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MA TESOL Research Dissertation

**An Investigation of EFL Adult Learners' Perceptions of the
Effectiveness of Oral Error Correction Teaching Techniques of Oral
Grammatical Errors**

September 7th, 2015

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Acknowledgments

I am very thankful to Allah for His support and guidance. I would also like to take this opportunity to show my sincere gratitude to King Saud University and to the teachers, establishments and learners in the UK who allowed me into their classrooms and kindly shared their thoughts.

To my supervisor, Dr. Anna Sidorovitch who guided me throughout the project stages with remarkable comments and constructive feedback, I am indebted.

I extend my thanks to my mother, husband and my children: Muhannad and Aseel for their patience with my disappearance from home.

Abstract

This study sets out to investigate adult EFL learners' perceptions of the effectiveness of oral error correction teaching techniques of oral grammatical errors; namely Lyster's and Ranta's (1997) popular seven error correction techniques: recasts, prompts, explicit correction, metalinguistic cues, repetition, clarification request and elicitation.

The context of the study was learners of English as a foreign language of intermediate level in the UK. The data was collected in an English language school through classroom observations, learners' completion of questionnaires and interview questions. The findings are both quantitative and qualitative.

The main findings of the study were that learners valued error correction of all oral grammatical errors with a preference to immediate error correction. This study also explored the effectiveness of most error correction techniques.

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1.1 Introduction

Various studies have been conducted previously that aimed to investigate the effectiveness of error correction in L2 development (Krashen 1982). These studies have indicated an efficiency of error correction in certain classroom settings such as grammar, pronunciation and vocabulary. This study focussed on oral grammatical error correction in the context of classroom interaction.

1.2 Rationale of the study

As an EFL teacher, I have the opportunity to explore the perceptions of adult EFL learners of oral error correction teaching techniques since I also teach adult EFL learners in Saudi Arabia. However, I realise learners' perceptions are not the same, yet their perceptions of the most effective techniques should influence my future teaching. This should also give me the opportunity to reflect on this experience in my future career.

1.3 Aims of the study

The aim of the study is to have an insight of EFL learners' perceptions of oral error correction teaching techniques of oral grammatical errors. I have previously taught speaking skills to intermediate levels at a university in Saudi Arabia. From that time, I have realised the importance of knowing how to deal with learners' errors in the classroom. Investigations into learners' perceptions can help teachers tailor

their error correction techniques to learners' preferences. Barkhuizen (1998) emphasised the importance of knowing learners' views and found out that teachers were often surprised by learners' perceptions. He recommended that teachers need to understand learners' views to be able to implement new practices. Barkhuizen (1998 p.86) quoted Rudduc (1991) who refers to ignoring learners views as 'our blind spot'(p.30) ". The findings of research also indicate divergence between teachers' expectations and learners' perceptions (Oladejo 1993; Nunan 1988; McCargar 1993; Schulz 2001). Also, a number of educators believe if the students' perceptions of the effectiveness of the teaching techniques differ from teachers' expectations, the learning process may be impaired (McCargar 1993; Schulz 2001; Horwitz 1988).

1.4 Background to the Problem

This research study investigated the perceptions of adult EFL learners of oral error correction teaching techniques. Occurrence of error is part of the learning process of a language. It shows the part of language acquisition that has not been acquired yet (Corder 1967). Error correction is not only significant because of its practicality in the classroom but is also a controversial issue associated with "negative evidence" (Dekeyser 1993, p501). Learners' errors have been an issue that attracted various quarters such as teachers, linguistics and psychologists. "Error correction and the ESL/EFL classroom are inseparably married" (Oladejo 1993). However, grammatical accuracy in spoken language is different than written texts. Brown (2003) as cited in (Ting, Mahadhir and Chang 2010)

emphasised that colloquial English does not require the use of complete sentences.

Ting, Mahadhir and Chang (2010, p53) studied 126 oral interactions of a Malaysian tertiary institution that showed the most five common oral grammatical errors are: "preposition, question, article, plural form of nouns, subject verb-agreement and tense". Research findings indicated that learners expect teachers to correct them more than teachers believe they should do (Hendrickson 1978; Chun et al. 1982). However, some researchers believe correcting learners' errors sometimes lead to fossilisation (Walz 1982). As a result of these assumptions that teacher's error correction hinders rather than promote the learning process, the amount of teacher error correction is reduced (Horner 1988). However, the idea of error correction leading to fossilisation, has been challenged (Han 2000).

Lightbown and Spada (1999) argue that researchers and educators disputed that allowing too much autonomy will lead to early fossilisation of errors if they are not corrected. This lack of agreement leads to the importance of knowing the perceptions of learners of the most effective error correction techniques. However, Loewen et al (2009) argued learners' beliefs about learning has received less attention than teachers' beliefs. Teachers' attitude toward learners' errors of whether to correct or ignore can be best determined by learners' attitudes, the objective of the lesson and the learning context.

The effectiveness of error correction has been made strong by theorists who emphasised the strength of positive and negative evidence (Gas1997; Long2007). However, Krashen (1982) argues only positive evidence is effective. The effectiveness of error correction techniques can be made explicit by making learners' views of error correction techniques explicit. One inclusive study

on effectiveness of error correction was conducted by Lyster and Ranta (1997) which measured major spoken errors: lexical, phonological and grammatical. Six error correction techniques were presented and learners uptake strategies were identified.

I, on the other hand, set out my instruments to investigate learners' perceptions of oral error correction. When I decided my dissertation topic, it was somehow general. Having spoken to my tutor, we had narrowed my topic to investigating perceptions of EFL adult learners of oral classroom errors. I then suggested that a focus on grammatical errors would be an interesting factor to investigate and more engaging to me. My initial chosen sample for data collection was friends however, my tutor had suggested that following classroom observations, perceptions of the learners could also be collected as part of my data collection. Hence, I carried out a database of two classroom observations, 10 participants' views via questionnaires and 6 participants interviews about oral error correction techniques of oral grammatical errors.

1.5 Context of the Study

The subjects of this study are intermediate level EFL from a private language school in England. The majority of these learners aim to fulfil the language requirement before specialising at university. They are both female and male, between ages 18 to 50. I observed their reactions to the teacher's error correction techniques and then I gave them a questionnaire. Six participants were also interviewed to have their perceptions of error correction explicit. This paper uses 'errors' rather than mistakes as they are not differentiated as being systematic or merely mistakes. It also uses 'correction' rather than 'feedback'.

1.6 The Importance of the Study

The investigation on learners' beliefs about language learning was initiated first by Horwitz (1988) as cited in Ganjabi (2011). The importance of this investigation lies in the significance of knowing learners' perceptions of the instructional techniques of oral error correction of oral grammatical errors. According to Borg (2003) and Grotjahn (1991), learners' preferences can influence learning behaviours. Thus, an understanding of learners' perspectives may lead to effective teaching when combined with learners' perceptions of the effectiveness of error correction techniques (Basturkmen, Loewen and Ellis 2004). On the other hand, a misunderstanding of learners' interpretations and teachers' intentions may lead to negative effects on learning (Nunan 1988).

While the literature on teachers' reactions to students' errors is quite rich, the literature on students' perceptions is inconclusive. Knowing how learners of the English language perceive that language in a native speaking country will yield a better understanding of their learning experience. However, it is likely to bear in mind that learners do not hold the same perceptions of error correction techniques. Nevertheless, this study should contribute to learners' perceptions of error correction in general and fill some gap of in research studies in this field. There is inconsistency in the limited literature about the effectiveness of error correction in the second language classrooms (Dekeyser 1993). Oladejo (1993) investigated error correction techniques and recommended that teachers should be flexible with learners' demands.

My study should also add to the nearly absent oral error analysis of oral texts literature (Ting, Mahadhir and Chang 2010). However, in my study I did not focus on error analysis, but rather how teachers corrected errors, and then how learners

prefer to be corrected. The recommendations of this study may contribute to teachers' awareness and equip them with broader information of the effectiveness of oral correction techniques from the views of EFL learners. Mosbah (2007) stated teachers' awareness of oral error correction is not less effective than knowing how to teach.

1.7 Research Aims

The aim of the study is to investigate how adult EFL learners feel about the way teachers correct their oral grammatical errors and how learners value these techniques in terms of effectiveness.

1.8 Research Questions

1. Do EFL adult learners think their language errors should be corrected in class?

If yes, then what types of grammatical errors need to be corrected and when?

2. What oral techniques are used to correct learner's grammatical errors?

3. What are the learner's perceptions of the effectiveness of oral error correction techniques of grammatical errors used in class?

1.9 Methodology

My study took place in a language school in England. I observed two 90 minute classes covering intermediate grammar lessons. I coded all oral grammatical errors and the teacher's response to those errors. Then I invited 10 learners to

complete a questionnaire about oral error correction techniques and what they thought of those techniques. Next, 6 students took part in interviews where more in-depth questions were asked to discover their views on oral error correction. Classroom observations, interviews and questionnaires made this investigating study valid. Different types of data are triangulated here to generate different results (Mackey and Goo 2007).

1.10 Key Terminology

Error is the use of a linguistic item which fluent users of the language consider incomplete learning (Chun et al. 1982). "Error is an utterance, form, or structure that a particular language teacher deems unacceptable because of its inappropriate use or its absence in real-life discourse" (Hendrickson 1978). Error "reveals the learners' underlying competence" (Corder 1967).

Grammatical errors include misordering, omission, misinformation and addition. The most common grammatical errors are preposition, articles, subject-verb agreement, tense and plural forms of nouns.

EFL: A non-native learner studying the English language as a foreign language.

Error correction is a technique in which a teacher helps the learner to repair an erroneous utterance (Lyster and Ranta 1997).

Recast: A reformulation of a student utterance in an attempt to resolve a communication breakdown" Lyster and Ranta (1997) cited by (Lyster , Saito and Sato 2013).

Elicitation: is a form of prompts (Lyster and Saito 2010). A pausing error correction technique in which the teacher allows the learner to fill in the correct form (Lyster and Ranta 1997).

Clarification Request: is a form of prompts (Lyster and Saito 2010). A teacher implies the learner's utterance has an error and a request for repetition is indicated in the form of a question like 'excuse me' (Lyster and Ranta 1997).

Metalinguistic Cue: is a form of prompts (Lyster and Saito 2010). The teacher provides the learner with a comment or information that helps the learner reform a sentence without immediately providing the correct form (Lyster and Ranta 1997).

Explicit Correction: A response of the teacher which provides both positive and negative evidence to the learner, Bisett (2013) cites Ellis, et al. (2010).

Repetition: is a form of prompts (Lyster and Saito 2010). An adjusted intonation by which the teacher highlights an error through repeating it exactly as produced (Lyster and Ranta 1997).

Uptake: The response of the learner that comes after the teacher reaction to an error (Lyster and Ranta 1997).

Repair: is the corrected form of the learner's error (Lyster and Ranta 1997).

1. 11 Structure of the research dissertation

This dissertation contains six chapters and 14 appendices. This introductory chapter is followed by Chapter 2 which reviews some relevant literature review.

Chapter 3 starts with an introduction and then discusses research design instruments. It provides brief information on the study samples and then concludes with research ethics, validity and reliability. Chapter 4 presents the findings of the collected data in tables and charts with a brief discussion prioritising the data directly linked to the research questions. Chapter 5 compares and contrasts the findings to other relevant ones with more focus on issues discussed in the reviewed literature. Chapter 6 is a conclusion chapter with a brief discussion of the findings, limitations of the study, recommendations for future research and for TESOL practice.

1.12 Summary

- * The aim of the study is to investigate EFL learners' perceptions of oral error correction teaching techniques of oral grammatical errors.
- * The rationale of the study yields itself to the researcher's current job and previous experience.
- * The contexts of the study are adult EFL learners of a language school in the UK.
- * The study involved classroom observations, questionnaires and interviews.
- * Theorists emphasised the strength of positive and negative feedback (Gas 1997; Long 2007).

Chapter 2: Review of the Literature

2.1 A Historical Perspective

A number of approaches and teaching methods have influenced foreign and second language learning and teaching (Richards and Rodgers 1986). The audio lingual approach which came from behaviourism viewed making errors as sins. Brooks (1960) advocated this approach with no tolerance of errors and also believed errors like sins should be eradicated immediately. Skinner (1957) viewed learning a language as a habit of formation and that mother tongue interference influenced language learning. In other words, errors in foreign language learning were believed to be caused by the learner's first language. However, studies showed that most EFL errors are the same as those children exhibit when learning their first language. Additional studies showed that most errors were not caused by mother tongue interference (Richards 1974). On the other hand, Corder (1967) believed learners' errors were significant for the teacher to see which part of the language learning process was not mastered. Corder (1967, p103) referred to this language produced by the learners with errors as 'idiosyncratic dialect'. He then had an interest in analysing learners' errors and speculated that language teachers could interpret learners' intended meanings of erroneous sentences if they were familiar with their learners' first language (Hamid 2007). However, his view contradicted Richard's view (1974) of errors not being the result of mother tongue interference.

2.2 Error Analysis

Error analysis refers to the differences between how foreign learners speak the language and how adult native speakers of the language use the language (Richards 1974). It played a significant role in error correction development. It had three purposes: to prove that learners' errors were similar to native speakers' slips of the tongue and did not generate from mother tongue interference (Richards 1974); to classify errors into types (Burt and Kiparsky 1974); and to indicate errors' sources (Jain 1974).

Error analysis was, however, criticised by some researchers (Mosbah 2007). The lack of certainty about error causes and error types were some of the reservations concerning error analysis (Schachter and Celce-Murcia 1977).

2.3 Errors versus Mistakes

In general, error refers to mistake (COBUILD 1997). However, the two terms are not synonyms. In terms of linguistics, error is more complicated. Ellis (1994) refers to error as a deviation from the norms of the target language. According to Chun et al. (1982, p.538) error is an indication of the use of a linguistic item which fluent speakers of the language believe is "incomplete learning". Error also indicates that the student's interlanguage knowledge is faulty (Johnson 1988), whereas mistake indicates the learner has the knowledge but not the ability to obtain competence (Ellis 1985). For example, 'it rain' instead of 'it rains'. This can be referred to as a mistake rather than an error. Corder (1967) compared learner's mistakes to native speakers' slips of the tongue. He also distinguished between competence and

performance errors and referred errors to competence and mistakes to performance.

2.4 Error Types

Lyster and Ranta (1997, p46) categorised errors into three types: "phonological, lexical or grammatical". Chun et al (1982) discussed errors such as fact, discourse, vocabulary, syntax and omission that native speakers of English corrected when non-native speakers were learning English. Chaudron (1988, p144) identified 31 error types and believed error correction could be done in an "infinite variety of ways". Ting, Mahadhir and Chang (2010) conducted a study on grammatical errors in spoken English of university students to determine error types and grammatical accuracy during communication. A grammatical error is "one in which there is violation of a productive rule of language", for example the omission of an article (Henry and Roseberry 2007, p176). Hammerley (1991) identified errors into deep and surface errors. Surface errors do not require explanation when correcting them. On the other hand, deep errors require explanation of the errors and justifications of the correct form. Valdman(1975) cited in Shahin (2010) classified errors into global and local. Global errors are the ones that interfere with the comprehension of a conversation and thus require self-correction or an attempt of the teacher to correct the student. Local errors are linguistic errors that are not acceptable by the teacher but can be ignored sometimes to keep the flow of a conversation.

2.5 Error Correction

Error correction is one term used in second language acquisition to refer to providing feedback as a response to learners' errors. Other terms are error treatment, feedback, repair and negative evidence. In the present research, I use error correction to refer to any type of feedback that draws the attention of learners of an error occurrence. Error correction is a technique in which a teacher helps the learner to repair an erroneous utterance (Lyster and Ranta 1997). Feedback is a general term through which learners provide a reply according to their understanding of the message they perceive (Ellis 1994). Mackey and Goo (2007) found that error correction is very effective in facilitating L2 development.

2.6 Error Correction types

Error correction types are not only classified according to their implicitness and explicitness, but also according to Ranta and Lyster's (2007) differentiations. Some error correction types provide learners with reformulations such as recast and explicit correction. Prompts include signals to the learners to stimulate and generate self-correction and peer -correction. Lyster and Saito (2010) identified prompts into elicitation, metalinguistic clues, clarification request and repetition.

Lyster and Saito (2010) also found that some error correction techniques provide either positive or negative evidence and some others provide both. Language learners needed only positive evidence to acquire the language and negative evidence could block the language learning process (Krashen 1982). On the other

hand, Swain (1995) thought negative evidence was a learning requirement to gain language accuracy.

