. ... Self-correction is the technique which engages students to correct their own errors".

When learners correct themselves they reach a better understanding of what they did wrong making less possible to commit that mistake again, also the acquisition of the language flows better since that self-correction is a process that may lead to

metacognition.

Edge (1993:10) states that “People usually prefer to put their errors right than be corrected by someone else. Also, self- correction is easier to remember, because someone has put something right in his or her own head”.

B) Peer Correction: this technique fosters learner independence, is student-centered and implies active student involvement in the learning process. It may also raise learners’ awareness of their strengths and weaknesses. Consequently, it changes the traditional teaching classroom situation from a teacher-centered to a learner-centered one, reducing learners’ anxiety and increasing their confidence.

For this technique to succeed, the students need to have the necessary linguistic knowledge to understand their difficulties and how to overcome them

Zublin (2011) mentions that when this technique is correctly applied and the students get familiarized with it, the teacher gradually become facilitators and students themselves active participants and risk-takers in making and correcting their own errors.

However, this technique may face some obstacles. Some students may not be willing to correct their peer’s errors as it may affect their relationship and also because of the incorrect feeling and bad connotation that traditional teaching and bad teachers have

given to error correction. Nevertheless, this technique works well in classes with a friendly, supportive and cooperative atmosphere that aims to avoid underestimating learners' self-esteem.

C) Group Correction: is almost the same as Peer Correction, the difference between both techniques lays in the number of students working together: peer correction implies small subgroups within the whole group.

As mentioned before students are responsible for the production of their own language production, which is a positive trait of this techniques since if they turn into a teacher-dependent students they may become hesitant speakers unsure of their own capacities and abilities ending in a negative attitude towards learning.

Using this technique students may correct in a different way and add different comments from those of the teacher and get more self-confident. Collaborative effort in the group interaction fosters language learning and student participation is regarded as an important tool in any error correction attempt leading learners toward self-correction and an autonomous behavior (Zublin, 2011).

D) Teacher Correction: the responsibility and the role of the one in charge making corrections relays on the teacher. By being the one with the all the confidence in providing positive feedback the students will feel that their needs are being taken into account by

their teacher who is interested in their progress, and that they are given the possibility to understand the correction done. A good teacher will provide positive oral feedback boosting the self-confidence in his/her students and helping them to realize the differences between their first language and the target language.

Harmer (2004:59) provides the following definition regarding teacher correction

One of the things that students expect from their teachers is an indication of whether or not they are getting their English right. This is where we have to act as an assessor, offering feedback and correction and grading students in various ways.

2.2.7 Affective Filter

According to Krashen (2009) The affective filter is a mental block that prevents acquirers from fully utilizing the comprehensible input they receive for language acquisition

Language anxiety may affect students' self-esteem, self-confidence and can be an obstacle to proficiency in language acquisition. Meaning that one of the most important aspect to take into account at the time of correcting a student is his or her affective response towards that correction, this the main characteristic for any feedback to be consider as effective.

Lowering the affective filter is primordial for the learning process

so the use of clear and no threatening instructions are necessary to ease students' anxiety and promote their interest and perception towards correction. Krashen (2009) points out that both the absence of a silent period / wait-time, during which the learner can think over his or her ideas before speaking, and a too early correction prevent the lowering of the Affective Filter.

CHAPTER III: METHODOLOGICAL FRAMEWORK

“The Methodological Framework is undoubtedly the preliminary guideline for the execution of the results where the researcher and future researchers have to visualize the scenario of the facts proposed in this inquiry through the analysis of data that need to be applied.” (Álvarez, 2019, p. 63)

After reading the previous citation, the importance and elaboration of this chapter is essential to understand the different results, facts and findings and how they were gathered and the interaction with the different tools that were used.

In this chapter, a detailed and comprehensive description of the methodology used to develop this research is provided. The first part explains the method applied to conduct the research, research applied, the sources of information used for the purpose of collecting data, the variables that underlie this investigation, all the information regarding data collection tools and sources. Hence, in this section there is a detailed description of the different instruments and data collection techniques that were applied, the different participants of this study, and the sampling method that was followed in the process. Finally, the information treatment presents the ways through which the data was gathered with the different instrument and the way it was treated throughout this research. All the information provided in this chapter illustrates the foundations of the

present research study.

3.1 TYPE OF INVESTIGATION

All the methodological aspects concerning the development of this study and that were taken into consideration for the correct fulfillment of the general and specific objectives are going to be expanded on in the upcoming subsections.

3.1.1. Purpose

Developing the speaking ability lies at the heart of most EFL (English as Foreign Language) programs in Costa Rica. Being able to speak the target language has become important to the point that, for most cases, learning to speak English is equated with learning English as whole. In regard to this, Ur (2002) writes, “speaking seems intuitively the most important: people who know a language are referred to as ‘speakers’ of that language... many if not most foreign language learners are primarily interested in learning to speak” (p. 120).

Certainly, a great percentage of Costa Rican English learners study English in order to develop communicative competence.

Against this background, English programs must seek for the best formula to optimize student’s acquisition of the oral skill.

Therefore, it is important to determine the relation between the oral approaches used and the communicative competence achieved by learners, which is one of the main goals of the present study. The results of this exploratory study carried out at CTP Mercedes Norte

high school can shed light on different important aspects when analyzing the impact that positive oral correction feedback used at the high school have in the students' English performance.

3.1.3. Temporal Dimension

The time in which the research will be taking place gives it a transversal value, on regards to this specific point. The investigator arrived at Colegio Técnico de Mercedes Norte, Heredia, at a certain moment, conducted the research by applying the observation and inquiry instruments to the students selected for the investigation, conducting surveys and analyzing the environment in general, transcribing the findings into this written report; and then concluded the investigation at the end of the third quarter of 2020. The study is based on the effect of the variables, and how they affect the subjects of study at the end of the research, and after the application of the different instruments.

3.1.4. Framework

In this chapter, a detailed and comprehensive description of the methodology used to develop this research is provided. The first, explains the dimension of the temporary range of the study. The second one provides an explanation of the nature of the research. Furthermore, the next part explains the type of research applied. In section number six, the sources of information used for the purpose of collecting data are mentioned and explained. Next, the variables that underlie this investigation are stated. The eight is related to the

population that was chosen for this study. The ninth part provides all the information regarding data collection tools and sources. Hence, in this section there is a detailed description of the different instruments and data collection techniques that were applied. All the information provided in this chapter illustrates the foundations of the present research study

3.1.5. Nature (Quantitative and/or Qualitative)

The present research follows the characteristics of a *mixed research study*, which Hernandez-Sampieri et al (1997) define as a recently developed research paradigm, wherein both qualitative and quantitative approaches are combined in data collection (p. 40).

Creswell and Plano (2011) identified diverse core characteristics of mixed research:

1. Collects and analyzes persuasively and rigorously both qualitative and quantitative data (based on research questions).
2. Mixes (or integrates or links) the two forms of data concurrently by combining them (or merging them), by having one build on the other sequentially, or by embedding one within the other.
3. Gives priority to one or both forms of data (in terms of what the research emphasizes).
4. Uses the procedures in a single study or in multiple phases of a program of study.
5. Frames these procedures within philosophical worldviews and theoretical lenses.
6. Combines the procedures into specific research designs that direct the plan for conducting the study. (p. 5).

Listing and acknowledging these characteristics is very important in order to understand the principles underlying the methodology followed to develop this research. This research seeks

to answer a question that encompasses the following three variables: approaches used, communicative competence and oral proficiency level of learners. Hence, resorting to both quantitative and qualitative methods of data collection was essential in order to triangulate better and provide more reliable and valuable results. In fact, mixed methods offer a practical approach to answer the research question of this study because the phenomena can be viewed from different perspectives.