Repetition, clarification request, elicitation and metalinguistic cue require the learner to notice the correct form and make a link with the erroneous utterance (Lyster and Ranta 1997). Lyster (1998) found these error correction techniques that negotiate with form to be more effective than recasts and explicit correction. Erasm and Loewen (2010) believed all error correction techniques accompanied interaction activities made similar effects in target structure development. However, teachers should be aware of learners' aptitude, anxiety and learning styles to have insight of the learners' most suitable error correction techniques.

2.7 Recasts

Defined as "The teacher's reformulation of all or part of a student's utterance, minus the error" (Lyster and Ranta 1997, p46), recasts provide positive evidence and possibly negative evidence (Lyster and Saito 2010). Positive evidence provides the knowledge of what is possible in a language, on the other hand, negative evidence provides" the learner with the knowledge of what is NOT possible" (Lee 2010, p310). Nabie and Swain (2002) argued recast provides negative feedback when the learner is provided only with the knowledge of what s/he committed.

Long and Robinson cited by Lyster and Saito (2010) consider recasts to be often implicit, yet research indicates that they can be quite explicit depending on learners' linguistic levels (Sheen 2004). Recasts are the least technique leading to

uptake, yet it is the most popular error correction technique (Lyster and Ranta 1997). However according to Bisett (2013), recasts generated 76% of student uptake and recast was the second most effective technique in university ESL class. Also in community classes, recasts occurred more than any other error correction technique in the UK. In his findings, when the learner who committed the error did not notice the teacher's recasts, a neighbouring learner took notice of it and copied the recast. Then peer-correction resulted which opposed Lyster, Saito & Sato (2013, p.12) who claimed that only prompts led to "peer-repair".

In Katayama's (2007) study of Japanese students' perceptions of grammar error correction 81.5% favoured recasts. Sheen (2006) found that learners with positive attitude towards error correction learned more from metalinguistic cues than recasts. In Philip's (2003) study, learners did not realise recasts. This could be due to the provision of grammatical forms which are not part of the learner's interlanguage grammar. Thus, immediate repair is "questionable" in recasts (Braid, 2002 as cited in Ammar and Spada, 2006, p546). Also sometimes teachers do not provide learners' with enough time to reformulate the erroneous utterance. 'Error creating' is a term that refers to this behaviour (Allwright 1975). Ammar and Spada (2006); Mackey and Philip (1998) argued that recasts could work better with learners of high -proficiency level. Another argument about recast can be found in L&R's study (1997) as recasts proved to be less effective than other techniques because of its ambiguity. Salimi, Delju and Asadollahfam (2011) favoured recasts because it pushes learners' output. Lyster, Saito & Sato (2013) claimed that low rate uptake resulting from recasts is due to teachers' topic-continuation moves following recast which prevented learners from responding.

2.8 Prompts

Prompts include a variety of error correction techniques such as elicitation, metalinguistic clues, clarification requests and repetition. They provide negative evidence only. Ammar and Spada (2006) compared prompts to recasts and thought prompts worked better with learners of lower proficiency. In Lyster and Saito's study (2010), prompts proved to be more effective than other techniques. They also differentiated between prompts and recasts in the way they withhold correct forms to draw on learners' existing knowledge through clueing. This clueing characteristic makes prompts similar to instructional discourse (Mchoul 1999).

In Oladejo's study (1993), learners preferred prompts over other techniques. Lyster (2004) favoured prompts and cited Dekeyser's study (1993) to strengthen his argument that prompts increased learner's pedagogical awareness. Dornyei (2001) recommended prompts as the most effective technique that help learners enhance their language. Lyster, Saito & Sato (2013) stated prompts result in self-repair or peer-repair, whereas recasts and explicit error correction can only lead learners to repetition of correct forms.

2.9 Repetition

The teacher repeats the students' erroneous utterance with a rising intonation (Lyster and Ranta 1997). A questioning tone is used sometimes to get the attention of the learner.

2.10 Metalinguistic Cues

Metalinguistic correction includes comments, information or questions according to the learners' erroneous utterance without providing explicit correct form (Lyster and Ranta 1997). Metalinguistic cues provide negative evidence to the errors of the learners when they encourage the learner to correct their errors. In Ellis, Loewen & Erlam's study (2006) the metalinguistic information group outperformed the recast group on a delayed post-test for correct grammatical items. Faqeih and Marsden (2014) argued Krashen's claim (1982) that explicit correction of grammar would only benefit explicit knowledge. However, they are in line with Schmidts' () noticing hypothesis and found that metalinguistic information had a beneficial role in both implicit and explicit knowledge.

2.11 Clarification Request

The teacher asks the learner to clarify which should indicate there is an error which the learner should notice through questions for example, ('she saw what in

the bus'). It provides negative evidence (Lyster and Saito 2010). In Bisett (2013)'s study, 81% of the 52 clarification requests generated learner uptake.

2.12 Explicit Correction

Explicit correction is a response of the teacher that can be either positive or negative evidence (Ellis 2010 cited by Bisett 2013). It conveys both the error and the needed correction to treat the error (Lyster and Ranta 1997). For example, ('won not winned').

Ammar and Spada (2006) find explicit correction effective because it provides the learner with clear correction which can be easily noticed. Dekeyser (1993) believes adults accept explicit error correction and negative evidence to progress their L2 language acquisition. Explicit correction and metalinguistic cues are more effective than intensive recasts as it leads to immediate repair (Farrokhi and Chehrazad 2012). Norris and Ortega (2000) as cited by Ammar and Spada (2006) also recommend explicit types of error correction due to their effectiveness and clearness.

Mcdonough (2005, p449) believed that explicit correction worked well with low-proficiency learners and learners with short-term "working memory capacity" who could be unable to retrieve previous knowledge. This is in line with Bley-Vroman and Chaudron (1994) cited in Faqeih (2012) who suggested that accuracy is more expected when length is short because memory is crucially limited.

2.13 Delayed Written Error Correction

Gainer (1989) suggested a new error correction technique and discussed the deficiencies of other oral techniques that were usually provided in an oral medium. He thought many oral error correction techniques failed to locate errors explicitly to learners. Learners needed more time and when given the correct form learners needed to hear the teacher. They also needed to realise the teacher was eliciting an error correction. Thus the teacher could write the correct forms on the blackboard and should indicate errors to the learners which should guide the learners towards more accurate grammar (Gainer 1989).

Hunter (2011) cites Ellis (2009) who is in favour of written correction which results in learners' self-correction after they notice the erroneous forms. Hunter (2011) videotaped a class during an oral group performance and provided a written metalinguistic correction after class. This helped learners to notice the errors and encouraged them to self-correct. However, it could be argued that delayed error correction might send a wrong message to learners that they were correct and then they hardly recognise their errors and forget the structure of the erroneous utterance.

2.14 Significance of Learners' Perceptions

The literature on learners' perceptions towards error correction is limited compared to the one on teachers' attitudes to errors. Mosbah (2007) claimed learners are not passive recipients in the classroom. The quickness and

effectiveness of the aim of learning relies on the matching between learners' and teachers' expectations (Oladejo 1993). Major (1988) believed that the effectiveness of error correction techniques rely on learners' attitudes towards different types of error correction and whether to correct or to ignore. However, Katayama (2007) argued with Major (1988) that correcting errors with the technique learners prefer is sensible when in a session some learners prefer to know why an utterance is wrong.

Language teachers may try to correct oral errors in communication if learners complain when not corrected. However, learners who prioritize fluency over accuracy do not value correction of every single error (Horwitz 1988). Also, some researchers and educators believe if learners' perceptions are different from teachers' expectations, learning may be blocked (Green 1993). However, learners' attitudes are not easy to define and measure. Learners need to be honest and should tell the truth all the time (Mosbah 2007).

Culture and education backgrounds can influence learners' attitudes towards error correction (Faqeih 2012). Schachter (1991) conjectured that grammar instruction and grammar error correction is determined by factors such as learners' age and aptitude. Learners also tend to forget their attitudes towards classroom teaching techniques (Taflinger 1996). Besides, Mosbah claimed (2007, p.155) "Self-esteem, pride and self-image are involved". It could also be argued that learners' preferences are not necessarily the best for language acquisition (Truscott 1999). Ganjabi (2011, p.1303) argued "these problems should not discourage L2 teacher not to consider students' attitudes".

2.15 The Necessity of Oral Error Correction of Oral Grammatical Errors

It is hard to answer the above simple question (Lyster and Ranta 1997). The changing trends from traditional language teaching methods into communicative approach have influenced the attitudes towards error correction (Lee 1997). Grammar accuracy was emphasised and teachers corrected errors as soon as they occurred to avoid fossilisation (Richards and Rodgers 1986). Error correction is not now very much accepted by learners in communicative language teaching because it distracts fluency (Brumfit 1984). Rames (2002) believed that error correction during communicative tasks could discourage learners and break their confidence (cited by Spada and Lightbown (2008). However, Spada and Lightbown (1999) had an opposing view that ignoring errors could lead to early fossilisation.

In Schulz's study (1996) of eight different foreign language classes in the US, 90% of the learners preferred to be corrected and had a positive attitude towards error correction and grammar instruction. Eight groups of ESL and EFL learners at an American university had different attitudes toward grammar instruction and error correction in Loewen et al's study (2009). Arabic and Chinese speakers showed more interest in favour of error correction and grammar instruction, whereas 51% of Korean learners showed the strongest dislike of error correction and no attention to grammatical accuracy.

In a comprehensive review of research of error correction, Hendrickson (1978) made an attempt to answer this question if learners' errors need to be corrected or not. He thought that most of the answers to this question were speculative and non-empirical. Unfortunately, learners' preferences and attitudes towards error

correction and their choices of the most or least effective error correction techniques are "almost totally neglected" (Oladejo 1993, p73). It has been also suggested that the findings of research that has been done on learners' perceptions of error correction should not be a source for the teacher's choice of error correction techniques (Chaudron, 1987 as cited by Oladejo, 1993). Oladejo (1993) opposed this view and thought learners' needs should be catered to provide them with a positive attitude toward learning.

In Oladejo's study (1993), EFL university undergraduates in Singapore believed it was necessary to be corrected and the majority of them preferred to have a comprehensive and not a selective correction. They also disagreed that "grammatical errors should be overlooked in favour of errors that inhibit communication" (Oladejo 1993, p78). Also, learners showed grammatical errors should have high or some attention and grammatical errors ranked next in preference after errors related to organisation of ideas. Oladejo (1993) cited his student's study; Lim (1999) who did a similar investigation but on a different level of learning. She used a questionnaire similar to Oladejo's to investigate students' preferences to error correction and their perceptions of the nature of errors. Her participants consisted of 147 secondary school students in Singapore.

Grammatical errors also ranked first in their importance in regards to error correction but errors related to organisation of ideas ranked nearly the least of importance. This indicated that learners at a university level had totally opposing views with errors related to organization of ideas in particular. Oladejo (1993) believed that those different opinions of learners could be due to their different demands of learning at different levels. He also believed learners' preferences of error correction techniques changed with more exposure to language learning. In

both studies learners preferred their grammatical errors best be corrected by the teacher.

2.16 Previous Research

Saafan (2013) has made an investigation on learners' attitudes towards four types of oral error correction. The findings of her study showed that learners find teachers' correction to be supportive and positive. Prompts were the most preferred; recasts were fairly equal then followed by explicit correction combined with meta-linguistic feedback. The least preferred strategy was delayed written correction. She suggested that more research should be carried out in learners' perceptions of oral error correction. She claimed that during her literature research, she had been surprised with how limited research is on how learners perceive error correction.

Tomkova' (2013) has also made a study research about error correction in spoken practice. Her research is a mixture of teachers' and learners' perceptions. The findings of her research show that older learners preferred to be corrected while younger learners proved the opposite. However, the survey showed that 92% of the students had no problems with error correction. The findings showed boys to be more assured and less harmed than girls toward error correction. The participants preferred explicit error correction techniques. She claimed Krashen's (1982) argument of error correction's harm to learners is invalid.

Abu Bakar (2008) did an investigation into learners' perceptions of error correction of pronunciation errors according to their effectiveness and comprehensibility. He found that learners favoured direct techniques of error correction over semi direct techniques, followed by indirect ones. He most importantly found learners to be embarrassed to some techniques of error correction.

Encecay and Dollar (2011) explored EFL learners' beliefs of grammar instruction and error correction. Learners had a negative attitude toward grammar instruction but a positive one towards grammar error correction. They also valued communication activities over grammar instruction which is in line with Loewen et al's (2009) findings.

2.17 Debates in the Field

Shahin (2010) cited Leki (1992) who argued that teachers are required to correct all types of errors in oral practice. This view was derived from students' perceptions of error correction. However, students prioritised grammar errors to have higher attention than all errors and teachers too in Shahin's study focussed on grammatical errors with a 66% correction. Yet, Allwright and Bailey (1991) thought all errors should be accepted to keep the flow of communication. Also, Vigil and Oller (1976) argued correcting all errors could frustrate learners.

It would then be worth to performing further investigation on learners' perceptions of oral grammatical errors' correction and finding why learners think grammatical errors should be corrected. Shahin (2010) cited Fathman and Whalley (1990) who thought grammar error correction improved the content of students' feedback.

These believes that grammar error correction is significant contradicts Krashen's

(1982) who claimed that grammar error correction could impede language learning. Shahin (2010) cited George (1972) who suggested that ignoring learners' errors encouraged them to internalise the acquired language.

2.18 Summary

- * Error indicates the learner's interlanguage is faulty (Johnson 1988).
- * Mistake and error are not synonymous.
- * This study is not focussing on all three spoken error of L&R's (1977) typology but on oral classroom grammatical errors only.
- * As a platform, I am using one of Hendrickson's (1978) research questions but with a focus on grammatical errors.
- * I am investigating learners' perceptions of the effectiveness of L&R (1997) seven error correction techniques.

3.1 Introduction

This chapter aims to describe the methodological rationale of the study and its design. It briefly discusses the research questions, aim and pilot of the study. Then it sheds light on the participants and data collection's procedures, data's validity and reliability, and also sources that influences choices made for the data collection.

3.2 Research Questions

1. Do EFL adult learners think their language errors should be corrected in class?
If yes, then what types of grammatical errors need to be corrected and when?
2. What oral techniques are used to correct learner's grammatical errors?
3. What are the learner's perceptions of the effectiveness of oral error correction techniques of grammatical errors used in class?

The three research questions above have been formulated for the purpose of this study. The first question has been widely investigated in error correction research studies, but the focus here is on classroom oral grammatical errors. It focusses on the participants overall perceptions of oral grammatical errors. The first question finds out the attitudes of learners towards the types of grammatical errors that require high attention of teachers and need to be corrected. It also investigates when they need to be corrected.

The second question focusses on oral error correction techniques that teachers use to correct oral grammatical errors. To answer this question, three classroom observations preceded other used instruments: the questionnaire and the interviews. Observation refers to "a teacher or other observer closely watching a lesson to gain an understanding of some aspect of teaching or classroom interaction" (Richards and Farrell 2005, p85). The rationale of conducting observations is because error correction and the ESL/ EFL classroom are married (Oladejo 1993). The purpose of classroom observations was to generate empirical evidence through indicating the effectiveness of oral error correction techniques of oral grammatical errors. This should be made clear through the resulting uptake. However it is important to mention that this is not the focus of this study, therefore I incorporated questionnaires and interviews to measure the perceptions of learners.

The third question emphasises the effectiveness of oral error correction teaching techniques of oral grammatical methods. It attempts to have an insight of the learners' perceptions of the used techniques and finds out if learners have experienced different error correction techniques in the UK than their home countries. It also focusses on certain qualities such as embarrassment that some learners may experience with error correction. It also questions the effectiveness of these techniques from the perspective of learners.

3.3 Rationale of the Selection of Oral Error Correction Techniques

Through the reviewed literature: Allwright and Bailey 1991; Lightbown and Spada 1993; Shahin 2010; Bisett 2013 and Saafan 2013 they have all referred to Lyster and Ranta (1997) because of the comprehensiveness of their work of the seven error correction techniques. My investigation study focusses on EFL learners' perceptions of oral grammatical error correction techniques' effectiveness.