The design of this mixed research study will mainly focus on qualitative methods of data gathering. The quantitative methods will be mainly applied in the phase of students' testing of oral proficiency. Therefore, it can be stated that this research follows a Parallel mixed design, which involves two phases: one phase is qualitative and the other one that is quantitative. Both phases occur simultaneously or with a slight time lapse between each phase. The two parallel phases are somewhat independent from each other. The quantitative and qualitative phases are planned and carried out to answer similar aspects of the main research question. Finally, researchers draw conclusions or make inferences from the data gathered in each phase. (Teddlie & Tashakkori, 2009, p. 152).

3.1.6. Character

The present research study is based on three types of approaches: correlational, descriptive and explanatory. First, it follows a correlational approach because it aims to establish and discover the relationship between the two variables that underlie this study. In fact, unveiling the relationship between these elements is the main objective of this research. Second, the research can be considered descriptive too because in order to establish the relationship between the variables, there has to be a consistent and complete description of the phenomena observed. The main purpose of a descriptive study is to describe what is prevalent with respect to the issue or problem under study. These detailed descriptions are the core data that supports the investigation. Finally, it can be stated that the research is explanatory because it attempts to explain why and how there is a relationship between the two variables. This explanation is important for the researcher to pose the results that are discovered through the three different approaches used.

3.2 SUBJECTS AND SOURCES OF INFORMATION

3.2.1. Subjects

Several subjects were essential in order to develop this research study. The main source of information is 28 eight grade students from CTP Mercedes Norte high school who are enrolled in an English conversation class and Reinforcement class. The literature consulted, analyzed, and used through this research was also a relevant source that needs to be addressed. These sources include articles, books, journals, and studies related to the variables that this research aimed to study.

3.3 SELECTION OF SAMPLING

3.3.1 The population

This research will be developed at CTP de Mercedes Norte. This is a public high school located in Heredia. This high school is not bilingual, but it intends to provide one of the best English learning results in the province. There are five eighth grade groups out of which three are chosen as the participants of this study.

The subjects that will collaborate with the study are three eighth grade groups, 8-2B, 8-3B, 8-4B. When receiving conversational classes, each group of approximately 14 learners is divided into halves to optimize the attention given to each student's performance. This means that a total of 28 learners will collaborate in the development of this research. All of these subjects range from thirteen to fifteen. All the learners are Costa Rican citizens, but they come from different backgrounds. However, the majority of them come from middle-class families. Also, the majority have access to the Internet, and smartphones (information gathered by the institution and provided to the teachers for the virtual classes system implemented by the Ministry of Education during the Covid-19 crisis).

All the students have been receiving oral communication classes since they started their higher education in seventh grade. They currently receive 12 English lessons per week (six

conversational, six academic). Since the focus of this research is on oral proficiency, the subjects are observed during the conversational classes.

The students observed are the main participants of this research.

3.3.2 Sample

In qualitative research a variable refers to some specific characteristic of a subject that assumes one or more different values. This research is based upon three variables which are stated next.

VII.I Variable 1: The identification of the best strategy to provide oral correction feedback at CTP Mercedes Norte.

VII.I.I Conceptual Definition: According to Merriam Webster, a strategy is a careful plan or method. In this case it is the best method to provide feedback in an oral class.

VII.I.II Operational Definition: Since this part of the research is mainly qualitative, validity and reliability will be attained through triangulation. This means that several sources will be used to support a conclusion. As stated by Webb et al. (1966), who suggested, "Once a proposition has been confirmed by two or more independent measurement processes, the uncertainty of its interpretation is greatly reduced. The most persuasive evidence comes through a triangulation of measurement processes" (p. 3). As noted, in qualitative research, one has to be very careful to provide enough evidence of what is stated; therefore, only those conclusions that can be supported with enough evidence are considered viable for this study.

VII.II Variable 2: Strengths and weaknesses of the strategies used to provide positive oral feedback in conversational classes at

CTP Mercedes Norte in terms of their effect in the development of the learners' communicative competence.

VII.II.I Conceptual Definition: Savignon (1972)

defines communicative competence as “the ability to function in a truly communicative setting –that is, in a dynamic exchange in which linguistic competence must adapt itself to the total informational input, both linguistic and paralinguistic, of one or more interlocutors”(p. 8). Savignon (1972) also referred to competence as an underlying ability and performance as an open manifestation of competence. She explained that competence can be observed, developed, maintained and evaluated through performance.

VII.II.II Operational definition: The different sources

are triangulated to determine the strengths and weaknesses of the strategies.

Literature review is an important source that helps to support the findings driven from these tools.

3.4 TECHNIQUES AND INSTRUMENTS FOR COLLECTING INFORMATION

Being this a mixed research study, both quantitative and qualitative methods of data collection will be applied. However, for most of the research qualitative methods will be used because qualitative researchers deal with empirical data obtained from the environment and accessed via human senses. The data collected is any kind of information that helps to answer the initial inquiries. The most common categories of data collection used in qualitative research are observation, interviewing, research-designed instruments, and content analysis of human artifacts (LeCompte & Preissly, 2003, p. 158-159). All of these data collection tools will be used in this study and all of them serve the purpose of answering the research question. In addition, the researcher consulted different sources to have current and valid theoretical foundations to support her findings. The researcher carried out an extensive literature review, covering sources that were pertinent to the research questions and the context where the study took place.

3.4.1 Interview

Interviews depend on face-to-face questioning of participants and eliciting data from them. LeCompte and Preissly (2003) explain that “through elicitation and personal interaction, the investigator is better able to obtain data addressing the questions asked in the

study” (p. 166). The interviews carried out will fall under the category of *Key informant interviewing*. Zeldith (1962) explains that key informants are individuals who possess especial knowledge, status or communicative skills and who are willing to share that knowledge and skill with the researcher.

In this study, different individuals are selected to be interviewed as the researcher considers that the information that can be obtained is valuable to triangulate existing information or to answer an important inquiry. It is important to point out that these are non-structured interviews in order to generate a more relaxed and natural environment that will elicit, consequently, more natural and real responses.

3.4.2 Tally Chart

According to (Haley, 2010),

“A tally chart is a table with tally marks to show a valuable data set. A tally chart is one method of collecting data with tally marks. Tally marks are frequencies, occurrences, or total numbers being measured for a specific category in a data set. Tally charts are used throughout the world and are great visual representations of group observations.” (p.15)

The chart will provide vital information use to place in number the different errors made by the students in the different categories and use that information to compare it later with the results obtained at the end of the investigation

3.4.3 Research-Design Instruments

Another instrument used for collecting information consists of questionnaires. This instrument is designed with the purpose of having a more structured and formal tool to gather more specific information that will support the data obtained through other sources. The questionnaire aims at discovering the students' previous contact with the English language, and how they perceive the interaction and focus of their conversational classes. In a like manner, authorities. All of this is done with the purpose of obtaining sufficient information from diverse sources, which would allow triangulating the information to ensure its validity. It is important to highlight that some of the information gathered through the questionnaires can also be analyzed quantitatively because it has both open-ended and discrete point questions.

In order to determine the proficiency level of the participants an oral test (based on ACTFL) will be applied by the researcher to forty-five students, which also implied the use of quantitative analysis. Dornyei (2010) mentions that "quantitative data can be obtained in a number of ways being the test the most widely used instrument that serves this purpose" (p. 95).

The test administered mainly consists of a one-to-one interview, made up of three parts. First, there is a warm-up section

focused on general questions intended to lower the interviewees' affective filter and anxiety; then, the second part was the interview proper, in which the participants will be asked some pre-determined questions to measure their performance. In the third part, students are asked to role play with the interviewer one or two situations that would lead the student into a more natural use of the language. This role-play is used to confirm the level assigned to the interviewee in the second part. Hence, the role-play situations will be categorized according to the ACTFL levels of proficiency, and they are based on several levels of difficulty (IL: Intermediate Low, IM: Intermediate Mid, IH: Intermediate High; AL; Advanced Low, AM: Advanced Mid, and AH: Advanced High). Once the participants complete this section, the interviewer ends with a cool down activity. In this last part, the researcher asks some other general questions in order to verify the level allocated to the interviewee and to close the interview.