3.4 Quantitative and Qualitative Data Collection

One single method cannot "grasp all of the subtle variations in ongoing human experience" (Denzin and Lincoln 2003, p31). The whole world is not completely quantitative or qualitative but is "a mixed world" (Cohen, Manion and Morrison 2011, p22). A comprehensive mixed method approach verifies, legitimise findings and serves to have a better understanding of a phenomenon. A mixed method research can also offer valid evidence of the findings of the qualitative and quantitative components (Dornyei 2007). Qualitative research method explores perceptions and experiences via interviews. It should provide the researcher with in-depth insight of the participants where direct quotes are used to create more depth and to maintain "the flavour of the original data" (Cohen, Manion and Morrison 2011, p462). Quantitative research provides statistics through using large-scale survey methods such as questionnaires and structured interviews (Dawson 2009). Dornyei (2007) describes qualitative studies as more acute

compared to quantitative. However, quantitative data is coding of qualitative (o'Leary 2010).

The quantitative data included numerical data to calculate error types and the times learners corrected themselves. Also, the questionnaires should provide quantitative of the perceptions of learners of the effectiveness of these techniques. They should answer "how often", "who" and "how much" effective (Bouma 2000, p19). Interviews, on the other hand, elicited learners comments of 'how' and 'why' for richer interpretation of the data. Qualitative research is interested in people's personal views (Dornyei 2007). Similarly, Saafan (2013) and Bisett (2013) conducted investigations on error correction with a mixed method approach.

The purpose for the observations was to provide quantitative analysis to elicit the effectiveness of error correction techniques. Observational data can be effective for empirical research in the way the observer "directly" sees what happens rather than depending on what people say they do (Dornyei 2007, p185). To clarify error correction types with pedagogical implications, classroom observations should generate effective results of where authentic interaction occurs in the classroom between the teacher and the learners (Spada and Lightbown 2009). However, teachers' strategies will be observable, yet learners' perceptions may not show up which justifies employing mixed methods through which the researcher can have an insight into the learners' views.

3.5 Data Collection Instruments

A questionnaire was made to elicit the perceptions of the learners (Appendix 7). Questionnaires are popular because of their ability to present data in a systematic and disciplined way (Dornyei 2007). It was created online in Google forms, but was filled face-to-face in an English language institute in the UK. The rationale of using Google forms was to make the questionnaire look attractive. 10 questionnaires were filled after observing a class of intermediate and a class of lower intermediate level.

The construction of the questionnaire developed from the reviewed literature such as Katayama (2007) and Saafan (2013). In their questionnaires, they had similar statements and sometimes some statements were replaced by other more suitable statements for my research study. The standard Likert scale of (strongly agree- agree- etc.) is used because of the "several differently worded items focusing on the same target" of agreement and disagreement (Dornyei 2007, p103). The mid-point tendency 'neither agree nor disagree' is sometimes considered as overuse or misinterpretation of the respondents' views (Mujis 2004). Johns (2005) thought the omission of the mid-point tendency might affect the validity of the findings and encourage bias desires. This option is ethical to cater more freedom for participants if "they have no basis for choosing between agreement and disagreement" (Johns 2005, p237).

The questionnaire had eight parts. One part had demographic questions of personal information to develop a better understanding of the participants which

may contribute to make the study "more valid and convincing" (Dornyei 2007, p271). The other parts elicit their perceptions of oral error correction techniques. Open questionnaires may seem more informative but still time consuming for the respondents to take. Therefore, the questionnaire has closed format questions that required the respondents to choose a single answer of a list of options (McClellan and Wilson 1994). The order of the questions was studied carefully and every two related language skills came after each other to avoid overlapping content (Unknown 1998).

The reviewed literature showed that most error correction research studies used Lyster and Ranta's (1997) error correction techniques and developed a Classroom Observation Instrument (COI). This was categorised into techniques, types of grammatical errors and the resulting uptake. Statistics were used to address the second research question. This part of my research is a quantitative approach. This resulted from observing two classrooms and filling in a COI for analysis while observing. It was challenging as I chose not to film or record to manage to get the consent of the teachers.

Six interviews were conducted during the break after the observation of the classes. This research approach was chosen to address both the first and third questions, and it is entirely qualitative. Methodological triangulation was used to vary the sources through interpreting the resultant data questionnaires and interviews. The aim of the interviews was to elicit learners' perceptions and comments of the effectiveness of error correction teaching techniques. Interviews "put flesh on the bones of questionnaire responses" (Bell 2014, p145). A skilful interviewer can probe responses that a written response would conceal.

The analysis of interview data consisted of three phases; pre-coding (transcription of data, writing of analytic themes, development of highlighted coloured categories), coding (reduction of data, organising categories into the emerged themes and refining categories), and interpreting (data and drawing conclusions).

Thus, learners' perceptions were categorised in terms of the effectiveness of error correction. The use of deductive and inductive approach created categories.

Similarly, Fereday & Muir-Cochrane (2006) made a qualitative study based on deductive and inductive method. This is known as a 'piori', knowledge that proceeds from theoretical deduction rather than observation. A priori codes were initially developed as each transcript was read and themes emerged from the data. When the categories emerged, transcripts were read again and the codes were applied to the quotes relevantly and new codes were inductively applied where needed. The frequencies of the significant themes emerged quickly.

Dornyei (2007) pointed out the coding process is iterative. The overlap between some categories emerged, but subsequent re-readings of certain parts of the transcript allowed some areas to be linked and refined. Some of the participants' answers were repeated which allowed similar treatment. The following presents the categories, themes and sub-themes. (Appendices 12 & 13)

Categories - themes - sub-themes

Frequency and Importance of Error Correction of Oral Grammatical Errors

Importance of error correction: important. or I will do the same mistake.

All grammatical errors require correction All errors- No, every type

Immediate error correction: it should be at the same time.

Delayed error correction: not write

Views on the Effectiveness of Error Correction Techniques

Self-correction: I correct myself.

Prompts: make me understand the error

Recasts: Teacher should reformulate the sentence

Repetition: means there is an error

3.6 Selections and Samples of the Data

The English language institute chosen for the main source of my data collection had different levels of English language classes which not only made the teachers experienced in correcting learners' errors, but also made me choose the levels most suitable for my study. Absolute beginners may have found it hard to provide perceptions for error correction teaching techniques. Also, for the sake of classroom observation, advanced learners tend to make fewer errors compared to intermediate and lower intermediate level. The classes were fairly small with a range of 5 to 11 students which indicated teachers should be able to correct all errors. Classroom observations will help the researcher (me) evaluate the effectiveness of error correction techniques through learners' abilities to correct themselves. Teachers can measure the effectiveness of the teaching approaches through classroom observations.

Not only I was happy with the learners but also the teachers I observed knew my research topic and told me after class that they tended to make the learners speak more. Also one teacher told me s/he made a project about error correction and offered to email his/her paper.

The participants were a range of mixed sexes and different mother tongues including Arabs and Europeans. They ranged from extroverted to introverted and different levels: of self- confidence, shyness and motivation. I was happy this could generate a range of perceptions. Some Arab learners asked the researcher for translation of some statements of the questionnaire and the interview. This is due to the shared language between them and the researcher (me). Miller (2003) thought lack of fluency may result in less interaction. To increase interaction and promote answers, discourse features flow naturally and on purpose. Laughter and back-channelling tools were incorporated to oil the wheels of interviews. I observed two classes: intermediate and lower intermediate level. I approached 20 questionnaires but only 10 were completed by intermediate level learners and 6 intermediate level learners took part in the interview.

3.7 Designing

My choice for designing COI and interviews was influenced by Robson's suggestion (2002) that a flexible design had the advantage of accommodating unpredictable situations. This helped in drafting and piloting the research instruments when unexpected ideas or results emerged. The selection of a flexible approach design also broadened interpretation of data which resulted in valid and reliable findings (O'Leary 2011).

3.8 Piloting

Before designing the questionnaire, I familiarized myself with factors and theoretical assumptions behind designing a questionnaire for research. The aim of this stage is to understand and evaluate the process of designing a structured questionnaire after taking into account factors such as the research questions and the level of participants, piloting the research using the questionnaire designed, validating and correlating the data, and, if needed, redesigning the questionnaire to bridge the gaps found at the stage of piloting and increase the effectiveness of the design. Piloting is crucially significant to strengthen validity and reliability (Dornyei, 2007; Oppenheim, 1992). I followed Mujis' advice (2004) not to exceed four pages. I was careful of the temptation of presenting a mass of thoughts (Dornyei and Taguchi 2009). As a starting point, the questionnaire was drafted in a Microsoft Word document and shared with some colleagues. The questionnaire was completed to measure time and to test if the data is analysable. Through piloting, the drafting of the questionnaires led to stages (appendix 6). Piloting feedback given by five colleagues studying for masters or doctorate levels in TESOL and linguistics resulted in a "jargon-free" language (Bell 2014, p131). I was advised to simplify the language to make it understandable for the respondents. I made sure all statements were clear and still when passing the questionnaires I emphasised that I was there to offer help when needed. I suggested to the learners to think loud when they were taking the questionnaire

(Galasinski and Kozłowska, 2013; Brace, 2013) .Also, before passing the questionnaire to the respondents, I pursued members of my family as a similar sample population to my sample participants (Bell 2014).

Also, to measure the learners perceptions, learners were to choose from (agree, partially agree) the common Likert Scale was recommended. The use of the Likert scale made the questionnaire more presentable and time efficient. Influenced by the views of (Dornyei and Taguchi 2009), filling a questionnaire should not exceed twenty to thirty minutes. Also for part six, I only asked learners to put a tick if they have experienced some error correction techniques but then I was advised I could categorise this into: the UK, home country and neither. For the last part I asked learners to arrange from most effective to least effective without having the numbers, but I was advised if I had the numbers on top it should be less ambiguous. In part five, I showed an "increasing understanding of the problem" (Creswell 1998, p19). This is because I was too, a language learner who sometimes experienced embarrassment and lack of confidence during error correction.

Piloting the CIO developed it into an easier tool for coding classroom errors (appendices 8&9). The categorisation of grammatical errors into eight types came after piloting. Also, for error correction techniques a column named (other) was added which was coded when the teacher used other techniques than the ones specified. The page layout was changed from Portrait to Landscape.

By piloting the interview questions, 'why' was added to some questions to understand the learners' perceptions and to yield a richer data (appendices 10&11). Leading questions yielded expressive views. Bell (2014, p.131) stated

"Well-structured questions will not present so many problems at the analysis stage".

3.9 Validity and Reliability

Classroom observations are vulnerable to a changed behaviour as a result of teachers' awareness of the investigation. Therefore, I aimed not to emphasise my research topic, however the consent form of SHU's ethics requirements made my research investigation apparent. To make my observation measurement more valid, I chose to sit in the seat of the absent student to make my presence less intrusive.

Reliability of the content results from the observer's consistency in categorising the data in a consistent way. For example, Lyster and Ranta (1997) coded multiple errors in sequence, whereas I coded each error individually. However, sometimes coding was challenging as error correction techniques overlap and distinguishing them while observing was challenging. This proved I (the researcher) could have made some errors in coding the techniques. The small number of classroom observations could lead to invalid, inclusive or flawed results (Rasinger 2008). Yet the time frame made my decisions more realistic, besides my study was an investigation of the learners' perceptions which justified this should not lead to invalidity.

The principles of validity and reliability are important factors for the success of a research project. Respondents' perspectives should be valid and it is the researcher's role to unlock them (Cohen, Manion and Morrison 2011).

Transparency refers to accuracy in the conduction of a process (o'Leary 2010).

Quantitative data that results from questionnaires is less threatened by invalidity as every participant fills the questionnaire, but the results of qualitative data are more vulnerable. Invalidity and reliability were minimised through appending evidence of what was done (Yin 2009). Interviews were recorded, but classroom observations were not. Most importantly in both instruments anonymity was emphasised to encourage participants to act informants (Burns 2000), and also to strengthen the validity of the data (Cohen, Manion and Morrison 2011). It was purposive that two different teachers were observed to maximise the triangulation of the data. Also the interviewees come from different countries and of the two genders which should "provide rich and varied insights into the phenomenon under investigation" (Dornyei 2007, p126).

A research conducted by individual researcher can easily result in bias especially if the researcher has a strong view about a topic. It is therefore important to be careful of using inappropriate language that influences the strength of feelings (Bell 2014).

3.10 Methodological Limitations

Questionnaires are effective but scale items are limited. Participants' responses may not be honest (Cohen, Manion and Morrison 2011). Also, although the statements were simple but could be also ambiguous due to the linguistic level of participants, yet they were always reminded clarification could be offered when needed.

Categorisation of errors was a challenge. Inconsistency and errors in categorisation could harm internal validity without an additional rater (Cohen, Manion and Morrison 2011). Yet Chandler (2003, 276) believes having one person categorising errors increases the levels of inter-rater reliability of error categorisation.

The analysis of the interviews allowed consistency due to the nature of the research being only done by one researcher (me) which only allowed single perspective rather than a variety of themes.

3.11 Ethics

To conduct a SHU research, SHU guide to policies and procedures were carefully considered (Sheffield Hallam University Research Ethics Committee: Research Ethics Policy 2012). To achieve research ethics, a guarantee of anonymity to keep confidentiality, the option to withdraw with no penalty, an offer to receive a copy of the results and the researcher's contact details were ensured to ease the participants' concerns. These principles respected participants and were meant to avoid harming them (Brinkmann and Kvale 2015). Emphasis on anonymity increases the participants' honesty of expressing their views. They also protect the researcher from any later accusation (Bell 2014; Dornyei 2007).

I passed the questionnaires face-to-face but still provided written statements of the nature of my topic, their rights and my responsibilities to obtain the recipients' official approval (appendix 3). The consent letter of the questionnaire had a statement that asks the participant's approval to take part in an interview (appendix4). This should tell the interviewees what the interview is about. I had

also their approval of the audio recording and made it clear it will be destroyed later on. The recordings were stored in a smart phone with a password protection and were destroyed after transcribing and only physical copies had been saved.

Also, a letter of information for the administration of the institute (appendix1) and the teacher (appendix 2) were sent before the observation. A consent letter was given for the teachers before observation (appendix 5). The consent letter explained the purpose of the study and guaranteed anonymity. Videotaping and recording were avoided to be less obtrusive as possible.

3.12 Summary

- * Classroom observations indicated the effectiveness of oral error correction Techniques. Questionnaires and interviews were incorporated to measure the perceptions of learners.

- * A mixed method approach of qualitative and quantitative was used to verify findings.

- * 2 classroom observations, 10 questionnaires and 6 interview questions were conducted for the purpose of this study.

4.1 Introduction

This chapter presents the results of the current investigation with an outline of learners' perceptions of oral error correction techniques of oral grammatical errors. The results obtained from the quantifiable analysis of the learners' classroom grammatical errors, teachers' patterns of error correction and learners' perceptions of the effectiveness of oral error correction techniques will be presented initially. This is followed by the qualitative analysis of the learners' perceptions via transcriptions of interviews. Then learners' grammatical errors and teachers' error correction techniques of observation data are presented in tables.

4.2 Review of methodology

The findings of the research tools generated the research questions' answers. To present the resulted data, I used Microsoft Excel and Microsoft Word. The data of the questionnaires and observation is presented quantitatively in texts, tables, charts and pie charts. The interview questions' data is presented qualitatively.