ACTFL Proficiency Guidelines

Clark (1972) defines language proficiency as the language learner's ability "... to use language for real-life purposes without regard to the manner in which that competence was acquired. Thus, in proficiency testing, the frame of reference ... shifts from the classroom to the actual situation in which the language is used (p.5). For the purpose of this research, it was necessary to determine the proficiency level

achieved by the learners at the present point in time. Hence, the ACTFL Proficiency Guidelines were used as the basis to determine the performance level and communicative competence of the students.

ACTFL Proficiency Guidelines can be defined as descriptions of what the learner can do in the four skills of the language in real-world situations in a spontaneous and non-rehearsed context. These Guidelines present the levels of proficiency as ranges, and describe what an individual can and cannot do with language at each level. It is important to remark that these guidelines are not based on any particular theory, pedagogical method, or educational curriculum. Therefore, the method of instruction is not important to determine the proficiency level acquired. In fact, the direct application of the ACTFL Proficiency Guidelines is for the evaluation of functional language ability, which may have instructional implications but which are not the focus of the guidelines (ACTFL, 2012, p. 3). Since this study attempts to unveil the real functional use of the language that the learners in the ninth grade at CTP Mercedes Norte are achieving, it was considered that using the ACTFL Proficiency Guidelines served in the purpose of guaranteeing valid and reliable results.

Given the particular situation due to the pandemic that the world is going through every single instrument will be applied virtually using the

application Microsoft Teams.

3.5 OPERATION OF THE VARIABLES

Operationalization of Variables Chart				
General Objective: To determine the most effective strategy used to provide positive oral feedback for an eight-grade class, at Colegio Técnico Mercedes Norte				
Specific Objective	Variable	Conceptual Definition	Instrumental Definition	Operational Definition
To identify the different strategies used to provide positive oral correction feedback for a ninth-grade class, at Colegio Técnico Mercedes Norte during 2020.	The identification of the best strategy to provide oral correction feedback at CTP Mercedes Norte.	Discover the most common techniques and ways of providing feedback in a conversational class.	Surveys made to the students.	It refers to the students' preferences at the time of receive feedback to improve their input of the language and their proficiency.
To identify the strengths and weaknesses of the strategies used to provide oral correction in terms of their effect in the development of the	Strengths and weaknesses of the strategies used to provide positive oral feedback in conversational classes at CTP Mercedes Norte in	The effectiveness of the different techniques to provide positive oral correction feedback.	A dialogue, an interview and a presentation.	How effective were the different techniques applied to the students during the different tasks.

learners' communicative competence.	terms of their effect in the development of the learners' communicative competence			
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CHAPTER IV:
ANALYSIS AND INTERPRETATION OF DATA

4.1 DIAGNOSIS OF THE CURRENT SITUATION

In order to unveil the impact of the effectiveness of the different strategies to provide positive oral correction feedback used to develop communicative competence with ninth grade students at Colegio Técnico Mercedes Norte, an analysis of different data collection instruments was necessary. In this chapter, the results of the already mentioned investigation tools that were applied in the duration of the study at hand are presented through the construction of various graphs or charts in an attempt to portray an accurate picture of the phenomena being scrutinized. As LeCompte (2000) explains, “The task of analysis, which makes interpretation possible, requires researchers first to determine how to organize their data and use it to construct an intact portrait of the original phenomenon under study, and second, to tell readers what the portrait means” (p.147).

There are three main sections found in this chapter:

1. The results of the virtual observation made to two different classes to obtain a diagnosis of the techniques and strategies used to provide oral correction feedback at CTP Mercedes Norte in an oral conversation class.
2. The results and the analysis from the first oral exercise taken as reference to complete a tally chart in which is

presented the most common and repeating mistakes made by the students.

3. The analysis and visual representation of the online survey answers gathered from the students regarding their preferences at the moment of being corrected using different ways of providing feedback and the most common techniques used by the teachers at the time of correcting the students during an oral class.
4. The explanation and visual representation of the results of the outcomes of the ACTFL guidelines applied to the students.
5. The results and the analysis from the second oral exercise taken as reference to complete a tally chart in which is presented the most common and repeating mistakes made by the students after a period of time of receiving oral correction feedback using different techniques to correct the students to test their effectiveness.

Ariñez, Brenes, Zanolini, et al. (2018) propose that the investigation “should be through a description of the data, the interpretation of the instruments and go deep into cause, reason or judgment of the situation that occurs”. (p.48) Essentially, the reader will be capable of interpreting what the research is trying to portray

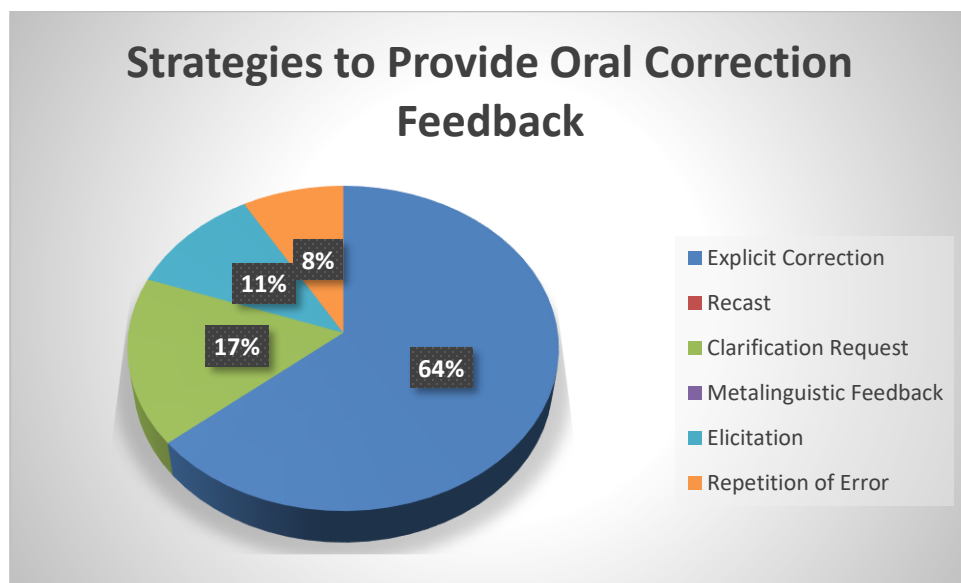
in an effective and straight forward enough fashion since the information is displayed in simple graphs and charts accompanied by a comprehensible description of the item or question being discussed.

4.2 Virtual Observation

Strategies to Provide Oral Correction Feedback		
	Tally	Frequency
Explicit Correction		23
Recast		
Clarification Request	I	6
Metalinguistic Feedback		
Elicitation		4
Repetition of Error		3

Error Correction Techniques		
	Tally	Frequency
Self - Correction		13
Peer Correction		
Group Correction		
Teacher Correction		23

Figure 1: Tally Chart about the different strategies and techniques used to provide oral feedback at the institution.