4.3 Immediate Error Correction of Oral Grammatical Errors

4.3.1 The Necessity of Oral Error Correction of Oral Grammatical Errors be what error types needed to be corrected

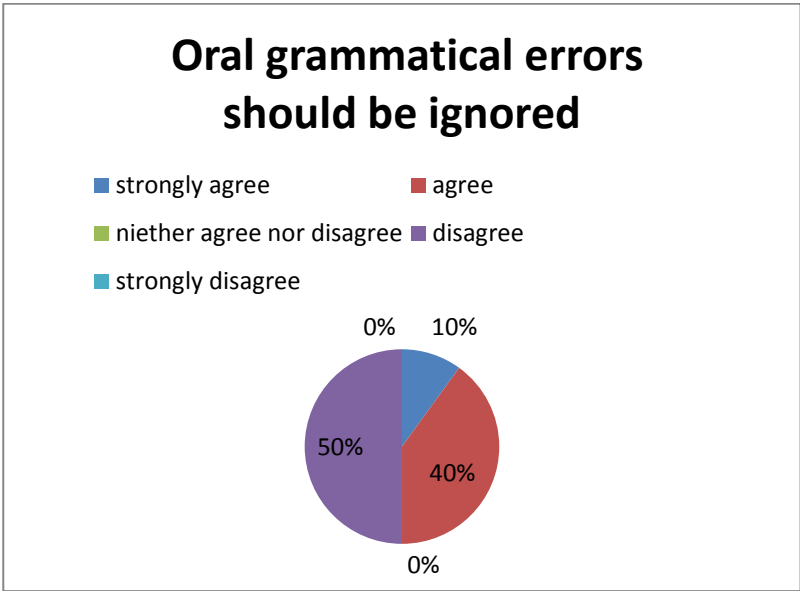


Figure 1: The Necessity of Oral Error Correction of Oral Grammatical Errors

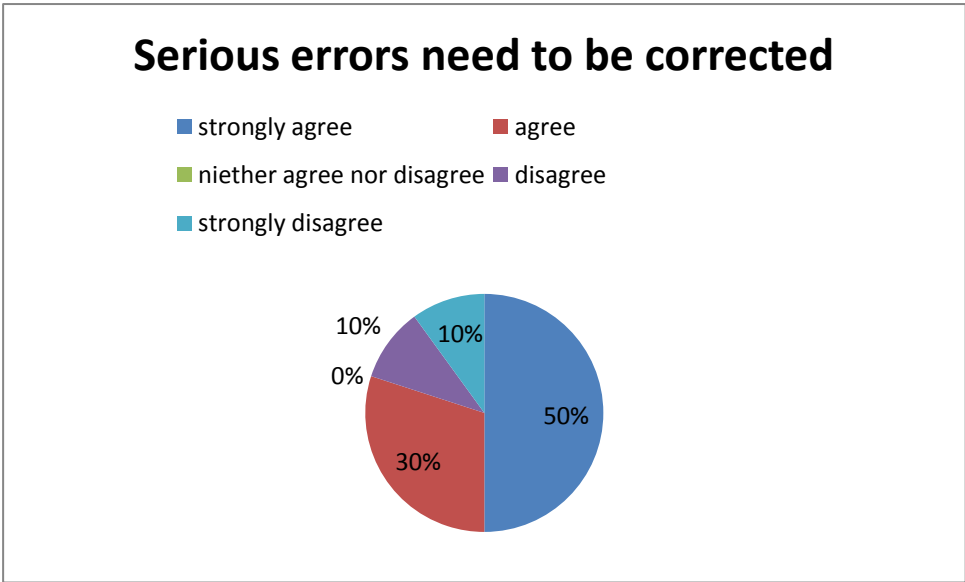


Figure 2: Serious errors

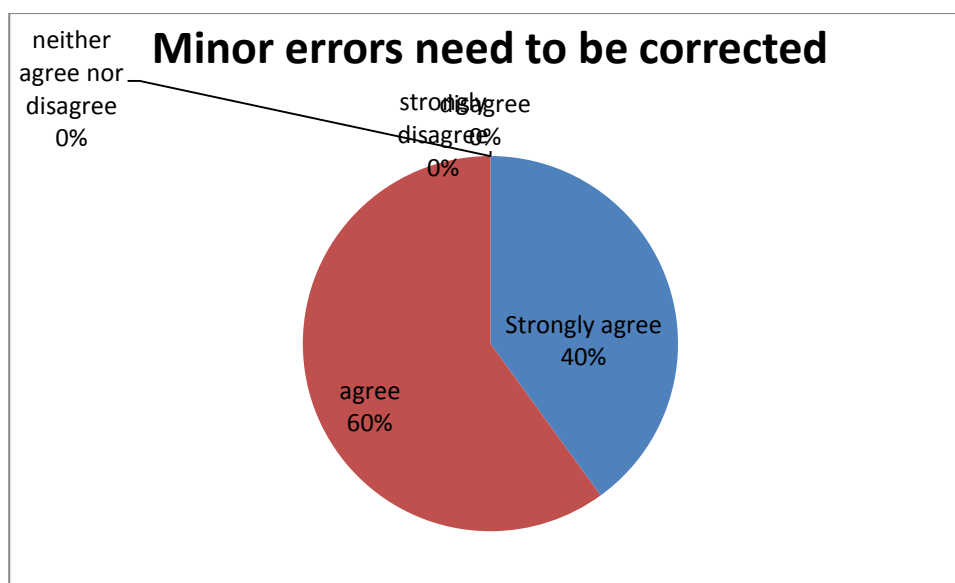


Figure 3: Minor errors

code
want their errors to be corrected
types of errors require correction
immediate error correction
delayed written correction
prompts
self-correction
Recasts
Repetition

Table 1 Interviews' coding (see appendix 12)

The questionnaires' data showed the majority of learners disagreed to allow grammatical errors to occur without correction. However, we can notice opposing opinions as 40 % *(4) of learners agreed to the statement. 50% (5) strongly agree to serious errors should be corrected compared to 60% (6) who agree for also minor errors to be corrected. In interview questions, learners believed the teacher should correct their errors to improve their language. S6 said "*that is why I am in the classroom, otherwise I will make the same mistake*". S4 said that "*that's how I learn, I learn from my mistakes*". All learners preferred that all their errors be corrected and S6 said that "*the teacher should prioritise and start with the most serious errors, but all errors need to be corrected*".

4.4 Learners' feelings on error correction

The following chart presents the number of learners who thought error correction causes embarrassment, distraction or slow in production or does not lead to lack of confidence. 4 learners sometimes and other 4 rarely feel embarrassed when the teacher corrected their errors. 2 learners often felt distracted or were often slow in producing a sentence.

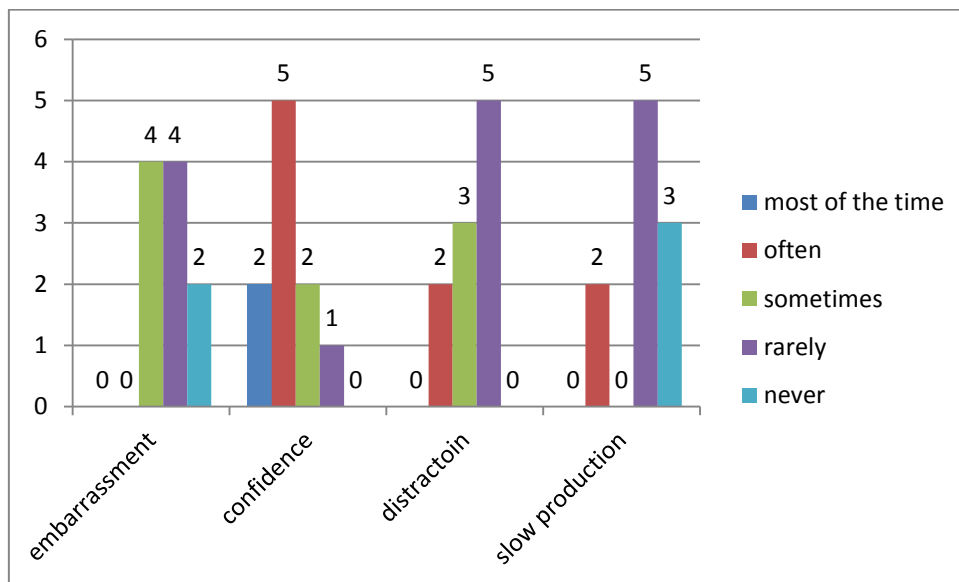


Figure 4: learners' thoughts toward error correction

* (-): the number after the percentage's findings indicate the total number out of 10 learners

4.5 When should the teacher correct an error?

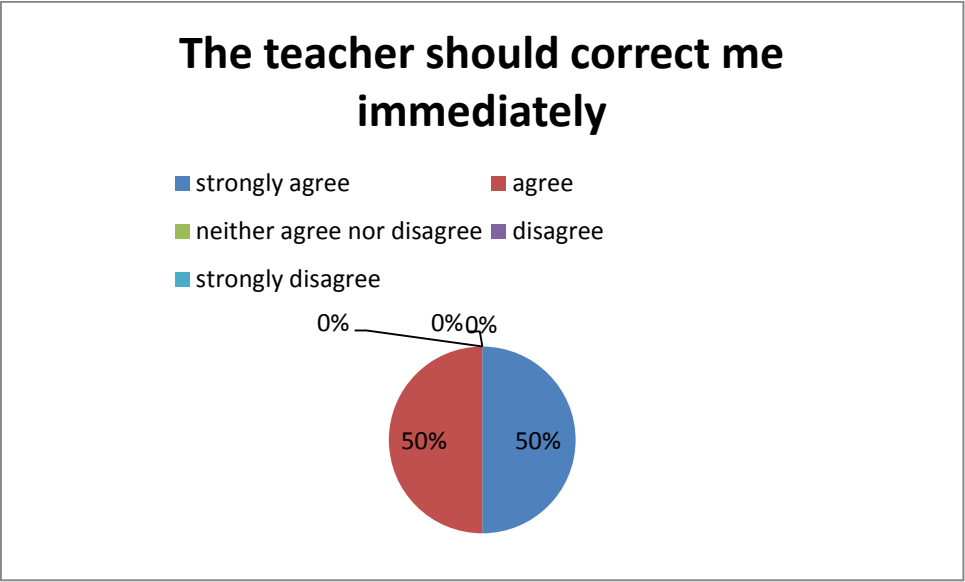


Figure 5: Immediate error correction

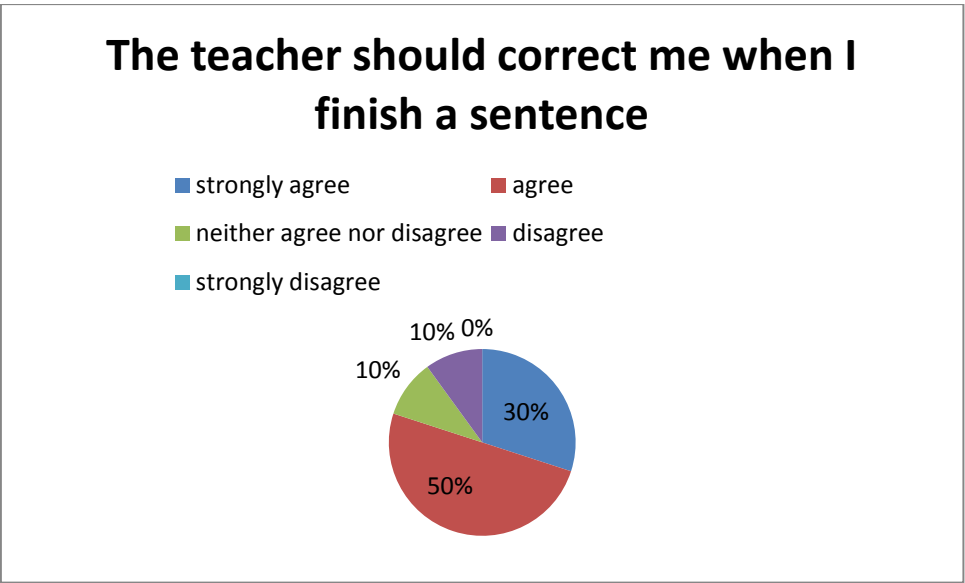


Figure 6: Error correction at a learner's completion of a sentence



Figure 7: Error Correction at the end of a learner's talk

Learners' preferences to immediate error correction are highly noticed as no learner disagreed. 50% (5) strongly agreed and 50% (5) agreed to immediate error correction. However their perceptions became clear when looking at the more detailed statements as 50% (5) disagreed to the teacher correcting them after they finished their talk. In interview questions, a learner said "**all errors; as soon as they occur**".

4.6 Written Error Correction of Grammatical Oral Errors

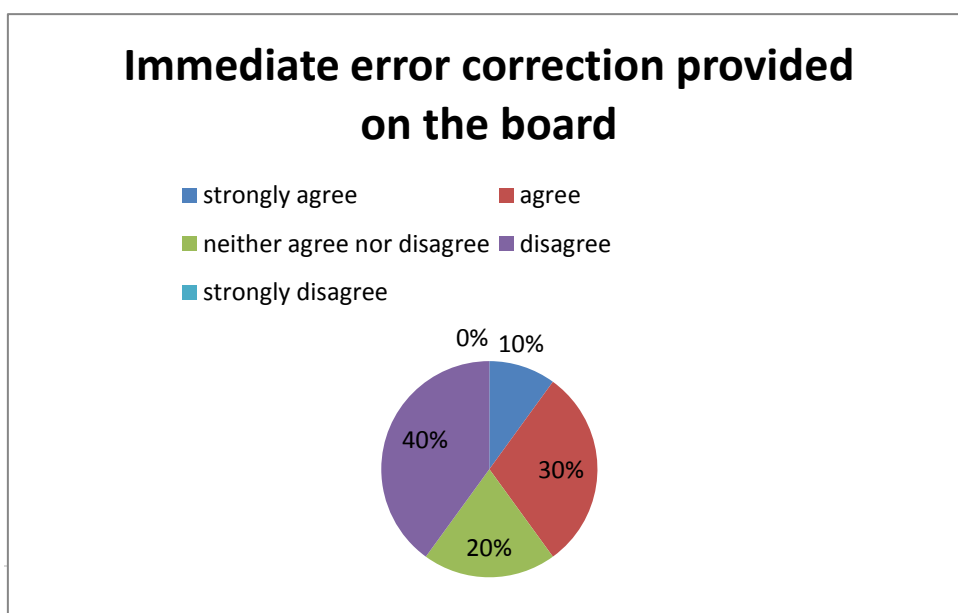


Figure 8: Immediate Error correction on the board

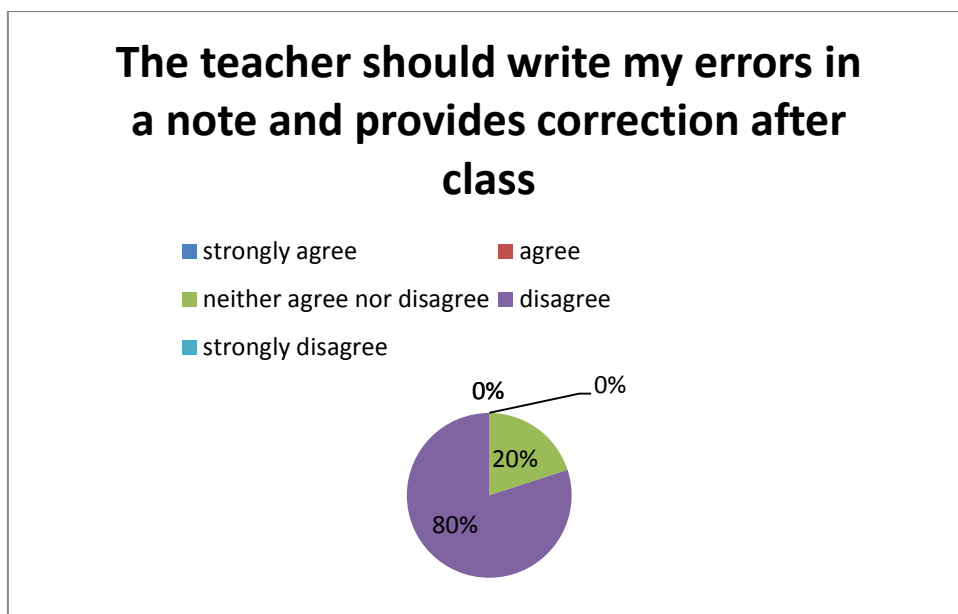


Figure 9: Writing errors in a note and provision of error correction after class

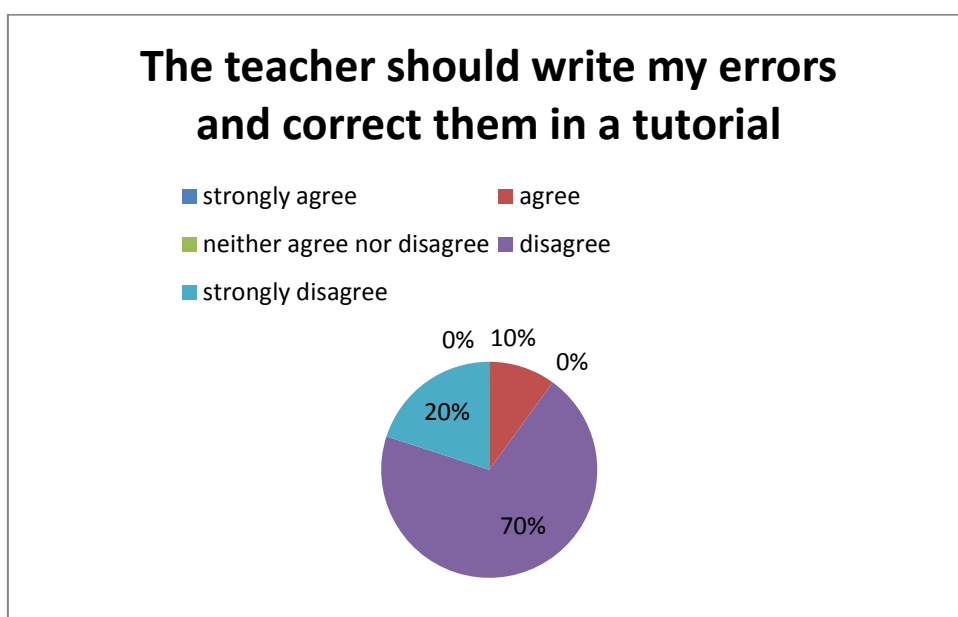


Figure 10: learners' perceptions on delayed error correction

70% (7) of learners disagreed to delayed written feedback. It is the least favoured error correction technique. 80% (8) of learners disagreed to the teacher writing their errors on a note to provide the correction later. Immediate written feedback

was used five times in two classroom observations. It proved to be effective to clarify the correct form and learners repaired their errors. In interviews, some learners favoured immediate oral error correction. S3 thought delayed written error correction given in a note after class to be *"very effective and a high thing to do, but they don't do it. There are lots of errors, not reasonable"*. S3 thought teacher's time does not often allow a delayed written error correction.

4.7 Learners' Experiences to Error Correction Techniques

Chart 2 presents learners' experiences of explicit correction, recasts, prompts and peer-correction. It shows explicit correction and recasts are the most common error correction techniques that learners experienced in both the UK and their home countries. Home country's columns are equal for all error correction techniques. One learner is not familiar to prompts anywhere.

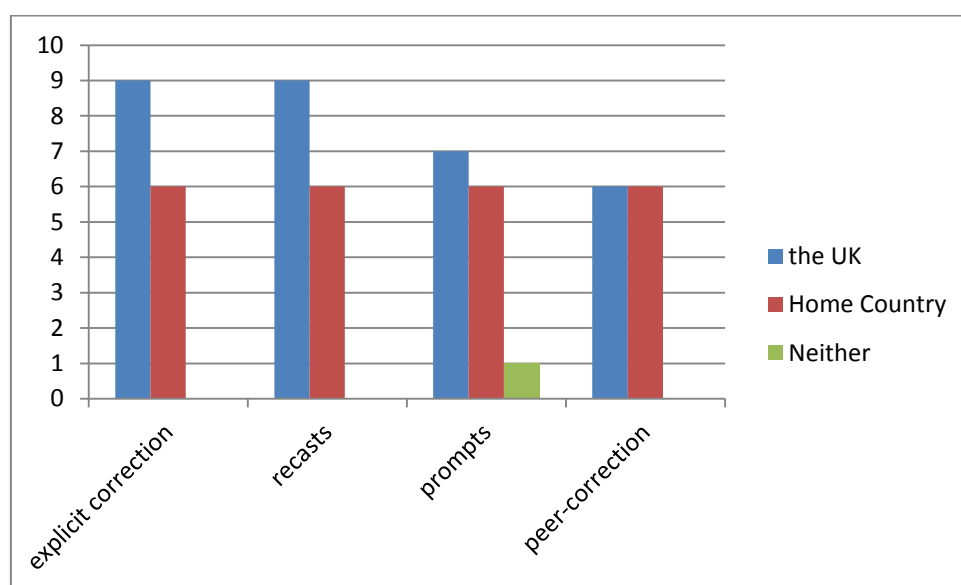


Figure 11: learners' experiences to error correction techniques

4.8 Classroom Oral error correction techniques.

If we look at the COI table (appendix9), we notice that learners were able to uptake with every error correction technique. This could be due to the teacher's

elicitation and insistence that learners repair their errors. Also, the number of learners was small. The following table presents the number of errors and learners' repair. (n) in the table refers to the number of errors.

Error correction techniques	Learners' uptake
recasts = n:1	1
explicit correction= n:2	2
clarification= n:3	3
elicitation= n:4	4
repetition= n:3	3
written error correction= n:3	3

Table 2 (teacher 2): lower intermediate learners' uptake and number of error correction techniques' attempts

Error correction techniques	learners' uptake
recasts= n:5	5
clarification= n:2	2
metalinguistic cue= n:1	1
explicit correction= n:2	2
repetition= n:5	5
written error correction= n:2	2

Table 3 (teacher2): Intermediate learners' uptake and number of error correction techniques' attempts

In the above tables, we notice that recasts were used more with intermediate than lower intermediate. Teachers use appropriate techniques that work best with the

proficiency level of their learners. Also, written error correction is used more in lower intermediate to reinforce other oral error correction techniques. Teacher 2 did not ignore any error, whereas teacher 1 ignored 3 errors. It could be due to the level or/and the focussed skill of the class. Teacher 2 was revising a specific grammar rule therefore did not allow grammatical errors to occur without correction.

4.9 Learners Perceptions of the Effectiveness of Oral Error Correction Techniques

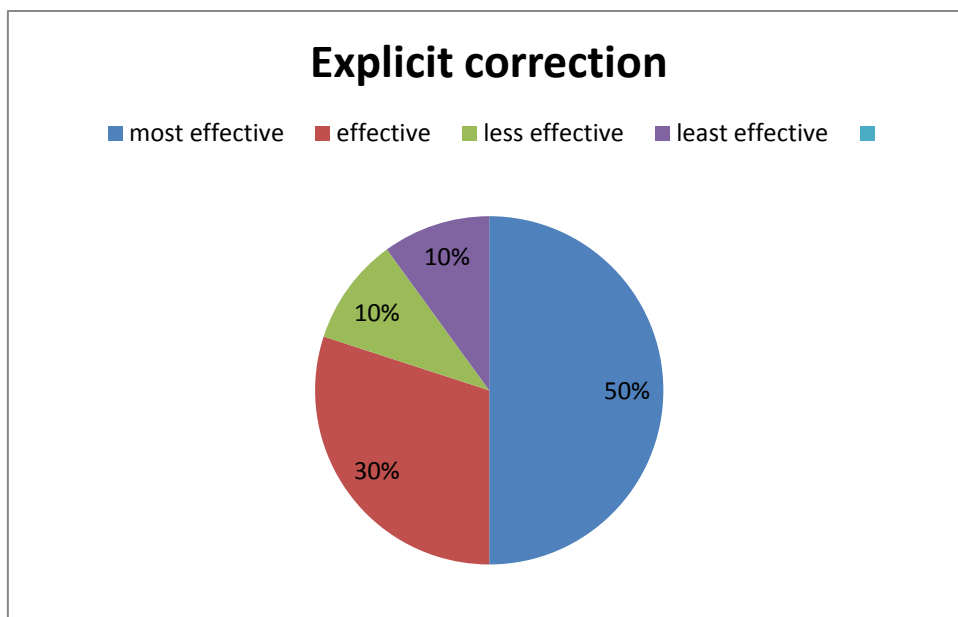


Figure 12: Explicit Correction's Effectiveness

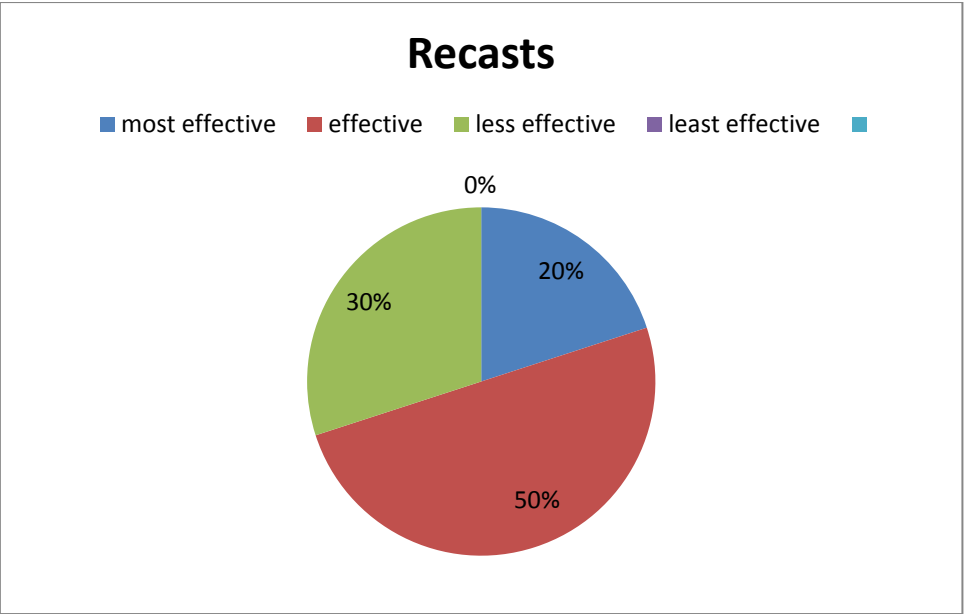


Figure 13: Recasts' Effectiveness

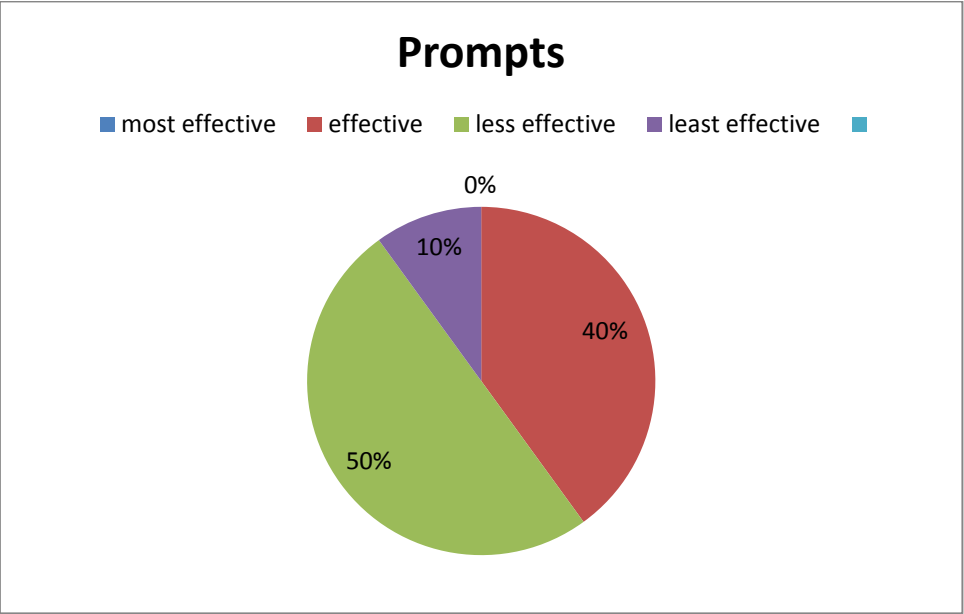


Figure 14: Prompts' Effectiveness

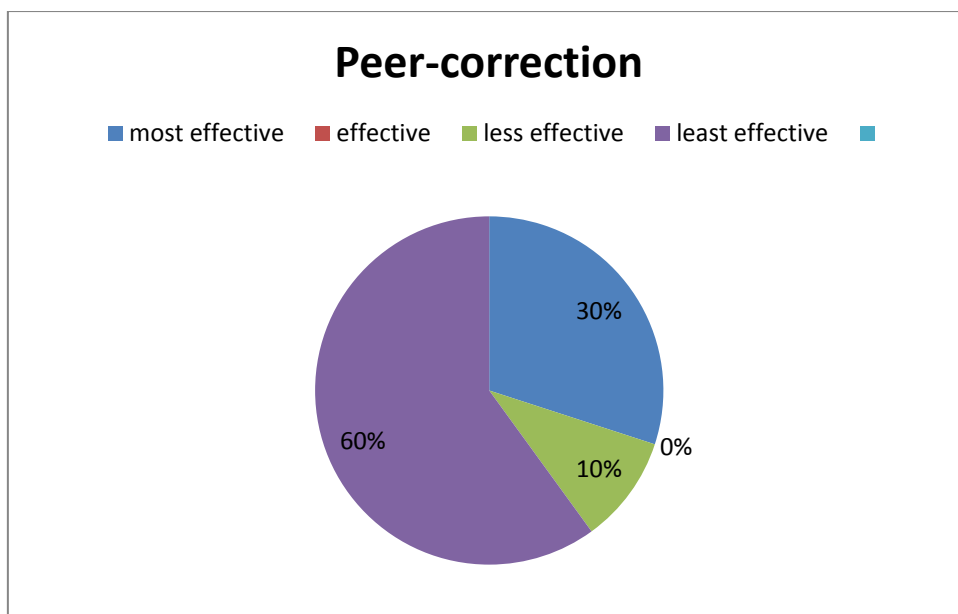


Figure 15: Peer-correction's Effectiveness

The figures above indicate that 50% (5) of learners found explicit error correction the most effective technique, whereas 60% (6) of learners found peer-correction the least effective technique. 50% (5) of learners thought recasts were effective and 50% (5) of learners thought prompts were less effective. No learner found recasts least effective, on the other hand, no learner thought prompts was most effective.

4.10 Prompts

		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1	The teacher should give me a clue to help me correct myself.	3	5	1	1	0
2	I find it difficult to correct myself even when the teacher signals my errors.	0	1	1	6	2
3	I am confident I can repeat my sentence and mend the error if the teacher implies a	2	5	2	1	0

	repetition is required.					
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Table 4: Prompts

The above table indicates that prompts are effective as 50% (5) learners were in favour of the technique and 60% (6) learners found prompts explicit. 50% learners were confident they could repeat the erroneous sentence if the teacher implies a correction is needed. In interview questions, all learners thought they realised when the teacher asked them to repeat their sentences that they made an error. All participants thought when the teacher gave a clue they could correct themselves. However, S4 said "*it depends on the level of the learner*" and S6 thought he could correct "*70% of the errors*" when given a clue.

4.11 Recasts

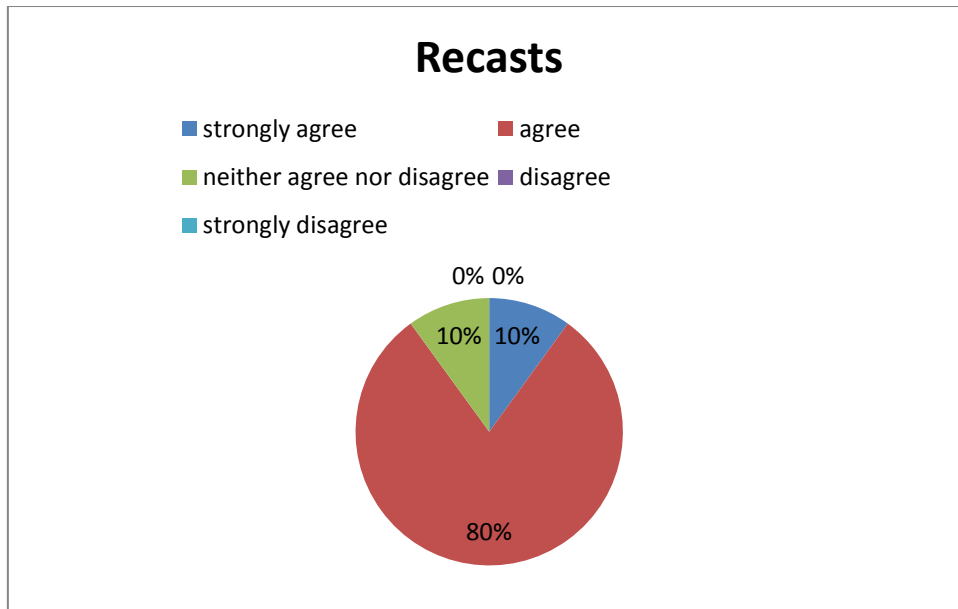


Figure 16: Recasts

		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
	My teacher should repeat my sentence in the right form.	3	5	2	0	0

Table 5: Recasts

80% (8) of learners agreed that they notice their errors when the teachers reformulated their sentences. In classroom observation, learners repaired their errors with recasts. In interviews, all learners believed they can reformulate when the teacher repeat their sentences with the correct from. S4 said that "*teacher should reformulate the sentence, focus on my error and see which rule I did not follow*". The majority of learners realised they "*have done something wrong*" when a teacher asked them to repeat an utterance.