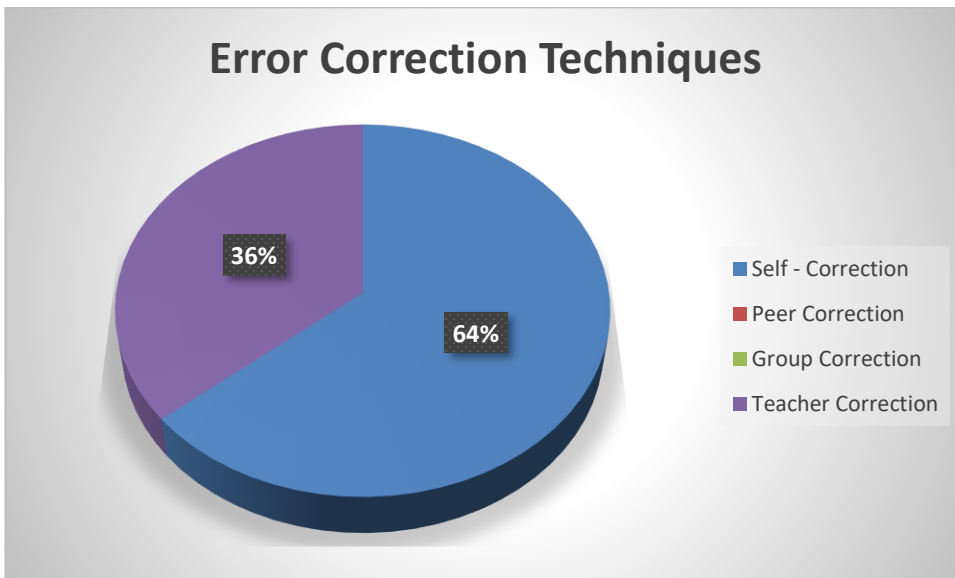


Figure 2: Graphics about the different strategies and techniques used to provide oral feedback at the institution.

To obtain a clear idea of the different techniques and strategies used at the institution was necessary an observation. Tally chart was created to keep a record of the number of times that a correction was made and how. The observation was during class time and using the application Microsoft Teams. Two observations were made to two different groups and both teachers agreed with being observed. The observations lasted two hours, two lessons (each lesson in the technical part lasts uno hour and not the regular 40 minutes that last in the academic part) and the results are the following: related to the strategies to provide oral correction feedback a 64% of all the corrections were made using the explicit correction strategy, 17% by clarification request, 11% by elicitation and only 8% by using repetition of error showing that

several different strategies are used by the teachers at the time of providing feedback also showing that each professor has each own style and “way” of teaching and correcting. As for the error correction techniques a 64% was through self-correction and a 36% showing that there is no in-between rather the teacher correct the student directly or make the student realize his or her mistake to make the correction by themselves.

4.3 First Oral Exercise Tally Chart

It was necessary to create an instrument that allowed to identify, assess, and categorize the most common and repetitive mistakes made by the students when they communicate orally in English. For this, a tally chart was created, and the students were assigned an activity in order to have a better chance to evaluate.

For the activity, the students had to work in pairs. It was a dialogue and it had to last at least three minutes per couple. The topic was “Natural Resources: cause, effects and preventions”, and each group had to pick from five different scenarios to prepare their dialogs.

The transcriptions of dialogs will be added in the annexes as well as their respective tally charts. The main tally chart will be presented and explained in this section.

Grammatical Errors		
	Tally	Frequency
Word order	II	2
Omission of article	I	1
Subject-Verb Agreement	IIII	4
Pluralized adjectives		
Verb Tense	I	1

Phonology Errors		
	Tally	Frequency
Pronunciation	 	57
Intonation		1
Word stress		1
Sentence stress		
Syllable omission		

Semantic Errors		
	Tally	Frequency
Incorrect use of word collocation		
Incorrect use of function		9

Figure 3: Tally Chart about the most common mistakes made by the students. First oral assignment.

According to what is presented in the chart above there is a marked pattern and an obvious tendency in which error is the most common. The chart reveals that students made mistakes in every category (grammar, phonology, and semantic) however the pronunciation errors are the ones that repeat the most. The number of grammatical errors and semantic errors are pretty much the same.

It is important to mention that this was during the first oral activity created to apply the data collection instruments and since this activity was created to obtain a reference and a starting point. It is also important to mention that during the activity there was no correction feedback strategy applied.

In every tally made for each student group there were pronunciation errors. In some cases, they knew the word and in some cases they did not.

4.4 Online Surveys

After applying the first instrument to create the tally chart a survey was made to obtain students' opinions. The main goal of this survey was to identify the method or technique in which the students feel more comfortable at the time of being corrected when speaking or communicating in English. This is important since it is connected to the affective filter. Krashen (2009:74-75) states that

The most serious flaw in error correction is its effect on the Affective Filter. Error correction has the immediate effect of putting the student on the defensive. It encourages a strategy in which the student will try to avoid mistakes, avoid difficult constructions, focus less on meaning and more on form.

The statement above explains the importance of knowing the students' position and preference regarding this topic and why this survey was necessary.

Next, will be presented the survey that was made.

Survey 2 (Ingles Conversacional 9-3 A)

Hi Daniel De Jesus, when you submit this form, the owner will be able to see your name and email address.

1

Lyster and Ranta (1997:40) combined different types of error treatment or correction feedback with students' responses to that feedback, or 'learner uptake'. They described six main corrective 'moves': a move consisting of the teacher's action and reaction:

Explicit correction: it is used to indicate that the student's production was incorrect, with the teacher providing the correct form.

Recast/ Rephrase: the teacher implicitly reformulates the learner's wrong utterance except the error or gives the correct structure without openly referring to the learner's faulty utterance. Recasts include scaffolding help, i.e.: it is a way of backing the learner to attain a certain level of proficiency

and the corresponding autonomy, with the teacher gradually stepping aside. They are unobtrusive and do not interfere with the flow of communication.

Clarification request: phrases like 'Excuse me' or 'I don't understand' are used to show bewilderment on the part of the teacher because the message has not been understood and a repetition and/ or reformulation is required.

Metalinguistic clues: without providing the correct form, the teacher poses questions or makes comments related to the student's utterance, such as 'Do we say it like that?'

Elicitation: the teacher directly elicits the correct form from the students. Elicitation questions require more than a Yes/No answer, for example 'How do we say this in English?'

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

- Explicit correction
- Recast/ Rephrase
- Clarification request
- Metalinguistic clues
- Elicitation
- Repetition

Submit

Figure 4: Survey about most common "moves-a move" to correct students.

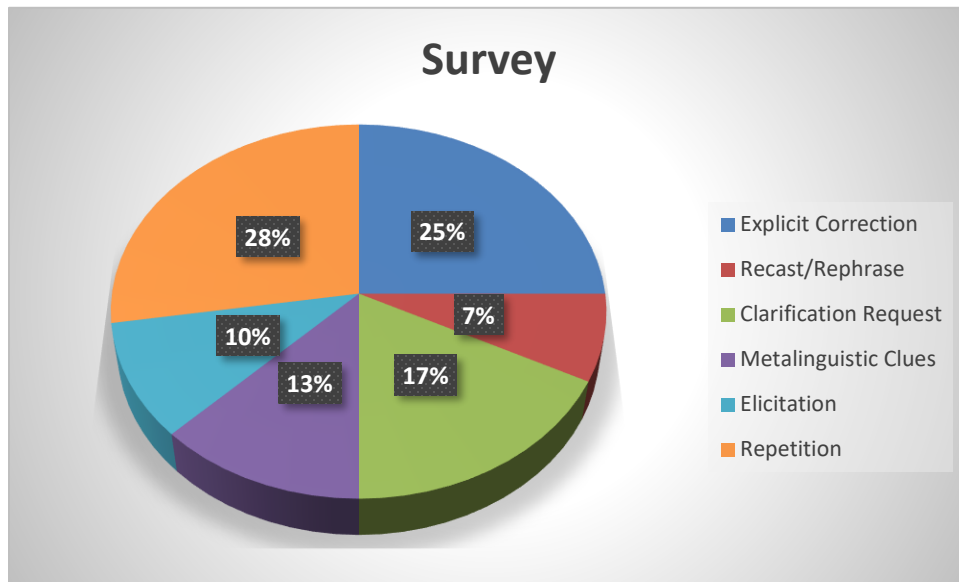


Figure 5: Results of the survey made to the students.