4.12 Learners' thoughts on Self and Peer-correction

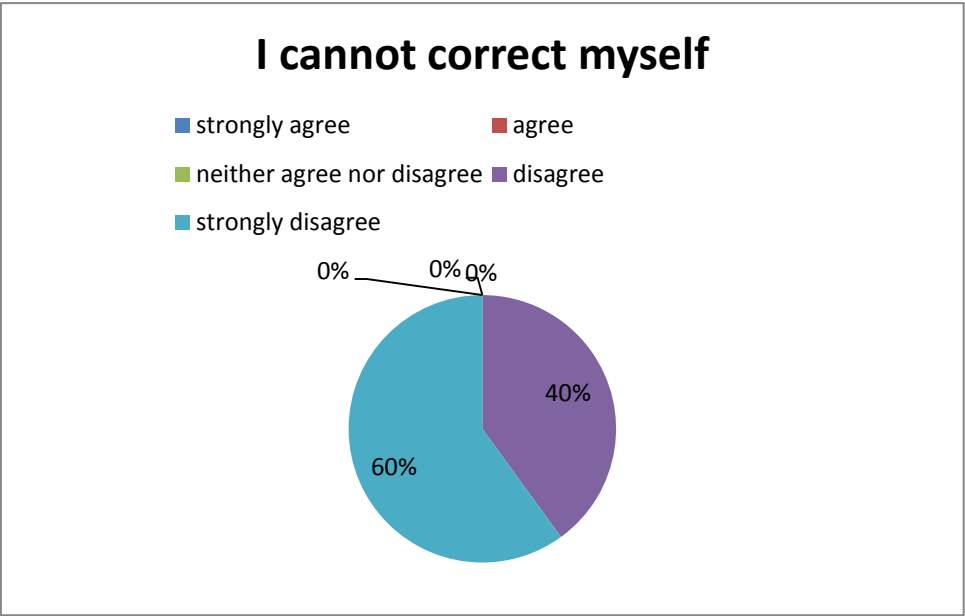


Figure 17: self-correction

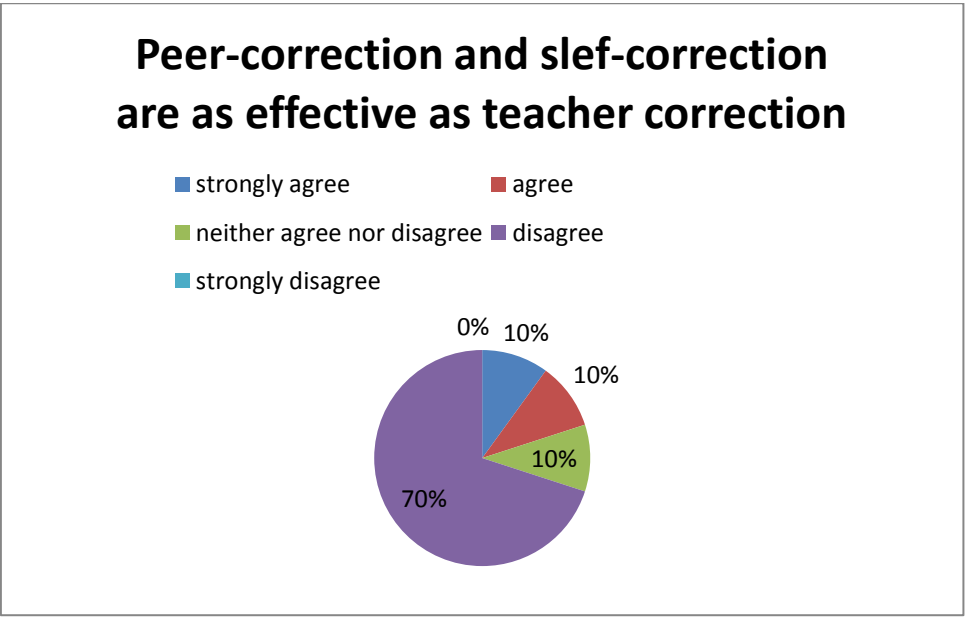


Figure 18: Peer & Self Correction's Effectiveness

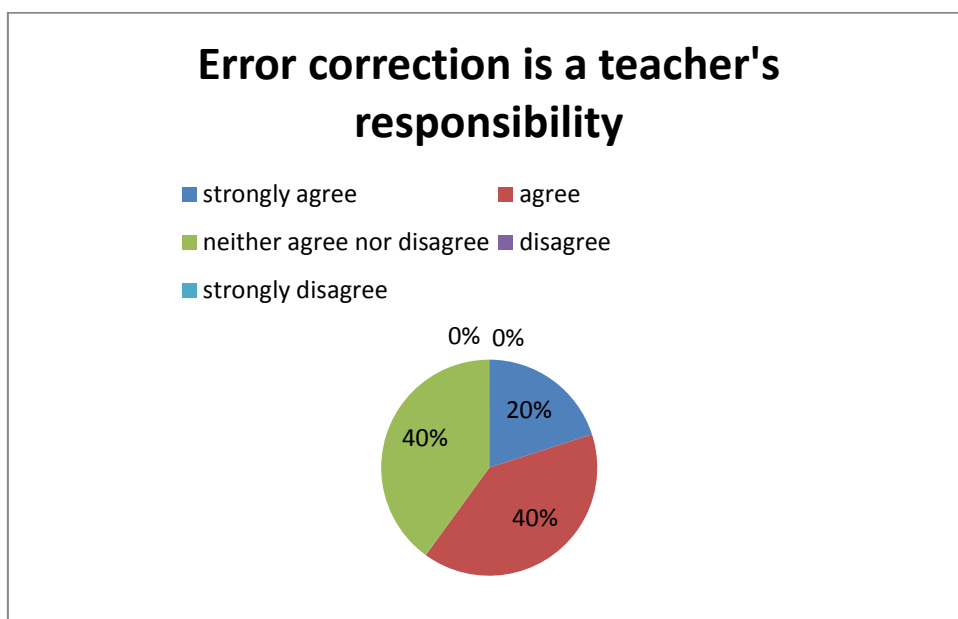


Figure 19: Error Correction as a Teacher's Responsibility

		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1	I think I can correct other students when they make errors.	1	4	3	2	0
2	I am happy with my classmates' correction.	2	7	0	1	0

Table 6: self- and peer-correction

60% (6) of participants strongly disagreed to not being able to correct themselves. 0% of participants strongly disagreed to not being able to correct themselves. 70% (7) of learners thought self-correction and peer correction are not as effective as teacher correction. However, 70% (7) of learners were happy with their classmates' correction and 40% (4) of learners thought teacher is responsible of correcting their errors. Classroom observation proved that learners could correct themselves and peer-correction occurred twice in one class. In interview questions, some learners preferred the teacher to correct their errors sometimes when it is difficult to understand. S6 said "like, past perfect! I never get it". Some learners thought they could correct themselves when the teacher indicated there was an error. S4 said "*It could be a method. It depends if you have the knowledge. It is not good for lower level*".

4.13 Learners' Views of Oral Grammatical Errors' Causes

	Grammatical Error Sources	Strongly agree	agree	Neither agree nor disagree	Disagree	Strongly disagree
1	Mother tongue interference	0	7	2	1	0
2	lack of grammar practice at home	3	7	0	0	0
3	anxiety	2	2	3	3	0
4	insufficient teaching methods	0	5	3	2	0
5	not enough focus on grammar practice in course books	1	5	3	1	0
6	lack of concentration	1	5	1	3	0
7	hurriedness to	0	0	1	9	0

	achieve					
	fluency					

Table 7: Oral Grammatical Errors Causes

70% (7) of learners agreed mother tongue and lack of grammar practice could cause grammatical errors. 50% (5) of learners agreed that insufficient teaching methods, lack of focus on grammar practice in course books and lack of concentration could cause grammatical errors. Surprisingly, 90% (9) of learners disagreed that speaking quickly could cause grammatical errors.

4.14 Summary

- * The majority of learners wanted their errors to be corrected.
- * Learners preferred to be corrected as soon as they made an error.
- * Learners gave equal results to 'sometimes' and 'rarely' they feel embarrassed when corrected.
- * The majority of learners did not prefer delayed written correction.
- * Learners experienced explicit correction and recasts equally in the UK and their home country.
- * All observed error correction techniques generated equal learner's uptake.
- * The majority of learners thought they could correct themselves with the teacher's help.

5.1 Introduction

This chapter analyses significant findings, discusses their implications and attempts to compare and contrast them with similar research particularly sometimes the ones discussed in the literature review. It also attempts to answer the research questions and re-evaluates reliability of the collected data.

5.2 Learners' Attitudes towards the Necessity of Oral Error Correction of Oral Grammatical Errors

Lyster and Ranta (1997, p38) stated "we are hardly any closer to knowing the answers to these deceptively simple questions". Chaudron (1988) thought inconsistency of error correction of learner's utterances may make the learner mistakenly assume absence of correction is recognition of accuracy. It is however sometimes hard to totally agree to learners' preferences and correct every single error. Factors such as lesson duration, number of learners and lesson plan influence teachers' choices of error correction's consistency and choice of techniques (Mosbah 2007).

Vigil and Oller (1976) believed that correction of all errors could frustrate learners. Krashen (1982) thought that correction of grammatical errors could impede learning. Brown (2003) as cited in (Ting, Mahadhir and Chang 2010, p55) highlighted "the inappropriateness of requiring students to use incomplete sentences when they speak". Accuracy in speaking is one teacher pedagogic focus and use of incomplete sentences may not show teachers which grammar instruction learners still require.

The majority of interview questions' participants wanted their oral grammatical errors to be corrected and S6 said "*that is why I am in the classroom*"; and S4 added "*or I will do the same mistake*". Half of the questionnaire's participants thought error correction did not cause lack of confidence which opposed teacher's views in Jean and Simard's (2011) who thought only errors that interfere with communication should be corrected to avoid diminishing learners' confidence. Also Vasquez and Harvey (2010) conducted a study in a university in the US of graduate students who were also L2 teachers and examined their views about error correction in a research replication. Prior to the study, they thought error correction directly affected learner's self-esteem and motivation but toward the end of the study these beliefs decreased.

Learners in Chun et al (1982) were also keen to be corrected to improve their learning which echoed the view of the majority of learners in this investigation. Also, 98% of Saudi Learners in Mosbah (2007) had a positive attitude towards error correction but their preferences of error correction techniques differed slightly. 77.6% Japanese adult EFL learners in Katayama's study (2007) valued error correction. 19.8% of learners always wanted their grammatical errors to be corrected, 32.4% of learners often wanted their grammatical errors to be corrected and 35.8% of learners sometimes wanted their grammatical errors to be corrected.

In Chenoweth, Day and Chun (1983) Korean Learners did not hold a positive attitude towards error correction, whereas in Loewen et al's study (2009) Arabic, Chinese and Japanese learners had a positive attitude towards grammar instruction and grammar error correction. Jin and Cortazzi (1998) claimed that Chinese learners as their huge research indicated considered the teacher as a source of knowledge. Casciani and Rapallino (1991) as cited in Loewen et al

(2009) found learners interested in error correction but they had different opinions on the effectiveness of oral error correction techniques. Interestingly, Muranoi (2000) suggested how learners' value error correction is more important than their preferences of specific error correction techniques.

5.3 Immediate Error Correction

Half of learners strongly agree and the other half in questionnaires agree to immediate correction. The responses to interview questions mirror questionnaire findings. The majority of interviewees preferred to be corrected immediately. Nearly half of learners strongly agree that minor errors need to be corrected. Preference of immediate correction of grammatical errors is similar to the results of the studies conducted by Dekeyser (1993), Schultz (2001) and Encecay & Dollar (2011). Also, Brown (2009) reported that learners thought immediate error correction is a quality of good teachers. Similarly, low-proficiency Turkish EFL learners of Genç's study (2014) strongly favoured immediate error correction, whereas high-proficiency level learners did not mind to have the correction at later stages.

Nonetheless, there are some variations to constant error correction. Learners in Kaivanpanah, Alavi & Sepehrinia' study (2012) preferred their grammatical errors to be corrected at the end of an activity opposing learners' preferences in this study. Learners in Lasagabaster and Sierras (2005) valued immediate error correction but thought it distracted the flow of communication, whereas 80% of learners in Oladejo's study (1993) did not believe immediate error correction inhibit their desire to communicate. Bang (1999) found learners with positive views about

oral error correction did not agree on when and how they wanted to it occur.

Loewen et al (2009) argued although learners may value error correction, yet there is no consensus on the implementation of oral error correction.

In Genç's study (2014, p.8), high-proficiency learners preferred less serious oral errors to be occasionally corrected or to receive no correction whereas low-level learners wanted such type of errors to be "always/usually" corrected. However learners in the current study insisted that all types of errors need to be corrected: *"otherwise I will do the same mistake"*, S6 stated. Half of learners in the questionnaires strongly agreed to serious errors to be corrected and also half of learners agreed to minor errors to be corrected too. Teachers corrected the majority of errors in the observed classes.

5.4 The effectiveness and Learners' Preferences of Error Correction Techniques

This section discusses learners' preferences of some error correction techniques such as explicit error correction, prompts and self-correction, recasts, delayed written correction and clarification requests.

5.4.1 Explicit Error Correction

In both classroom observations, explicit error correction worked fervently. All other techniques worked very well as well. I assume teachers' awareness of my research' topic influenced their insurances on learner's uptake. Learners' uptake results in this study lend support to Ammar and Spada (2006) who believed in the effectiveness of explicit correction. More than quarter of learners disagreed to prefer explicit error correction technique. In their response to teacher's

responsibility to error correction, nearly half learners were not sure. My previous teaching experience is at odds with this part of some learner's perceptions. I believe some learners did not prefer explicit error correction to save face and not to connote independence. Taflinger (1996) thought conducting a research based on honesty' scales as learners' perception is sometimes at stake, which also justifies the researcher's choice of interviews as a second research tool.

Mosbah (2007) threw light on age as a determining factor that influenced learners' choices. In Drever's study (2007) as cited in Mosbah (2007), young learners did not show their preferences of error correction techniques. They rather asked for a teacher's consistency of error correction. A tendency with low-proficiency level learners to prefer teacher's error correction is apparent rather than self-repair. Mosbah (2007, p.142) believed teacher "may resort to explicit error correction" when lesson's time is limited. He also argued pedagogic focus of the lesson influenced teacher' choices of error correction techniques. If accuracy is the focus, teachers may use explicit correction, metalinguistic cues and elicitation if fluency is the focus. He then continued to suggest recasts might be used to maintain accuracy without harming fluency.

Truscott (1999) shed light on the complexity of grammatical error correction and enumerated the problems that influenced its effectiveness. Larsen-Freeman and Long (1991) thought learners' attitudes influence the effectiveness of learning. Learners needed to understand and incorporate the correction into their interlanguage grammar. Grammatical error problems led Truscott (1999) as cited in Mosbah (2007, p.147) "to call for abandoning grammar correction" because of the affective and cognitive problems it might cause, or "at least be selective" in grammar error correction Truscott (2001) as cited in Mosbah (2007, p.147).

Genç (2014) found low-level learners to favour explicit error correction, and on the other hand, high-level learners were neutral or thought it was ineffective. His low-level learners' beliefs correlated with Ammar and Spada (2006) who found that low- proficiency level learners benefited from explicit error correction than recasts. Ammar and Spada (2006) concluded the effectiveness of any error correction technique should be evaluated in relation to learners' proficiency levels.

Learners' performance in the observed class in repeating the grammatically correct sentences is in line with Faeih (2012) who found learners were able to repeat long and short grammatically correct sentences. However, this result opposed Bley-Vroman and Chaudron (1994) as cited in Faeih (2012) who limited accuracy to only short utterances due to the limitation of learners' memory.

5.4.2 Prompts and self-correction

Half of learners agreed to correct themselves if the teacher gave them a clue and thought they were confident they could try to correct themselves if a teacher asked for repetition. This indicates that half of the participants can correct themselves when possible. Also in interview questions, the majority of learners thought self-correction depends on the level of difficulty. More than half in questionnaires strongly disagreed to be unable to correct themselves. Gainer (1989, p.45) claimed that some error correction techniques "interrupt, intimidate or confuse" rather than enlighten learners as some techniques fail to locate errors which lead learners to difficulties or impossibilities to self-correct. He also pointed out shortness of teacher's waiting time as another deficiency of oral error correction.

Two teachers at Yoshida's study (2008) believed learners benefited more from prompts but preferred to use recasts because of time management.