As it is perceived, the highest percentage (28%) of the students consider that the best way or the way that they feel the most comfortable with is repetition. On the other hand, the second highest percentage of students (25%) feels that explicit correction works better for them. A 17% marked that they feel more comfortable with clarification request. A 13% will rather be corrected through meta linguistic clues. A 10% selected elicitation and only 7% think that elicitation is the best option for them.

Even though in the survey the students have the definition of each correction method, a time was taken to explain every single one to the Ss and examples for the students to have a clear

concept and have a more accurate response.

For the error correction techniques, another survey was made and also was explained, and examples was given to the students for them to have a clear understanding of each technique, the survey and results are ahead:

Computer Mobile

Survey (Ingles Conversacional 9-3 A)

Hi Daniel De Jesus, when you submit this form, the owner will be able to see your name and email address.

1
Read and select.

At Self-Correction, in the face of corrected the classroom dynamic shifts, how teacher (act) to student (act). Learners become active participants, encouraging an autonomous role in their learning process. Learners also have the necessary linguistic knowledge that could enable them to be conscious of their learning difficulties and how to overcome them. Teachers who support the suitability of this technique should facilitate their students with classroom opportunities to develop a meaningful effective learning process.

At Peer-Correction, this technique fosters learner independence, as student correct and implies active student involvement in the learning process. It may also raise learners' awareness of their strengths and weaknesses. Consequently, it changes the traditional teaching-receiver relation from a teacher centered to a learner centered one, inducing learners' anxiety and increasing their confidence.

At Group-Correction, it corrects the error as Peer-Correction, the difference between both techniques lays in the number of students working together: peer correction implies small subgroups within the whole group.

Self- Correction

Peer Correction

Group Correction

Submit

Figure 6: Survey about Error Correction Techniques

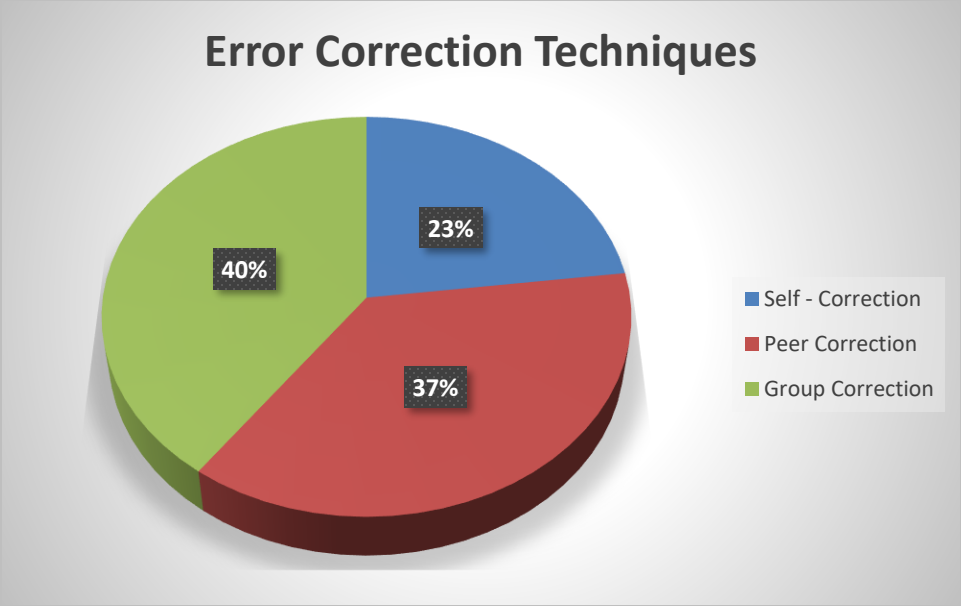


Figure 7: Results of the second survey made to the students.

The results show a clear preference of the students for the Group correction technique with a 40% since they feel way more comfortable with a larger group helping each other producing the language and correcting each other. The second larger percentage was Peer Correction (37%) and the one with least votes was Self-Correction since most of the students mentioned that they do not have the necessary knowledge to correct themselves most of the time .

4.5 Level of Proficiency using ACTFL proficiency guidelines

Measuring the level of proficiency of the students is not an easy task and orally is even harder. That is why the creation of an instrument that helps to provide a level of proficiency was necessary to carry out this task correctly and in a more accurate way. According to Hughes (1995), "The objective of teaching spoken language is the development of the ability to interact successfully in that language, and that this involves comprehension as well as production" (p. 101). Through observation and interaction, it could be recognized that the participant students from the four different groups had different levels of language production. While the majority was capable of interacting without noticeable trouble while accomplishing different functions, some others struggled more, and a few showed real difficulties to engage in spontaneous conversations. In order to determine whether or not the techniques used are being successful, there had to be tangible evidence that showed that the students were competent in the language.

As it was mentioned before, class observations were insufficient to determine the proficiency level of the participants based on their communicative competence. Most of the students are always willing to participate and some others even enjoy being tested so participation was not a concern. For this, an oral language test was designed in order to determine the proficiency levels of the students. This test was based on ACTFL (American Council of the Teaching of foreign Languages) scale.

It was essential to apply a test in which students were challenged to communicate in situations that required functions different from the ones that they had studied in class. This test was not content-based but function-based. Therefore, learners had to rely merely on their actual language knowledge to interact. As Omaggio said (2001), "proficiency is understood as the descriptions of what learners can do in functional terms" (p. 33).

Learners were interviewed during class time and.

The instrument has a design that make students communicate using the English language in different parts, an interview, to account for validity and reliability. At the end, the information recollected for each student provided enough data to obtain a reliable sample of the learner's performance of the interview. One important aspect is that the task that the students needed to accomplish throughout the test required the use of diverse functions which not necessarily are learned through class instruction. One of the main objectives of how the test is built to try to minimize anxiety during the interview.

For the interview, the learners had to role-play a situation with the

interviewer. In this case the students were famous movie actors/actresses and were invited to a talk show hosted by the interviewer so most the interaction had to be prompt from the side of the students. The ACTFL guidelines of oral testing suggest that situations should be given in the learners' first language (Spanish) to avoid giving the students words, structures or general linguistic elements that they need to carry out the task. In this way, the proficiency in the language of everyone can be truly tested since each student has to cope with communication difficulties. The test was designed to assess the learners' oral proficiency through the completion of different tasks. These tasks were organized according to their perceived level of difficulty. First, the participants were asked basic questions, information that they are familiar with. Fulcher (2003) states that "the more familiar the information on which a task is based, the more fluent the performance will be" (63). After that, the learners were asked more structured questions that would elicit specific language knowledge (e.g. simple past, if clauses, present perfect, etc.). For the closure, the interviewer proceeded to talk about something that the student felt comfortable talking about in a way of chit-chat as cool down.

Level according to the ACTFL scale:	# of Participants	%
Intermediate low	3	7%
Intermediate mid	4	9%
Intermediate high	16	36%
Advanced low	18	40%
Advanced mid	4	9%
Total	45	100%

Figure 8: Level obtained by participant students based on test following ACTFL Proficiency guidelines.