Ammar and Spada (2006) argued the explicitness and effectiveness of prompts is apparent in learners' self-repair. Long (2007) argued acquisition of new knowledge not retrieving the existing knowledge is the main aim of learning, but Lyster (2004) claimed assimilation and consolidation of the existing knowledge is also essential. De Bot (1996) argued retrieving target knowledge is more beneficial for L2 learners than merely hearing the forms in the input and added it also strengthens memory.

5.4.3 Recasts

A quarter of learners thought recasts were the most effective and another quarter thought they were less effective. The majority of learners thought they could notice when recasts were used. In interview questions, learners thought they can reformulate depending on the level of the learner and the type of error. S6 said "*if it is past perfect, I cannot get it*".

Mackey and Philip (1998) argued that if no attempt was made to repair, learners might have noticed and acquisition might have occurred. However, recast has been criticised of perhaps not being effective because learners may not have noticed it as a kind of negative evidence and learners may not have realised the erroneous utterance (Chaudron, 1988; Nabei and Swain, 2002). However, in Faqeih's study (2012) learners made significant benefits from recasts in the UK and Saudi Arabia. Yoshida (2008) investigated the perceptions of seven Japanese learners in Australia who valued prompts rather than recasts claiming they

preferred to correct themselves only when they knew the correct form. Brown (2009) also compared two groups of different proficiency level university learners and found that second- year learners preferred to work out errors on their own providing they know the correct form. Similarly, Lyster, Saito and Sato (2013) claimed that the teacher's choice of knowing which technique is more suitable for their learners is a difficult practice.

Mosbah (2007) recommended that teachers use other techniques because recast has been found by a number of researchers to be the least error correction technique leading to self-correction. However, Bisett (2013) found in his study an attempt of a neighbouring learner to copy the recast while the learner who made the error did not notice which then incorporated peer-repair. It could also encourage peer-correction of which the majority of learners in this investigation thought they would be happy to have. However, learners in Kaivanpanah, Alavi and Sepehrinia's study (2012) always preferred teacher's correction as they thought it was less stressful.

In Mackey and Oliver's study (2002) children benefited from recasts more than adult learners. They referred children's sensitivity to recasts to the similar implicit feedback they receive from their caregivers. In this study, I attribute the effectiveness of recasts to learners' ability to notice the form not the content. They probably noticed the mismatch between the erroneous utterances and the correct form (Long, Inagaki and Ortega 1998). It is logical to suggest if the teacher's pedagogic focus is dedicated to practising a grammatical structure as the case in this study of the observed lesson then the focus will be on form and accuracy rather than content.

Proponents of recasts claimed recasts target the unknown forms to learners (Goo and Mackey 2013). However, Lyster, Saito and Sato (2013) claimed it remained unclear how recasts with a learner of no knowledge could be provided on form. Research studies showed that low- proficiency level learners seemed to benefit less from recasts compared to higher levels. For example, Mackey & Philip (1998) and Ammar & Spada (2006) found recasts to be more effective with learners that have a developing knowledge of target forms. This contradicts the belief that error correction triggers the development of new knowledge and that recasts develop the acquisition of new knowledge (Long 2007).

5.4.4 Clarification Requests

The majority of high- level learners in Genç's study (2014) believed clarification request was effective, whereas half of low- level learners thought it was effective and the other half were either neutral or thought it was ineffective. McDonough (2013) and Lyster & Izquierdo (2009) compared the effectiveness of recasts and clarification requests and found no significant differences. Loewen & Nabei (2013) compared the effectiveness of clarification requests, metalinguistic cues and recasts in a Japanese EFL context and all these techniques proved to be effective with no significant differences.

5.4.5 Delayed Written Correction

The majority of learners disagreed with having the correction at the end of the class and more than half disagreed with having the correction in a tutorial. The majority of learners preferred an immediate correction. The findings here are in

line with Saafan's (2013) study findings. Ellis (2009) also advocated written correction because of its explicitness and suitability to most levels of learners. According to Gainer (1989), the usual provision of oral error correction through oral medium is a deficiency, whereas the written form is more explicit and attracts the attention of the whole class. It also provides learners with more time to think compared to the constraints of oral error correction. Gainer (1989, p48) suggests that written error correction "increases the amount of self-correction and peer-correction, and reduces the amount of teacher -correction".

When observing the lower intermediate level class, a male learner said "*I bought myself a dress*". The teacher wrote and drew 'dress' on the board. This written correction should remain in the learner's memory. S3 thought delayed written feedback to "*be effective, but it is a high thing to do, but they don't do it because lots of mistake. It is not reasonable*". It is obvious the learner favoured the technique but doubted the teacher's time to fit all learners' errors.

5.5 Learners' Experiences to Error Correction Techniques

The majority of learners were familiar with recasts and with explicit error correction in the UK, whereas more than half of all error correction techniques were in their home country. With the researcher's assumption that in the UK native English speaking teachers taught learners and non-native English speaking teachers taught them in their home country. Mosbah (2007) thought the teacher's choice of

error correction is not determined by native or non-native but by lesson types. Interestingly, low-level learners in Genç (2014) preferred to be corrected by L1 speaking teachers, whereas high-level learners favoured L2 speaking teachers. Genç (2014) suggested that learners at a higher level might not trust the effectiveness of L1 speaking teachers, whereas low-level learners may have felt more secure with L1 speaking teachers.

5.6 Learners' Most Frequent Oral Grammatical Types

Learners' proficiency in English is assumed to be similar. If we look at the COI (appendix 7) we notice that verb form errors were the most frequent errors. Word form and plural form errors were also frequent. Then this is followed by preposition errors which are nearly similar to the findings of Ting, Madadhir and Chang (2010). On the other hand, in their study, omission errors were the most common but in this study these errors were not identified.

5.7 Learners' Thoughts of their Oral Grammatical Occurrence Causes

The majority of learners in questionnaires agree that mother tongue interference can lead to oral grammatical errors. Their view contradicts Hammerly (1991, p151) who believed using mother tongue carefully "can be twice as efficient".

Less than half of learners in questionnaires thought anxiety cause oral grammatical errors, whereas a host of learners' perceptions in Lockley and Farrell (2011) indicated anxiety and speed of speech caused errors.

5.8 Reliability of the Research

To ensure no uniformity in teaching methodology and teacher-learner dynamics, two classes taught by two different teachers were observed. It would have been helpful if I had a recorder for classroom observation, but as explained in chapter 3, I wanted to be less obtrusive, which should contribute to maintaining classroom's authenticity.

The number of participants in the questionnaires was small and using three research instruments made the data richer, but allowed tentative conclusions. Some of the learners I observed were under 18 years old and their participation was avoided because of their age. For the consent form to be signed, they would have needed their parents to sign for them. However, most of their parents were not in the UK.

5.9 Summary

- * The majority of learners in the discussed studies want their errors to be corrected. However, teachers sometimes find it difficult to correct all errors due to determining factors such as lesson plan and teacher's time.
- * Although the majority of learners show their preferences of error correction, yet there are some variations in the preferable time of error correction.
- * Learners' perceptions of the effectiveness of error correction techniques differ according to learners' proficiency levels and age.

- * Delayed error correction even though not much favoured orally yet when provided in a written form encourages self and peer repair.
- * The number of participants is small, but using a mixed method approach made the data richer.

6.1 Introduction

The chapter summarises the main findings of the study. It points out the limitations of the study, recommendations for future research and recommendations for TESOL practice.

6.2 Findings

The different research methods instruments yielded the findings of the study's research questions and aims. The majority of learners favoured immediate error correction of minor and serious errors but with a priority sometimes to serious errors. However, a few learners found delayed written error correction effective but believed it was not always easy for the teacher to provide.

Half of the participants found explicit error correction most effective. Nearly a quarter found peer-correction most effective, but no learner found prompts most effective. A quarter of learners found recasts most effective and their uptake in observation data indicated the effectiveness of the technique. Although there has been debate as to whether recasts were ambiguous (Egi 2007), it could be argued as a repetition rather than a correction (Mackey, Gass and McDonough 2002).

The pedagogical effectiveness of oral error correction techniques is apparent in the COI table findings (2&3) in chapter 4. Learners' repair of all their errors is an indication of learner's learning and their use of their language knowledge.

6.3 Limitations of the Study

The limited sample and the absence of a recording device in the observation class may have affected validity. Using a video digital camera should easily be transferred into an editing programme such as Window Movie Maker. This should generate convenient and accurate digitised recorded data.

The number of participants was small and the only break at their school was lunch time, which influenced their interest to take part in the interview. Also some of the learners avoided participation in the study because they were under 18 years old, which indicated they needed the consent of their parents to take parts in the interview.

The lack of fluency of the learners' English language to deeply express their beliefs in the interview questions may have sometimes led to short answers. Miller (2003) thought lack of fluency may lead to less interaction, but for practical considerations it was sometimes impossible for the researcher to use bilingual interviewing. With one Arabic speaking interviewee, a few terms were translated. Nevertheless, participants' fluency levels have led to a meaningful contribution to the investigation. Furthermore, participants may have had different interpretations of questionnaire items (Barcelos 2003).

Despite limitations of the focus of this study, it can contribute to our knowledge of error correction techniques and identifies possible areas for future research on this issue. In summary, the investigation provides a variety of perceptions of oral error correction teaching techniques of oral grammatical errors.

6.4 Recommendations for Future Research

Sufficient data to obtain conclusions on the effectiveness of error correction is still lacking (Russell and Spada (2006) as cited by Lyster and Saito, 2010). The time is now ripe to move the dramatically grown error correction research agenda forward toward measuring the perceptions of learners in error correction techniques.

Employing error correction techniques to learners' preferences can be effective, because it contributes to language development over time. More studies on larger groups of different levels are needed to investigate learners' perceptions and attitudes of error correction techniques to provide the teacher with valuable insights.

There is also a need to standardise error correction terms. I think this should make studying error correction research papers easier and less overlapping. There is some confusion, for example, if a learner does not notice recasts, and the teacher moves on and ignores, is recast in this case an error correction technique? Also, clarification requests and prompts are types of elicitation.

If I were to do a similar research study again, I would collect a larger account of data to measure the perceptions of a larger number. If I had more time, I would ask to film the classes to be able to capture details of the classrooms' environments and analyse the data properly. A similar study could be conducted in Saudi Arabia, my job's home country. I teach Saudi female learners and I agree with Mosbah (2007) that culture, age and gender influence perceptions.

6.5 Recommendations for TESOL Practice

Teachers should not be concerned that frequent oral error correction affects learners' confidence as the findings of this study indicate that learners value immediate error correction. However, it would be my recommendation that when an oral error occurs that does not distract communication, teachers should not halt the natural flow of the topic and wait until the learner finishes a sentence. Thus, I slightly disagree with the teachers' preferences in Jean and Simard's study (2011) that only errors that impede communication should be corrected to avoid diminishing the learner's confidence. A learner can be corrected when a sentence is completed. It would be useful to ask for a clarification request and offer the learner enough time to self-repair. If the learner fails to self-repair, shift to recasts to locate the error. Then if this too does not work, try prompts and elicit as much as possible. This should benefit the learner's acquisition of the target language. Also teachers should incorporate a variety of oral error correction techniques to make learners more familiar with them in order to be in a better position to state whether they prefer one technique or another.

6.6 Potential Influences as a Teaching Practitioner

Errors will be corrected by employing different error correction techniques using recasts with more high-proficiency learners, and prompts often with lower levels. In the case of shy learners, oral errors will be sometimes ignored with more focus on their writing. If learners reduce their participation or provide the answers quickly, then teachers need to deal with their errors carefully. Hunter (2012, P30) stated

"too much corrective feedback (CF) can make learners reluctant to speak".

However, teachers sometimes avoid ignoring errors to prevent the much argued phenomenon of fossilisation. Teachers believe error correction can interrupt the communicative flow (Brown 2009) and can induce language anxiety (Lasagabaster and Sierra 2005). Hopefully future learners benefit more from a better insightful teacher approach to oral error correction.

6.7 Reflections as a Researcher

This study has been stimulating and interesting, but time-consuming and challenging. An invaluable experience has been learned through doing this research with a view to conducting a bigger study on a similar topic. The perceptions of learners may have not been well known, but participants have left room for future investigation on perhaps a bigger sample. Error correction is believed to be simple, yet there is more depth in most teaching techniques than sometimes realised.

Small amount of data can be efficient and informative if well managed. Filling COI in a live setting is challenging in respect to error type and error correction techniques' classification. Interviewing learners by their L2 is also challenging. Relying on one source for keeping the collected data is a risk. A USB in which the final typed COI form has been saved was damaged, but fortunately the original hand written form has been saved and then typed again.

Prior to this study, I thought that most learners prefer not to be corrected orally in front of their peers, but I have changed some of my thoughts and I am now keen to know the perceptions of a bigger group and perhaps of female learners only.

Word Count-15,112

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Appendices

Appendix 1

Information Letter for the manager

Dear

I am currently studying for an MA in English Language Teaching to Speaker of other Languages at Sheffield Hallam University. As part of this course I am doing some research on oral error correction teaching techniques of oral grammatical errors. I am investigating the perceptions of adult EFL learners of general English in an intermediate level class.

I would like to observe two classes or two teachers. After observation, the students will complete a questionnaire. I would like also to interview six students.

All participants will be anonymous (they do not have to give their names). If they do not want to take part in the questionnaire or interview they can withdraw at any time, and I will inform the students this will not affect their course or exam entry. At the end of the study I will give you information about my results if you wish. No participants' names will be used in the research and your institute will not be referred to at any times.

If you are happy to help with this research study, please sign the attached form and return it to me.

Thank you very much for your help,

MA TESOL student: Rasha Almalik / rashaalmalik@yahoo.com

TESOL Tutor: Anna Sidorovitch / a.sidorovitch@shu.ac.com Sheffield Hallam University

Appendix 2

Information Letter for the teacher

Dear

I am currently studying for an MA in English Language Teaching to Speakers of Other Languages at Sheffield Hallam University. As part of this course I am doing some research on oral error correction teaching techniques of oral grammatical errors. I am investigating the perceptions of adult EFL learners of general English in an intermediate level class.

After your lesson, your students will participate to fill in a questionnaire. I would like also to interview six of them.

All participants will be anonymous (you do not have to give your name). If you do not want me to observe you, you can withdraw at any time, and this will not harm you. At the end of the study I will give you information about my results if you wish. No participants' names will be used in the research at any times.

If you are happy to help with this research, please sign the attached form and return it to me.

Thank you very much for your help,

MA TESOL student: Rasha Almalik / rashaalmalik@yahoo.com

TESOL Tutor: Anna Sidorovitch / a.sidorovitch@shu.ac.com

Sheffield Hallam University

Appendix 3

Information Letter for the students

Dear

I am currently studying for an MA in English Language Teaching to Speaker of other Languages at Sheffield Hallam University. As part of this course I am doing some research on oral error correction teaching techniques of oral grammatical errors. I am investigating the perceptions of adult EFL learners of general English in an intermediate level.

After your lesson, you will to participate to fill in a questionnaire and to take part in if you like in an interview about error correction.

All participants will be anonymous (you do not have to give your name). If you do not want to take part in the questionnaire or interview you can withdraw at any time, and this will not affect your course or exam entry. At the end of the study I will give you information about my results. No participants' names will be used in the research at any times.

If you are happy to help with this research, please sign the attached form and return it to me. If you are under 18 years old, please ask your parent or guardian to sign for you.

Thank you very much for your help,


MA TESOL student: Rasha Almalik / rashaalmalik@yahoo.com

TESOL Tutor: Anna Sidorovitch / a.sidorovitch@shu.ac.com Sheffield Hallam University

Appendix 4

Participant consent form signed

MA research project - Participant consent form

Name of researcher: Rasha Almalik	
Title of research project: An Investigation into EFL Adult Learners' Perceptions on the Effectiveness of Oral Error Correction Teaching Techniques of Oral Grammatical Errors	
Different stages of project: Tick (✓) below to show which stages of the project you agree to participate in.	
<input checked="" type="checkbox"/>	1. Fill in a questionnaire to say what you think about oral error correction techniques of oral grammatical errors.
<input checked="" type="checkbox"/>	2. Take part in the interview.
<p>I understand that the information I give will be anonymous and only used in this research project.</p> <p>I understand that my participation is voluntary and will have no adverse effects on my progress or exam results.</p> <p>I understand that I can withdraw from the project at any time.</p> <p>I understand that I can see a summary of the findings after the research has been completed.</p>	
Signed: 	Date:
(Please ask a parent or guardian to sign if you are under 18.)	