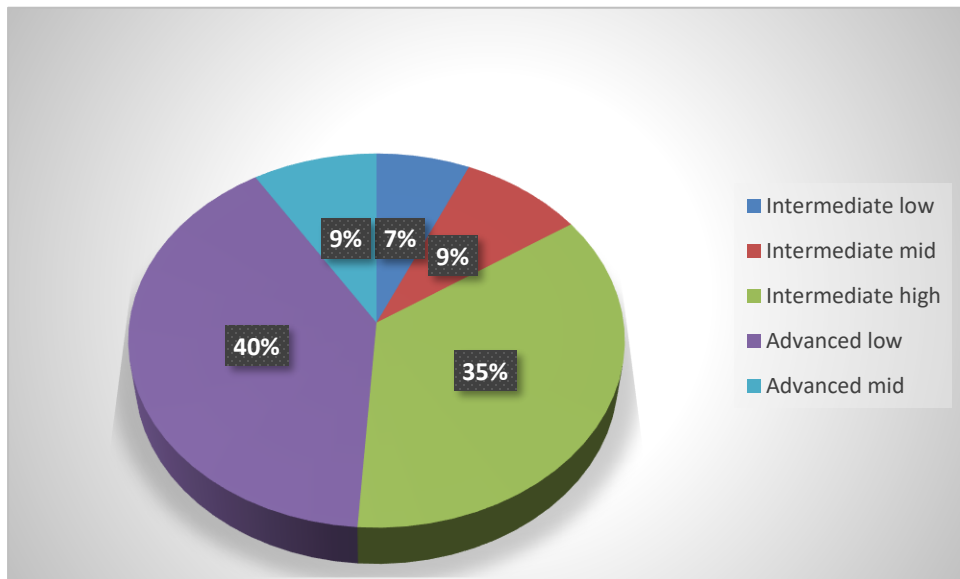


Figure 9: Level obtained by participant students based on test following ACTFL Proficiency guidelines.

The chart above presents the results of the interview test applied to 45 participants. Overall, the test results show that all the participants oscillate from intermediate-low to advanced-mid levels of performance. The results also show that there are students located in all the different levels. There are 38 students that represent an 85% of the population the levels between intermediate mid and advanced low. Four students located in the top of the scale and three located at the bottom.

As noted, there are no relevant gaps between most of the students. They seem to be moving along their interlanguage in an adjacent level. Only two students seem to be having more difficulty which can be due to personality, motivation, and cognitive factors. In order to determine why these gaps were created it was considered pertinent to look a background knowledge in the TL (Target Language).

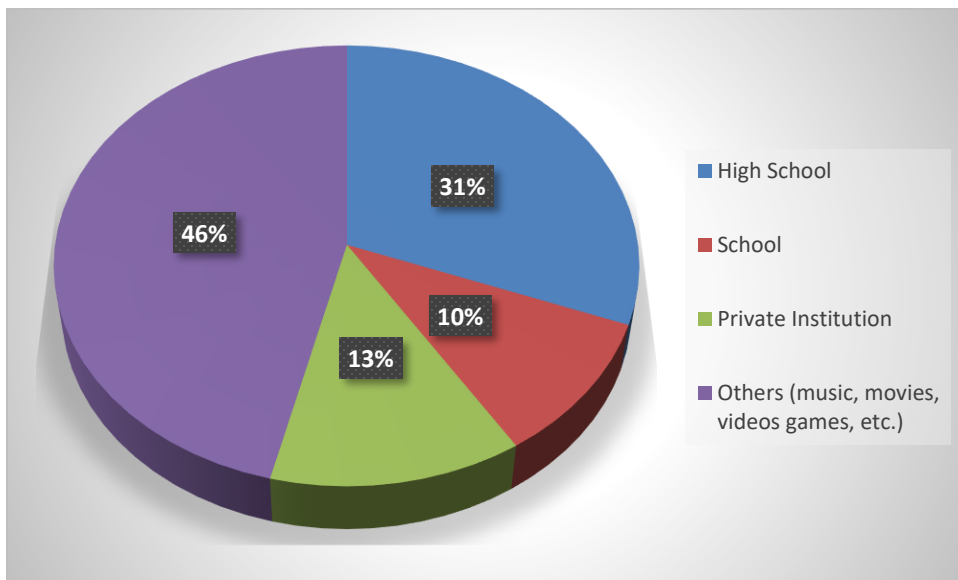


Figure 10: Place or source that helped students learn most of their English.

A vast majority (46%) have as a main source of language music, movies, video games, etc. The second larger part of the population marked that they learned their English in Highschool and the smallest portion (13% and 10% respectively) learned in a private institution or at school.

4.6 Second Oral Exercise Tally Chart

Grammatical Errors		
	Tally	Frequency
Word order	II	2
Omission of article		
Subject-Verb Agreement	I	1
Pluralized adjectives		
Verb Tense		

Phonology Errors		
	Tally	Frequency
Pronunciation		35
Intonation	II	2
Word stress	I	1
Sentence stress		
Syllable omission		

Semantic Errors		
	Tally	Frequency
Incorrect use of word collocation		
Incorrect use of function	II	7

Figure 11: Tally Chart about the most common mistakes made by the students. Second oral assignment.

In relation with the first tally about the most common mistakes made by the students this tall had some changes. It was applied with

the same topic and basically the same activity but after three weeks of applying two strategies and one technique to provide oral correction feedback. Also, for this activity, a quick briefing of what will be observed or evaluated (quick explanation of the tally) was given to the students beforehand.

The results show that there were some favorable differences between tallies. The frequency in the grammatical errors went from 8 to 3, the phonology errors diminished from 59 to 38 and the semantic errors decreased from 9 to 7.

**CHAPTER V:
CONCLUSIONS AND
RECOMMENTATIONS**

5.1 CONCLUSIONS

By analyzing the research objectives proposed in Chapter I, the following are the conclusions gathered through the study:

5.1.1: Regarding the first specific objective, the results after the observation, applied to two different teachers from the institution and in an oral conversational class, it is evident that the technique that it is used the most at CTP Mercedes Norte is self-correction. It is an effective technique, however and it was mentioned before, for this technique to be successful the student must have a certain level of knowledge on the target language, in the case of the institution, where the students level of proficiency of the target language varies from one student to another is not the best choice. As for the strategies, the study showed that even though several strategies are used, there is a clear inclination for explicit correction.

5.1.2: About the second specific objective, it has to be taken into account that the results were not as big as expected. The most common mistakes were reduced in every category proving that there was a positive result. A huge point that played in favor of the investigation was the fact that

everything was performed and applied virtually. The students were willing to cooperate and participate and it is related to the fact that it was not face-to-face. The affective filter was low and that was a key factor. It is important to mention that teacher correction was not in the survey since one of the goals was to maintain MEP's new methodology guided towards student being the center of the class and not the teacher. This did not affect the results since the strategies chosen by the students are directed towards the same goal, students building their own knowledge.

5.1.3: Concerning the third objective, the guidelines provided useful information to place students in each level according to their level of proficiency. The vast majority of the students remains in similar level which is beneficial since most of them have a good level of proficiency in the target language. From the totality of the sample (45 students) 3 students (7%) were placed in intermediate low, 4 students (9%) were placed in intermediate mid, 16 students (36%) in intermediate high, 18 students (40%) in advanced low, and 4 students (9%) were placed in advanced mid.

5.1.4: Finally, regarding the general objective, it can be concluded that the most effective strategies used to provide positive oral feedback virtually for a ninth-grade class, at Colegio Técnico Mercedes Norte, are explicit correction and repetition. Moreover, the techniques are peer correction and group correction.

5.2 RECOMMENDATIONS

5.2.1: It is recommended, for future researchers, to string along a few strategies to provide positive oral correction feedback instead of applying many at the same time. Sticking to the same strategies has proven to be effective. This research shows that, even that the results corresponded merely to a small sample, they were positive. Proven that they worked in a small scale, is correct to make the assumption that considering this recommendation for future references in a bigger scale or sample the results can be even better.

5.2.2: It is recommended to take into account student's opinion at the time of how to correct them. This may help with the affective filter of the class as anxiety is one of the factors that may affect the participation and flow of the learning process. As mentioned before, Language anxiety may affect students' self-esteem, self-confidence and can be an obstacle to proficiency in language acquisition. Meaning that one of the most important aspect to take into account at the time of correcting a student is his or her affective response towards that correction, this the main characteristic for any feedback to be consider as effective. Lowering the affective filter is primordial for the learning process so the use of clear and no

threatening instructions are necessary to ease students' anxiety and promote their interest and perception towards correction.

5.2.3: It is recommended, for the institution, and for MEP to realize that change to virtuality can provide positive aspects such as enhancing students confidence at the time of learning a new language since they do not feel intimidated because the face to face interaction is remove from the equation so the levels of anxiety are reduced, as was already stated. Virtuality also provides a more personalized follow-up with the students.

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GLOSSARY

ANNEXES

Annex 1.

Transcriptions of the first oral activity

Transcription #1

S1: Hi goodmornig

S2: Hi

S1: May I (pronunciation) help you?

S: I want to travel to Bogota but this is my first time at airport (omission of article) and I don't understand how things are handled (pronunciation). Could you provide me which (with) information to travel to bogota?

S1: From here to Bogota, El Dorado International Airport, the flight costs three hundred forty-six dollars (pronunciation).

S2: How approximate will the trip last? (incorrect use of function) (pronunciation)

S1: The flight is from three to two hours long.

S2: Ok! And what time do the flights leave?

S1: There is one at 8am and another at 3 pm. Are you interested (pronunciation) in one?

S2: Sure! Is there for 8am? (incorrect use of function)

S1: You are in luck (pronunciation) there is only one seat left in the 8am flight

S2: Ohhh thanks! I will take it! What would my seat (pronunciation) be?

S1: You got seat 5 in row B, next to the window. You have to be two hours (pronunciation) before the flight.

S2: Do they give food in the flight?

S1: They give you food, but you have to buy it (pronunciation)

S2: Ok, I understand

S1: You need any more? (incorrect use of function)

S2: No, thanks

S1: Don't forget (mispronunciation) your ID and passport (mispronunciation)

because is (verb agreement) very important for travelling.

S2: Ohh thank you. Bye!

S1: Bye! Good luck

S1: Valeria

S2: Dayana

Transcription #2

S3: Hello, how are you?

S4: Fine thanks you, and you?

S3: Good! Thanks! Where are you from?

S4: I'm from **French (incorrect use of function)**

S3: Oh nice! What type of car do you need?

S4: I need a **car fast (word order)** because I need to go to a meeting and its almost time

S3: You came to the right place

S4: What models are **available? (pronunciation)**

S3: I have a Nissan 360, Ford Mustang, Chevy Camaro, Mercedes Benz 210,

S4: What **are price (subject-verb agreement)** of the Mustang?

S3: **Diez mil dollars (pronunciation)** for a day and **ochenta mil dollars (pronunciation)** for a week

S4: Its very expensive

S3: The **most cheapest (incorrect use of function)** are the Chevy Camaro **(subject-verb agreement)**

S4: And the price?

S3: **Cinco mil dollars (pronunciation)** for a day and **treinta mil (pronunciation)** dollars for a week

S4: **He has (incorrect use of function)** a life **insurance (pronunciation)?**

S3: Yeah!

S4: This car **are (subject-verb agreement)** beautiful! I need it for a week, I'll take it.

S3: Ok! Come with me to do the **paper homework (word use)**

S4: OK! Here is the **paper homework (word use)**

S3: Here is the key (pronunciation) for the car! Take care

S4: Bye!

S3: Wilson

S4: Freddy

Transcription #3

S5: Hello welcome to the flash car rental how can I help you?

S6: Hi, I need a car

S5: Ok miss! What features do you need in the car?

S6: I want to visit many beautiful countries in the mountain (intonation, word stress and pronunciation) I need a comfortable (pronunciation) and fast car

S5: Let me see I have a van for you this car has a price of \$20 per day and I have a Jeep, this car has a price \$10 for day.

S6: Ohh the Jeep car sounds good. I think that the jeep is faster than the van and I always drive a Jeep because we have this type of car in my country. I am already used to driving a jeep

S5: So you do rent the jeep (incorrect use of function). Are you interesting (verb tense) about knowing about INS insurance?

S6: Yeah sure!

S5: The insurance does not cover intentional damage, is a family member friend, damage cause by robe works (incorrect use of function), driving under the influence of alcohol (pronunciation) and it is at the price of eighty hundred dollars.

S6: Got it! Could you give me an advice of where to travel these days please?

S5: Of course! You could visit the Poas Volcano, Manuel Antonio National Park, you can go to the jade museum, and the beautiful beaches of Costa Rica

S6: Ohh thanks! There are more beautiful places and relax places.

S5: How many days do you need the car?

S6: I need the car for 10 days. And where should I leave the car, at the agency?

S5: No, in (incorrect use of function) the airport (pronunciation) please

S6: Ok, and how much money is it?

S5: Eighty dollars! Here is (subject-verb agreement) your keys and thank you
for coming to flash car rentals

S5: Catalina

S6: Maria Fernanda

Transcription #4

S7: Hey you! I been hearing amazing things about Guanacaste; I would like visit (omission of article) you if is okay with you!

S8: I would love to, I will send you the information by message, look there is a car rental in San José, catch (pronunciation) an uber from San Isidro to San José and catch the ferry (pronunciation) in the closer step.

S7: But I want to explore and know a little bit more about their culture (pronunciation), and also, I never boarded (pronunciation) a ferry how is it?

S8: You take the checkout closer to the hour (pronunciation) that you have, their is in the morning and afternoon, you will pay 810, for the car you will have to pay 17,200.

S7: Okay, in that case I take the money for the uber, car and ferry, and when I get to Guanacaste I call you and you meet me there, I you will be my personal Tourist guide, what can we do?

S8: Well there is a place located (pronunciation) in Tenorio, the place is Rain forest nature reserve is like a floated tour, with lazy bears (pronunciation), monkeys, and waterfalls.

S7: That sounds amazing, I never seen lazy bears and the only waterfall that I visited is in "La Paz"

S8: The hot springs in Eco adventure are the best

S7: I'm dying for a hot bath of natural water

S8: Also, horseback riding (pronunciation)

S7: I imagine how beautiful are the horses

S8: In "the diamond" we can do zipline

S7: What is the diamond?

S8: Is an ecological park

S7: I read about a surf camp; can we go?

S8: Of course, I would love to

S7: Hey, why you live here? So far from everything?

S8: Well, one of the reasons why I **decided (pronunciation)** to come here is because I wanted to experience what it feels like to be away from "normal **society (pronunciation)**" and to live in a place with a different air, where everything is **calmer (pronunciation)** and more **relaxed (pronunciation)**.

S7: I agree with you, city can drive people crazy, here is much quiet and you have everything you need

S8: I also wanted to know the beautiful vibe here, where people are **extremely (pronunciation)** humble and simple. Living here is impressive and wonderful, I love it.

S7: I know people is always like chilling, they have a vibe that makes you feel so calm and happy, but the weather is so hot I need sea or pool all day

S8: Thank you for coming to visit me! That is what you got, Guanacaste

S7: Thank you for receiving me, I love this place

S7: Aisha

S8: Mariangel

Transcription #5

S9: Good morning

S10: Good morning sir, welcome to the Selva Mar offices, how can I help you?

S9: Good morning, I am from Canada I want to go on a trip to Costa Rica with some friends and we want information, **schedules (pronunciation)**, transportation, etc. if only they were so **kind (pronunciation)**.

S10: Agree, our services include hotel reservations inside and outside of Costa Rica, car rental, as well as trips and vacations within the country, for all tastes and budgets.

S9: Very good, and some tour or **package (pronunciation)** to go to Manuel Antonio National Park?