Appendix 5

Teacher consent form

Name of researcher: Rasha Almalik	
Title of research project: An Investigation into EFL Adult Learners' Perceptions of the Effectiveness of Oral Error Correction Teaching Techniques of Oral Grammatical Errors	
Different stages of project: Tick (✓) below to show which stages of the project you agree to participate in.	
<input type="checkbox"/>	1. The researcher observing your class and taking notes where applicable to her research study.
<p>I understand that the information I give will be anonymous and only used in this research project.</p> <p>I understand that my consent is voluntary and will have no adverse effects on my job assessment.</p> <p>I understand that I can withdraw from the project at any time.</p> <p>I understand that I can see a summary of the findings after the research has been completed.</p>	
Signed: _____ Date: _____	
(Please ask a parent or guardian to sign if you are under 18.)	

Appendix 6

The Questionnaire before Piloting

Questionnaire on Oral Error Correction of grammatical errors

Total Number of Questions:

Duration (approx.): 10 - 15 minutes

Dear friend, I would like to use your responses to the questions in the questionnaire to validate an investigation into the most effective oral error correction teaching techniques of oral grammatical errors. Hence, I earnestly appeal to you for your honest responses which will be of high value for my research. I also assure you that your responses will not be used for any other purpose without your consent and that complete confidentiality will be maintained in every respect.

Part I: Sources of Errors

	Error Sources	Strongly agree	Disagree	Not sure	Agree	Strongly agree	Partly agree
1	Mother tongue interference						
2	lack of practice						
3	anxiety						
4	insufficient teaching methods						
5	insufficient course books						
6	lack of concentration						
7	hurriedness to achieve fluency						
8	Any other practice (Please specify)						

Pat II: What *time* do you prefer to be corrected?

1	Attitude	Strongly agree	Disagree	<i>Not sure</i>	Agree	Strongly agree	<i>Partly agree</i>
2	immediately as I make an error						
3	when I finish a sentence						
4	when I finish all my talk						
5	write my errors and correct them after class						
6	write my errors and correct them in a tutorial						
7	Any other practice (Please specify)						

Part III: How do you feel when not corrected by the teacher?

		Strongly agree	Disagree	<i>Not sure</i>	Agree	Strongly agree	<i>Partly agree</i>
1	I do not think I can correct myself.						
2	I think I can correct other students when they make errors.						
3	I find it difficult to correct myself even when the teacher signals my errors.						
4	I think self-correction and peer correction are as effective as teacher correction.						
5	I am happy with my classmates' correction.						

Part IV: How do you feel when the teacher corrects you?

		Strongly agree	Disagree	<i>Not sure</i>	Agree	Strongly agree	<i>Partly agree</i>
1	Teacher should give me a clue to help me correct myself.						
2	Serious errors need to be corrected.						
3	Minor errors should be not be corrected.						
4	My teacher should repeat my sentence in						

	the right form.						
5	The teacher should write my errors on a note and gives me a feedback after class.						
6	Oral correction of my grammatical error is not enough. I will forget, I need the teacher to write my error and the right form on the board and explain my errors.						
7	Learners should be allowed to make grammatical errors during the process of learning.						
8	Teacher is responsible of correcting my errors.						
9	I feel embarrassed when the teacher corrects me in front of my friends.						
10	I notice my error when my teacher repeats my sentence with the correct form.						

Part V: Demographic Details

Please provide here your personal details
(Any information against any item is optional)

1	Name	
2	Gender	
3	Age	
4	Mother-tongue (s)	
5	Length of your stay in the UK (till now) (in years / months)	
6	Email ID (If only you wish to know the findings of this study)	

(End of the questionnaire)

Thank you very much for sparing your valuable time with me, supplying honest responses and participating in the study.

Rasha Almalik

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Appendix 7

Sample of a Filled Questionnaire

Untitled form Page 1 of 5

Untitled form
*Required

1. Please read the following statements and tick (✓) the box that most describes your view. Please do not hesitate to ask if you have any queries. *

Part I: Sources of Grammatical Errors: To what extent do you agree or disagree that the following sources contribute to error occurrence?
Mark only one oval per row.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Mother tongue (first language) interference	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
lack of practice of grammar at home (no homework)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
anxiety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
insufficient teaching methods of grammar rules	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
not enough focus on grammar practice in course books	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
lack of concentration	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
hurriedness to achieve fluency	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Any other reason? Please specify.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Part II: When do you prefer to be corrected by the teacher?
Mark only one oval per row.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Immediately as I make an error	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I finish a sentence	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
when I finish all my talk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
The teacher should write down my errors and correct them after class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
The teacher should write down my errors and correct them in a tutorial.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Any other preference (Please specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3.

Part III: What is your view about teacher, self- and peer error correction?

Mark only one oval per row.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
My errors should not be corrected.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
I find it difficult to correct myself even when the teacher signals my errors	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think I can correct other students when they make errors.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think self-correction and peer correction are as effective as teacher correction.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am happy with my classmates' correction.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher is responsible for correcting my errors.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do not think I can correct myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Any other thoughts please specify.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. **Part IV: How do you think the teacher should correct you and should the teacher correct all levels of oral grammatical errors?**
Mark only one oval per row.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The teacher should give me a clue to help me correct myself.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Serious errors need to be corrected.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Minor errors need to be corrected.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teacher should repeat my sentence in the right form.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teacher should write my errors on a note and gives me a feedback after class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
If the teacher corrects my errors orally, I will forget. I need the teacher to write my errors and the right form on the board.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Learners should be allowed to make grammatical errors during the process of learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
I notice my error when the teacher repeats my sentence with the correct form.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Any other thoughts please specify.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5.

Part V: How often do you have these feelings when you or your peers (classmates) are corrected in class?*Mark only one oval per row.*

	Most of the time	Often	Sometimes	Rarely	Never
I feel embarrassed when the teacher corrects me in front of my peers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
I am confident I can repeat my sentence and mend the error if the teacher implies a repetition is required.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teacher distracts the flow of speech when stopping us to indicate the occurrence of an error.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
I find myself slow in producing a sentence because I am worried of the teacher stopping me to correct my errors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Any other thoughts please specify.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6.

Part VI: Tick the oral error correction technique that you have experienced. (You may need to tick more than one column).*Mark only one oval per row.*

	The UK	Home country	Neither
Error correction technique	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
explicit correction=clearly indicating your error	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
reformulation (recast) For example, Student: "I camed yesterday". The teacher corrects this by "I What yesterday??"	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
signals (clue) to self- correct such as the teacher asks you to repeat (prompts)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
the teacher asks for peer-correction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any other thoughts please specify.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7.

Part VIII: Arrange oral error correction teaching techniques from the most effective to the least effective.*The most effective ---4---* ---3---*---2---*---1 *Less effective**Tick all that apply.*

- ☒ 2 Explicit correction=clearly indicating your error
- ☒ 4 Reformulation (recast)
- ☒ 3 Signals (clue) to self- correct such as the teacher asks you to repeat (prompts)
- ☒ 1 The teacher asks for peer-correction.

Appendix 8

Classroom Observation Instrument (COI) before Piloting

Error Correction of Grammatical Errors Observation Instrument

Date		Proficiency level of class	
Duration of Observation			
Number of student		Teaching Skill	

Example of grammatical errors (Students' errors)	type of technique						Teacher	Student (no uptake)	Uptake		
	Recast	*Explicit	*Clarification	*meta cues	Elicitation	Repetition			Self-repair	peer repair	Re-pair repetition

Appendix 9

Error Correction of Grammatical Errors Observation Instrument

Date	1st July 2015	Proficiency level of class	lower Intermediate
Duration of Observation	90		
Number of student	5	Teaching Skill	speaking

Example of grammatical errors (Students' errors)	type of technique							Teacher	Student (no uptake)	Uptake		
	Recast	*Explicit	*Clarification	*meta cues	Elicitation	Repetition	written feedback			Self-repair	peer repair	Re-pair repetition
Question												
Article						1		2		1		
plural			1		1	1				2		1
Sub-v agreement						1				1		
Preposition			1		1			2		1		1
Word Form	1	1	1		1		1			3	1	1
Verb form		1			1		2			1	1	2
Word order								1				

Classroom Observation Instrument (COI) 1: teacher 1

Date	1st July 2015	Proficiency level of class	Intermediate
Duration of Observation	90		
Number of student	11	Teaching Skill	Revised grammar lesson

Example of grammatical errors (Students' errors)	type of technique							Teacher	Student (no uptake)	Uptake		
	Recast	*Explicit	*Clarification	*meta cues	Elicitation	Repetition	written feedback			Self-repair	peer repair	Re-pair repetition
Question												
Article												
plural						1	1					1
Sub-v agreement						1	1					1
Preposition												
Word Form	1											1
Verb form	4		1	1	2	3				9		3
Word order			1							1		

Classroom Observation Instrument (COI) 2: teacher 2

Appendix 10

Interview Questions before Piloting

Statement to the Participants:

Thank you for taking part in this error correction study research. I would like to have a discussion with you about the most effective oral error correction techniques which is part of my Master's degree. This interview should help the researcher have an insight into the most effective oral error correction techniques. Please give honest perceptions and feel relaxed.

Your answers will be confidential and will be reported anonymously. Your answers will not affect your grades. If you are interested in knowing the findings, please email me.

1. Do you think the teacher should correct your errors in details?
2. Do you prefer the teacher to provide you with an explanation of your error and you try to correct yourself?
3. Would you like the teacher to repeat your sentence with the correct form? Does this help you realise your error?
4. Do you think it is effective when the teacher provides you with a clue and then you correct your error on your own?
5. Is it more effective for you if the teacher writes your errors in a note and then provides you with a written feedback?
6. Do you think it is effective when the teacher interrupts and pauses allowing you to fill the correct form?
7. When the teacher asks you to repeat what you said, do you understand there is an error and by repeating it you need to try to say the correct form?
8. Would you like to add anything or suggest a technique for teachers to correct your errors?

Thank you

Appendix 11

Interview Questions

Italics: indication of changes after piloting

Statement to the Participants:

Thank you for taking part in this error correction study research. I would like to have a discussion with you about the most effective oral error correction techniques which is part of my Master's degree. This interview should help the researcher have an insight into the most effective oral error correction techniques of oral grammatical errors. Please give honest perceptions and feel relaxed to ask for clarifications.

Your answers will be confidential and will be reported anonymously. Your answers will not affect your grades. If you are interested in knowing the findings, please email me.

1. Do you think the teacher should correct your errors? *Why?*
2. *What type of errors do you think need to be corrected in class?*
3. Do you think the teacher should only correct the errors that *interfere with communication?*
4. How should the teacher correct your grammatical errors in class?
5. Do you prefer the teacher to provide you with an explanation of your error and you try to correct yourself?
6. Would you like the teacher to repeat your sentence with the correct form? Does this help you realise your error?
7. Do you think it is effective when the teacher provides you with a clue and then you correct your error on your own? *Why?*
8. Is it more effective for you if the teacher writes your errors in a note and then provides you with a written *correction?* Why effective or not?
9. When the teacher asks you to repeat what you said, what does this mean to you? *Why do you think the teacher asks you sometimes to repeat?*
10. *In your opinion what is the most effective oral error correction teaching technique? Explain why.*
11. Would you like to add anything or suggest an oral technique for teachers to correct your *oral* grammatical errors? Thank you

Appendix 12

Table of Interviews' coding

code	Explanation
want their errors to be corrected	Any comment with "I learn from my mistake" "error".
types of errors require correction	Any comment with all errors, serious, or minor.
immediate error correction	Any comment for immediate error correction such as immediately & as soon as.
delayed written correction	Comments including after such as after my talk, after class or in a tutorial.
prompts	Any comment that leads to prompts such as "if the learner gets it, level of learner, etc.
self-correction	Any reference to self-repair
Recasts	Any comments with "reformulate, etc.
Repetition	Any comment with what repetition indicates to the learner such as "something wrong".

Appendix 13

Sample of Coded Interviews' Quotes

1. Do you think the teacher should correct your errors? Why?

Yes, it is **important to improve my English.**

2. What type of errors do you think need to be corrected in class?

All errors for a better quality of the language.

3. Do you think the teacher should only correct the errors that interfere with communication?

No, every type should be corrected.

4. How should the teacher correct your grammatical errors in class?

Teacher should **reformulate the sentence**, focus on my error and see which rule I did not follow.

5. Do you prefer the teacher to provide you with an explanation of your error and you try to correct yourself?

Maybe. It depends. **If you are able you can try** but the **best way when the teacher does it.**

6. Would you like the teacher to repeat your sentence with the correct form? Does this help you realise your error?

Maybe. After she asks you **to reformulate a** and you can guess what is wrong and why it is wrong.

7. Do you think it is effective when the teacher provides you with a clue and then you correct your error on your own? Why?

It could be a method. **It depends if you have the knowledge. It is not good for lower level.**

8. Is it more effective for you if the teacher writes your errors in a note and then provides you with a written feedback? Why effective or not?

No, it is not. She should **correct immediately**, **not write**. It **should be oral**.

9. When the teacher asks you to repeat what you said, what does this mean to you? Why do you think the teacher asks you sometimes to repeat?

It means I have done something wrong.

10. In your opinion what is the most effective oral error correction teaching technique? Explain why.

It depends on the level. Teacher should stop you and repeat the rule. If it is a higher level then you can reformulate.

Interview (2)

1. Do you think the teacher should correct your errors? Why?

Yes, it is important. or I will do the same mistake.

2. What type of errors do you think need to be corrected in class?

All errors.

3. Do you think the teacher should only correct the errors that interfere with communication?

No, every type.

4. How should the teacher correct your grammatical errors in class?

She should make me understand the error then I correct myself.

5. Do you prefer the teacher to provide you with an explanation of your error and you try to correct yourself?

Yes, it is good.

6. Would you like the teacher to repeat your sentence with the correct form? Does this help you realise your error?

Yes, you see how it is right and then you do it well in the future.

7. Do you think it is effective when the teacher provides you with a clue and then you correct your error on your own? Why?

Yes, to understand the error.

8. Is it more effective for you if the teacher writes your errors in a note and then provides you with a written feedback? Why effective or not?

No, it should be at the same time.

9. When the teacher asks you to repeat what you said, what does this mean to you? Why do you think the teacher asks you sometimes to repeat?

It means there is an error.

10. In your opinion what is the most effective oral error correction teaching technique? Explain why.

It helps you understand then you can do it.

Appendix 14

Key Terms

Error is the use of a linguistic item which fluent users of the language consider incomplete learning (Chun et al. 1982). "Error is an utterance, form, or structure that a particular language teacher deems unacceptable because of its inappropriate use or its absence in real-life discourse" (Hendrickson 1978). Error "reveals the learners' underlying competence" (Corder 1967).

Grammatical errors include misordering, omission, misinformation and addition. The most common grammatical errors are preposition, articles, subject-verb agreement, tense and plural forms of nouns.

EFL: A non-native learner studying the English language as a foreign language.

Error correction is a technique in which a teacher helps the learner to repair an erroneous utterance (Lyster and Ranta 1997).

Recast: A reformulation of a student utterance in an attempt to resolve a communication breakdown" Lyster and Ranta (1997) cited by (Lyster , Saito and Sato 2013).

Elicitation: is a form of prompts (Lyster and Saito 2010). A pausing error correction technique in which the teacher allows the learner to fill in the correct form (Lyster and Ranta 1997).

Clarification Request: is a form of prompts (Lyster and Saito 2010). A teacher implies the learner's utterance has an error and a request for repetition is indicated in the form of a question like 'excuse me' (Lyster and Ranta 1997).

Metalinguistic Cue: is a form of prompts (Lyster and Saito 2010). The teacher provides the learner with a comment or information that helps the learner reform a sentence without immediately providing the correct form (Lyster and Ranta 1997).

Explicit Correction: A response of the teacher which provides both positive and negative evidence to the learner, Bisett (2013) cites Ellis, et al. (2010).

Repetition: is a form of prompts (Lyster and Saito 2010). An adjusted intonation by which the teacher highlights an error through repeating it exactly as produced (Lyster and Ranta 1997).

Uptake: The response of the learner that comes after the teacher reaction to an error (Lyster and Ranta 1997).

Repair: is the corrected form of the learner's error (Lyster and Ranta 1997).