S10: Look, at this moment we have a package with 15% discount (pronunciation), with accommodations included, transportation, breakfast and lunch, a tour of the park with a guide included.

S9: And besides going to Manuel Antonio Park, what other activities do you offer in the **package (pronunciation)**?

S10: As a group of **foreigners (pronunciation)**, the package includes a visit to Arenal Volcano National Park, a tour of San Jose province with lunch and transportation included, and a dolphin watching in the Manuel Antonio National Park.

S9: And what time would you leave the **hotel (pronunciation)**?

S10: Departure from the hotel at 8:00 in the morning.

S9: And the **price (pronunciation)** of all that would be?

S10: It will be \$610 per person with lodging in everything included.

S9: OK, I got it.

S10: On what days would they come?

S9: We arrive (pronunciation) in Costa Rica on September the 17th at night and we stayed for one week.

S10: Agree in which hotel would you stay? Our recommendations are Millenium Manuel Antonio or Manuel Antonio Park House, these two locations are near Manuel Antonio,

S9: The Millennium manual Antonio how is it, how far is it from the park?

S10: The Millennium manual Antonio overlooks the National Park and is located in Manuel Antonio, in the Puntarenas region (pronunciation), 20 meters from Manuel Antonio National Park and EL Manuel Antonio Park House is located in Manuel Antonio less than one kilometer from Espadilla beach an offers an outdoor swimming pool, free private parking and a shared lounge (pronunciation) and a garden.

S9: I am more interested in the Millennium manual Antonio since it has views of the National Park and is close to it.

S10: OK so you want to make a reservation?

S9: Right!

S10: Agree, you will be sent a bank account (pronunciation) where you will make your deposit (pronunciation) and on the day of arrival you will be picked up in a bus and brought to the hotel.

S9: Thank you, see you.

S10: See you later goodnight

S9: Fabian

S10: Jamila

Transcription #6

S11: Good morning, can I help you ... eh Oscar, is it you or am I **confusing** **(pronunciation)** you?

S12: Good morning man, yes, I am, can you tell me what time it is?

S11: Is it 5:34 at night, what do around here so late? Business trip? Visit someone? Or do you just have a vacation?

S12: I want to go visit some friends who live there and it **seems**

(pronunciation) like a good time, their parents are not at home these days, you know, so I wanted to know if I can get a flight (pronunciation) to Bogota Colombia

S11: Very well, I understand what you mean, so a flight for this week right?

S12: That It preferably (pronunciation) comes out around this week yes

S11: Ok there are 2 flights available this week, one takes off on Wednesday and the other takes off on Saturday, is it okay with those?

S12: Yes perfect, can you detail the characteristics of each one to choose the one that suits (pronunciation) me best?

S11: Clear without problems

S12: Thank you

S11: The first flight on Wednesday has a departure time at 6am and its arrival time in Bogota is at 10am, the flight number is 2239 and the door number is B67, there are tickets for first class seats with a price of 900 dollars and third class with one of 200 respectively

S12: I was thinking of choosing (pronunciation) second class tickets due to my current budget and because I find third class seats uncomfortable (pronunciation).

S11: You're in luck, Saturday's flight has a few spaces for second class

S12: Great to hear that, I'm going to choose that flight on Saturday

S11: Very good, it has a departure time at 7 am and an arrival time at 11 am, the flight number is 4851 and the door number is A92, second class seats cost 650 dollars and there are only 3 vacant spaces so you don't miss out, it's all, are you sure to take this flight?

S12: That's right, I made up my mind (Pronunciation), thank you very much, in the end if I can stay a few days

S11: It is a good season now in Colombia, it is warm and there are not many tourists, so you chose a good time to go

S12: What a **coincidence (Pronunciation)**, is that the parents went on a trip to Cancun and then the house is alone for like 2 weeks and they invite so it's a good plan I think

S11: And I am here serving people for hours until December but good for you

S12: Don't be **discouraged (Pronunciation)**, the next one I **invite (Pronunciation)**, it's not that bad **either (Pronunciation)**

S11: Well, I can accept that, but we were with the flight right?

S12: If it is true, sorry

S11: Returning to the main topic, finally let me see your respective documents

S12: Of course, here they are, everything in order and updated I think

S11: Ok ok just let me check a moment ... yes, very good, everything in order Oscar, I can give it back to you

S12: Thank you

S11: Are you going to pay in cash or by credit card?

S12: In cash, just give me a moment

S11: In cash eh? That's a lot of bills, they could have robbed you

S12: I keep them hidden (Pronunciation) so no problem

S11: My great-grandfather did that when he went to San José, it's not a bad idea

S12: Here are the 650 dollars that the second-class seat cost if I remember correctly

S11: Correct, everything in order, have a nice night and a few good days in Colombia, you're going to have to get up early

S12: Thank you, getting up early is the only bad thing about everything but it's

worth it

S11: Bye

S12: Bye

S11: Angelo

S12: Oscar

Annex 2.

Tally chart about the most common mistakes

Grammatical Errors		
	Tally	Frequency
Word order		
Omission of article		
Subject-Verb Agreement		
Pluralized adjectives		
Verb Tense		

Phonology Errors		
	Tally	Frequency
Pronunciation		
Intonation		
Word stress		
Sentence stress		
Syllable omission		

Semantic Errors		
	Tally	Frequency
Incorrect use of word collocation		
Incorrect use of function		

Annex 3.

Surveys made to the students

Computer Mobile

Survey 2 (Ingles Conversacional 9-3 A)

Hi Daniel De Jesus, when you submit this form, the owner will be able to see your name and email address.

1

Lyster and Ranta (1997:40) combined different types of error treatment or correction feedback with students' responses to that feedback, or 'learner uptake'. They described six main corrective 'moves': a move consisting of the teacher's action and reaction:

Explicit correction: it is used to indicate that the student's production was incorrect, with the teacher providing the correct form.

Recast/ Rephrase: the teacher implicitly reformulates the learner's wrong utterance except the error or gives the correct structure without openly referring to the learner's faulty utterance. Recasts include scaffolding help, i.e.: it is a way of backing the learner to attain a certain level of proficiency

and the corresponding autonomy, with the teacher gradually stepping aside. They are unobtrusive and do not interfere with the flow of communication.

Clarification request: phrases like 'Excuse me' or 'I don't understand' are used to show bewilderment on the part of the teacher because the message has not been understood and a repetition and/ or reformulation is required.

Metalinguistic clues: without providing the correct form, the teacher poses questions or makes comments related to the student's utterance, such as 'Do we say it like that?'

Elicitation: the teacher directly elicits the correct form from the students. Elicitation questions require more than a Yes/No answer, for example 'How do we say this in English?'

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

- Explicit correction
- Recast/ Rephrase
- Clarification request
- Metalinguistic clues
- Elicitation
- Repetition

Submit

Survey (Ingles Conversacional 9-3 A)

Hi Daniel De Jesus, when you submit this form, the owner will be able to see your name and email address.

1

Read and select.

At Self-Correction, in the face of correction the classroom dynamic shifts, how teacher (act) to student (act). Learners become active participants, experiencing an autonomous role in their learning process. Learners should have the necessary linguistic knowledge that would enable them to be conscious of their learning objectives and how to correct them. Teachers who support the suitability of this technique should facilitate their students with classroom opportunities to develop a meaningful effective learning process.

At Peer-Correction, the technique fosters learner independence, to student control and engage in their student involvement in the learning process. It may also raise learner's awareness of their strengths and weaknesses. Consequently, it changes the traditional teaching classroom solution from a teacher centered to a learner centered one, reducing learners' anxiety and increasing their confidence.

© 2016 Cambridge, it states the same as Peer Correction, the difference between both techniques lays in the number of students working together, peer correction implies work subgroups within the whole group.

- Self-Correction
- Peer Correction
- Group Correction

Submit